



SKEGNESS ACADEMY

**Positive Discipline
Policy**

Introduction

At the Skegness Academy we are proud of our inclusive school community where all members are valued and treated with respect. The aim of this policy is to ensure that all students learn in a safe and secure environment where high standards of behaviour support learning. Central to securing a culture within which students value success and respect, is a clear behaviour system. This policy outlines the behaviour that we expect from all of our students, the rewards that will reinforce positive behaviour choices and the sanctions that will be enforced if this policy is not adhered to.

Our policy allows students to enjoy attending school; a place where they feel comfortable to be themselves and confident they can achieve. The curriculum that students receive at the Skegness Academy supports our policy framework in providing a consistent message about high standards of behaviour which promotes tolerance, resilience, integrity and provides them the disciplinary knowledge required to be positive members of the Academy, local community and beyond. We share ambition for students to have regular opportunities to consider how to become better students, better peers and better members of the local community; for students to reflect on “what went wrong” and have the skills required to “do better, next time”.

To further enhance learning opportunities, eradicate low level disruption, easily identify repeat offenders and recognise positive behaviour choices, the Skegness Academy will implement Positive Discipline.

What is Positive Discipline (PD)

PD is a whole-school approach to behaviour management. It is based on the principle that human behaviour can be changed by both:

- **Positive Incentives:** Things that make us feel good (praise/recognition/tangible rewards)

And

- **Negative Deterrents:** Things that we want to avoid as they make us feel bad (being told off/punishment)

PD enables students to receive an instant response to behaviour; a stamp for positive behaviour, a written warning for negative behaviour. This means that positive behaviours are promoted, recognised and rewarded whilst negative behaviours are identified, recorded and sanctioned. As a result of this it is expected that the vast majority of students will simply choose to spend their time with us operating within the rewards framework. PD is a behaviour policy that affords students the opportunity, at all times to make positive choices and minimise sanctions.

Our model of PD:-

- is clear and gives students the opportunity to make the right choice at every point;
- uses both positive incentives and negative deterrents effectively;
- use positive incentives more than negative deterrents;
- builds positive relationships with students;
- controls negative behaviour in the short-term and long-term;
- changes the negative behaviour into positive behaviour.

The PD approach is based upon the assumption that positive reinforcement in the form of praise and rewards will promote and facilitate positive engagement with learning and contribute significantly to maximising student academic progress. Where necessary, the clearly outlined system of written warnings and sanctions provide the structure for supporting and addressing instances of unacceptable and disruptive behaviour in and out of the classroom that has a negative impact upon learning and the school community.

The Skegness Academy model of Positive Discipline includes the following:-

- A Code of Conduct - These rules form the foundation of Positive Discipline and are not negotiable;
- A Sanction ladder - When a misdemeanour occurs an identified sanction or range of sanctions follow;
- A Fast track sanction indicator - A situation where behaviour is seen as so serious that a more severe sanction is required;
- A Rewards framework - Stamps unlock opportunities to receive regular rewards that celebrate the achievements and successes of our students.

Consistent application of PD ensures a transparent and easy to understand system that leaves no room for flexibility in its pursuit to raise the profile of positive behaviours and eradicate any negative behaviours.

Code of Conduct

We have established a Code of Conduct that encompasses the entire school day. Students are expected to follow the Skegness Academy Code of Conduct, outlined below:-

1. To follow staff instructions, first time, every time.

The notion of following staff instructions is imperative to ensure a safe and calm learning environment. A staff member should not have to ask twice for an instruction to be followed.

2. To arrive promptly, equipped and ready to learn.

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the benefit of being settled and ready to work at the start of a lesson.

3. To walk calmly around the Academy, and to wear my uniform correctly at all times.

The needs of the school site must be respected, and this includes movement between lessons and at social times. Our uniform creates a sense of belonging to our school community and a student dressed in correct uniform sets the tone for a positive work ethic.

4. To ensure that any mobile phone/electronic devices are switched off and in bags.

For safeguarding reasons, mobile phones/electronic devices must never be used to take recording/videos or photographs of staff or students in school. A student's mobile phone/electronic device must not be a distraction from learning.

5. To enter rooms sensibly and quietly, with all outdoor clothing removed.

So that learning can ensue, students must enter their classroom in an orderly manner with a mindset ready for learning to begin as they walk through the door.

6. To show respect, use appropriate language and be polite to everyone.

To ensure that the appropriate and optimal learning environment is achieved, where all students feel confident to extend their knowledge and understanding it is pivotal that students feel comfortable.

7. To listen attentively, complete all work set to the best of my ability and allow others to do the same.

A central feature of each classroom is to challenge the ability to be able to stretch learning capacity. This rule instils purpose and allows peers to achieve their potential.

8. To use equipment safely and refrain from making any physical contact with others.

The safety of the school community is paramount. The Academy adopt a zero-tolerance policy against physical contact to ensure a safe working environment for all staff and students.



POSITIVE DISCIPLINE Code of Conduct

- 1. To follow staff instructions, first time, every time.**
- 2. To arrive promptly, equipped and ready to learn.**
- 3. To walk calmly around the Academy, and to wear my uniform correctly at all times.**
- 4. To ensure that any mobile phone/electronic devices are switched off and in bags.**
- 5. To enter rooms sensibly and quietly, with all outdoor clothing removed.**
- 6. To show respect, use appropriate language and be polite to everyone.**
- 7. To listen attentively, complete all work set to the best of my ability and allow others to do the same.**
- 8. To use equipment safely and refrain from making any physical contact with others.**

Skills | Knowledge | Ambition

Rewards

The acknowledgement of good behaviour choices lay at the heart of our PD model. At the Skegness Academy we advocate that positive behaviours deserve recognition and celebration and ensure that they are rewarded. Staff will routinely reward students in lessons and around the Academy. Skegness Academy invest heavily in the rewarding of students as it is the rewards framework within Positive Discipline that forms the foundation for successful implementation. To ensure our rewards were focussed to our student community, they were chosen by our students.

Rewards build progressively and include:-

Stamps

Students gain stamps from any and all members of staff around the site during the school day. **Five stamps equate to one point**; in their weekly PD session students will total their stamps and their form tutor will input this into ClassCharts to unlock rewards. Both students and parents can access this via their own account to view their progress. Stamps can be collected for:-

- Arriving in correct uniform
- Being on time to school
- Having a planner each day
- Good contribution/work in a lesson
- Very good contribution/work in a lesson
- Outstanding contribution/work in a lesson
- Being helpful
- Displaying good manners
- Being respectful
- Attending extracurricular activity (including intervention sessions)
- Being polite
- Achieving a weekly clean slate (no written warnings)
- Attending each, and every school day in a week

Positive phone call home from a member of staff

An excellent way of ensuring praise reaches home immediately. Contact will be made with home to recognise positive behaviours; behaviour across the wider aspect of Academy life, as well as lessons, will be rewarded.

SKA Praise Postcard

Based on regular behaviours or positive progress made in lessons, students will receive a praise postcard.

Attendance Certificates

Presented to students for 100% attendance per half term.

ClassCharts Achievement Certificate

Number of points:	Reward received:
50 points	Bronze award + 1 time queue jump
100 points	Silver award + 3 time queue jump
150 points	Gold award + 5 time queue jump
200 points	Platinum award + gift voucher
250 points	Diamond award + Principal lunch

Tea and Cake with the Principal

This reward will take place during the weekly PD session and will involve two students per year group. Pastoral teams will identify students based on their knowledge of students who have been high achievers or worked particularly hard that week and deserve recognition for their efforts.

Student of the Week

Every member of staff will nominate students throughout the week who they feel deserve to be identified as Student of the Week. The nomination is completed via ClassCharts and can reflect behaviour both inside and outside the classroom. The Academy Praise Leader selects a whole Academy Student of the Week from the nominations. The Student of the Week receives a trophy for their year group for the week, a plaque to take home with them, a certificate signed by the Principal, a queue jump for the Bistro to be used at lunchtime along with their picture taken and displayed around the Academy with their trophy, certificate and a member of staff.

Hot Chocolate with the Year Team

Half way through each term the ten highest point scorers in each year group will be invited to enjoy a hot chocolate and biscuits with their year team during a lunch time/tutor time. For the purpose of this reward - this opportunity will reset each half term, with point totals starting at zero on the first day back after half term.

Letter of recognition and gift voucher

Number of points:	Reward received:
175 points	Year team letter of recognition + gift voucher
275 points	SLT letter of recognition + gift voucher
325 points	Principal letter of recognition + gift voucher

Fish & Chip Friday

On the last Friday of each term the five highest point scorers for the term from each year group will be served Fish & Chips from a local restaurant. This reward will take place in the Bistro.

Work Hard – Play Hard

The ten highest point scorers across the whole Academy for the term will be provided with the opportunity to 'game' for two hours after school. This reward will take place in the auditorium on the large drop-down screen, with snacks provided.

Winter Reward Event

To be able to attend the reward event students will need to meet the whole school criteria. The criteria will include a minimum attendance percentage, maximum number of written warnings received target and zero lates within a time period.

Year Group Assemblies

These will take place at the end of each term to celebrate effort and attainment across the year group curriculum. Each subject will nominate three students, with one of these students being named the winner for the subject award. Each winner will receive a certificate and a prize.

Clean Slate Reward Trip

In September each year the whole school goes on a fully or partially funded trip to a theme park. The opportunity to attend on the trip relies on the students' behaviour in the previous academic year; a student will need a clean slate (no written warnings) for the previous academic year.

Celebration of Achievement Evening

At the end of the academic year the Academy celebrates student achievements at the local Embassy Theatre. This is an early evening event when students receive pastoral and whole Academy awards after being nominated by Academy staff. For each subject in each year group there are achievement and effort awards with students presented with trophies as recognition for their success in the Academy year. There are also live performances by students, invited special guests and displays of work for both students and families to enjoy.



Rewards

Celebration of Achievement Evening

Clean Slate Reward Trip

Free annual reward trip for every student with a clean slate for the full year.

Year Group Assemblies

These will take place at the end of each term to celebrate effort and attainment across the year group curriculum.

Winter Reward Event

Students who meet the whole school criteria unlock this opportunity.

Work Hard-Play Hard

End of each term the 10 highest point scorers throughout the school. Gaming for 2 hours after school.

Fish & Chip Friday

Last Friday of term the top 5 highest point scorers for each year group.

Letter of recognition and gift voucher

Year team letter of recognition - 175 points. SLT letter of recognition - 275 points. Principal letter of recognition - 325 points.

Hot Chocolate with Year Team

Half way through each half term the 10 highest point scorers for each year group.

Student of the Week

The winner, based on teacher nominations, receives a certificate, a plaque, a 1 time queue jump and a trophy for the year group.

Tea and cake with the Principal

Each weekly PD session, year teams identify 2 high achievers/hard workers per year group.

Attendance Certificates

Presented to student for 100% attendance per half term.

Classcharts Achievement certificate

50 points = Bronze award + 1 time queue jump.
100 points = Silver award + 3 time queue jump.
150 points = Gold award + 5 time queue jump.
200 points = Platinum award + gift voucher.
250points = Diamond award + Principal lunch.

SKA Praise Postcard

Awarded by staff, faculty leads and year teams to recognise hard work/positive contribution to school life.

Positive phone call home from a member of staff

STAMPS

Academy staff award stamps in student planners for:

Lesson

- Period one - Correct uniform, planner and on time = 3 stamps
- Good contribution/work = 1 stamp
- Very good contribution/work = 2 stamps
- Outstanding contribution/work = 3 stamps

Pastoral

- Weekly clean slate = 3 stamps
- weekly 100% Attendance = 3 stamps

Student opportunities to receive stamps outside of lesson

- Being helpful - Being respectful - Being polite
- Displaying good manners
- Attending extracurricular activity

**5 STAMPS
= 1 point**

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Sanctions

It is hoped that the vast majority of students will simply choose to operate within the rewards framework. When a misdemeanour takes place an identified sanction or range of sanctions will follow. The identified sanction is not open to negotiation or debate. The students whose behaviours are deemed to be unsatisfactory, only a small minority will move beyond phase 3.

The following codes will be used when a written warning is recorded in the student planner.

- B – Behaviour
- H – Homework
- D – Defiance
- U – Uniform

To enable clarity and consistency for students, staff and parents, phased sanctions will be applied. This is known as the sanctions ladder.

Sanctions Ladder

It is essential that all students, parents and teachers understand the sanctions ladder and its consequences. At all times the intention is to minimise low level disruption and unacceptable behaviour and to encourage each student to have a positive attitude to learning and to respect the needs of everyone in the classroom. Additionally, when students disturb the academic progress of their peers or make the working life of the teacher unacceptably difficult or unpleasant then they must be removed from the classroom.

Students will receive a clear explanation at each phase and the staff member will check that they understand. There are 8 phases:

Phase	Sanction
Phase 1	Verbal Warning
Phase 2	Written Warning (1) (Loss of clean slate)
Phase 3	Written Warning (2) + Compulsory Move
Phase 4	Written Warning (3) + On-Call to Isolation – Written Warning issued by member of SLT in isolation room
Phase 5	Internal Exclusion (including loss of social time and an after-school detention (ASD))
Phase 6	Fixed-Term Exclusion
Phase 7	Inclusion Centre
Phase 8	Permanent Exclusion

Phase 1 – Verbal Warning

It is anticipated that students will receive the occasional verbal warning. Hopefully, as students mature, develop self-control and become more self-disciplined, the majority of student and teacher contact will be positive. Students will become accustomed to operating within prescribed lesson routines.

The verbal warning is issued directly after the first misdemeanor and the member of staff will remind the student of expectations.

The verbal warning, though not recorded has two clear purposes:

- **To indicate to students that they have displayed a negative behaviour choice which is unacceptable**
- **To form a link to the more serious phase 2, if it is required**

Staff will clearly explain to the student that they have received a verbal warning. The words 'Verbal Warning' will be used by the member of staff. Staff will use this opportunity to remind the student of the expectations and allow them adequate time to modify their behaviour, given this information.

The verbal warning will not be given as a blanket warning to the full class.

Phase 2 – First Written Warning (Loss of clean slate)

A student who continues to choose to display unacceptable behaviour following their verbal warning will move to phase 2 and receive a written warning. This will be clearly recorded in the appropriate page in the student planner with the date, subject, appropriate code, staff initials and should be followed by a brief description of the nature of the behaviour.

Phase 3 – Second Written Warning + Compulsory Move

Occasionally, students will continue to choose to display unacceptable behaviour despite receiving both a verbal and a written warning.

The second written warning is issued if a third misdemeanor takes place; the member of staff will clearly state the reason in the student planner and additionally, the teacher will direct the student to move places within the classroom. The move is a supportive measure to address the continued negative/poor behaviour and to allow the student to modify their behaviour so that their behaviour is in line with the required expectations.

Phase 4 – Third Written Warning + On-Call to Isolation

The third written warning is issued if a fourth misdemeanor takes place; the member of staff removes the student to work in isolation for the rest of the lesson. The member of staff uses ClassCharts to notify on-call of the student needing removing from their classroom. **The written warning is issued by the member of SLT on duty in the isolation room.**

Alternatively, it may be that a student behaves in such an unacceptable 'one off' way that the teacher chooses to move straight to phase 4. Though working through the phases in a cumulative manner is important, there will be the possibility of a fast track sanction occurring. A list of identified behaviours which trigger a fast track sanction can be found under 'Fast Track Sanctions'.

A student who has entered phase 4 is likely to have caused considerable disruption. The student that has received an on-call will be collected by the member of staff on duty and be delivered to isolation. Once arrived at isolation the student will complete a reflection task and complete work when in isolation. At the end of the period the student will attend their next timetabled lesson.

The incentive once in isolation is for the student to follow the expectations of isolation and not to escalate his or her behaviour and/or defiance further since the outcome will be isolation for the remainder of the day and Internal Exclusion the next day.

Phase 5 – Internal Exclusion (including loss of social time and an After-School Detention (ASD))

The sanction of internal exclusion, as with any sanction, can be reached through a **gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction**. Internal exclusion placements will be logged via ClassCharts by a member of the student's pastoral team.

Internal exclusion is an extremely serious sanction. The room follows a separate timetable to main school and is equipped with ICT facilities to ensure students can access their lessons that day. Internal exclusion is staffed by a Behaviour Support Mentor who is responsible for managing the room and supporting students both academically and socially. Students in internal exclusion are 'isolated' in the fullest sense of the word; there is no socialising with other students at any part of the day and students will be provided with their lunch when in internal exclusion.

The duration of internal exclusion is 8:40am to 4:00pm. Students are required to hand their mobile phone/electronic device in at the start of the day.

The student is issued with a report card for the day in internal exclusion. Each hour, the staff member will issue a stamp in the student's student planner for completing work. As is deemed necessary, the student will receive a written warning on their report card for each time that they fail to meet the expectations of internal exclusion or fail to follow staff instructions in the room. After 3 written warnings on their report card a member of the pastoral team or the member of SLT on on-call duty should be contacted to remove the student and if viable speak with the student and their parent (over the phone) to further support the student in making the correct behaviour choices in internal exclusion. If a student receives 4 written warnings in internal exclusion, they will receive a Fixed-Term Exclusion and repeat their day in internal exclusion on their return to school.

Students will be placed in internal exclusion for refusing isolation, failing to meet expectations when in isolation and following a FTE. Other reasons for a student being placed in internal exclusion can be found under 'Fast Track Sanctions'.

Phase 6 – Fixed-Term Exclusion (FTE)

If a student behaviour is so serious as to justify the student being banned from the Skegness Academy site for a fixed period of time the Principal will issue a Fixed-Term Exclusion. Behaviours which warrant a fast track to FTE can be found under 'Fast Track Sanctions'.

On re-entry to school following a FTE, there will be a reintegration meeting involving the student, parents/carer and a member of the pastoral team. The severity of the FTE will determine whether a member of SLT will complete the reintegration meeting. An integral part of the FTE sanction is a day, or more depending on the nature of the offence, in internal exclusion upon return to school.

Students will be placed on a Pastoral Support Plan (PSP) following repeat FTE's.

Phase 7 – Inclusion Centre (IC)

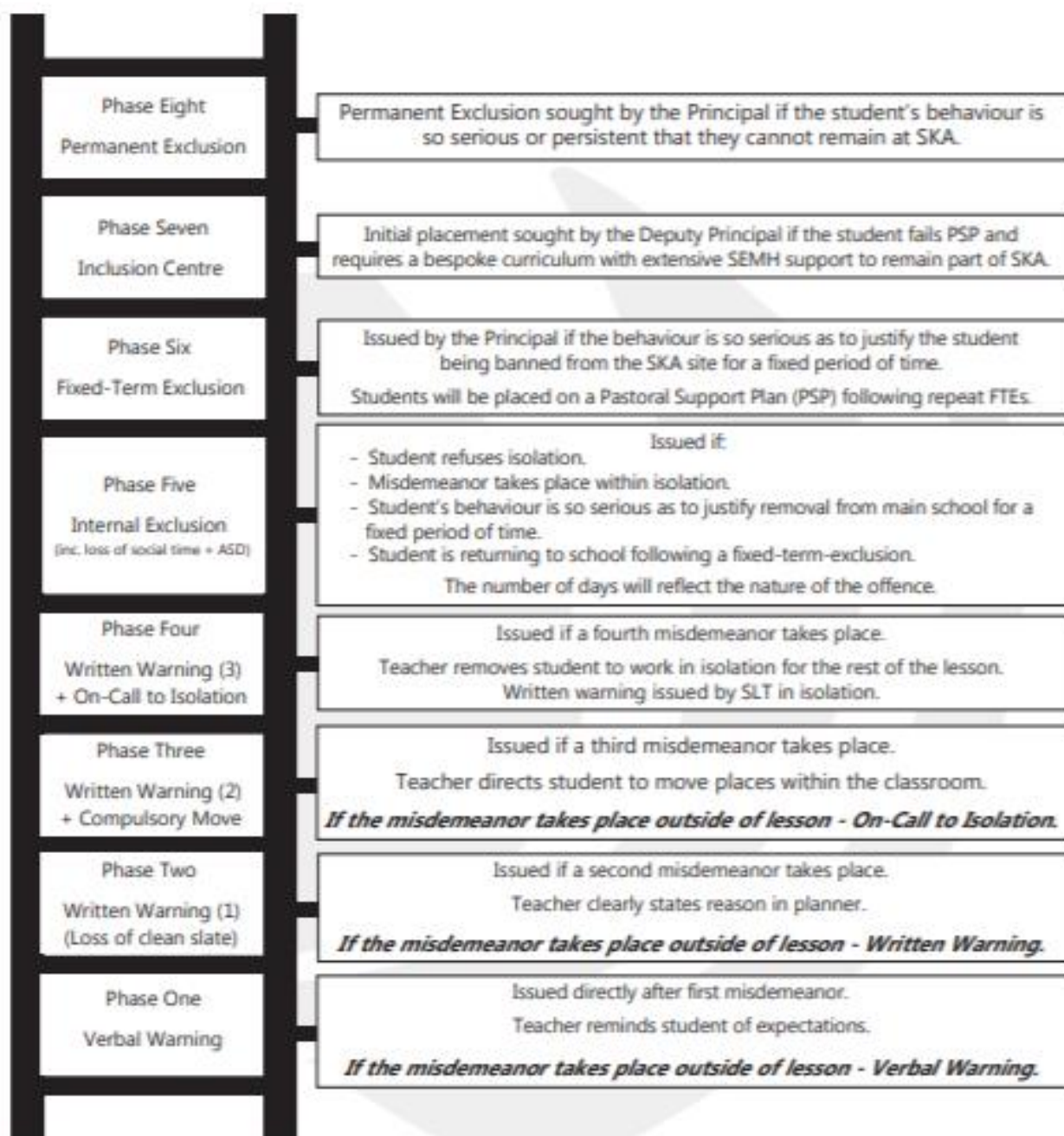
An initial placement in the IC will be sought by the Deputy Principal if a student fails their PSP and requires a bespoke curriculum with extensive SEMH support to remain part of Skegness Academy.

This phase of the sanction ladder is not a due consideration for all students of Skegness Academy. There may be reason for the phase to be 'missed' based on the student's time spent at the Skegness Academy.

Phase 8 – Permanent Exclusion

A permanent exclusion will be sought by the Principal if the student's behaviour is so serious or persistent that they cannot remain at the Skegness Academy.

Sanctions Ladder



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Fast Track Sanctions

For high standards to be achieved staff need a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know that there is a 'minimum sanction' that they can expect to receive should they display a negative behaviour, whilst also being aware that there is a 'maximum sanction'. If at any time a member of staff considers a student to have chosen to behave in an inappropriate way, in or out of class, they will follow the sanctions ladder in the PD policy. Some behaviours warrant a fast track sanction however.

Professional judgement will be applied when dealing with students not following the code of conduct. If the incident is deemed to be minor the member of staff concerned will issue a verbal warning or issues a written warning in the appropriate section of the student planner.

Alternatively, if the behaviour falls outside of the 8 school rules, a fast track sanction will be applied. The Academy will be operating inside the parameters of 'civil proof' standard when deciding upon a situation and will therefore make a decision based on the balance of probability that an incident took place.

The fast track sanctions will be applied in response to identified behaviour triggers.



Fast Track Sanctions

Behaviour which will result in fast-tracking straight to Fixed-Term Exclusion pending consideration of Permanent Exclusion.

- Bringing a weapon onto site and threatening another student/staff member with it
- Physical assault against a member of staff
- Serious physical assault against a student
- Refusal to attend IE
- Failure to meet IE expectations
- Bringing illegal substances onto school site with the intent to sell them

Behaviour which will result in fast-tracking straight to on-call and isolation and/or Internal Exclusion (IE) for a fixed period of time. The number of days in IE will reflect the nature of the offence. Repeated behaviours will result in FTE.

- Forgetting planner for third time
- Refusing to hand over planner
- 3 full boxes of written warnings in a half-term
- 6 lates in a half-term
- Swearing during lesson time
- Verbal abuse of staff
- Breach of school mobile phone/electronic device policy
- Inappropriate comments about others
- Over 5 minutes late arriving to lesson
- Internal truancy
- Unsafe working/movement
- Persistent bullying/abuse of other students
- Damaging/defacing school property
- Fighting/physical contact
- Smoking/Vaping in school uniform
- Being in possession of a weapon
- Being in possession of, or under the influence of illegal substances
- Inappropriate use of social media or online technology
- Failed ASD
- Missed ASD

Behaviour which will result in fast-tracking straight to After School Detention (ASD)

- Late to school
- Forgetting planner for second time within a half-term
- Receiving 8 written warnings in a school week

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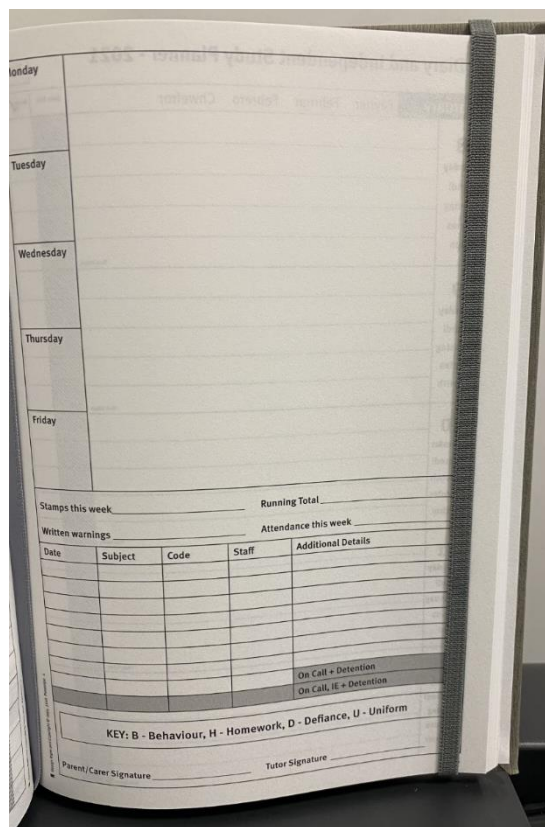
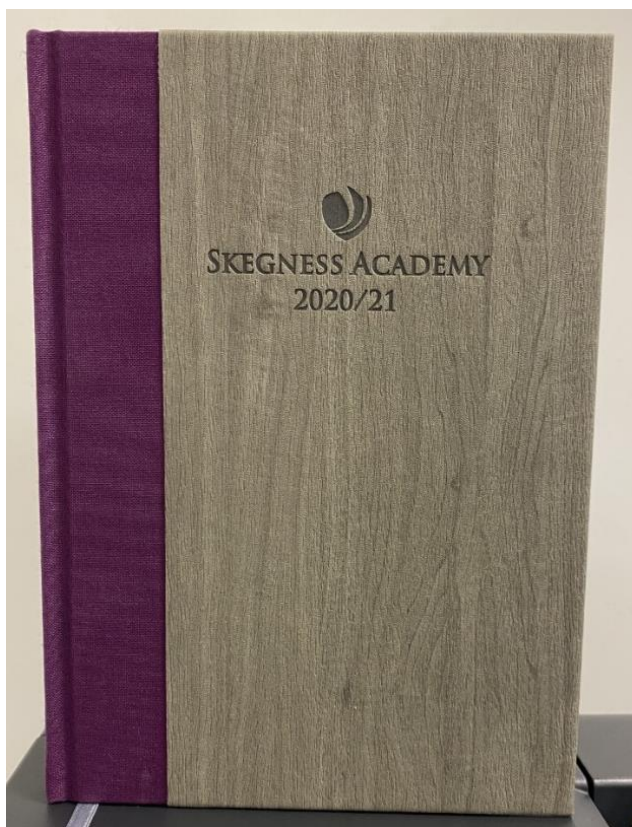
The Student Planner

The student planner is central to the success of PD. Students must have their planner with them at all times. Sanctions will be applied to students forgetting their planner or in any way defacing the planner, including any attempt to compromise the recording of PD data.

The planner is where all stamps are collected and written warnings are recorded. Therefore, the planner forms the centre of communication between home and school and provides immediate feedback on a student's attitude to learning. It is expected that parents and carers monitor their child's planner and sign 'Parent/Carer Signature' box each week to acknowledge they have discussed their child's week. The planner must be kept in a tidy and well-presented state.

At the beginning of every lesson, students will take out their student planner, open it to the correct page and place it on their desk.

Forgetting the planner is extremely serious. Students who forget their planner will be spoken to by the class teacher P1 and provided with a day planner. The P1 teacher will log this on ClassCharts and it is the responsibility of the student to ensure that the day planner is not lost or damaged. At the end of the school day the student must hand in their day planner to the year team. All information (stamps and written warnings) on the day planner will be transferred to the student's planner the following day by a member of their pastoral team. Should a student forget their planner twice within a half term they will receive an after-school detention. Any student who forgets their planner three times within a half term will spend a day in IE. Lost planners will need to be immediately replaced at a cost of £10.00; replacement planners are available from pastoral teams. The cost will be deducted from ParentPay and this will be communicated with home.



Weekly PD Session

A weekly PD session is imperative to ensure that behaviour is regularly monitored and recorded regularly. During the weekly PD session students will complete silent reading and use the time to work independently on set tasks. Tutors will complete the following points:-

- Check that the student planner is free from graffiti and is being kept in a tidy manner;
- Check that the parent/carer signature section is signed to acknowledge a discussion has taken place at home;
- Award 3 stamps for each student with 100% attendance for that week;
- Award 3 stamps for each student with a clean slate (no written warnings);
- Update weekly attendance figure and running total of points in student planner;
- Ensure that students are completing work or silent reading (The PD session is not an opportunity for students to socialise);
- Record points on ClassCharts (5 stamps = 1 point);
- Record number of written warnings on ClassCharts;
- Discuss achievements and any written warnings with each student individually;
- Award any certificates/inform students of any reward that they have triggered.

Following the weekly PD session, pastoral teams will identify two high achievers/hard workers from their year group. In the next weekly PD session, the Principal will meet with all of these students (10 in total) and recognise their achievements and discuss the Academy over tea and cake.

After School Detention (ASD) Policy

An ASD is for 50 minutes. An ASD will be issued immediately for the reasons below. However, the list is not exhaustive.

- arriving late to school.
- forgetting their planner for a second time within a half-term.
- receiving 8 written warnings within a week.
- being placed in isolation.
- being placed in internal exclusion.

Parents will be notified of a student ASD via ClassCharts and it is a parent/carer's responsibility to ensure notifications are turned on. All ASDs will take place after school, this is not negotiable nor up for debate between the Academy and home. Suitable travel arrangements for the student returning home will need to be planned by the parent/carer in advance.

When completing an ASD it is an expectation that students remain silent, follow staff instructions and sit appropriately. The staff member leading ASDs can remove students from an ASD for a breach of the ASD expectations.

A student removed from an ASD will be placed into IE the following day.

A student failing to attend their ASD will be placed into IE the following day.

Mobile phone/electronic devices policy

Students choose to bring their mobile phone/electronic device into school at their own risk and are responsible for its safe keeping during the Academy day. The Skegness Academy will not be held responsible for any damage caused to mobile phones/electronic devices on the school site.

For safeguarding reasons, mobile phones/electronic devices must never be used to take electronic recordings, videos or photographs of staff or students in school.

All wires/earphones must be kept out of sight in bags or pockets during lessons.

All mobile phones/electronic devices must be switched off and kept in bags or pockets during lessons, unless the teacher has given specific permission for use in an activity related to learning. This will be entirely at the discretion of the teacher and will not be open for discussion with students. The school building is a mobile/electronic device free zone.

Any student using a mobile phone/electronic device without permission in lessons will have On-Call sent for.

- On-Call will escort the student to isolation.

- The mobile phone/electronic device will be confiscated, labelled and taken to their year team.
- A 50 minute after school detention will be issued.
- The student will spend the rest of the lesson in isolation.

Any student using a mobile phone/electronic device within school buildings/corridors will be asked to turn it off and put it away. Refusal to follow this instruction will lead to On-Call.

- On-Call will collect the student from his/her next lesson and escort him/her to isolation.
- The On-Call staff member will confiscate the mobile phone/electronic device, label it and take it to their year team.
- A 50 minute after school detention will be issued.
- The student will then return to his/her next lesson.

Confiscated mobile phones/electronic devices should be collected at the end of the school day.

If a student refuses to hand over his/her mobile phone/electronic device, parents/carers will be contacted and asked to come into school to confiscate the item. The student will spend the rest of the day in isolation. If parents/carers are unable to come in, the student will be excluded until the following day when parents/carers are able to attend a meeting.

Persistent offenders will have their mobile phone/electronic device confiscated by a member of the Senior Leadership Team until parents come in to discuss the situation. Persistent offenders will be refused the privilege of bringing mobile phones/electronic devices into school.

Anti-Bullying policy

Bullying is defined as the repetitive, intentional hurting of one person or group by another by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological, and can happen face-to-face or online.

Bullying is therefore:-

- Deliberately hurtful;
- Repeated, often over a long period of time.

Any form of bullying is unacceptable and will not be tolerated at the Skegness Academy. It is recognised that bullying, if left unaddressed, can have a devastating impact on individuals; it can create a barrier to learning and have detrimental consequences for mental wellbeing. All students are provided with a variety of opportunities to be educated on anti-bullying through assemblies, tutor time projects and sections of the curriculum.

To be able to effectively tackle and prevent bullying, it is imperative that students report incidents of bullying straight away. Students should report incidents of bullying by informing any adult within the Academy. The following steps may be taken when responding to incidents of bullying reported to the Academy:-

- The identified students involved are interviewed and statements containing all information are gathered;
- Parents/carers of all identified students are informed;
- Individual teachers, where appropriate, are informed;
- Staff follow the Skegness Academy sanctions ladder and sanction accordingly;
- The pastoral team monitor the situation for repeat behaviours;
- The pastoral team provide intervention to support students;
- If behaviour is repeated, the sanction escalates after each incident and in line with the sanctions policy;
- Parents/carers are kept informed about the concern and action taken;
- A clear and precise account of bullying incidents will be recorded by the pastoral team in accordance with existing procedures.

Physical Intervention policy

Where necessary, reasonable force may be used to prevent a student from:-

- causing injury or damage to the property of any student (including him or herself);
- or

- prejudicing the maintenance of good order and discipline at the Academy. Reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result. The Academy will communicate with parents where serious incidents involving the use of force have been used. It will be up to the Principal's discretion to decide on the need to report, depending on if the incident is appropriately severe.

Student search policy

Should the Academy have suspicion that a student is in possession of any 'prohibited items' a student will be searched. In the first instance the student will be asked to cooperate with staff so that a search can be conducted in a safe manner for all those involved. Where a member of staff reasonably suspects that a student is in possession of a 'prohibited item' and the student refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction.

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':-

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers/lighter(s);
- e-cigarettes;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or physiological) or damage to property.

In dealing with the confiscation or disposal of items found following a search, the Academy will follow guidance from the DfE on searching and confiscation.

Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

Non-compliance with the Academy Uniform Policy

The Academy uniform, as detailed in an Academy's Uniform Policy, should be worn by all students. Where a student attends the Academy without the correct uniform, the Principal or someone authorised by the Principal, may send the student home to change his/her clothes to comply with uniform rules. Parents will be notified and the time allowed will be no longer than is necessary for clothes to be changed. This will not amount to an exclusion and the absence from the Academy recorded as authorised. However, if the student continues to breach uniform rules to avoid school, the student's absence may be recorded as unauthorised. In addition, a persistent breach of uniform rules may give rise to disciplinary sanctions being imposed.

Behaviour off site

Where students misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, this policy will apply and the student will be disciplined by the Academy. In deciding whether to apply sanctions and the appropriate level of sanction, the Academy will take into consideration:-

- the severity of the misbehaviour/ breach of this policy;
- the extent to which the Academy's reputation has been affected;
- the affect that the behaviour has had or may have on other students or members of the Academy community;
- the extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline;
- whether the behaviour occurred when the student was identifiable as a student of the Academy.