

King's Academy Ringmer “in pursuit of excellence”

Behaviour for Learning and rewards policy

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1. Purpose

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- To create an ethos and inclusive environment that promotes positive behaviour for learning allowing all students to achieve.
- To ensure that students, staff, parents/carers, visitors and members of the public feel safe, supported and valued both on and off the academy site.

2. Principle and ethos

‘To ensure high standards of behaviour for learning are promoted and maintained across King’s Academy Ringmer through our values and principles, which allow children to become well rounded, confident individuals who are world ready’.

- We recognise and acknowledge that all students have the right to access a broad education supported by the positive behaviour and attitude of others
- Staff promote good behaviour through praise and rewards and will address poor or inappropriate behaviour through early intervention
- Parents/carers have a responsibility to ensure that their child is well behaved in academy and encourage them to work in partnership with the academy
- This policy works alongside the academy’s other policies and relates to the DfE’s ‘Ensuring good behaviour in academies’ a summary for head teachers, governing bodies, teachers, parents and students’ and ‘Behaviour and Discipline in Academies’ which is advice for the Principal and academy staff.

3. Expectations

We have high expectations of the behaviour of all of our students both on, and off of the academy site.

We expect our students to:

- Fully engage with their learning, both in lessons and through independent study
- Follow all reasonable staff requests and instructions
- Treat others with respect and courtesy
- Be positive ambassadors for the academy
- Be polite, courteous and support the academy ethos
- Be proud to belong to our academy and respect the academy environment
- Wear the full academy uniform – see uniform list
- Support the learning of others
- To use appropriate language and positive behaviour towards others
- Never denigrate, bully or harm others – see anti bullying policy
- Behave in a calm and orderly manner around the academy site
- Only bring items that are conducive to learning into the academy

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of academies to discipline students.

4. King's Academy Ringmer shared values:

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships. At King's Academy Ringmer, good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

At King's Academy Ringmer we subscribe to a set of transformative consistencies that permeate our practice and interaction with children. Our three core values outline the qualities that as a school we seek to develop within our children and see demonstrated in our community. These are

Kindness / Ambition / Resilience

Kind, ambitious, resilient young people who can form healthy relationships and contribute positively to society.

5. King's Academy Ringmer - students and staff expectations and six routines

Our behaviour expectations for all members of King's Academy Ringmer are:

- Be ready
- Be respectful
- Be safe

The Behaviour Code is built on the principle that to display appropriate behaviour, children must be **READY, RESPECTFUL AND SAFE** at all times and in all places in school and in the care of the school.



King's Academy Ringmer

The KAR Staff Member

Ready

- Is punctual to report safeguarding concerns
- Is punctual to lessons
- Welcomes students into the class to engage positively with lesson starter activity
- Has a Do it Now Activity ready
- Lessons and activities are fully prepared
- Maintains academy routines and expectations
- Positively interacts with all
- Enables all to be part of the lesson and activity.

Respectful

- Listens to others
- Treats others with respect
- Has a warm/strict approach
- Resets expectations
- Challenges appropriately.

Safe

- Creates a safe learning environment
- Uses positive language and scripts
- Takes register within first 5 minutes of lesson
- Helps others to ensure that they are kept safe
- Maintains academy routines and expectations
- Is punctual to safeguarding sessions and lessons
- Develops positive relationships with all.



King's Academy Ringmer

The KAR Student

Ready

- Is punctual to school and lessons
- Has a positive mindset
- Has smart uniform
- Prepared with the correct equipment
- Knows and follow all routines and expectations
- Asks for support, guidance and assistance when needed
- Actively participates, completes classwork and independent learning.



Respectful

- Uses positive language and shows politeness to all
- Listens to others and treats others with respect
- Works well with other students
- Keeps our community and environment clean
- Understands and accepts the No Hands Policy.



Safe

- Creates a safe learning environment in class, our community and online
- Helps others to ensure that they are kept safe
- Has awareness of personal and intimate space
- Doesn't show aggressive behaviour towards other students or staff
- Follows all instructions given by adults
- Follows corridor culture - right voice/right place
- Sits at a table when eating inside.



King's Academy Ringmer believes that good behaviour should be actively taught and consistently modeled, laying the foundation for respectful and responsible conduct within and beyond the school environment. To support this vision, the school has established six core routines: travelling to and from school, arriving at school, moving around school, entry routines, exit routines, and social times. These routines serve as structured opportunities for students to learn and practice expected behaviours in various contexts, promoting a culture of safety, respect, and personal responsibility.

KING'S ACADEMY RINGMER



1. TRAVELLING TO AND FROM SCHOOL

You represent Kings Academy Ringmer



2. ARRIVING AT SCHOOL

Every day is a fresh start



3. MOVING AROUND SCHOOL

Calmly and with purpose



4. ENTRY ROUTINES

Ready to Learn



5. EXIT ROUTINES

Ending the lesson in preparation for the next steps



6. SOCIAL TIMES

Time for building on personal experiences and our school community



BEHAVIOUR ROUTINES

6. Key Points

Power to discipline

- Academies have a statutory power to discipline students for breaches of academy rules,

- failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of students have the power to discipline.
- The Principal may limit the power to apply particular sanctions to certain staff and/ or extend the power to discipline, to volunteers.
- All considerations are with a view of a child centered approach.
- Which is appropriate, sensitive and measured in context of the need.

Section 91 of the Education and Inspections Act 2006

This requires that conditions are met before any disciplinary sanction is applied.

Any sanction must be applied by an authorised member of staff and must be applied on the school premises or elsewhere at a time when the student was under the lawful control of the school.

In addition to this, any sanction applied must be reasonable in all the circumstances.

In determining whether the imposition of the penalty is reasonable, the following matters must be taken into account:

- whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case, and
- any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular
 - the student's age,
 - any special educational needs they may have,
 - any disability they may have, and
 - any religious requirements affecting them.

Authorised members of staff will ensure that any disciplinary sanction will meet the above conditions before it is applied.

7. Outside academy premises

- Children are the school's public face. The school will hold the same high expectations of behaviour of children travelling to and from the school where they must behave in a sensible manner that will not bring the school into disrepute.
- Children must be:
 - Well mannered
 - Calm and ordered
 - Follow the behaviour policy of the school. The school will view all incidents of bad behaviour, while in uniform and in the vicinity, as a poor representation of the school.
- Bullying or any form of poor behaviour or any other incident reported by a member of the community will be investigated thoroughly. It is especially important to behave in a sensible manner and in accordance with Health and Safety protocol when travelling on public transport. The school will co-operate fully with transport authorities when required. We reserve the right to share photographs with specific members of the local community to support positive behaviour to and from the school and in the local area. We reserve the right to also involve the school's Police Officer or the Local Police. The school will use the full range of disciplinary actions up to and including Permanent Exclusion where poor behaviour brings the school into disrepute within the local community. The content of the Policy is fully applicable to actions to and from the school, as well as actions within the school, while in school Uniform or when representing the school at school events in own clothes.
- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Withdrawal from school trips/ visits may be withdrawn to a pattern of concerning misbehaviour.
- Academies have a statutory right to regulate the behaviour of students when off academy premises and not supervised by academy staff, e.g. on the journey to

- and from academy.
- Regulation must be reasonable. Academies should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

8. Confiscation and search

- Academies can include confiscation of students' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.

Searching:

- Searching will be conducted by a member of staff who is the same sex as the pupil being searched, and there will be a witness who is a staff member, and who, if possible, is the same sex as the pupil being searched.
- Searching will only be carried out by a member of staff who is the opposite sex as the pupil being searched/without a witness present where there is a reasonable belief that a risk of serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Searching will be conducted in an appropriate and suitable room/ area. • Searching will be considered, sensitively approached and managed.
- Bags, jackets and blazers will be searched physically.
- Use of a metal wand detector will be used over the body area.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for academy staff who have reasonably confiscated students' property.
- The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item" or "an item which may cause disruption".
- Prohibited items are:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - vapes or similar items
 - fireworks
 - pornographic images
 - any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the academy rules which has been identified in the rules as an item which may be searched for
 - any inappropriate technology
 - any item which may caused disruption
- Section 550ZA of the Education Act 1996
- Please see link to the DfE Searching, Screening and Confiscation Document dated July 2022 - [DfE Document July 2022](#)

9. Use of reasonable force

- All academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Five staff are currently trained in Positive Handling and Restraint techniques.
- The Principal and staff authorised by the Principal can use such force as is reasonable when searching a student without consent for prohibited items.

10. **Restore Sessions - Lunch and After School**

- Academy staff have a statutory power to put students aged under 18 in a lunch or after school restore.
- There is no statutory requirement to inform parents/carers of a detention.
- Restore sessions are held after school for C3 or C4 infringements relating to the behaviour for learning and rewards policy. These are detailed further below. Class Charts will reflect the reasons for these consequences.

11. **Allegations of abuse against staff**

Allegations of abuse will be taken seriously; the academy will ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and support the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Procedures are in line with the updated Child Protection and Safeguarding Policy and the KCSIE September 2024 updates

12. **Agreed expectations for the academy**

We expect all members of our academy community to understand, be committed and adhere to their rights and responsibilities outlined below:

Mobile phones:

The academy understands that access to a mobile phone for some students and parents provides reassurance whilst traveling to and from home/academy.

Students are expected to **turn off** their mobile phone and not use associated items (such as earphones/speakers etc) whilst on the academy premises:

- From 8.15am academy opening time
- Until 3.20pm at the end of the academy day
- Mobile phones and associated devices must not be used throughout the academy during the academy day
- Only permitted from 3.20pm when departing the academy via the green gate located next to the staff car park
- Failure to follow these expectations will result in an immediate M4P, the items will be confiscated and returned at the end of the school day
- Continued refusal will result in escalated consequences in line with the academy Behaviour Policy
- Should students and parents/carers need to communicate, this will be through reception in all cases

Academy

Academy	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the academy's statutory power to discipline students and that students and parents / carers will need to respect this. • To enforce their academy Behaviour for Learning policy – including rules and disciplinary measures. • To expect students' and parents'/ carers' cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents / carers. <i>(If a parent / carer does not conduct himself/herself properly, the academy may ban them from the academy premises and, if the parent/ carer continues to cause nuisance or disturbance, they may be liable to prosecution under Section 547 of the Education Act).</i> • To take firm action against students who harass or denigrate teachers, other academy staff, or members of the public on or off premises – engaging external support services, including the police, as appropriate. • Staff have the right to restrain a student if the student is in danger of harming themselves or others, or damaging property. <i>Staff will usually try to either</i> 	<ul style="list-style-type: none"> • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure a safe and conducive environment for socialising. Staff will supervise specific areas at breaks. Being prompt and wearing high visible jackets. • To cooperate and agree appropriate protocols with other academies in the local partnership for behaviour and persistent absence. • To ensure the academy Behaviour for Learning policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation or identification and that it promotes good relations between different communities. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise, and reward students' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period suspended students, and where appropriate to arrange reintegration

<p><i>deflect or diffuse the situation first. (See Positive Handling and Physical Intervention Policy).</i></p> <ul style="list-style-type: none"> • Staff have the right to search bags or belongings if they suspect they contain prohibited items or those that could cause harm to themselves or others. 	<p>interviews for parents / carers at the end of a fixed period suspension</p> <ul style="list-style-type: none"> • To take all reasonable measures to protect the safety and well-being of staff, students and visitors, including preventing all forms of bullying/child on child abuse and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour and attitudes through active development of students' social, emotional and behavioural skills. • To keep parents / carers informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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Students

Students	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to Senior Staff if they believe that the academy has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by academy staff, obey academy rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the academy both on and off the academy site. • Not to bring inappropriate, dangerous or unlawful items to academy, e.g. alcohol, drugs, drug or smoking paraphernalia or weapons. This list is not exhaustive and the interpretation of dangerous or unlawful is at the discretion of the Principal or their representative. • To show respect to academy staff, fellow students in and out of academy. To respect academy property and the academy environment. • Never to denigrate, harm or bully other students, staff, visitors to the academy or the general public. • To cooperate with and abide by any arrangements put in place to support their behaviour such as, Reintegration Plans, Personal Support Programmes or Parenting Contracts.

Parents/Carers

Parents/Carers	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in academy. • To have any complaint they make about their child being bullied taken seriously by the academy and investigated / resolved as necessary. • To appeal (using the academy's complaints procedure) if they believe the academy has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To respect the academy's Behaviour for Learning Policy and the disciplinary authority of academy staff. • To ensure that their child follows reasonable instructions by academy staff and adheres to academy rules and expectations. • To send their child to academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the academy to support their child's positive behaviour. • To attend meetings with the Principal or other academy staff, if requested, to discuss their child's behaviour in or out of academy. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is suspended from the academy, to ensure the child is not found in a public place during academy hours in the first five days of suspension and, if invited, to attend a reintegration interview with the academy at the end of a fixed period suspension. • Parents have a responsible to follow the guidelines of the Parental Conduct Policy when: <ul style="list-style-type: none"> • 1. in the academy buildings or on the academy site • 2. when telephoning the academy • 3. when emailing the academy • 4. on social media referring to the academy • 5. in any other setting which, in the reasonable opinion of the headteacher or chair of governors, should be regulated by this policy

13. Inappropriate behaviours for learning

- All teachers have prime responsibility for monitoring progress and behaviour in their

classrooms. In consultation with their departmental colleagues, they have the responsibility to identify the causes of underachievement and/or misbehaviour. As part of this process, teachers will consider adjustments to teaching styles, lesson and classroom organisation, the curriculum and group composition where this would help to support a student's progress and/or behaviour, supported by their Faculty Leader.

- Faculty Leaders are expected to have a clear and firm oversight of student progress and behaviour across their department and support and coach colleagues as appropriate.
- Pastoral and Key Stage Leaders, and/or Tutors/the SENCo may be consulted if the student is having difficulty accessing learning and intervention to support the student will be put in place. If deemed necessary, then support from outside agencies will be sought.
- Staff will always let students know when their progress or behaviour is unacceptable, they will also inform students of their achievements. On occasions parents/carers will be invited to the academy to discuss their child's behaviour, attitude to learning or progress. This is in addition to the calendared Student Progress Evenings.

14. Responses to inappropriate behaviours for learning

Responses to unsatisfactory progress or behaviour include (see also appendices for practical application):

(All staff)

- **Communication** quiet word that the behaviour is out of character and disappointing. Targets set with the student and offering praise when he/she achieves them.
- **Repeat of Unsatisfactory Work** – discussions with student, Tutor and/or the Faculty Leader and contact home.
- **Positive achievement/Learning Report** - this may be provided by a Faculty Leader/ Key Stage Progress Leader or Tutor to be completed by staff during agreed lessons and sent home via the student for parents / carers to see.
- **C3 referral** - teachers are to issue a C3 referral via Class Charts and send the student with a blue slip to the Rfl base.
- **On-Call** - Support from Extended leadership/ SLT and/ or Pastoral staff for disruptive behaviour.
- **Pastoral Detention** – Tutor or Pastoral Intervention Leader will issue detentions if the student's behaviour/attitude is not up to the expectations of the academy.
- **Community Service** - where relevant and suitable, to repair damage or repay staff time.
- **Appointment with parents/carers** – to discuss behaviour for learning and set targets for future behaviour and achievements.
- **Restore lunch and after school** - see section above.

(The senior leadership team)

- **Inclusion** - special arrangements for the student to be given an individual programme of work to be completed in Inclusion and to be separated from his/her peers at lunch and break times. This will be supervised by an allocated member of staff.
- **Suspension, fixed period** - Return to academy will be via a reintegration interview with the Key Stage Progress Leader and/or Senior Leader. An appropriate contract will be agreed and signed by all parties. Online work will be provided by a member of the Pastoral Team whilst the student is suspended.
- **Graduated support assessment plan**- in place by the Pastoral team.
- **Academy to Academy Placement** - Students may be placed temporarily at another secondary academy in order to support their behaviour for learning.
- **Local school support**- alternative to a suspension.
- **Referral to the ESCC Inclusion Partnerships forum.**
- **Referral to the Governor behaviour panel.**

- **Supported placement at another school, College Central or The Workplace** - As an alternative to permanent exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or The Workplace.
- **SWP**- Student who would be permanently excluded. Used to prevent a Permanent Exclusion.
- **Permanent Exclusion – recommended by the Principal and ratified by a formal meeting of a board of Governors.**

15. Actions and consequences for inappropriate or unacceptable behaviour

The consequence system

- The Consequence System is used when students make the wrong choices. The system is consistent across the academy and gives students the opportunity to reflect on their actions and change their behaviour. The expectations regarding behaviour needs to be consistent across the academy.
- It is essential that C1 and C2 warnings are being fairly and consistently applied. If students reach C3 or C4 sanction it is essential that this is recorded on Edulink with context.
- The 4 Levels of Consequence table (below) clarifies possible outcomes. This is mirrored by the Achievement and Consequences Poster (below) displayed in all classrooms.

4 Levels of Consequence

Outside the learning environment:

Misdemeanours

Use of a verbal warning to redirect disruptive or inappropriate behaviours outside the classroom:

- Unsafe - M4C- poor behaviour outside the classroom environment
- Not Ready - M4L - Late to lesson or school
- Not Ready - M4E- lack of correct equipment
- Not Ready - M4P - Mobile phone or similar device seen in school
- Not Ready- M4L - Late to school (Misdemeanour linked to lateness to the academy by 08:45am/ lessons by 2mins).
- Not Ready - M4U- incorrect uniform
- Not Ready - Homework incomplete
- Not Ready - HW Detention

Inside the learning environment:

Consequences

- Not Respectful- C2- 2nd verbal warning
- Unsafe - C3- referral to RfL Base
- Unsafe- C4 Truancy- Behaviour
- Unsafe- C4- refusal to be relocated/ removed

Student Support

- OnCall immediate support
- student support
- C1 Verbal warning (Discussion with the student about choices) and take up time.
- C2 2nd verbal warning - Use of Ready/ respectful/ Safe scripts to redirect disruptive or disrespectful behaviours.
- C3 Referred to the RfL base (ready for learning)
- Students will self manage to the base and arrive within 5mins.
- This results in an automatic Restore After School on the same day for Period 1 to Period 5 and the next day for Period 6.

- C4 Truancy: seen as a Safeguarding concern due to arriving to the lesson more than 5 mins late OR has not been located for 20 mins for not attending a lesson.
- This results in a Restore After School on the same day, parents are informed if a student is not located within 20 mins.
- C4 Removed/ Refusal: seen as a Safeguarding concern as a student has refused to leave a learning environment or a Senior/ OnCall has been called for support removal. The student will remain in inclusion for 1x full day upon entering the Inclusion base.
- Examples of possible behaviours, resulting in consequences are given below. However, the list is not exhaustive. The list also includes general behaviours before, during and after academy which will be addressed by the academy.

Level	Behaviour	Academy Action
LOW M4E	Lack of appropriate equipment for learning	lunch detention
LOW M4P	Use of mobile phone, headphones or related devices on the school premises from 8:15am to 3:20pm.	Confiscation of device and lunch detention, device to be collected at the end of the academy day. Communication between home and student continues to be via the school reception.
LOW M4P	Use of inappropriate technology not conducive to learning such as mobile speakers, ipads and other digital devices	Confiscation of device and lunch detention, device to be collected at the end of the academy day.
LOW M4L	Lateness to the academy by 08:45am and/ or lessons by 2mins.	lunch detention
LOW M4U	Uniform infringement	1. All staff will challenge infringement and student will be expected to adjust uniform to policy (e.g. tuck shirt in, or remove make up). 2. Inclusion in social time (i.e. lunch) if infringement relates to clothing that cannot be removed, e.g. wrong trousers, skirt or shoes and student does not have appropriate item with them.
LOW C1-C2	Low level disruption in lesson, examples include: <ul style="list-style-type: none"> ● Failure to settle straight away ● Querying seating arrangements 	C1 and C2 are verbal warnings – no issue of a detention
	<ul style="list-style-type: none"> ● Talking when silence is required by the teacher ● Not working to best of ability ● Eating/drinking/chewing gum <ul style="list-style-type: none"> ● Distracting behaviour – tapping, clicking pens, turning around, out of 	

	seat	
MEDIUM M4C	Unacceptable behaviour (verbal and physically) outside the classroom environment: <ul style="list-style-type: none"> • such as boisterous physical behaviour • verbal conflicts • in out of bounds areas • in incorrect areas such as Key Stage areas. • Chewing gum 	Lunch detention
MEDIUM M (C3)	Continued disruption of learning in a lesson	Immediate withdrawal from the lesson, followed by a lunch time detention.
MEDIUM M (C3)	Persistent disruption of learning of others	Persistent disruption will result in students being placed on report and intervention strategies put in place. If report targets are not met then after academy detentions will be applied on a weekly basis.
MEDIUM M (C4)	Truancy from lessons and/ or the academy site boundary.	After academy detentions with senior staff. Pastoral Intervention Leader monitoring of attendance. Parents/carers contacted.
HIGH	Smoking or being with smokers Vaping on the school premises - In possession of a Vape	- Immediate Inclusion After academy detentions and Referral to Targeted Youth Support (TYS).

HIGH	<p>Child on child abuse of any kind, including verbal abuse. Racist, Homophobic, Trans-Gender Identifying comments/behaviour.</p> <p>Hate comments, verbal slurs in person.</p> <p>All behaviours are linked to in/ out of school and when representing the academy.</p>	<p>See anti-bullying policy and Race Equality Policy</p> <p>Confiscation of electronic device, these may be held as evidence. Parents/carers will be informed and maybe asked to collect them from the academy. Sanction will be applied based on severity of incident, see possible consequences right.</p>
HIGH	<p>Persistent failure to accept academy discipline and rules</p>	<p>Pastoral Intervention Leader to prepare an academy-based plan, student to be placed on report and intervention strategies put in place. If report targets are not met then after academy detentions will be applied on a weekly basis.</p>
HIGH	<p>Unacceptable behaviour on academy site</p>	<p>Contact with parent/guardian and application of the appropriate possible consequences (see right).</p>
HIGH	<p>Unacceptable behaviour whilst travelling to and from the academy</p>	<p>Contact with parent/guardian and application of the appropriate possible consequences (see right).</p>
HIGH	<p>Unacceptable behaviour outside of academy</p>	<p>Contact with parent/guardian and application of the appropriate possible consequences (see right).</p>
HIGH	<p>Verbal abuse of any member of the academy community or member of the public</p>	<p>Lunch detention that day.</p>

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HIGH	Theft or attempted theft	Contact with parent/guardian and application of the appropriate possible consequences (see right).
HIGH	<p>Assault of any member of the academy community or member of the public</p> <p>Violence is classed as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm</p> <p>Violence is a form of anti-social behaviour and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes an intent to harm others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of X's kicking'. It should also look to predict the likelihood of the behaviour recurring and prevention strategies to support this.'</p>	<p>Immediate Inclusion.</p> <p>Immediate contact with parent/guardian, Suspension and, following a thorough investigation application of the appropriate possible consequences (see right).</p>

HIGH	Consuming alcohol or drugs or bringing them to academy or to a academy event or the intent to bring them into academy	Suspension
HIGH	Bringing drugs or drug paraphernalia into academy or the intent to bring it in to academy	Suspension
HIGH	Being responsible for another student or visitor to the academy being in possession of drugs or drug paraphernalia	Suspension

HIGH	Bringing <i>prohibited</i> or inappropriate, dangerous or unlawful items to academy, e.g. alcohol, smoking paraphernalia or weapons. This list is not exhaustive and the interpretation of dangerous or unlawful is at the discretion of the Principal or her representative.	Suspension
HIGH	Bringing into academy or being in possession of and use of weapons or replicas. e.g. guns, knives or any item that could cause injury to themselves or others	Suspension
HIGH	Misuse of academy IT systems, e.g. accessing inappropriate websites or interfering with the academy network	Withdrawal of access to academy IT system for a fixed period.
HIGH	Dangerous behaviour or behaviour that could result in harm to themselves or others	Risk assessment and reduction plans followed by an appropriate sanction given
		the severity of the incident and potential for harm (see possible consequences right).
HIGH	Allegations of abuse against staff	Full investigation to be carried out

16.Oncall

- Members of Senior leadership, extended leadership and pastoral staff support the teachers via the on-call system. Students who have gained C3 or C4's will be placed within inclusion support.

17.Recognition of Good Progress and Behaviour

Rewards

Staff reward students through logging reward points on the academy information systems for one of the following reasons:

- Producing an excellent piece of work
- Presenting work to a high standard
- Contributing to and engaging in class discussion, group work
- Producing excellent class work or homework (PROUD to be RINGMER award)

- Having a positive attitude in lessons
- Improved or improving attendance
- Demonstrating positive ECO impact - not sure of wording on this one • Demonstrating kindness to others
- Demonstrating the KAR ethos
- House points – house completion participation
- House point – for the winners
- Lesson Legend
- Working positively within a team
- Demonstrating leadership
- Making sustained academic progress
- Being a positive ambassador for the academy

Students' points are totalled and award certificate and badges are presented in celebration assemblies at the following thresholds:

Bronze – 100 achievement points

Silver – 150 achievement points

Gold – 250 achievement points

House Badges are awarded to recognise achievements and instil house ethos.

Achievement Postcards

Subject teachers and Tutors are able to use these postcards to send home directly. This reward system raises the profile of exemplary artwork and student participation at events.

Celebration Assemblies

Termly assemblies are held to celebrate the attainment, progress, attendance and achievements both within and outside the academy of students.

Leavers Awards

Leavers awards are presented to Year 11 leavers at a special evening event. These awards also recognise both attainment and achievement and reflect the academy ethos of 'in pursuit of excellence'.

Positive Telephone Calls

Positive telephone calls are also made by Tutors and Pastoral Intervention Leaders to celebrate a specific achievement.

19. General clarification

Taking into account student's individual needs

- The academy will avoid discriminating against particular racial or other vulnerable groups in the application of its policies.
- The academy will monitor and assess the impact of all its policies on all students, staff and parents/carers of different racial groups.
- The academy will ensure staff are well informed about cultural differences in behaviour and their implications where relevant.
- The academy will support newly admitted students in understanding and following the Behaviour for Learning Policy.
- The academy will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to academy uniform and appearance.
- Jewellery is not allowed except for a plain gold/silver stud or small hoop in pierced ears (one per ear). Studs/hoops for any other piercings are not allowed.
- Hair should be natural in simple hairstyles. Extraordinary hair colours or styles are unacceptable.
- Make up should not be worn by years 7 – 9 and only discreet make up is allowed in years

10 and 11. No coloured nail polish is allowed. If worn, students will be expected to remove it at the request of staff.

- The academy will take appropriate account of cultural and/or religious needs in relation to uniform.
- All valuables are brought into the academy at the owner's own risk. The academy will not cover the cost of any loss or damage to any personal property. Valuable items include personal devices such as a mobile phone, headphones or watches.
- Exams: Full academy Uniform should be worn for exams.
- Students, staff and visitors should walk on the right in the academy corridors/follow one way systems which include UP and DOWN stairs.
- Students should enter the academy via the front of the school, side entrance.
- Students who live in Ringmer are only permitted to leave via the back gate exit from 3:20pm daily.
- Students who collect transportation will have a rota scheduled on where/ when to collect their respective transportation. Similar applies to students being collected.
- King's Academy Ringmer requests that:
 - All parents collecting their children to wait at the front of the school, near to the main tree located near to the car park.
 - To not park in the front of the school where students depart.
 - Only parents who have been granted permission due to medical or other needs may park at the front of school car park bays.

19. Other related policies, documents and websites

Policies and Guidance

Uniform

Anti-bullying

Child Protection and Safeguarding

Attendance and registration

Positive Handling and Physical Intervention Policy

East Sussex County Council and Department for Education websites

Ensuring good behaviour in academies (DfE)

Behaviour and discipline in academies (DfE)

Equality Act 2010

Equality Information and Objectives Policy

20. Violence

'Violence is classed as the intentional use of physical force or power, threatened or actual, against another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm. Violence is a form of anti-social behaviour and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes an intent to harm to others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of X's kicking'. It should also look to predict the likelihood of the behaviour recurring and prevention strategies to support this.'

21. Summary

The Principal, academy staff and Governors are committed to working with parents/carers to ensure that positive outcomes are achieved for all students.