



South East Cornwall Multi Academy Regional Trust

**Relationships and Behaviour for
Learning Policy:
Looe Community Academy**

Date	Changes
Sept 24	Reviewed by Scott Yalden, Headteacher

Adopted Date: September 2024

Status: Approved

Review period: Annually, next review September 2025

This policy should be read in conjunction with the overarching Relationships and Behaviour for Learning policy of South East Cornwall Multi Academy Regional Trust.

Key contact details

Tutors play a significant pastoral role at Looe Community Academy and are a parent/carer and students first point of contact for concerns. Should advice or concern about a serious incident need to be shared then the following members of the senior leadership team can be contacted.

Headteacher – Mr Yalden – syalden@looea.net

Deputy Headteacher – Mrs Jackman – kjackman@looea.net

Assistant Headteacher – Curriculum – Miss Wood – kwood@looea.net

Assistant Headteacher – Pastoral – Mr Gilbert – egilbert@looea.net

syalden@looea.net is a monitored email address that can be used to contact the academy out-of-hours in an emergency. Alternatively parentcontact@looea.net or enquiries@looea.net can also be used for regular queries.

Aim

Our mission is to create and sustain a caring, learning community of high quality where everyone is valued for who they are and what they may become. To contribute to achieving that aim we believe that good conduct, effort and achievement should always be encouraged and recognised within the academy alongside the values of resilience, respect and responsibility that underpin a high quality learning community.

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

1.1 Respect

For everyone to be valued for who they are respect is crucial towards all members of the academy community. This is demonstrated through respect of the environment including the academy, community and world around us. It is also demonstrated through respect for themselves through health choices and respect for others through good manners.

1.2 Responsibility

Responsibility is key for a high quality learning community. Students need to take responsibility for learning, their behaviour and their choices. This can be demonstrated by arriving on time and in appropriate uniform with the correct equipment for lessons.

1.3 Resilience

Resilience is important for learning. Learning involves working outside of your comfort zone and making mistakes. Resilience helps students to overcome challenges, to avoid the influence of negativity and to ignore self doubt.

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

All staff have responsibility for modelling the values of respect, responsibility and resilience whatever their role within the academy. The PSCH curriculum includes explicit teaching about relationships, health and wellbeing and living in the wider world.

Character education is woven into the PSCH curriculum and strives to develop students' self-worth by staff valuing every student as a member of the academy community and modelling the development of positive relationships. Staff also acknowledge the individuality of the students and provide opportunities and meaningful challenges linked to their interests. In addition staff provide opportunities to for learners to develop decision making skills, express their ideas, expect accountability and trust learners to make their own decisions and recognise them for doing so. Skill development will be recognised and developed through the use of a tool called Skills Builder. These skills link with the SECRET skills.

2.2 Through Our Routines

All staff are expected to teach the learning behaviours they expect to see in their classrooms or areas of responsibility. This includes aspects of academy life for example, how to enter the classroom, how to ask a question and how to queue in the canteen. Posters reminding all members of the academy community about who to demonstrate our values of respect, responsibility and resilience in spaces such as classrooms, corridors, the canteen, school transport and outdoor spaces are on display around the site.

2.3 Through the Protection and Promotion of Our School Ethos

Looe Community Academy strives for students to be the best they can be and has an inclusive community ethos. As well as students receiving support from their tutor day to day they also are a member of a House, either TRE, POL, PEN or KEV led by a Head of House. Houses work together at various times of the year in activities which promote our values and celebrate the students achievements. House and year group assemblies are used to model school values and publicly exemplify positive behaviours that reinforce the academy's ethos. Heads of Year hold assemblies with their respective year groups and promote academy values and the ethos of their year groups.

2.4 Through Our Pastoral Care and Use of Praise

Pastoral Care is led by an Assistant Headteacher who has a team of Heads of Year. Each Head of Year has a team of tutors. Pastoral Care Officers work with those staff to support student and signpost them to more specialist support when appropriate.

Praise is a regular and integral part of academy life and we seek to give positive endeavours the recognition they deserve. Staff should endeavour to praise and reward whenever possible. Some of the many strategies used are:

- Verbal praise
- Celebration and praise of individuals, groups or year group
- Work display-classroom/whole Academy ethos
- House points

- House point shop rewards
- Department rewards
- Parental contact for positive reasons eg postcards sent home
- Student responsibilities eg Prefects, Student Council, Peer Mentors
- Assembly/public praise, celebration etc.
- Press - public celebration
- Annual KS4/KS3 Headteacher commendations
- Attendance certificates
- Record of Achievement
- Newsletters
- Academy website
- Star student awards
- Governor presentations
- Student nominations
- Tutor group awards

House points are the most commonly used reward. These may be issued in lessons or equally wherever students merit being rewarded for their positive choices. House points collected by students may be traded for rewards in the academy such as vouchers, stationary or sports equipment. Students are consulted on the types of awards they value and want to be available for purchase using their House points. In certificates and addition badges in house colours are awarded as students reach the thresholds of 75, 150, 300 and 500 points.

2.5 Through Our Work with Parents

This policy is reviewed in consultation with parents and carers.

The academy provides a minimum of one parents/carers evening per year and three reports to provide opportunity for successes to be shared and celebrated or for plans to improve behaviour to be discussed.

Part 3 – How we maintain high expectations

Staff use a variety of preventative measures to promote good behaviour. Key to this is developing and sustaining a relationship with a student and an understanding of their needs. The record of need is an important source of information for those students on the SEN register which informs lesson planning. Staff plan learning episodes preventatively through the use of classroom organisation including seating plans, teaching routines, use of rewards and positive language.

The Role of Restorative and Peer Mediated Approaches

Where, as explained in part 4, students decisions mean that they are unable to continue in their lesson they are provided with an opportunity to reflect on their behaviour in the venue for 'reset'. Here they are supervised by a member of staff trained in restorative practice. Either just before the lesson ends or at the next available opportunity a restorative conversation is facilitated between the student and the teacher so that the relationship can

be restored and apologies given. If a student who has made an inappropriate choice can consider the impact of their actions in 'reset' from the perspective of others then this often leads to a deeper understanding of the principles and a reduction in reoffending.

Proactive combating of prejudice

The academy is part of the Trusts anonymous reporting system through which students can report concerns without revealing their identity.

Proactive prevention of bullying and peer on peer abuse

The academy has a separate anti-bullying policy available on our website.

The academy safeguarding policy includes peer on peer abuse.

Part 4 – The Use of Sanctions to Improve Behaviour

In acting to address student behaviour teachers are relied upon to use their professional judgement to assess the severity of the behaviour and which steps are appropriate to address the behaviour.

Teaching strategies -

Praise

In lessons staff will try to address low level behaviour demonstrated by a student by praising those showing the expected behaviour in that class. Noticing the positive behaviour will provide the student with the opportunity to adjust their own e.g. well done those of you who have already opened your books and started your work. House points for demonstrating positive behaviours may be logged on the teacher's board during the course of the lesson.

Notice

Should a student continue to demonstrate the wrong behaviour the staff member will warn them by speaking to them directly e.g. I notice that you have not yet begun your work. Do you need help? Please make a start.

Formal behaviour management process-

First warning - Remind

If the student continues to demonstrate the wrong behaviour they will be warned by reminding of the expectations.

Second warning - Relocate

If the behaviour continues the student will be spoken to individually in class. They may be relocated within the classroom if this will improve their concentration.

Call back

Should a student need reminding or relocating for disrupting teaching and learning a teacher may ask them to attend a 5-10 minute call back at break time, lunch time or the end of the day. Lateness to lessons or failure to bring equipment may also result in a call back with the tutor or class teacher. The conduct of students is monitored by tutors, Heads of Year and Senior Leadership. (Students persistently attending call backs may face departmental intervention, which could involve a call back with a Head of Department,

detentions or monitoring report). Should this monitoring reveal concerns, parents/carers will be contacted proactively to address them.

4.2 Repeated or more serious events that require on site detention or isolation

Detention

If a student does not attend a call back or engages in inappropriate behaviour around the academy a student will be given a lunchtime detention. This will be logged on the Satchel One system.

As a courtesy the academy will give at least 24 hours home notice. It is the student's responsibility to inform parents/carers and attend the detention at the required time. Detention is 20 minutes in length. Student will have 15 minutes of lunchtime remaining after detention. Students are expected to attend in uniform and sit in silence.

If a student misses a detention through choice or fails a detention then the consequences will be either a 1 hour after school detention with the relevant Head of Year or further curriculum intervention should the cause be lack of homework such as compulsory attendance to Homework Club for an agreed period of time. Should a student choose to not attend Head of Year detention then the student will spend three hours in the academy's reflection room.

Misconduct around the academy or use of a mobile phone/ipod/headphones may result in an after school detention, especially when reminders and warnings have not been heeded.

Use of swearing, lesson truancy, extreme rudeness are further examples which may result in detention.

Homework completion will be monitored by staff. Failure to complete homework will lead to action to support the student for example, a call back to discuss the issue, contact home and/or compulsory attendance at Homework Club. A detention may be set requiring the student to attend homework club after school to complete the missed work.

Report cards

Student behaviour may be monitored if there is a concern. Teaching staff at all levels play a part in monitoring behaviour through the report system appropriate to the level of concern. 9 behaviour points across a week in two or more curriculum areas will trigger a Praise monitoring report by a student's tutor. Parents/carers will be contacted if a report is triggered. Should the report fail to improve and a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to a blue tutor monitoring report. Regularly parent/carer contact is expected to support improvement in the behaviour. Should a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to an orange Head of Year monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour. Should a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to a red Senior Leadership monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour. Finally, should a further 9 behaviour points be issued in two or more areas then after two weeks the student may

move to a purple Headteacher's monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour.

Reset

Following relocation or for refusal of the confiscation of a prohibited item, the student may be sent to 'reset' for a calming down and time of reflection. A reset slip is completed and the student collected by on call staff.

In the event of a confiscated item an on call member of staff will attend if required to confiscate the item.

Reset is for the remainder of the lesson and the next 2 hours of learning. This will therefore include social time between those lessons. A reset during period 5 will mean attendance in period 1 and 2 the following day as well as break. Provision over lunchtime will include a meal.

Students will be expected to work in silence and will be provided access to an online curriculum of lessons to complete. Students will need to earn the right to leave reset by completing their work to a satisfactory standard and behaving well. Student unable to meet the expectations of the reset room will remain in reset. Parents and carers will be contacted should the students have been intervened with twice and continue to behave in an unacceptable manner. Persistent disruption in the reset space despite of contact with parents or carers will result in suspension.

Parents and carers will be contacted the same day by the teacher who triggered the reset process to inform them of the details.

Reset room expectations are:

- Students will complete all their work to the best of their ability, completing two full pages of A4 lined paper and not leave any gaps between their pieces of information.
- They will work in silence.
- They will follow instructions first time.
- They will not communicate with other students in the Reflection room.
- They will only use the toilet with staff's consent.
- They will not get out of their seat without permission.
- They will complete the Ready for Learning Booklet to a high standard
- They will make sure they pass their phone in for the duration of their time in the Reflection Room.

Duty response/on call

Serious incidents may require the support of a senior leader or on call pastoral staff member. If this is the case the class teacher will use the send alert feature of Satchel One. Should the identity of the student be unknown or the location be outside of lessons the duty response email distribution list is to be used for a duty response staff member to attend. This member of staff will decide in conversation with the teacher what action to take appropriate to the situation. This can include use of detention or the reflection room depending on the scenario. Some examples include; students missing from a lesson, swearing at staff and dangerous behaviour.

Restorative action

When judged to be appropriate by the Senior Leadership Team the consequence of poor behaviour maybe restorative, e.g., students dropping litter may be directed to pick litter for a period of time.

Restorative action will also be agreed following a student's involvement in reset. One example is an apology to staff.

Behaviour Reflection room

Immediate referral of the student to the reflection room for a fixed period of time to be determined by senior leaders in liaison with Heads of Year. For serious classroom or around school offences such as violence, foul language, bullying or extreme rudeness. Home contact will be made for any behaviour reflection room triggering offences. Students will be provided with lunch as they will be unable to mix with other students at social times. An after school detention may also be part of this sanction.

Time in the behaviour reflection room may be extended following failure to complete set tasks, and/or inappropriate behaviour/attitude whilst in the room, with a support reintegration programme before returning to a certain subject lesson or lessons generally. This period will be extended until the student has demonstrated his/her readiness to re-join the academy community in a positive manner. Failure to respond positively in the behaviour reflection room, to disturb the operation of the reflection room for others or any extreme misbehaviour in any setting could mean suspension for a fixed amount of time determined by the Headteacher.

Headteachers internal suspension

Authorised by the Headteacher, a set time in the reflection room for a fixed number of days for extreme misbehaviour or attitude. This may be held at another Trust school as an alternative to suspension. Parents/carers will be informed and parents/carers may be expected to attend a formal student reintegration meeting before the student returns fully to the academy community. Governors will be reported to on a termly basis on the use of this sanction.

Suspension

Suspension for a fixed amount of time for very serious or persistent offences e.g. premeditated violence, threatening behaviour towards staff and/or students etc. Parent/carers, Governors and the Local Authority will be informed and parents will be expected to attend a formal student reintegration meeting before the student returns to the academy community.

Permanent exclusion

The academy will use permanent exclusion as a last resort. The academy will act to intervene first by exploring the viability of a student placement at alternative provision or a managed move to another local school.

SUBSTANCE MISUSE

For the purpose of the academy the taking/use of substances listed below will be referred to as substance misuse:

Volatile (sniffable) substances (eg petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (eg Paracetamol, cough medicines); prescription medicines (eg tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, vapes, other legal drugs (eg caffeine), legal highs, illegal drugs (eg cannabis, heroin, LSD, or ecstasy).

The academy works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the academy community and we will actively pursue a policy of “protection for everybody”.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries eg PSHCE lessons.

a) Incident Response

The academy will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc, the academy will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other academy members and the local community. Engaging and cooperating with a support agency is expected when deemed necessary by the academy. Permanent exclusion is seen as a last resort as it may only transfer the problem, but serious consequences may be deemed the best way forward by the Governors’ Disciplinary Committee.

b) Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher. The academy and the parents/carers can then work together to support the young person involved.

c) Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a teacher. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before they are encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

c) Smoking/vaping

The academy maintains a no smoking policy within the building or on the academy site. The academy takes the smoking of cigarettes or e-cigarettes/vapes (or associating with smokers) by students very seriously, either on the academy premises or whilst travelling to and from school. Smoking offences will mean a minimum consequence of a fixed term in the reflection room.

d) Police

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

OFFENSIVE WEAPONS

Any student who brings an offensive weapon onto the academy site will receive a minimum consequence of a suspension the duration of which will be decided by the Headteacher. The police will be notified in these instances. The academy will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc to ensure that all members of the academy community remain safe.

Part 5 – The Use of Exclusion as a Sanction

Suspension and permanent exclusion

In line with Department for Education guidance only the Headteacher of the academy can suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Parents or carers will be notified in the first instance by telephone by the Headteacher or Deputy Headteacher. Parents or carers will also be communicated to in writing of the decision to suspend, reason for the suspension, the duration and when the reintegration meeting will be held.

Following a suspension the reintegration meeting will be held between the Headteacher, student and parent/carer. In this meeting there will be a discussion around any causal factors and possible intervention in order to reduce the need for a subsequent suspension. Parents and carers have the right to make representations about the suspension to the Local Governing Committee. Details about this are given in the suspension letter.

In line with DfE guidance the behaviour of a pupil outside of the academy can be considered grounds for suspension.

All children have a right to education. The academy will take reasonable steps to set and mark work for pupils during the first five school days of a suspension; and alternative provision must be arranged from the sixth day.

Following persistent suspensions a governors disciplinary hearing may be convened to review the student's conduct, the support in place and make recommendations with a view to avoiding the need for permanent exclusion. The parent(s) and student will be invited to attend this hearing.

A decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the academies behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

A copy of the DfE guidance is included at the end of this document for reference.