



Thinking Schools Academy Trust  
***“Transforming Life Chances”***

**Conduct and Relationships Policy**

**Goodwin Academy**



This policy was adopted in September 2023
This policy is to be reviewed in September 2024

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## Vision

At Goodwin Academy, we aim to provide an exciting and engaging learning environment that looks to nurture the whole child. We will do this by supporting their social and emotional needs, teaching them to become confident, independent learners who can thrive in a changing and demanding world and are proud of their achievements, encouraging their creative talents and guiding them to make informed choices about their future.

Our conduct and relationships policy will underpin this and support our students to become inquisitive, respectful, honest, responsible and resilient members of their school and wider society who celebrate and embrace diversity.

As a rights respecting school, it is our aim to embed these values in daily academy life, facilitating our transforming life chances agenda.

Our students will feel safe and cared for and will know that they are the heart of our community.

We will ensure that our vision of 'Child first' is embedded in everything we do to ensure every child learns, every child achieves, and every child is looking forward and has ambitious aspirations for their future.

## Aims

- To support the staff to ensure that BEST teaching and learning can take place in a positive working environment.
- To encourage adherence to an agreed set of principles of conduct.
- To contribute to mutual respect.
- To ensure all members of the school community are safe and feel positive about their wellbeing.
- To nurture positive relationships for all members of our community

## Our behaviour mantras:

Three simple mantras underpin everything that we believe about managing behaviour at Goodwin Academy

- **'What you permit, you promote'**

All staff at Goodwin Academy apply our policies consistently and ensure that they are modelling what exceptional conduct and relationships look like to our school community.

- **'Conduct and relationships are a team sport'**

Student conduct and relationships are the responsibility of all staff who work at Goodwin Academy. All staff understand the importance of teaching our students how to behave, identifying positive and negative conduct and supporting our students to make the right choices.

- **'Connect before you correct'**

Underpinning our policy is the fundamental focus we place on building positive, professional relationships with our students. They are the foundation for everything.

## Roles and Responsibilities

**The RGB (Regional Governing Body)** is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for the implementation of it:

- Notifying the Headteacher and providing them with any related guidance if the governing body wants the school conduct and relationships policy to include measures or address issues.
- Ensuring that the policy communicated to students and parents is non-discriminatory and the expectations are clear.

**Governors** will support the school in the maintaining of good conduct and health and safety. They will also be:

- Monitoring and assessing the impact of the policy to ensure the strategies do not impact disproportionately or unfairly on any students within the school.
- Ensuring the policy and the strategies consider staff and student health and welfare issues.

**The Headteacher is responsible for:**

- Ensuring the policy promotes good conduct and deters inappropriate conduct, including all forms of bullying.
- Ensuring Conduct and relationships is viewed as a core principle by all staff.
- The implementation and day-to-day management of the policy and procedures.
- Ensuring the policy is publicised annually to staff (including volunteers), students and parents in the form of a written document (this is a legal obligation).
- Deciding which staff may impose sanctions.
- Deciding on the lead professional for Conduct and Relationships in the Senior Leadership Team. Working with other staff, including the Lead Professional on the SLT and the unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations regarding conduct leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging conduct and relationships have appropriate support.
- Monitoring and assessing of the policy's impact - to ensure the strategies do not impact disproportionately or unfairly on any students within the school

**The Vice Principal is responsible for:**

- Working with the Headteacher to ensure the curriculum routes offered are appropriate for the needs of all students.
- Working with the Headteacher to ensure the effective implementation of this policy.

**The Senior Leadership Team is responsible for:**

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring and safe community.
- Working with their designated pastoral leaders to support them in their role.

### **The Assistant Principal (Conduct and Relationships) is responsible for:**

- The day-to-day implementation of the Conduct and Relationships policy and associated strategies, including dealing with incidents in the higher stages of the conduct sanctions process (see the conduct tree map).
- Carrying out staff training in the Conduct and Relationships policy and strategies, to ensure they can implement them.
- Analysing the data regarding rewards and sanctions to ensure the strategies do not impact disproportionately or unfairly on any students within the school.
- Analysing the data regarding rewards and sanctions to identify where intervention is needed.
- Providing the CEO, Headteacher and Governing Body with a report regarding the monitoring.
- Ensuring that all staff organising school trips include in their standard application letter for the trip a clear statement about behaviour standards and processes.
- Providing staff, students and parents opportunities to share their views and opinions regarding behaviour and rewards at the Academy.
- Creating a conduct curriculum that is centred on what successful conduct looks like. Any aspect of conduct expected from pupils will be made into a commonly understood routine which is rehearsed.

### **The Student Pastoral Manager is responsible for:**

- Gathering evidence for an exclusion and make recommendation to AP/Headteacher.
- Monitoring of the Conduct and Relationships policy across the school – sanctions and rewards, and ensuring it is applied consistently and fairly for all pupils, no matter their background.
- Supporting staff in the implementation.
- Completing 'Conduct and relationships' walks.
- Contacting/meeting parents re: conduct concerns.
- Monitoring and supporting with the detention policies for conduct and punctuality.
- Supporting the AP for Conduct and Relationships with any students withdrawn from lessons.
- Supporting the AP in leading staff training on effective conduct management strategies.
- Conducting regular staff and student voice to gain feedback on the impact and implementation of the Conduct and Relationships policy.

### **The Student Pastoral Officers are responsible for:**

- Supporting the implementation of the Conduct and Relationships policy across the school and ensuring it is applied consistently and fairly for all pupils, no matter their background.
- Contacting/meeting parents re: conduct concerns.
- Monitoring and supporting with the detention policies for conduct and punctuality.
- Overseeing and supporting students withdrawn from lessons.

### **The Head of Year is responsible for:**

- Providing and driving the Academy ethos that will encourage high standards of conduct.
- Using the information obtained to provide positive feedback in House assemblies. Supporting other staff in response to individual incidents of poor behaviour.
- Monitoring the rewards and sanctions of students in their year using ClassCharts and acting at an early stage to prevent escalation of underachievement by an individual.

- Communicating with parents to ensure they are informed at the earliest stages of interventions regarding underachievement and/or poor conduct or relationships.

**The Form Tutor is responsible for:**

- Carrying out their duties as form tutor to the highest standard, thereby acting as a positive role model.
- Build positive relationships with tutees and their parents / carers
- Create, communicate, teach and maintain routines for Tutor time
- Supporting their tutees to meet the expectations of the Academy relating to uniform, conduct and academic achievement.
- Using information provided by the Head of Year regarding rewards to provide positive feedback within the form.
- Working with individual students using all available data (rewards, sanctions, report grades etc.) to help the student set meaningful targets for improvement and devise strategies to achieve them.

**The Curriculum Leader is responsible for:**

- Being proactive as well as reactive regarding conduct and relationships practices in their curriculum area.
- Supporting staff in their curriculum area with regards to conduct management concerns. CL should be the first port of call in case of an incident.
- Reviewing incidents and their causes with their staff in order to inform the review of the policy and provide an opportunity for assessing training needs.
- Running detentions as appropriate.
- Ensuring incidents are recorded on ClassCharts correctly.

**All staff will be responsible for:**

- Consistently challenging students to meet the school expectations and maintain the boundaries of acceptable conduct.
- Communicating the Academy norms, routines, values and standards both explicitly through teaching exceptional conduct and in every interaction with students.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Ensuring that the policy and the procedures are followed and fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures.
- Creating a high-quality learning environment, modelling and teaching good conduct and implementing the agreed policy and procedures consistently.
- Communicating, teaching and maintaining the culture they require in their area of responsibility e.g. the classroom, the LSC, the canteen
- Keeping accurate registers of attendance to lessons in all Key Stages using SIMS lesson monitor.
- Recording any sanctions administered on ClassCharts.
- Running detentions as appropriate.
- Adhering to the Academy agreement

### **Students:**

- Will in the first instance be expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedure and expectations. Students also have the responsibility to ensure infringements of the policy are reported.
- Will also be expected to follow the student charter and adhere to this.
- Will ensure that their conduct outside of school will not bring the school into disrepute. This includes the students' conduct on Social Media.
- Upon accepting a place at Goodwin Academy, it is the expectation that all students will adhere to all policies enlisted by the school, making sure that they abide by all of the rules and regulations set, this includes the Academy agreement.


### **Parents and carers:**

The Academy expects parents/carers to:

- Support the Academy Conduct and Relationships policy
- Support their child's learning and conduct by discussing any problems that may arise.
- Work in partnership with the Academy to assist in maintaining high standards of conduct.
- Take responsibility for the behaviour of their child both inside the Academy and in the wider community.
- Will ensure that they keep the school informed about any circumstances, which may adversely affect their child's well-being.
- Will adhere to the Academy agreement.

### **Success criteria:**

- Students engaging in their learning
- A reduction in sanctions issued to students for poor conduct
- An increase in BEST rewards issued to students
- A reduction in suspensions issued
- Students taking pride in their uniform
- Students fully equipped to learn in every lesson
- Parents supporting our conduct and relationships and uniform policies
- Students, staff and parents are proud to be part of the Goodwin Academy community
- Students and staff adhere to the student / staff charter
- Students and staff feeling safe at Goodwin Academy
- Respectful conversations and conduct are in evidence throughout the Academy

	Students	Staff
<h3>Brilliance</h3> <p>We will be our best self, striving for brilliance in all areas and overcome challenges with resilience and determination.</p>	<ul style="list-style-type: none"> <li>We are punctual, dressed for success and prepared for learning.</li> <li>We are polite to our staff and peers.</li> <li>We demonstrate a positive attitude towards our learning by immediately starting our work, answering and asking questions and doing our best work.</li> <li>We understand our own areas for development in each subject and act on our teacher's feedback.</li> <li>We <b>persist</b> when trying to solve problems ourselves, ask for help when we need it and don't give up.</li> <li>We complete all our homework and catch up on any work we have missed.</li> <li>We aspire to be our best in every lesson and aren't afraid to take risks or make mistakes.</li> <li>We <b>strive for accuracy</b> and correct our mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>We create a positive learning environment by welcoming students at the door and providing a task to begin straight away.</li> <li>We build relationships with our students and support them to develop their knowledge and skills.</li> <li>We ensure all students are engaged in their learning, asking questions and supporting students to develop their responses.</li> <li>We manage the transitions between lessons to ensure the school is calm and orderly.</li> <li>We regularly assess students understanding, develop their knowledge and address misconceptions.</li> <li>We act in the best interest of the child (*3).</li> <li>We consistently apply the school's 'Conduct and relationships' policy.</li> </ul>
<h3>Enrichment</h3> <p>We see each experience as a learning opportunity and engage with and embrace the world around us.</p>	<ul style="list-style-type: none"> <li>We embrace challenges, are curious and open to new learning experiences.</li> <li>We take part in clubs, charity events and enrichment activities.</li> <li>We value each other's contributions and embrace opportunities to reflect on our own and others' identities.</li> <li>We are <b>creative, imaginative and innovative</b> in our learning.</li> </ul>	<ul style="list-style-type: none"> <li>We provide challenge tasks for our students to develop their knowledge.</li> <li>We teach a broad and balanced curriculum, allowing students to learn about the world around them.</li> <li>We provide opportunities to explore new experiences.</li> <li>We promote the UN convention of the rights of the child.</li> <li>We encourage rest, play and access to culture and the arts (*31).</li> <li>We support the School's equality, diversity and inclusion policy.</li> </ul>
<h3>Society</h3> <p>We are active members of our school and local community who support others and aspire to be the best citizen.</p>	<ul style="list-style-type: none"> <li>We embrace working with others and demonstrate outstanding team-work.</li> <li>We reflect on our behaviour and resolve when things go wrong.</li> <li>We <b>listen</b> to the perspective of others and respect each other <b>with understanding and empathy</b>.</li> <li>We support our peers.</li> <li>We take pride in our community and celebrate diversity.</li> <li>We respect our environment and help to keep it clean and tidy.</li> <li>We aspire to be the best citizen we can be and show respect to all members of our community.</li> </ul>	<ul style="list-style-type: none"> <li>We create a safe and healthy environment for our school community including protecting students from issues such as violence (*19), exploitation (*36) and sexual abuse (*34).</li> <li>We resolve with students when things have gone wrong, listening and working together to move forwards.</li> <li>We support our students to aspire to be their best and play an active role in society.</li> <li>We support our students to develop the fundamental values that are key in British society today.</li> </ul>
<h3>Thinking</h3> <p>We think reflectively, critically and creatively and develop our confidence, motivation and communication skills.</p>	<ul style="list-style-type: none"> <li>We reflect on our thinking, <b>applying past knowledge to new situations</b> and seek out opportunities to develop our understanding in lesson.</li> <li>We <b>think interdependently</b> by sharing our ideas with our peers and agreeing a common approach through discussion and collaboration.</li> <li>We think and communicate with <b>clarity and precision</b>.</li> </ul>	<ul style="list-style-type: none"> <li>We use the thinking tools to support students' learning and develop their confidence using a range of coping strategies.</li> <li>We use the 'Qmatrix' to develop student responses to questions and 'no hands up' to improve engagement.</li> <li>As staff, we think reflectively, critically and creatively and employ these skills in our planning and teaching.</li> <li>We promote a love of learning.</li> </ul>

\*Unicef Rights respecting schools





# STUDENT REWARDS

Reward	Description	Staff process and display	Staff responsible
<b>BEST Rewards</b>	Staff to award BEST rewards in lessons to students who demonstrate 'Being Their BEST'.	Staff to record on Class Charts.	All Staff
<b>BEST Postcards</b>	Students receive postcards home as a recognition of successful engagement with elements of the BEST agenda.	Staff via main office.	All Staff
<b>BEST phone call</b>	Staff to make positive contact with student's home following outstanding work.	Staff to contact home and record on Class Charts.	All Staff
<b>BEST Club</b>	Termly celebration for students who have outstanding attendance and minimum behaviour points in that term.	Students to be identified who deserve recognition.	Associate Assistant Principal (Attendance)
<b>Attendance attack</b>	Students with 100% attendance during the challenge weeks will receive BEST rewards added to Class Charts.	Attendance Improvement Co-ordinator to identify the students who have achieved 100% attendance.	Associate Assistant Principal (Attendance)
<b>Shining Stars</b>	Tutors to nominate students for Star of the Term certificates.	Displayed on tutor boards and celebrated in Goodwin's BEST Assembly at the end of term.	Head of Year
<b>Pin badge award</b>	Students to receive a pin badge as they achieve a set amount of BEST rewards. <ul style="list-style-type: none"> <li>• Bronze 250 rewards</li> <li>• Silver 500 rewards</li> <li>• Gold 750 rewards</li> <li>• Platinum 1000 rewards</li> </ul>	Rewards tracked each term and pin badges awarded in termly celebration assembly.	Head of Year
<b>Headteacher's Letters of Praise</b>	Staff to identify students to receive a letter home from the Headteacher for special commendation.	Staff to identify work and pass on to Headteacher's PA. Photo to be taken and letter sent home.	Headteacher's PA
<b>Recognition in Headteacher's Bulletin</b>	Recognition of students through the termly newsletter or social media.	Staff to identify work and pass to Headteacher's PA for inclusion in Headteacher's Bulletin.	Headteacher's PA
<b>End of Year BEST Awards</b>	Subjects to nominate outstanding students for the end of year awards celebration.	Head of Year to coordinate during Term 6	Heads of Year
<b>End of Year BEST rewards event</b>	Students who have achieved their Bronze award and have excellent attendance will be rewarded with an end of year event.	Head of Year to coordinate during Term 6.	Heads of Year and Assistant Principal (Conduct & Relationships)

**BE YOUR BEST**

**BEST Rewards**

Teachers give out BEST Rewards in lessons to students who have demonstrated positive conduct in that class. Teachers must record them on ClassCharts.

**BEST Postcards**

Teachers send out BEST postcards to students who have demonstrated being their BEST in that class.

**BEST phone call**

Teachers would make a BEST phone call for a student who is consistently being their BEST in class over a series of lessons.

**Pin badge rewards**

Students will be rewarded with bronze, silver, gold and platinum pin badges as they accrue a set number of rewards. Bronze - 250, Silver - 500, Gold – 750, Platinum - 1000

**BEST club**

Students with excellent attendance and conduct will be invited to a reward event to celebrate being their BEST across the term.

**Shining stars**

Tutors will nominate members of their tutor group each term who have demonstrated any of the BEST categories or Goodwin Gateways. Students will receive a 'Shining stars' certificate and have their name displayed on their Tutor group display board.

**Headteacher's letter of praise**

When students have excelled academically or have consistently demonstrated being their BEST, the Headteacher will recognise this achievement with a commendation letter sent home to parents / carers.

**Recognition in the Headteacher's bulletin**

The Headteacher will share the names of any students who have excelled academically or consistently demonstrated being their BEST in their termly bulletin.

**End of year BEST awards**

At the end of each academic year, subjects will nominate two students in each year who have excelled and deserve recognition for their achievements. These students will be recognised in our Academy end of Year awards celebration.

**End of year BEST rewards event**

At the end of the academic year, students excellent attendance and conduct throughout the year will be rewarded with an end of year event.

## **Student conduct**

At Goodwin Academy, we believe that promoting positive conduct and relationships and allowing students opportunities to correct poor conduct, supports them to develop as reflective, independent learners. Poor conduct is a choice and students are clear that poor conduct will result in clear, consistent sanctions. Equally, students can choose to correct their negative conduct and benefit from our school rewards system.

## **Restorative Justice guidance**

Restorative justice promotes inclusiveness, relationship-building and problem-solving, through conflict resolution that bring two or more parties together to address wrongdoing.

### **The 5 'R's of Restorative Justice:**

1. Relationship
2. Respect
3. Responsibility
4. Repair
5. Reintegration

### **How do you have a restorative conversation with students?**

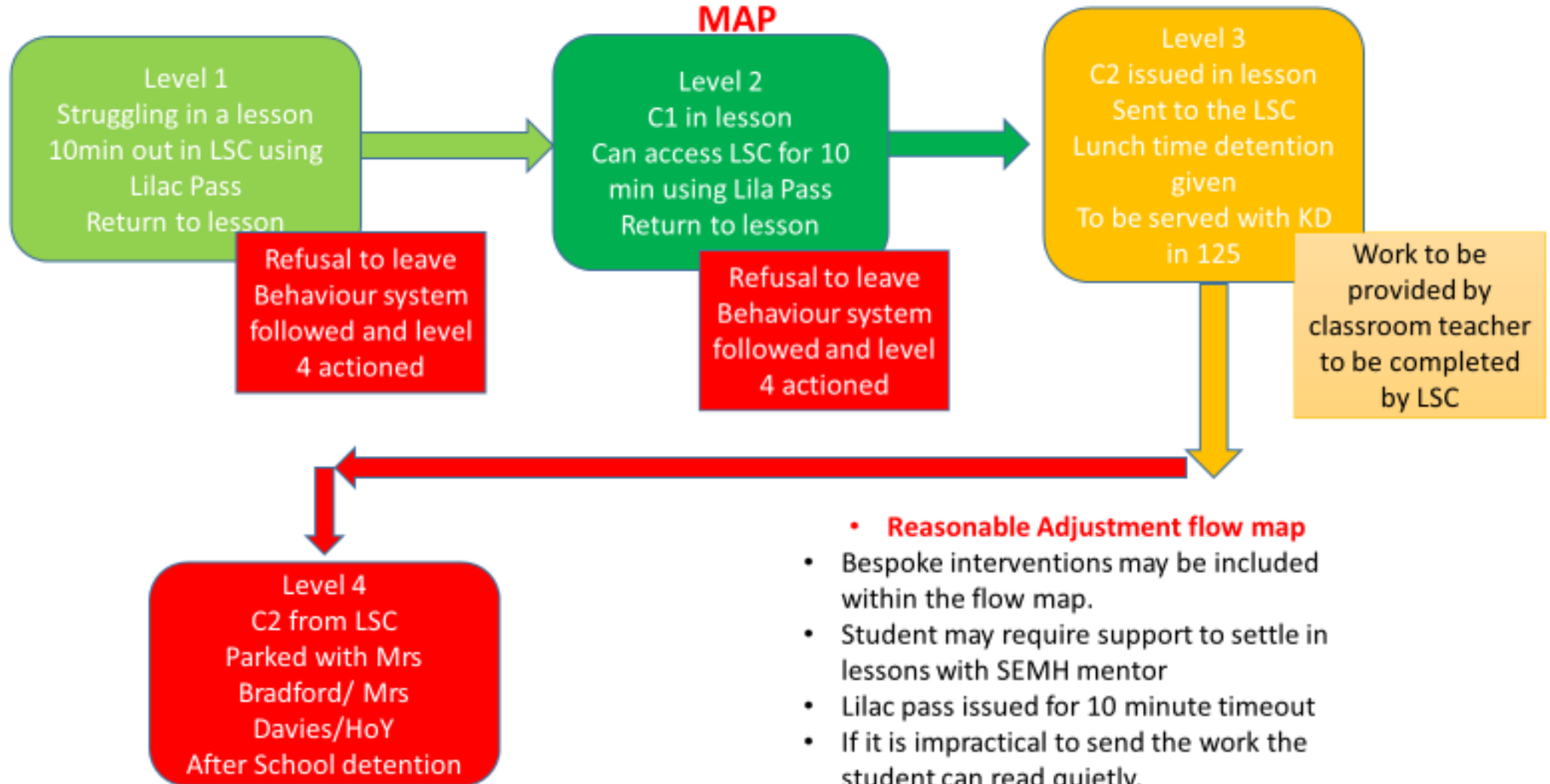
- Send a strong message of care to the student.
- Give the student an opportunity to say “what happened”/give the student a voice.
- Communicate to the student how it made you feel.

### **Key questions:**

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right

## SEND REASONABLE ADJUSTMENT BEHAVIOUR FLOW

### MAP



In addition, targeted CPD is delivered throughout the academic year to all staff, ensuring that all staff have knowledge and practical understanding of how to deliver adaptive teaching to ensure quality first teaching for all.

CDFs allow staff to be informed of individual needs of students, identifying support strategies to ensure that provision is in place to remove barriers that could lead to negative conduct or relationships. Recognition of triggers of poor conduct and support in place to prevent these.

Where possible, reasonable adjustments are put in place to ensure that students who's need can impact on how they react to situations.

To understand the underlying causes of poor conduct in SEND children we utilise the APDR (Assess, plan, do, review) process. TAC meetings are held to identify probable causes around conduct or poor relationships. The outcomes of the TAC are shared and inform planning and strategies to be implemented.

## Simple classroom rules

At Goodwin Academy, it is essential that students feel safe, are able to learn and can achieve their BEST. To ensure this continues, we have a simple set of rules for every classroom that must be adhered to. All staff will communicate, explain and train our students to follow these simple expectations.

We use Marzano's four rules:

1. We are silent when the teacher is talking
2. We follow directions right away
3. We let others get on with their work
4. We respect each other

## Non-negotiables

All staff and students deserve the right to feel safe at School. The following are a list of negative conduct that are not allowed, tolerated or condoned at Goodwin Academy. If anyone exhibits any of these they will immediately be issued with a sanction:

- Swearing or using derogatory or defamatory language towards others
- Physical violence towards others
- Bringing any prohibited item onto school site

## Line-up:

At Goodwin Academy, we believe in the importance of starting the day right and ensuring that all students are ready for learning. To bring about a calm and ordered start to the day, we use 'Line-up' for selected year groups.

A 'Line-up' allows the Tutor to check their students are ready to learn before bringing them into the school building. This includes checking uniform, equipment and where appropriate supporting our students to recalibrate so that they are ready to learn.

### Line up expectations:

- Students stand silently in single file as a tutor group or class group.
- Tutors / class teachers stand at the front and once everyone is silent they check student uniform and equipment.
- A Middle / Senior leader runs the line-up and dismisses groups into the school building one at a time.

## Consequence system

Examples of negative conduct may include but are not limited to:

- Not following core expectations
- Lateness to Tutor time or lessons
- Lack of equipment

- Incorrect uniform
- No PE kit
- Lack of engagement in lessons
- Lack of cooperation with staff
- Disrespectful conduct
- Inappropriate language
- Truancy or leaving a lesson without permission
- Swearing and use of foul or derogatory language
- Failure to attend a sanction
- An incident of bullying, including cyberbullying, prejudice-based and discriminatory
- Unsafe conduct
- Fighting
- Refusal to leave a classroom
- Discrediting the reputation of the school
- Assault on another member of our School community
- Carrying drugs or smoking paraphernalia
- Bring a weapon onto school site
- Safeguarding conduct
- Damage to school property
- Theft
- Peer on peer abuse
- Sexual violence
- Sexual harassment

### **Strategies for staff for supporting positive student conduct and relationships**

- Choice, chance, consequence: Give the student the choice when discussing negative conduct, offer them a chance to make the right choice, issue a consequence if they do not make the right choice
- Allow the student to stand outside the classroom to reflect on their conduct
- Praise the student for correcting their conduct
- Have a 'Restorative justice' conversation with the student guiding them about what they did wrong, the impact of their actions and how to improve their conduct.
- Use the school conduct system to promote positive conduct and relationships
- Clearly outline the consequences if their failure fails to improve
- Use the school parking system
- Offer support
- Discuss your concerns about the student's conduct or your relationship with the student with their Tutor
- Discuss concerns with your Curriculum Leader
- Call the students' parent / carer to discuss your concerns
- Set and manage detentions

### **Conduct and Relationships support:**

- Mediation
- Reflection task
- Conduct support plan
- Lesson support

- Targeted interventions through Conduct and Relationships Team
- Mentoring
- Conduct curriculum
- Reintegration to lessons

### **Sanctions to support the student to recognise and correct their conduct**

- Consequence system
- Conduct report system
- Restorative justice time
- Break time detention
- Lunchtime detention
- Afterschool detention
- SLT detention
- Isolation

#### 'RESET' for students removed from learning

The aims of RESET are to restore order and calm following an unreasonably high level of disruption, enable disruptive pupils to access their education from a managed environment, support staff and reduce the number of suspensions. RESET should be used if a student has displayed disruptive behaviour and has been removed from lesson and failed parking. Removal from the classroom is considered a serious sanction and is only used when necessary. Removal is used once other conduct and relationship management strategies in the classroom have been attempted, unless the conduct is extreme and warrants immediate removal.

#### 'The Harbour' – Internal Exclusion Unit

The aims of The Harbour are to improve student behaviour, support staff and reduce the number of suspensions. The Harbour should be used if a student has displayed inappropriate behaviour and is unable to attend or return to their timetabled lessons. The Harbour will be used for persistent disruptive behaviour and/or refusal to comply with the school Conduct and relationships Policy.

The Harbour will also be used to enforce behaviour expectations such as arriving to lesson on time.

#### Alternative External Inclusion

The aim of the Alternative External inclusion is to remove students from the school community due to a breach of the school Conduct and Relationships Policy. Students will spend an allocated number of days at an external provision within another local School to prevent a fixed term exclusion. Students are expected to attend the alternate provision in full-school uniform and be fully equipped for learning. The Assistant Principal (, Conduct and Relationships) and the Headteacher can make Alternative External Inclusion bookings. A member of staff from the school meets the student at the Alternative External Inclusion placement and provides work for them to complete during their placement. Before they return to the school, Parents/Carers are invited to attend a 'Return from inclusion' meeting.

#### Suspensions

In some circumstances, the school may use suspension, where behaviour is not of an acceptable standard and / or where other reasonable strategies outlined above have not led to a student complying with school expectations. Before making the decision to suspend, the School will ensure that an investigation has been carried out, including allowing the student to give their version of events both orally and on a student statement form. The decision to suspend a student can only be made by the Headteacher (or Vice-Principal in their absence). Each suspension is dealt with on an individual basis and individual circumstances will be considered. When a student has received a suspension, their return to school will be managed through a



'Return from suspension' meeting. This will include parents / carers and any relevant Academy staff and external agency. At this meeting, the student will be reminded of the student charter, including the conduct systems of the Academy and will agree set targets to ensure they meet the Academy's required standards on their return and their reintegration is successful. It may be the case that upon a student's return they are required to first engage in the Harbour provision.

The school will follow government guidance on the use of suspensions:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)

### Managed move

The aim of a managed move is to give students a fresh opportunity at another local school, where they can better engage with their learning. The Assistant Principal (Attitudes, Conduct and Relationships) and Headteacher agree these and they last for six weeks but can be extended if required. At the end of this six-week period, the student would remain on the roll of the new school. If the placement were unsuccessful, the student would return to Goodwin Academy and be removed from the roll of the placement school.

### Alternative provision placement

The aim of a pupil referral unit placement is to provide enhanced conduct and relationships support within an alternative provision to improve engagement and conduct. These placements are agreed by the Assistant Principal (Conduct and Relationships) and Headteacher and can be short term or long-term placements.

### Permanent exclusion

Only the Headteacher, in consultation with the Director of Education, can make the decision to permanently exclude. This is a final sanction and should only be used for very serious breaches of the school's code of conduct and / or persistent failure to meet the expectations of behaviour at the school.

The school will follow government guidance on the use of permanent exclusion:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)

## **Out of class conduct concerns**

As members of our community, it is important that staff and students model respectful conduct during break time, lunchtime and when on the school corridors.

Where students demonstrate negative conduct during these times, staff will warn students about their conduct and where appropriate issue an 'Out of lesson' sanction.

## **Student conduct outside the school gates**

Goodwin Academy has the power to discipline students for inappropriate conduct outside of the school premises whilst travelling to and from the school and wearing school uniform. Any form of inappropriate conduct which could adversely affect the reputation of the school will result in an appropriate sanction being issued in-line with the Conduct and relationships Policy.

## Reports

The report system is used to support and monitor the conduct and attendance of students. A judgement will be made as to the appropriate level of report and the student should report to the member of staff they are on report to at the start and end of the day.

It must be clear what the student's targets are and these should be specific to their needs. It is important that all staff use the report system to inform the appropriate members of staff of a student's progress and therefore should be filled in accurately.

A student can fail their report by not engaging with it or by not meeting their targets consistently.

A number of different reports may be used depending on the students' needs. These include:

### Goodwin Academy report system



**Tutor Report (Green)** – This type of report should be used in response to whole school behavioural issues and is issued and monitored by the student's form tutor. Failure to complete the form tutor report will result in the student advancing to Head of Year Report. The tutor should contact Parents/Carers when the student is placed on report and if the student does not engage.

**Subject Report (Purple)** – This type of report should be used in response to persistent disruptive behaviour of a student in a particular subject. Failure to complete the Subject report will result in the student advancing to Head of Year Report.

**Whole Class Report (Pink)** – This type of report should be used in response to persistent disruptive behaviour of a class across their subjects. There should also be an opportunity to record examples of

students making the right choices with their conduct and rewarding those students. Students who contribute to the failure to complete a Whole Class report will advance to a Head of Year Report.

**Head of Year Report (Yellow)** – This type of report should be used in response to persistent disruptive behaviour or for failing Tutor report. Failure to complete the Head of Year report will result in the student advancing to SLT Report.

**SLT Report (Amber)** – This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing a HOY report. It is issued and monitored by the appropriate Assistant Principal / Vice Principal. Failure to complete the SLT report will result in the student advancing to the Headteacher’s Report. The member of SLT should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a Parental meeting.

**Headteacher’s Report (Red)** – This type of report should be used in response to returning from a fixed term exclusion (repeated) or for failing Vice Principal’s report. It is issued and monitored by the Headteacher. Failure to complete the Headteacher’s report will result in an escalation to a Trust Director of Education Behaviour Panel.

**Attendance Report (White)** – This type of report should be used in response to a student with persistently poor punctuality and/or attendance. It will be issued and monitored by the Attendance Officer. Please see the Attendance Policy for more information.

## Incorrect dress code and equipment

Tutors are responsible for checking that their tutees are dressed correctly for school and fully equipped to learn. Where students fall short of our expectations, Tutors will provide a link between home and school, supporting our students to follow our dress code correctly and have the equipment required for all lessons. Tutors are responsible for setting up and, where required, escalating sanctions for their tutees who do not follow the dress code or have the correct equipment.



# This is who we are



**BE YOUR BEST**

**THIS IS HOW WE LEARN**

## Incorrect uniform

- We wear our uniform with pride 
- We follow the uniform rules everyday 
- We take responsibility for our uniform 

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graph TD; A[Student arrives in incorrect uniform] --> B[Student reports to HOY Office and a call is made home by HOY]; B --> C[If contact is made, student to be sent home to correct uniform]; B --> D[If contact is not made, message left and student in 'The Harbour' for the day]; C --> E[Uniform issue logged on ClassCharts by staff member who reported the incident]; D --> E; E --> F[If student has a genuine reason for uniform issue, uniform note issued with date for correction recorded.];
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## Searching and confiscation guidance

The aim of this guidance is to explain the school's powers of searching pupils so that school staff have the confidence to use them.

### Searching Pupils

School staff can search a pupil for any item, if the pupil agrees. In addition, the Headteacher, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Headteacher or delegated members of staff can search a pupil on school premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. School staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The school is not legally required to inform parents before the search takes place. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and in the time available, it is not reasonably practicable to summon another member of staff.

### Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the Academy among students.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### CCTV

In some circumstances, subject to the Trust's CCTV policy, Goodwin Academy may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider school community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

### Confiscation of property

The school reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any item specified in the school rules such as a mobile phone, music player and electronic device.

- Any item of incorrect uniform, such as a hoodie, scarf or coat.
- Any illegal substance, weapon or imitation weapon.
- Any item that poses a threat to others.
- Any items of inappropriate jewellery.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device the school rules allows students to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. When an incident involves nudes or semi nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy). Any data or files may be erased if necessary.

## **Mobile phones**

Allowing access to mobile phones introduces complexity and risks, including distraction, disruption, bullying and abuse. Goodwin Academy will operate as a mobile-free zone. This means that students will not be allowed to use their mobile phones, or any other personal electronic devices including earphones, at all on school premises, including at break times and lunch times. Smart watches will be permitted but only for students to tell the time. Students must not be seen with mobile phones at all anywhere on the school premises. Their mobile phones should also not be heard and if evidence of mobile phone activity on school premises emerges, sanctions will be applied.

We do understand that many parents would like to know that their child have access to a phone during travel to and from school in case of an emergency. Therefore, students are permitted to have their phones in their bags, out of sight, and turned off whilst on school premises. If a student breaches the above rules, they will have their phone confiscated immediately and they may collect it at the end of the day. For students who continue to breach this rule, they will have their phone confiscated and parents are invited to collect it. Students who refuse to hand over their phones can expect to be withdrawn from their usual lessons because of their defiance. Phones can be used on school trips if staff have agreed this beforehand. Sixth Form students may use mobile phones in the Sixth Form Common Room.

## **The Use of Social Media**

Students are not expected to participate in any form of social media or online communications, both within the school and in the wider community that may put themselves at risk or bring the school into disrepute. Students who participate in online interactions must remember that their posts reflect on themselves, their families and the school.

The expectations set out apply to any form of interaction with peers or adults that occur online.

Students are expected to abide by the following:

- To protect the privacy of students and staff. Students will not, under any circumstances create digital video recordings of Goodwin Academy community members either on or outside of the school grounds including travelling to and from the school.
- Students may not use social media to publish disparaging or harassing remarks about Goodwin Academy community members.

- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not bring the school into disrepute.

Parents/Carers are recommended to:

- Monitor the use of their child's social media.
- Not engage in any activity on social media that comments on individual staff or students.
- Not to engage in social media conversations with children.
- Report any concerns over inappropriate use of social media to the provider, the Police if necessary and inform their child's Tutor.

Failure to abide by this policy will result in disciplinary action and may include the reporting of any concerns to the Police or other outside agencies.

## **Linked policies**

This policy aims to produce a consistent school response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- Anti-Bullying Policy (To be reviewed September 2021)
- Attendance Policy (To be reviewed July 2022)
- Exclusion from school policy (To be reviewed January 2022)
- Positive handling guidance (To be reviewed December 2021)
- Safeguarding and Child Protection Policy (which contains the Peer-on-Peer abuse framework and online safety guidance)
- Equality Policy (To be reviewed September 2024)
- Exclusion from School Policy (To be reviewed January 2022)
- Goodwin Academy dress code guidance

## **Statutory guidance**

This policy was written with regard to the following statutory guidance:

- Children and Families Act 2014
- The Equality Act 2010
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement