



ACET BEHAVIOUR & REWARDS POLICY

PHASE	SECONDARY
POLICY LEAD	JOSIE SANIGAR DOMINIC CURRAN (ASSOCIATE PRINCIPALS)
DATE OF APPROVAL BY DIRECTORS	Approved April 2017
DATE OF RECEIPT BY LOCAL GOVERNING BODY	ASTON ACADEMY 29th MARCH 2017
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	MARCH 2019

This is the Behaviour & Rewards Policy for Aston Academy

**Aston Academy
Aughton Road
Swallownest
Sheffield
S26 4SF**

Mission Statement

At Aston Academy we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

With your commitment we will make a difference.

Introduction

A well-ordered environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and behaviour management should help every child to succeed and to achieve his/her full potential.

It is important to recognise that the majority of the students at Aston Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour policy actively promotes the **responsibilities** of all members of the academy to ensure self-discipline, self and mutual respect, honesty, fairness, politeness and working together harmoniously.

Promoting **positive behaviour** requires a shared understanding and commitment by all staff and students, parents/carers, governors, outside agencies and the wider community. **Consistency of practice** is needed across the academy to ensure that students know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

- A shared set of understandings
- A framework for consistent approaches and practices

General Academy Aims

- To create a caring, stimulating and enjoyable environment for students and staff.
- To develop a caring and considerate attitude towards others and to promote habits of self-discipline and acceptable behaviour.
- To ensure that academy routines and practices actively protect the rights of the individual and ensure equal opportunities for everyone.

The Aims of our Behaviour Policy

- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to acceptable and appropriate behaviour with proper regard for authority.
- To encourage students to value the academy environment and its routines.
- To create a caring, stimulating and secure environment in which students can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To raise student's self-esteem.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among students.

- To develop a sense of politeness and consideration for others.
- To ensure that students are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility.
- To ensure good behaviour is always recognised.
- To empower staff with the confidence, skills and knowledge to determine and ask for appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby:
- Reducing conflict and uncertainty in encounters between students and staff.
- Enabling students and staff to emerge from difficulties with a positive sense of themselves and their purpose.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

Promoting Good Behaviour

Underlying our policy is a belief that the academy should provide every student with the opportunity to reach their full potential in an environment, which encourages co-operation, understanding and tolerance. We want to create an orderly and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- Staff praise students when they see good behaviour.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents/carers of exemplary behaviour and achievements.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and students.
- There is a shared understanding and subscription to the **responsibilities** and **rights** of all members of the academy community at all times during the school day.
- Students and staff promote our shared ethos of:
 - Making the most of every second and every opportunity in our academy
 - Wanting to be our best and helping others to achieve their best
 - Having a sense of pride in ourselves, each other, our academy and wider community

Responsibilities and Rights

The understanding of and subscription to the **responsibilities** and **rights** of all is fundamental to the education process.

All members of the academy community have certain **responsibilities** and **rights**.

Responsibilities

Staff	Students	Parents/Carers
<ul style="list-style-type: none">• To lead by example• To ensure that routines are clearly established with students and policies are followed consistently• To encourage the aims and values of the academy among the students• To have high expectations of the students• To meet the educational, social and behavioural needs of the students• To provide an appropriate curriculum• To provide a clean, pleasant and safe environment in which students can work	<ul style="list-style-type: none">• To support and care for each other and to treat others fairly and with respect• To respect each other's property and work• To listen to others, respect their opinions and recognise their efforts• To behave in a way that allows other students to learn• To do as instructed <u>by all</u> members of staff• To observe the <u>Code of Conduct</u> and <u>Academy Agreement</u> at all times• To keep the academy clean and pleasant	<ul style="list-style-type: none">• To be aware of, support and promote the academy's values and expectations• To ensure that students arrive on time each day in full academy uniform and with equipment• To communicate to the academy any necessary information that will help to support the education of their child

If all members of the academy community take responsibility for their actions then all students will have the **right** to:

- learn to their full potential
- have their efforts recognised
- be and feel safe
- expect their property to remain safe
- be treated fairly and with respect
- attend a clean and pleasant academy

REWARDS POLICY

Rewarding positive behaviour and celebrating success is a fundamental part of this policy.

Purpose

- To reward and thus promote good behaviour and a strong work ethic
- To make good behaviour the norm
- To enhance achievement and attainment by highlighting the positive
- To celebrate achievement, attainment and involvement in academy life
- To build confidence and self-esteem through acknowledgement of achievement

What should be rewarded

- **Achievement** – working at or above the expected level of an individual student
- **Effort** – recognition of commitment in order to achieve or succeed
- **Community** – recognising an individual's service to the academy or the wider community
- **Others** – Attainment, Attendance and Punctuality
- **Meeting key elements within our shared ethos**

How are students rewarded?

The academy recognises and promotes good and improved behaviour of students through a formal reward system and by informal but regular feedback to students.

This includes:

Praise and positive feedback of good behaviour, effort and achievement

- *Giving immediate verbal feedback where appropriate as often as possible.*
- *Praising good behaviour as well as academic achievement.*
- *Positive comments on work or in students' planner*
- *Positive reinforcement of good behaviour by a Head of Faculty/Assistant Head of Faculty*
- *Entering an achievement record/points on SIMS*
- *Recognition and reward in assemblies*
- *Lower/Upper School and Principals' Awards*
- *Liaison with parents/carers via electronic, written and verbal communication*
- *Awards ceremonies including the Academy Awards 'Oscars', ACET Awards Evening and Lower School Graduation*

Display of students' work

This gives recognition to students for their efforts.

Awarding of Achievement Points

Achievement Points can be awarded for positive contribution to academy life made by a student. A stamp is placed on the appropriate page of the student planner. Reasons for awarding an Achievement Point could be:

- *Excellent piece of class work / ELT*
- *Making a particularly good contribution to lessons*
- *Achieving a mark / level which is above target*
- *Excellent support of other students/staff*
- *Keeping an excellent planner*

Specific achievement recognition can also be added individually to student achievement records on SIMS. The categories recognised for achievements were compiled by staff and students via consultation.

Points awarded for Tutor Group of the year competition

Students can also gain points for other things such as helping at academy events, taking part in extra-curricular activities etc.

A Tutor Group / House of the term award is given to the Tutor Group/House with the highest number of points in each year group at the end of the Autumn and Spring Terms. The Tutor Group of the Year award is given at the end of the Summer term.

Students collecting individual Achievement Points can be entered in the prize draws.

Monitoring Grades

Monitoring grades are given following our monitoring schedule, with students and parents/carers in all year groups receiving four monitoring reports each academic year. Each monitoring report clearly highlights a student's target grade in each subject area, with information regarding their current 'Working at Grade' and 'Approach to Learning'.

Student Code of Conduct

Acceptable behaviour in Aston is that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, teachers and academy staff and other people within/outside the academy premises

The academy has a **Code of Conduct** and **Home: Academy Agreement** which give clear guidance to students about the kind of behaviours that are acceptable at Aston Academy. Copies of the Code of Conduct and Home: Academy agreement are in the student planner.

CODE OF CONDUCT
<ol style="list-style-type: none">1. Respect other people's points of view.2. In class make it as easy as possible for people to learn and for the teacher to teach. Arrive on time with everything you need for that lesson, begin and end the lesson in a courteous and orderly way, listen carefully, follow instructions, help each other where appropriate and behave sensibly at all times.3. Move sensibly and quietly around the academy. Never run or barge, but be ready to help, open doors, stand back to let people pass. In crowded areas please keep to the left.4. Always speak politely to everyone. Shouting is usually discourteous. Swearing and bad language are not acceptable.5. Keep the academy clean and tidy so that it is a welcoming place we can all be proud of. Put your litter in bins, keep walls and furniture clean and unmarked and take great care of displays, particularly of other people's work.6. Do not indulge in unsociable behaviour such as spitting and chewing gum.7. When going to and from the academy, or when out on an academy trip, continue to behave with courtesy and consideration.

Guidance for Students

Classroom expectations:

Classrooms (including labs, workshops and gyms) are for places of work. Just as in any factory or office, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1. Start of Lesson

- Arrive at lessons in full school uniform
- Enter rooms sensibly and go straight to your workplace
- Put away any outdoor wear (not on desks)
- Take out books, equipment and your planner
- Put bags away (not on desks)
- Remain silent during the register (except when your name is called)

2. During Lessons

- When your teacher talks to the whole class, remain silent and concentrate
- In class, if you want to ask a question do not call out (unless you are asked for quick ideas)
- You must have full equipment (pens, pencil and a ruler – as a minimum), your planner and any books or folders needed
- You are expected to work sensibly with your classmates; do not distract or disturb them
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work
- Extended Learning Tasks must be recorded in your planner and handed in by the submission date
- Eating and chewing are not allowed: if caught you will have to empty your mouth and hand in any other food or drink
- You must not leave a lesson without a note, in your planner, from a teacher. You should refrain from asking to go to the toilet in lesson time unless you have a toilet pass. You should not be asking to fill water bottles up during lessons.
- Mobile phones should not be out in lessons. They should be switched off and remain in your bag throughout the lesson. Headphones and any other electronic/media equipment should not be visible.

3. End of Lessons

- The teacher will indicate the end of the lesson
- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so
- When told, stand and push in or put up your chairs; any litter should be picked up
- Only when your teacher finally tells you to go may you leave the room
- You should leave the room quietly and sensibly

Each classroom display board and student planner has a copy of these expectations summarised as:

Behaviour for Learning at Aston Academy

Ready to learn

Engaged

Suitably dressed and equipped

Progress is made

Excellent standards of behaviour

Consideration for others

Tidy environment

Finally, but most importantly

Staff are in the position of parents/carers whilst students are in the academy. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards staff.
- Any request from a member of staff should be carried out at once and without argument

Breaking either of these basic rules will be treated as a VERY serious matter.

Shared space expectations (Corridors, Dining Halls, Field and Yard areas):

Travelling to and from lessons sensibly and safely is everybody's responsibility. In order to achieve this we all must:

Corridors

- Follow instructions given by staff
- Stick to the left-hand side when travelling along corridors and staircases (look closely at the signs)
- Speak quietly and do not shout or make excessive noise
- Respect everyone's personal space
- Do not use mobile phones in the transit between lessons. Mobile phones can be used before school, at break and lunchtime and after school only
- Do not litter and use the bins provided
- Do not eat and drink in the transit between lessons
- Do not access the toilet between lessons unless you have a pass

Dining Halls

- Queue orderly and sensibly for food and follow the directions of staff
- Do not remove food purchased from the dining halls and consume it in the dining hall
- Use the litter bins provided to dispose of waste and clear tables after use

Field and Yard areas

- The field and yard areas are often used as areas of recreation during break and lunchtime. If using these areas, you have a responsibility to:
- Not drop litter
- Leave the areas in time to ensure prompt arrival period 2 and 4 lessons
- Follow all instructions given by members of staff at all times

You should not leave the academy site at any point during the day unless signing out to access an appointment, go home due to illness or you have an authorised lunch pass.

First Aid

If you feel unwell during the academy day and do not feel that you can continue in lessons, please ask your teacher for a note to access First Aid. The First Aid Team will contact parents/carers and make them aware if you are feeling unwell. It is important that you do not sign out independently if feeling unwell.

SANCTIONS POLICY

For students who do not uphold their **responsibilities** and do not comply with the academy's Code of Conduct and Home: Academy Agreement there will be certain **consequences**. The student's behaviour will then be monitored closely by members of the Year and Inclusion Teams and the student's subject teachers.

Subject teachers are responsible for dealing with behavioural issues in their classroom with support from their HOF/AHOF as appropriate. A range of strategies should be adopted to support students in improving their behaviour during lessons.

Incidents of unacceptable behaviour should be recorded in the SIMS behaviour log for the student, giving a brief description of the incident and the action taken as a result. Year staff monitor the entries onto the system to identify students who require further intervention.

The Staged Referral and Intervention System

A staged referral system is necessary to ensure early intervention at the appropriate level of response. It should aim to correct unacceptable behaviour and provide students with support to address the causes behind the behaviour. The staged intervention should be seen as a continuum from 'a quiet word in the classroom to a multi-agency approach to help avoid a permanent exclusion'. We use a 'phased' approach to behaviour management and ensure that intervention is swift and purposeful in ensuring that a student gets back on track.

Students should be able to move up and down the continuum. If a student responds positively to support at any particular level then he/she should be congratulated, rewarded and consequently monitored at a lower level.

If a student is moved to a higher level on the referral system this does not mean that staff relinquish responsibility at a lower level. All staff must continue to support students displaying behavioural difficulties, and continue to make clear our shared expectations and involvement in consequences as a result of inappropriate behaviour.

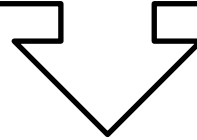
Throughout all levels of referral it is expected that parents/carers will be informed of the types of intervention and involved in the support process.

The following suggested staged structure is not definitive and a student may not work systematically through every stage. Clearly, examples of severe behaviour will warrant immediate higher levels of intervention.

Aston Academy Behaviour Code

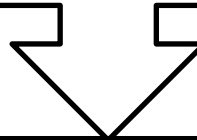
Stage 1

Poor behaviour is challenged – a first warning is given. You may be removed from the classroom if your behaviour is seen to be seriously affecting learning
Behaviours could include calling out, not listening to instructions, talking during an assessment, making comments to the person you are sat next to at inappropriate times etc.



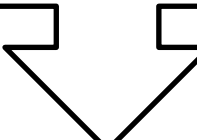
Stage 2

A second warning is given
You may be moved to another seat in the classroom
Behaviours could include continued disruption, talking whilst the teacher is talking, distracting your own learning and the learning of others, not following an instruction immediately etc.



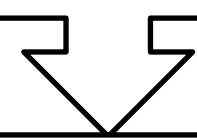
Stage 3

On the third warning you will be asked to wait outside the classroom for a 'cooling off' period
Behaviours could include making an inappropriate comment, refusing to follow an instruction, continued disruption e.g. laughing/talking out loud, use of a mobile phone etc.



Stage 4

If your behaviour does not improve, you will be sent to Faculty Referral
Behaviours could include making an offensive comment, continued refusal to follow instructions (including refusal to put a mobile phone away), disrespectful behaviour, continued disruption of learning etc.



Stage 5

If your behaviour fails to improve once you return to class, you will continue to work in Faculty Referral until the Head of Faculty allows you back into lessons
Behaviours could include persistent behaviours that disrupt learning, unsafe behaviour, persistent refusal to follow instructions, behaviour that needs a referral to LPM/Year Teams.

Aston Academy Behaviour Management Code

Stage 1

The student is challenged about inappropriate behaviour.

The consequences of further poor behaviour are explicitly explained; a first warning is given along with a reminder of classroom expectations.

If the behaviour is deemed by the classroom teacher to be very serious then the student may be removed from the class (stage 4) and placed immediately in Faculty referral.

Stage 2

The student is challenged again and given a second verbal warning. This may result in the student being moved from their seat to another place in the classroom.

The consequences of further disruption are explained clearly to the student.

Stage 3

If the student causes a further interruption to learning and teaching they are asked to wait outside the classroom for a 'cooling off' period of no more than five minutes.

The member of staff should speak to the student briefly, making it clear why their behaviour is unacceptable.

The student is given a final warning before re-admittance to the classroom.

The teacher explains that any future poor behaviour will result in being sent to Faculty referral.

Stage 4

The student is sent to Faculty referral, a room identified on the referral timetable. The locations of the referral rooms will have been given consideration so that students are not travelling far between their classrooms and referral rooms. There may be referral areas where faculties work together to accommodate referral students.

The class teacher gives the student a referral form to complete which provides an opportunity to reflect on their behaviour.

If the behaviour is deemed serious by the HOF, the student will be placed in after school detention- the class teacher arranges for the detention letter to be sent home. The class teacher should visit the student in detention and ensure that suitable work has been set.

HOFs and class teachers use their professional judgements to decide on lunch time/break time detentions.

A SIMS log should be made

If necessary, HOF, student and class teacher meet before re-admittance to the lesson to discuss appropriate classroom behaviour.

The student may be placed on Faculty report – which must be signed after each lesson by the teacher and the student's parent/carer.

Stage 5

If the student persistently causes disruption to teaching and learning and all four stages have failed to modify their behaviour, the student is referred by the HOF to work in Faculty referral. HOFs use their professional judgement to decide on the amount of time the student is kept out of lessons.

Parents/carers are contacted.

HOF, student and class teacher meet before re-admittance to the lesson to discuss appropriate classroom behaviour.

The student is placed on Faculty/Academy report which must be signed by teachers and parent after each lesson.

A SIMS log should be made

Referrals made to LPMs at this stage

Further sanctions

The staged approach is to be applied to most behaviours to encourage a positive climate for learning and a greater sense of responsibility from students regarding managing their own behaviour. A student should expect to receive further, more serious sanctions if they:

- Are verbally abusive to staff, students and members of our school community
- Show and express physically intimidating behaviours including using threatening and aggressive language and not respecting personal space
- Risk the safety of themselves and/or others through physical contact, abusing school safety systems e.g. fire alarm and in the transit to and from school e.g. bus behaviour
- Persistently refuse to follow instructions including refusing referral, refusing/failing to attend detention/s and failing to 'repair' situations caused by their behaviour. Not showing respect to staff/students in our academy by not apologising for behaviours
- Persistently do not follow our Code of Conduct, Home: Academy Agreement and shared standards and expectations as part of our ethos (this includes wearing full school uniform each day, being fully equipped, using planners to record ELT and attending lessons, registration/assembly on time each day)

Communication requesting support

It may be necessary on occasion to contact colleagues outside faculty areas requesting further support linked to the behaviours of some students. If in lessons, please email Learning Progress Managers with details regarding the support request, the name/s of the student/s and location.

If a more serious incident has arisen, please contact the Associate Principals' PA, Rachel Catling, who will make contact with members of LT to provide support.

It is important that the people who can provide the most effective support linked to specific behaviours and situations are contacted promptly. Please refrain from using staff group emails except the Learning Progress Managers group email facility.

The Student Monitoring System

There are 3 stages to our monitoring system:

'Back on Track'

To be issued and monitored by the Learning Progress Manager/ Group Tutor as a result of reported concerns from subject teachers, or as a result of their own observations. The Learning Progress Manager will communicate to parents/carers the purpose and reason for the specific monitoring report and be involved in the supervision of any subsequent sanctions. The parent/carer will be expected to support the monitoring by checking and signing the report each day.

The issues covered by this report involve:

- 3 or 4s in the Approach to Learning monitoring cycle.
- Refusing to comply with instructions
- Being argumentative with staff
- Being disruptive in lessons
- 'Winding up' other students
- Being aggressive and unpleasant to other students
- Persistent failure to produce classwork/extended learning tasks.
- Attendance and punctuality
- Wearing of incorrect academy uniform (specify items)
- Failure to bring equipment (Books, planner, PE kit etc.)
- Losing previous report
- Other – please specify

The reports require a simple score of 1-4 (approach to learning criteria) for specific targets and are for monitoring/record keeping only. Sanctions for failure to satisfy the targets on the report will be applied and students who fail to achieve the targets should expect these. In cases of non-compliance with the uniform code parents/carers will be contacted and students will receive a sanction that may include Isolation.

It must be emphasised strongly that being placed on a report is not a sanction in itself. Staff should be aware that the report is not to be used for monitoring or reporting more severe behaviour problems. Incidents outside the specific issue should be dealt with through normal faculty disciplinary procedures and reported through the electronic reporting system. Tutors should also be aware that the system would become unmanageable if excessive numbers of students from their tutor group were placed on reports. If there were a large-scale problem a 'class monitoring report' would be more appropriate.

Students who successfully complete their 'Back on Track' report will be removed from the monitoring system. Students who do not succeed will be moved to the next level.

'Need to Improve'

Will be issued by the Learning Progress Manager as a result of persistent unacceptable behaviour in lessons as evidenced through the behaviour log, failure to satisfy the targets on a 'Back on Track' Target Sheet or as a result of incidents of serious misbehaviour. Parents/Carers will be informed and be expected to support the behaviour monitoring by checking and signing the report each day.

The students' behaviour will be graded each lesson by the subject teacher according to the following criteria:

GRADES

- 1 Excellent approach to learning
- 2 Good approach to learning – few behaviour reminders
- 3 Some off-task behaviour. Some behaviour reminders.
- 4 Poor approach to learning. Unacceptable behaviour – disruption to learning and teaching. Several behaviour reminders.

The report is designed to complement the staged referral system and escalating sanction line.

Persistent failure by a student to achieve 1 of 2 on the 'Need to Improve' report or for serious incidents where students fail to follow our Code of Conduct and Home: Academy Agreement, this may result in a period of isolation.

When in Isolation a student will work independently during lessons and they will not be allowed to mix with other students during break or lunchtime. The length of time spent in Isolation will depend on the seriousness of the incident and the behaviour of the student during Isolation. Failure to display appropriate behaviour in Isolation will lead to the period of Isolation being extended or another sanction.

'Support to Succeed'

This level of intervention is for students who need further support to enable them to succeed in their education. The support may range from group sessions addressing particular behaviours, external agency intervention to alternative provision. Some students may be referred to Inclusion for further help and support to be implemented.

Students at this stage remain on the monitoring programme.

Success on any level of report should be recognised and praised. Success should lead to the student being either removed from report or put on the next level down. Advice and counselling about how to maintain appropriate behaviour once off report should occur.

Students at risk of potential fixed or permanent exclusion are closely tracked using a Making Positive Choices Plan. This is discussed weekly and intervention implemented, monitored, tracked and adjusted where necessary to best meet the needs of students and encourage modification of behaviours. Close working between all staff in school ensures that the relevant support and intervention strategies are put in place to give students the best possible chances of success.

Detention

Detentions can be set by all members of staff within our academy. Students have a responsibility to attend detentions and parents/carers should have been made aware of the detention. Where a student fails to attend a detention within a faculty area they will automatically be placed in the weekly academy detention facilities in lower and upper school.

Isolation

Isolation is staffed by Learning Progress Managers. Students can be placed in Isolation by the Associate Principals. A letter is sent home explaining the reason for the Isolation and the number of days the student will spend in Isolation. Students are completely isolated from the rest of the academy and they are expected to display high standards of behaviour at all times. Failure to do so will result in an extension to the number of days to be spent in Isolation.

Fixed Period/Permanent Exclusion

The Associate Principals, in consultation with the CEO, can decide to issue a fixed period of exclusion from the academy or in the most serious cases a permanent exclusion.

Inclusion

Our shared 'Behaviour and Rewards Policy' is academy wide. In Inclusion, students will receive support to ensure that they are meeting our high standards and expectations. Lower School and Upper School work rooms enable students to access more personalised learning programmes in key subjects. Some students may be linked to a key worker and access support sessions from Inclusion staff and our Learning and Engagement Coordinators.

Students accessing Inclusion are timetabled to do so.

Where students have accessed Isolation or have returned from a period/s of fixed term exclusion, the Inclusion faculty work closely with Parents/Carers, Year Teams and Teaching Staff to ensure that students are re-integrated as successfully as possible and re-engage in their learning. Strategies are shared and implemented to help students to modify behaviours and reduce the likelihood of further sanctions linked to similar behaviours in the future.

Communication Media and Entertainment Equipment in Aston Academy

It must be recognised that the responsibility for the safe keeping and proper use of this equipment lies with the student and the academy accepts no responsibility for loss or damage.

The instruction to turn all phones to silent mode and put them and all other entertainment and communication equipment safely away in their bags should take place at the start of the school day and at the end of break and lunch. Students who are caught using phones or other electronic devices in contravention of this instruction should then be dealt with in accordance with the sanctions outlined in this policy.

Students who persist in using electronic equipment at inappropriate times will face the risk of equipment being confiscated and collected from the academy by parents/carers. They may also not be able to bring/use equipment during the school day for a given length of time.

Students should never video or photograph other students or teachers without the express permission of a teacher and students who are being filmed. In circumstances where filming and photography is part of a course and done with the express permission of those being filmed, it should only be done with equipment owned by the academy unless the teacher in charge has specifically given permission.

Any student who is found to have bullied another student by persistent texting, posting inappropriate material on social networking sites, video sharing sites or websites will be dealt with by our Anti-Bullying Policy but with the additional sanction that they may be denied access to the academy network.