

POSITIVE DISCIPLINE (“PD”) POLICY



**Resilience
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| Summary | Positive Discipline Policy |
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Introduction

This document sets out the framework of RMATs approach to encouraging outstanding behaviour known as 'Positive Discipline.' Colleagues will be made aware of any alterations to the policy.

The framework builds upon good practice. The framework should be successful in:

1. Reducing colleagues workload both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress.
2. Providing much greater understanding of the discipline process of children, parents, teachers, and local review boards.
3. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards; and
4. Supporting colleagues in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should no longer have to suffer constant disruption.
5. Make the academy an environment conducive to learning.

The essential prerequisite for the Policy's success is a consistent commitment from all colleagues to operate within the agreed framework. The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

All teachers in all curriculum areas must look to recognise, praise, and reward all students as a matter of agreed policy. Non-teaching colleagues will also be expected to formally praise students whenever it is appropriate to do so.

Colleagues must also understand the importance of operating within the recognised framework for sanctions. The seven phases should be worked through in a logical manner, unless an incident, merits an escalation of sanction, at the discretion of the Principal. Departmental approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful, the following must be understood by all concerned:

- The expectations of behaviour set out within this PD policy apply to all students.
- Colleagues will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, Learner profile or Educational Health and Care Plan ("EHCP").
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, colleagues will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency.
- Where a student has an identified/recognised disability or difficulty that disadvantages their full participation in academy life, a reasonable adjustment can be made to their environment to ensure the student can fully participate in the academy experience to reach their full potential.

- A reasonable adjustment can only be determined by the Academy Principal, Academy Special Educational Needs Co-ordinator and the Academy PD lead in a planned and strategic approach with clear justification and desired outcomes identified. This should be identified in the Learner Profile.
- At the centre of all that we do is the Student Planner, its importance in the PD system must be understood and followed by all children, all colleagues, and all parents.

Classroom Rules

Our **Classroom Rules** are outlined below:

- **Arrive on time, fully equipped and ready to work for each lesson.**
- **Do as you are asked by all colleagues – first time, every time.**
- **Listen carefully when the teacher or another person is talking.**
- **Put your hand up and wait for permission to speak.**
- **Always try your best without disturbing others.**
- **Stand in silence at the end of lessons until you are dismissed.**
- **Always do your homework to your highest standard and hand it in on time.**

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: 'Arrive on time, fully equipped and ready to work'.

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of colleagues.

Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.

Rule 3: 'Do as you are asked by colleagues – first time, every time'.

In short, we want all students to do as they are asked.

Rule 6: 'Put your hand up and wait for permission to speak'.

It is expected that the 'hands up' routine will be a central feature of each classroom, except when colleagues are engaging students in a question-and-answer session.

Around the Academy Rules

- **Be polite and show respect for other people.**
- **Do as you are asked by all colleagues – first time, every time.**
- **Always wear your Academy uniform correctly.**
- **This is your Academy, look after it. Look after property and put all litter in bins.**
- **Eat and drink in the right place at the right time.**
- **Walk around the Academy sensibly and quietly and keep to the left.**
- **The Academy opens at 8.00am; be in your form room and ready for morning registration at 8.25am. After the Academy closes; no student should be on site without colleagues permission.**

Rule 5: 'Eat and drink in the right place at the right time'.

Students will need to have guidelines regarding eating in the academy explained to them.

Rewards

Central to the philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is surely a key foundation in all good schools.

Ongoing Departmental Reward System

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System.'

Curriculum Areas will have selected a stamp to be used by all departmental members. The chosen stamp will be awarded to all students regardless of age, ability, or gender if they display appropriate levels of commitment, effort, and attainment.

Stamps

As indicated in the pyramid itself, the awarding of **STAMPS** will be based around the Student Planner. Certainly, the administrative burden involved in awarding **STAMPS** is intended to be both simple and time efficient.

STAMPS can of course be awarded both within and outside the classroom, offering flexibility for colleagues to reward students as and when excellence in all its many guises is noted.

A clean slate in terms of no negative comments will be rewarded with 5 x Form Tutor Stamp each week, alongside a further 5 x Form Tutor stamps for 100% attendance each week.

The awarding of Stamps will be of greater significance around the Academy. As well as being used to reward excellence in terms of classroom and homework performance, the Stamp will be used to reward all significant contributions to the school community outside classroom and homework performance. This might include presenting a positive image of the Academy in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

Final and separate deadlines for the awarding of Stamps for Year 11 and all other students will be identified and communicated.

The Stamp will, of course, lead to recognition through our system of Certificates and Reward Trips etc.

Students who are on target in all subjects at an assessment point that is reported to parents will be awarded 100 reward stamps.

Ongoing Certificates

The Certificate levels for Stamps will be the following:

| | |
|----------|--|
| Bronze | 500 |
| Silver | 1000 and home contacted by form tutor. |
| Gold | 1500 and home contacted by Head of Year. |
| Platinum | 2000 SLT call home. |

Diamond 2500 SLT call home.
 3000 – Principal’s Award phone call home.
 3500 – Chair of LRB Award.
 4000 – CEO Reward

Students who have gained the required number of **STAMPS** will receive the appropriate certificate which will be presented either in Year assembly or by the Form Tutor. At the end of each academic year details regarding Stamp levels and Certificates awarded will be reported to parents/ carers and placed on their file.

It is hoped that the awarding of **STAMP CERTIFICATES** will continue to be an accepted, popular, and important feature of assemblies or other public recognition events for all year groups and that the achievements of students of all abilities will be represented.

Postcards

Students will receive a departmental ‘postcard’ which will be sent direct to their home. It will be expected that no more than two or three students from each teaching group will be identified each half term. Space will be left for a teacher comment, though a signature alone will be quite sufficient.

Department meetings each year must be used to review student progress with the intention of awarding postcards on a regular basis.

It should be noted that **SUBJECT AWARDS** are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication.

Postcards will also be sent home to recognise outstanding attendance.

Leadership Team Involvement

Senior Colleagues will provide a high presence across all year groups during PD lessons. The Principal (or delegated member of the Leadership Team) will operate from a designated place and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. It is anticipated that no more than three students from a form group will be referred to the LT member within one lesson. Members of the Leadership Team will visit year groups during the PD sessions and will award a Leadership Team Special Stamp. Students who are working exceptionally well will be referred on to the Principal to receive the Principal’s Special Stamp.

The Major Award Ceremonies

This will be held centrally as an annual Academy event.

Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.

Sanctions for Classroom based misdemeanours.

In terms of classroom-based sanctions seven key phases were identified. It is hoped that most students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond **PHASE THREE**.

It is essential that all students, parents, and teachers understand this framework and its consequences. At all times, the intention of the policy is to stop unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of colleagues must seek to operate within the framework and apply the principles set out in Section 1, particularly those dealing with a student's individual needs. We as an academy do not tolerate a situation in which students are removed from classes for trivial reasons or sent out to work on corridors or at the inconvenience of other colleagues. In short, we must operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

'When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.'

'Once the sanction has taken place it is up to the member(s) of colleagues concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.'

Phase 1 – Verbal Warning

It is anticipated that many students will receive the occasional **VERBAL WARNING** in their time with us. Hopefully, as students mature and become more self-disciplined, most of the student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others, and participating constructively in discussion.

The **VERBAL WARNING**, though not recorded, has two clear purposes:

1. To indicate to students that they have done or are doing something which is unacceptable.
2. To form a link to the more serious **PHASE TWO – SECOND WARNING** if it is required.

It is obvious that students must clearly understand the fact that they have received each warning and that the words '**VERBAL WARNING**' must be used by the member of colleagues.

The **VERBAL WARNING** should not be given as a blanket warning to the full class. **VERBAL WARNING** should be recorded on the corner of the whiteboard either with the student's initials or full name, or by the placing of the student planner on the member of colleagues desk, so they are fully aware they are on a **VERBAL WARNING**.

Phase 2 – Written Warning

A student who continues to behave unacceptably despite being given a **VERBAL WARNING** will move into **PHASE TWO** and receive a **SECOND WARNING**. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by colleagues initials. Colleagues need also to keep a brief record in their own file of the nature of misdemeanour. Students will move straight into **PHASE TWO** for lateness, homework, coursework, and equipment misdemeanours.

Students could move into **PHASE TWO** because of continuing the behaviour which led to the initial **VERBAL WARNING** or for behaving in a way which is considered too serious to receive only a **VERBAL WARNING**.

Phase 3 – Student moved within the classroom.

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a **VERBAL** and a **SECOND WARNING**. Such behaviour will result in the student moving into **PHASE THREE**. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. Students will be moved to another area of the room as the first part of the sanction. A further comment from the teacher must be placed in the student's planner.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

Phase 4 – Student moved within subject area.

At this point, the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage.

Alternatively, it may be that a student behaves in such an unacceptable way that the teacher believes that behaviour should move straight to **Isolation**. Though there is always the possibility of this occurring, RMAT strongly supports the importance of working through the phases in a cumulative manner whenever possible. Oncall will support colleagues in the classroom decision making should isolation be deemed appropriate.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter **PHASE FOUR**.

The main emphasis in terms of the identification of members of colleagues who will be available to 'receive' difficult students will lie in two areas:

1. Such teachers are likely to have curriculum responsibilities.
2. The groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered **PHASE FOUR** is likely to have caused considerable disruption and inconvenience. Consequently, *they should be received in an appropriately professional manner*. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

Automatically, the student will receive an Academy Detention. Parents will be contacted through the detention communication form which is in the planner.

When a student is given a third Detention parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth Academy Detention being received.

When a fifth Academy detention within a half term and every subsequent five detentions within this period, is given to any student, that student will automatically move into Phase 5

On call will continue to run and any student refusing to go to the departmental link will be referred to on call. This will be seen as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will be **placed in isolation**.

Phase 5 – Principal’s Detention

Principal’s detention will be issued in the following circumstances:

1. A student receives 8 comments in a week.
2. A student fails to attend an academy detention.
3. A student receives five academy detentions in a half term.
4. Failure to attend a Principal’s detention, will result in isolation and a Principal’s detention.

Principal’s detentions are an escalation of sanction and as a result last for 2 hours from 2.30 pm until 4.30 pm. It is the responsibility of the student to manage their behaviour to avoid escalating their sanctions to a Principals detention.

Example

If a student reaches the maximum number of written comments allowed each week they will move onto a Principal’s detention. If the student receives an additional 4 comments (12 in total) the student will be placed in isolation. If they complete isolation and return to their mainstream education in the same week, following this if they receive a further 2 comments (14 for the week) the student will be placed in isolation.

Phase 6 - Isolation

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. Members of the pastoral team and members of the Leadership Team will colleagues the Isolation Room.

A video camera will always be in operation when installed at the Academy, supervision at break will be shared between the teachers who have supervised periods 3 and 4, and lunchtime supervision will be incorporated into the existing lunch-time duty framework.

Students will be ‘isolated’ in the fullest sense of the word. Lunch-break will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.25 am to 3.30 pm.

Students placed in Isolation arriving late without good reason will repeat the full day at the earliest opportunity.

The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student’s performance being monitored at the end of each academy day.

A student who works satisfactorily or better will re-join mainstream education though a record of the period of Isolation will be kept in the child’s personal file. It may also be worth noticing once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

The period will be for one day.

Phase 7 – Contract

When a student reaches phase 7 of the PD policy, they receive a 'Pastoral Support Contract.' The pastoral support contract will be time-bound, as appropriate, and include specific targets for a student to achieve.

During the contract period, the academy will ensure that a student receives appropriate support to improve their behaviour and remove barriers to success. Each time a specific pastoral support contract target is broken the student will receive further sanctions. This will include reviewing how well a student has engaged with the support that has been implemented.

Continued breaks of specific contract targets will lead to further sanctions and may include progression to phase 8.

Behaviour incidents that are not related to the pastoral support contracts are still subject to the normal PD policy sanctions.

Phase 8 – Suspension and Permanent Exclusion

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in **PHASE EIGHT**.

The control of suspensions and permanent exclusions are entirely in the hands of the Principal and Local Review Board. Suspensions normally operate on a tiered process following a system that leads through **1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days, 8 days and finally 9 days**. There may be occasions where the Principal will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of suspension or permanent exclusion these exclusions will be reviewed in line with similar incidents across RMAT to ensure consistency. Following a suspension that has been given outside the tiered process, the student will revert to following the tiered system for subsequent suspensions.

On the fourth occasion that a student reaches Phase 8, at the discretion of the Principal, placement at an alternative school for a period, may be put in place to support the student. Should the students subsequently reach phase 8, they would receive a suspension.

On re-entry to an Academy after a period of suspension a student will be automatically placed in isolation if the suspension was related to isolation or refusal to enter isolation.

Prior to making any decision on fixed term or permanent exclusion, the Principal will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEND, or disability was relevant to the behaviours leading to the final incident.

Sanctions for Misdemeanours committed round the Academy.

As outlined in the third pyramid the sanctions system for around the Academy operates on five main levels.

In short, colleagues need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive is whilst also being able to understand what the 'maximum' sanction might be.

'Refusal or failure to follow colleague instructions' offers an interesting case in point. It might be that the incident is so minor that the member of colleagues concerned simply makes a comment in the appropriate section of the Student Planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate academy office, decides that a period of isolation is the most appropriate sanction.

Colleagues are reminded that the principles in section 1 continue to apply in relation to the imposition of sanctions for non-classroom misdemeanours.

Level 1

The following system in terms of sanctioning students around the Academy will be used. Though this will mean that no formal **VERBAL WARNING** will be required it is essential that colleagues combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey Academy rules.

If at any time a member of colleagues considers a student to have chosen to behave in an inappropriate way around the Academy they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires three such comments will automatically move into **LEVEL TWO** though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening.

Level 2

Academy Detention. The student will attend an Academy Detention as appropriate.

Levels 3,4,5 and 6

These will operate in the same way as **PHASES** 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

The Use of the Student Planner

Monitoring of Student Planners

Student Self-Monitoring

Without doubt, the success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. It is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the Academy.

Parental Monitoring

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an Academy.

Form Tutor Monitoring

Within the Academy, Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

1. that the planner is free from graffiti and is being kept in a tidy manner.
2. that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion).
3. that, whenever they occur, comments made in the Student Planner by other members of colleagues are responded to in an appropriate way.
4. that, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way.
5. to communicate as Form Tutor to parents upon any academy-based issue which they feel would be best communicated through the Student Planner.
6. to monitor the awarding of **STAMPS** or official sanctions.

The Positive Discipline Lesson

1. Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
2. A timetable for PD lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring Students to Leadership Team

- No more than three students should be sent during any one PD lesson.
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
 1. they have successfully achieved a certificate level.
 2. they have established six or more weeks of consecutive 'clean slates'.
 3. they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Link.
- Over the course of the year all students should be seen by one of the Pastoral Team on at least one occasion.
- Where there is evidence of excellent achievement a Leadership Stamp will be awarded by the member of the Leadership Team. Where a student's performance is exceptional the form teacher will refer the student to the principal who will award a Principal's Stamp.

The Contents of the Student Planner

No personalising of the Student Planner will be allowed The Planner should be carried in the student's bag not in a jacket pocket. In short, the Student Planner must be kept as if it were a best exercise book.

Lost Student Planners will need to be immediately replaced at a cost of £5.00.

At the beginning of each Form Tutor session, students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to the Student Services Office.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within a term will automatically serve a one-day period of ISOLATION. Students may borrow a temporary planner once each term. Pastoral colleagues will endeavour to get parents/ carers to bring the planner into the academy so the student can re-join mainstream lessons.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures on the Positive Discipline sheets provided.

Once students have completed their Student Planner based work in the Positive Discipline lesson, they should either read, or in the case of Key Stage 4 students, work quietly on GCSE work.

The Positive Discipline lesson should not be used as an opportunity for students to socialise.

Protocols

1. At the start of all lessons' students will be asked to stand and make uniforms perfect, get out planners and equipment then sit down. This is designed to take some of the face-to-face conflict away from situations.
2. With regard to students who are not doing as they are asked, in order to clarify what is defiance we say the words "I am going to give you 10 seconds reflection time in order for you to make the right choice and to do as you have been asked and if you do not it is Isolation." Colleagues should exercise emotional intelligence in these situations and leave an appropriate time rather than backing students into a corner with the ten second public countdown.
3. Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the academy day until the end of the day, this includes if in a period 7. Specific start times will be unique to each individual academy within RMAT. Any mobile phone/smart watch that is seen during this time either being used or not will be confiscated. Confiscated mobile phones/smart watches will be held by the Principal and returned at 2.30 on the following Friday.
4. During registration, any student who does not have their planner or does not have the correct uniform should be referred to a membership of the Pastoral/Leadership Team via the On Call system.

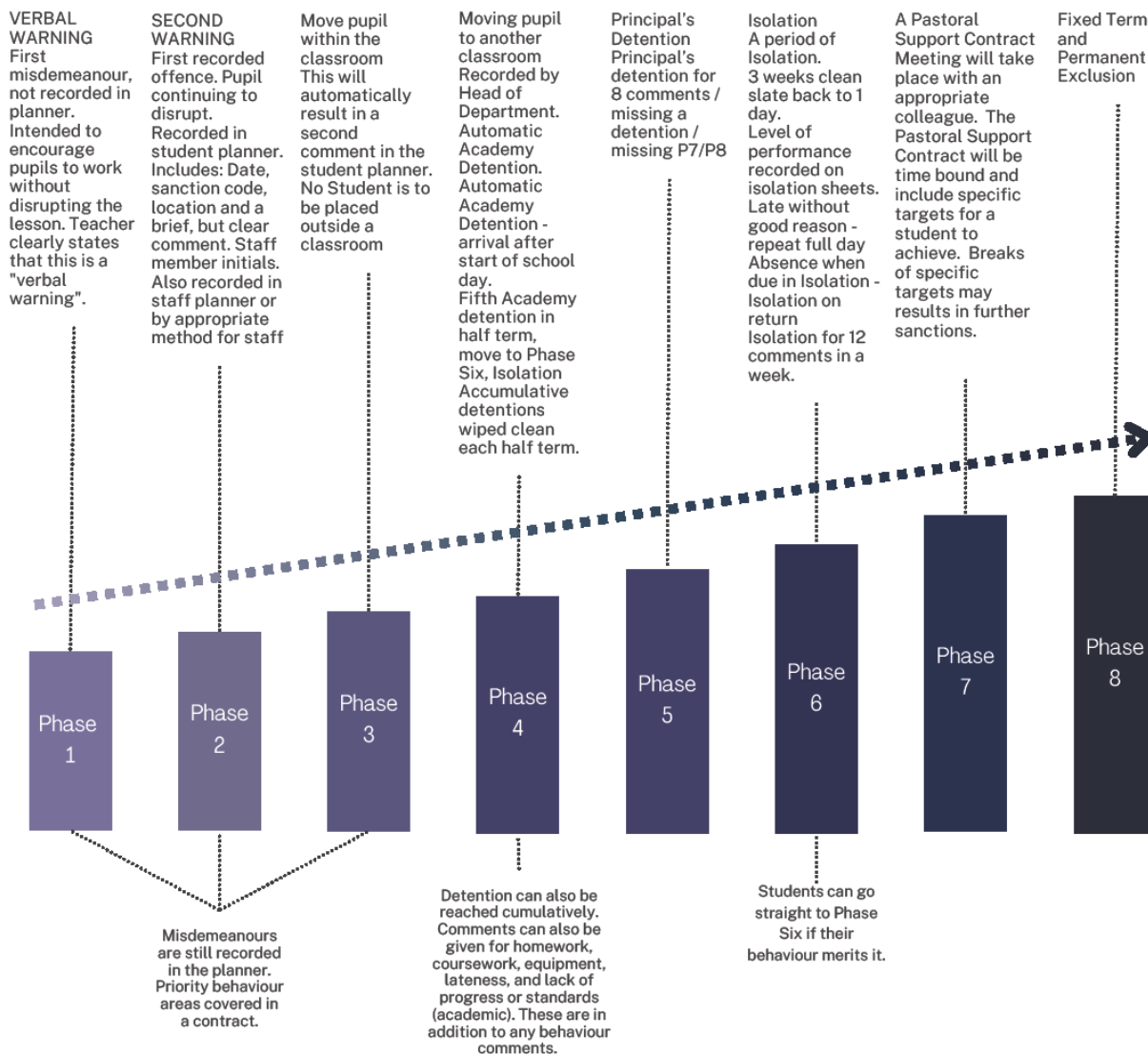
Diversity

RMAT is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to colleagues and students. RMAT will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Appendix 1– The Ladders

Sanctions

Classroom Based Misdemeanor - Individuals

- Faculty links will pick up Phase Four.
- Any student refusing to go to a Phase Four will move to Phase Six.
- On-Call will pick up Phase Six.
- Students will complete work set through remote learning at the direction of the academy, whilst serving Phase Eight fixed-term
- Any 3 comments in any one subject in any half term leads to a academy detention.
- Any 3 comments in a lesson leads to Phase Four.

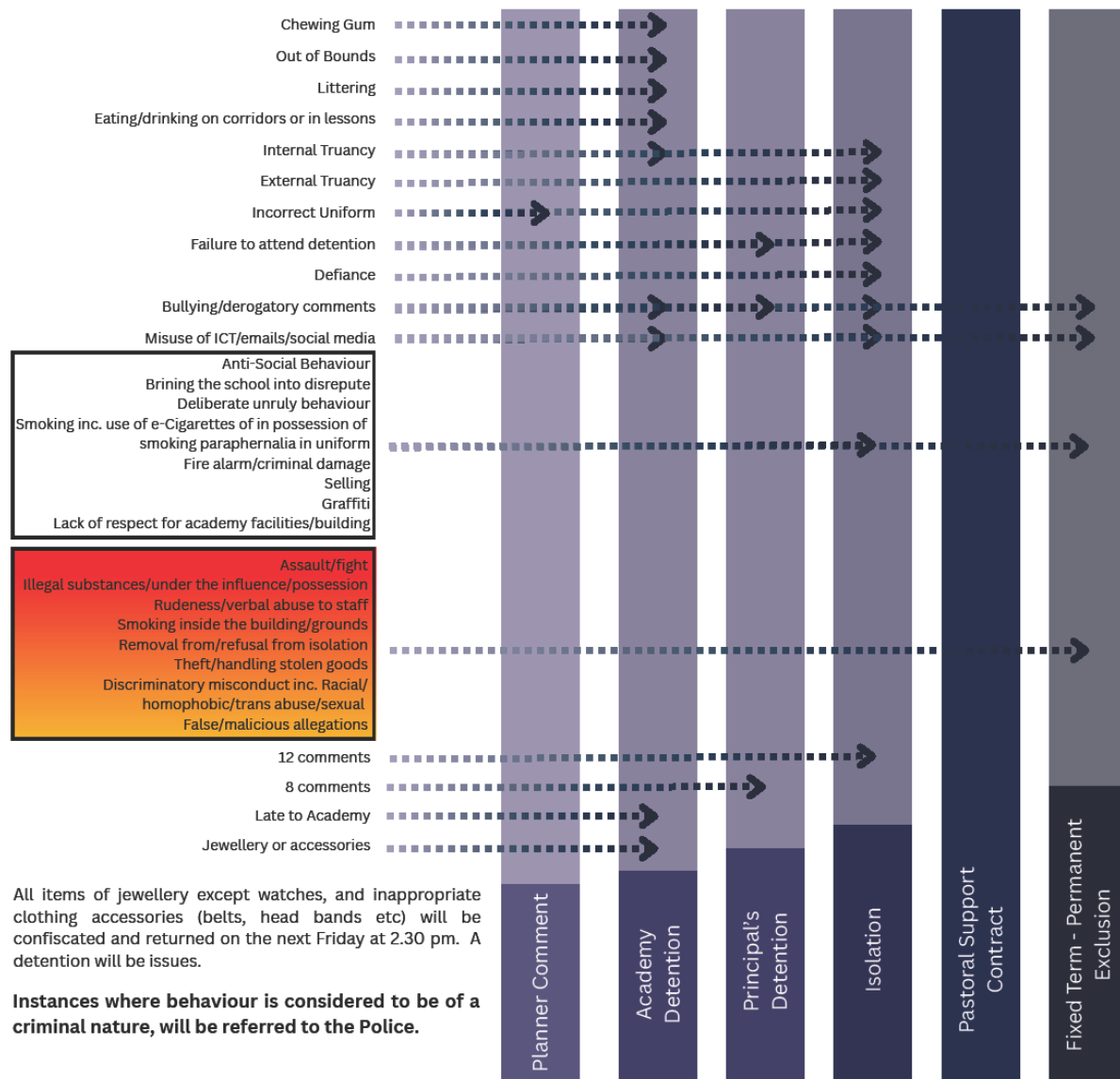


Sanctions

Misdemeanors Committed Around The Academy



Mobile phones/smart watches/air pods or similar: mobile phones/smart watch functions should be switched off and not be visible/heard/used from the start of the day, this includes if in a period 7. Specific start times will be unique to each individual academy within the Trust. Any mobile phone/smart watch/air pod or equivalent function that is seen/heard/used during this time either being used or not will be confiscated. Confiscated mobile phones/smart watches/air pods or equivalent will be held by the Principal and returned at the end of the school day on the following Friday (or after a period 7 or detention).



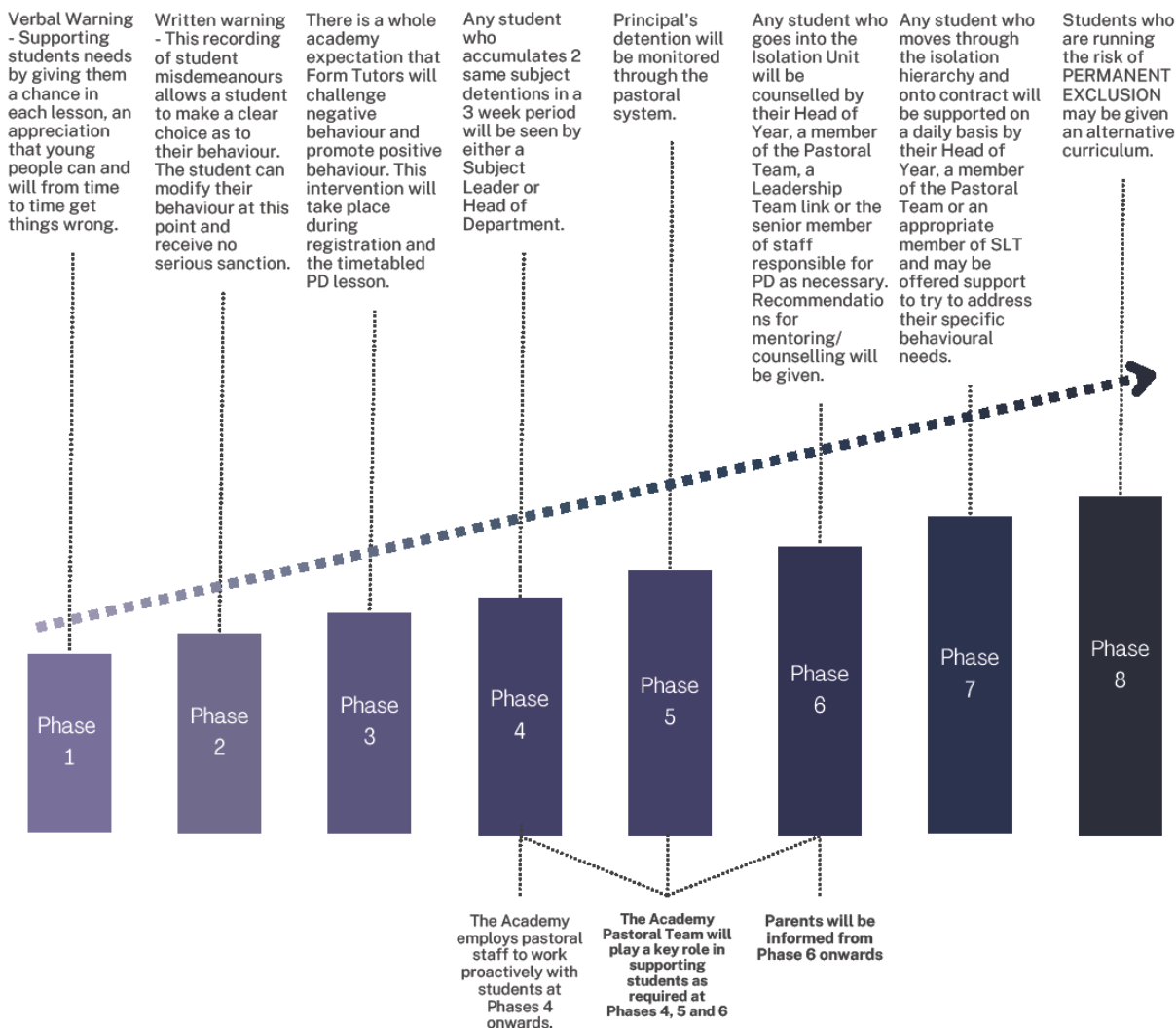
All items of jewellery except watches, and inappropriate clothing accessories (belts, head bands etc) will be confiscated and returned on the next Friday at 2.30 pm. A detention will be issued.

Instances where behaviour is considered to be of a criminal nature, will be referred to the Police.



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Student Support



The Academy expects that parents would play a key role in supporting students through the regular feedback they receive from the student planner.

Students can also be referred to External Agencies at any point by the Pastoral Team or the SENDCO.






Students that are reaching 5 or more days of suspension may be referred to the SEND department for specialist assessment using the SEND Referral Form.



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Rewards System



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|  | <p>The Major Awards Ceremony/Year 11 Prom/ Rewards Trip</p> <p>Awards to include:</p> <ol style="list-style-type: none"> 1) 100% Attendance/punctuality 2) Subject prizes, effort/cross curricular commitments 3) Extra curricular Commitment 4) Special achievement/Special Effort Prizes <p>The major award ceremonies will be held each year and information will be sent out in advance.</p> |
|  | <p>Leadership Team Praise</p> <p>During the PD Praise and when appropriate students may be sent to a member of the SLT for further praise. The Principal will also see students during this time.</p> |
|  | <p>Head of Year/ Pastoral Team</p> <p>Regular rewards will be given by Head of Year/Pastoral Teams on a regular basis. Including celebration assemblies, postcards home and other reward activities.</p> |
|  | <p>Recorded in Planner</p> <p>Stamps = Certificates</p> <ul style="list-style-type: none"> Bronze - 500 Silver - 1000 (contact home) Gold - 1500 (contact home) Platinum - 2000 (SLT call home) Diamond - 2500 (SLT call home) Principal - 3000 (Principal call home) |
|  | <p>Ongoing Department Rewards System</p> <p>Each department has their own style of STAMP. It is expected that all good work will be rewarded with a stamp, very good, 2 and excellent at least 3. Working well with others and good oral answers will also be rewarded. Form Tutors will reward, good attendance, and a clean slate of no negative comments</p> |

- There will be a rewards trip each year to various venues. However, it is only available to students who have met the academy attendance target, achieved Silver and have not had an isolation, suspension or missed a academy detention.
- Praise phone calls will be made home when pupils achieve certain levels of stamps.
- Reward postcards are sent home by members of staff when it is considered appropriate to reward hard working students.

Appendix 2 – Equality Impact Assessment

Policy Title: Positive Discipline (PD) Policy

Policy Owner: RMAAT

Date of assessment: September 2025

Assessed by: COO

Purpose of the Policy: To provide a consistent, fair, and structured approach to behaviour management that promotes positive behaviour, rewards achievement, and applies sanctions proportionately while complying with the Equality Act 2010.

Groups Affected:

- Students
- Parents and carers
- Academy colleagues

Protected Characteristics Considered:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Potential Impacts:

Positive Impacts:

- Promotes fairness and consistency in behaviour management.
- Provides clear expectations and rewards for all students.
- Includes reasonable adjustments for students with SEND or disabilities.
- Encourages positive relationships between colleagues, students, and parents.

Negative or Unequal Impacts:

- Risk of disproportionate sanctions for students with SEND, SEMH needs, or EAL due to communication or behavioural challenges.
- Possible cultural or religious sensitivities not considered in uniform or behaviour expectations.
- Students from disadvantaged backgrounds may face barriers in meeting equipment or planner requirements.

Mitigation Actions:

- Apply reasonable adjustments for students with SEND or disabilities, documented in Learner Profiles and EHCPs.
- Provide colleagues training on unconscious bias.
- Monitor sanctions and rewards by demographic group to identify disproportionality.
- Offer support for families facing financial hardship to meet uniform and equipment expectations.

- Ensure communication with parents is accessible, including translated materials where needed.

Monitoring and Review:

- Regular review of behaviour data by leadership teams, including analysis by protected characteristics.
- Annual policy review by Governance and Compliance with recommendations to the RMAT Board.
- Feedback from students, parents, and colleagues to inform improvements.