



**SKEGNESS ACADEMY**

# Behaviour Policy

Date approved	December 2021
Approved by	Skegness Academy SLT
Date of next review	June 2022
Policy owner	Executive Principal

## Contents

	Page
1. Statement of Intent	3
2. Code of Conduct	4
3. Rewards	6
4. Behaviour for Learning System	9
5. Teacher responses to a student's negative behaviour choices	9
6. Behaviour Support Assistants	14
7. Self-Management and Reset (SMR) Room	14
8. Fast Track Sanctions	15
9. Permanent Exclusion	16
10. Skegness Academy Behaviour Pyramid	17
11. Alternative Strategies	20
12. Supervised sanctions	20
13. Reduced Timetable	20
14. After School Detention (ASD) Policy	21
15. Mobile phone/electronic device Policy	22
16. Screening, Searching and Confiscation Policy	23
17. Use of CCTV	23
18. Physical Intervention Policy	23
19. Anti-Bullying Policy	24
20. Non-compliance with the Academy Uniform Policy	24
21. Behaviour beyond the Academy gates	24
22. Police	25
23. Communication with parents/carers	25
24. Reasonable Adjustments	26

## 1. Statement of Intent

At 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.

This policy is unique to our Academy and is a whole-school approach to behaviour management. It is based on the principal 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/sanction)

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. A cornerstone of this policy is that the behaviour policy affords students the opportunity, to make positive choices and minimise sanctions at all times.

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 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 this behaviour policy with immediate effect.

Our behaviour policy:

- 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

It is our belief that this behaviour policy ensures expectations remain high whilst also understanding that one size does not fit all and that some people require both adjustment and significant wrap-around care. There has been an introduction of child centred learning spaces to support students to make positive behaviour choices. These rooms facilitate self-regulation of emotions and behaviours meaning that students are supported to reach an end point with an opportunity to ‘right their wrong’.

The policy 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 verbal 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 behaviour policy includes the following:

- A Code of Conduct - These rules form the foundation of the policy and are not negotiable
- A Behaviour Response Poster – When a negative behaviour choice occurs an identified sanction or range of sanctions follow
- A Rewards framework – Positive behaviour points unlock opportunities to receive regular rewards that celebrate the achievements and successes of our students

## **2. 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, including any hoods down.**

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.

In some circumstances, the Executive Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the academy, or its community: this may result in time to reflect in our 'TP1' or 'TP2' outside of lessons, or as a last resort, by issuing a Fixed Term Exclusion (FTE).

It should be noted that the term 'Executive Principal' used in this policy may also include (in addition to the Head of School), Deputy Principals and Senior Assistant principals.



# 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 always wear my uniform correctly at all times, including any hoods down.**
- 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**

**Together we achieve the extraordinary!**

### 3. Rewards

The acknowledgement of good behaviour choices lay at the heart of our behaviour policy. At Skegness Academy we advocate those 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 our behaviour policy 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:

#### Positive behaviour points

Students gain positive behaviour points from any and all members of staff around the site during the school day. Both students and parents can access their child's behaviour profile via their own account on ClassCharts to view their progress. Points can be awarded for:

- Following instructions
- Showing positive progress
- Being on task
- Showing good effort within a lesson
- Persevering with a challenging learning activity
- Being helpful
- Displaying good manners
- Being respectful
- Attending extracurricular activity (including intervention sessions)
- Representing the Academy
- Being polite
- Achieving a weekly clean slate (no verbal warnings)
- Attending each, and every school day in a week

#### Compulsory Positive Points

To recognise and promote meeting expectations students are awarded positive points on ClassCharts at the following times through the school day:

- Morning tutor time – 1 point for daily attendance and 1 point for being in the correct uniform.
- Lesson and afternoon tutor time – 1 point for being on time and 1 point for a prompt start to work.

#### 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:
300 positive points	Bronze award + 1 time queue jump
500 positive points	Silver award + 3 time queue jump
750 positive points	Gold award + 5 time queue jump
1150 positive points	Platinum award + gift voucher
1500 positive points	Diamond award + Principal lunch

## **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.

## **Weekly Praise Assemblies**

A member of the Senior Leadership Team (SLT) will deliver weekly praise assemblies to recognise and reward students' attitude, attendance, behaviour, effort, and application throughout the academic year, celebrate continued compliance with school expectations and promote the value of consistently displaying positive behaviour choices.

## **Hot Chocolate with the Year Team**

Halfway 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 this reward - this opportunity will reset each half term, with point totals starting at zero on the first day back after half term.

## **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.

## **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**

At the end of certain terms within the school year the students will have the opportunity to attend a fully or partially funded trip. The opportunity to attend on the trip relies on the students' behaviour in the previous term; a student will need a clean slate (no negative points on ClassCharts) for the previous term/set period of time.

## **End of year Reward Event**

To be able to attend the end of year reward event students will need to meet the whole school criteria. The criteria will include a minimum attendance percentage, maximum number of verbal warnings received target and zero lates within a time period. The trip will be partially funded to recognise and celebrate the continued consistent positive application of the student throughout the school 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 is also live performances by students, invited special guests and displays of work for both students and families to enjoy.

## Rewards at the Skegness Academy

<p style="text-align: center;"><b>Academy staff award positive points on ClassCharts for:</b></p> <ul style="list-style-type: none"> <li>⇒ <b>Morning tutor time</b> - 1 point for attendance and 1 point for correct uniform.</li> <li>⇒ <b>Lesson</b> - 1 point for being on time and 1 point for a prompt start to work.</li> <li>⇒ <b>Pastoral</b> - 5 points for a weekly clean slate and 3 points for 100% weekly attendance.</li> </ul>	<p style="text-align: center;"><b>Student opportunities to receive positive points outside of lesson:</b></p> <ul style="list-style-type: none"> <li>⇒ Being helpful</li> <li>⇒ Being respectful</li> <li>⇒ Being polite</li> <li>⇒ Displaying good manners</li> <li>⇒ Attending extra curricular activity</li> </ul>
--	---

<p style="text-align: center;"><b>Behaviour that is positive can earn the following to recognise hard work/positive contribution to school life:</b></p> <ul style="list-style-type: none"> <li>⇒ Positive phone call home from class teacher, year team or any member of staff.</li> <li>⇒ Positive postcard home from class teacher, faculty lead or year team.</li> <li>⇒ Parents/carers invited into the Academy to celebrate a piece/pieces of work.</li> </ul>
--

<p><b>ClassCharts Achievement Certificate:</b></p> <ul style="list-style-type: none"> <li>⇒ <b>300</b> positive points = <b>Bronze award</b> + 1 time queue jump.</li> <li>⇒ <b>500</b> positive points = <b>Silver award</b> + 3 time queue jump.</li> <li>⇒ <b>750</b> positive points = <b>Gold award</b> + 5 time queue jump.</li> <li>⇒ <b>1150</b> positive points = <b>Platinum award</b> + gift voucher.</li> <li>⇒ <b>1500</b> positive points = <b>Diamond award</b> + Principal lunch.</li> </ul>
<p><b>Attendance Certificates:</b></p> <ul style="list-style-type: none"> <li>⇒ Presented to student for 100% attendance per half term.</li> </ul>

<p><b>Consistent positive behaviour can provide the opportunity for:</b></p>
<p>⇒ <b>Student of the Week</b></p> <p>The winner, based on teacher nominations, receives certificate, 1 time queue jump and a trophy for the year group.</p>
<p>⇒ <b>Weekly Praise Assemblies</b></p> <p>Staff will use this time to recognise and reward students' application to school and lessons throughout the year.</p>
<p>⇒ <b>Hot Chocolate with Year Team</b></p> <p>At the half way point of each half term the 10 highest positive point scorers for each year group.</p>
<p>⇒ <b>Fish &amp; Chip Friday</b></p> <p>Last Friday of term the 5 highest positive point scorers for each year group.</p>
<p>⇒ <b>Year Group Assemblies</b></p> <p>These will take place at the end of each half term to celebrate effort and attainment across the curriculum.</p>
<p>⇒ <b>Winter and Summer Reward Event/Trip</b></p> <p>Students who meet the whole school criteria unlock this opportunity.</p>
<p>⇒ <b>Celebration of Achievement Evening</b></p> <p>Early evening event, invite only, when students receive awards after being nominated by Academy staff.</p>

**Skills | Knowledge | Ambition**

**Together we achieve the extraordinary!**



#### 4. Behaviour for Learning System

Behaviour for learning is designed to give students choices; Its principal role is to support learning, whilst also tackling and managing low level disruptive behaviour (behaviour that undermines the student's own learning or that of others). It is hoped that the vast majority of students will simply choose to operate within the rewards framework. When a negative behaviour choice takes place an identified sanction or range of sanctions will follow. The identified sanction is not open to negotiation or debate. The small minority of students whose behaviours are deemed to be unsatisfactory, will move beyond phase 3.

The following negative behaviours will be recorded on ClassCharts and used when a verbal warning is issued by a member of staff.

- Over 5 minutes late to lesson
- Disruption to learning
- Refusing to engage with the learning task
- Lack of work completed
- Disorderly entry/exit/eating in class
- Use of mobile phone/electronic device
- Refusal to sit in the correct seat
- Not following teacher instructions
- Swearing
- Inappropriate comments/language about others
- Interfering with others work
- Interrupting or shouting out
- Physical contact with others
- Defacing/damaging school property
- Unsafe working/movement
- Internal truancy
- Out of classroom behaviour

To enable clarity and consistency for students, staff and parents, tiered sanctions will be applied. This is illustrated on the Behaviour Response Poster (BRP) which is displayed in all classrooms.

#### 5. Teacher responses to a student's negative behaviour choice

It is essential that all students, parents and teachers understand the BRP 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 7 phases:

Phase	Sanction
Phase 1	Verbal Warning 1
Phase 2	Verbal Warning 2
Phase 3	On Call
Phase 4	Turning Point (TP) 1
Phase 5	S1
Phase 6	Turning Point (TP) 2
Phase 7	Fixed-Term Exclusion (FTE)

### **Phase 1 – Verbal Warning 1**

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 negative behaviour choices and the member of staff will remind the student of expectations.

**The verbal warning 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 state 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. This will be clearly recorded on the sanction board and ClassCharts.

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

### **Phase 2 – Verbal Warning 2**

A student who continues to choose to display unacceptable behaviour following their verbal warning 1 will move to phase 2 and receive a second verbal warning.

Staff will clearly state 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, inform them that a further negative behaviour choice will result in an on call and allow them adequate time to modify their behaviour, given this information. This will be clearly recorded on the sanction and ClassCharts.

### **Phase 3 – On Call**

A student who continues to display and repeat negative behaviour choices will be removed from the lesson to work in TP1 for the rest of the lesson. The member of staff uses ClassCharts to inform TP1 of the student needing removing from their classroom and to notify TP1 that the student is leaving their classroom and making their way to TP1. From the time that the member of staff records the on call on ClassCharts the student has 5 minutes to arrive at TP1.

Alternatively, it may be that a student behaves in such an unacceptable 'one off' way that the teacher chooses to move straight to phase 3. Though working through the phases in a cumulative manner is important, there will be the possibility of a fast-track sanction occurring. This is at the discretion of the member of staff. A list of identified behaviours which trigger a fast-track sanction can be found under 'Fast Track Sanctions'.

#### **Phase 4 – Turning Point 1 – TP1**

**The appropriate sanction is issued by the member of staff on duty in TP1.** It is the responsibility of the member of staff on duty in TP1 to log and record the relevant sanction.

A student who has entered phase 4 is likely to have caused considerable disruption. Once arrived at TP1 the student will be seated by the member of staff on duty and tasked to complete work. At the end of the period the student will attend their next timetabled lesson.

TP1 Expectations:

- Students must sit in silence and remain in silence
- Students must sit properly with their legs under the desk
- Students must face forwards at all times
- Students must complete the work given to them

The incentive once in TP1 is for the student to follow the expectations of TP1 and not to escalate his or her behaviour and/or defiance further since the outcome will be TP2 the following day.

If a student arrives within 5 minutes of the on call being recorded on ClassCharts and meets the expectations (as above) of TP1 the sanction for the on call (lesson removal) will be S1 the following day.

If a student fails to arrive to TP1 within 5 minutes of the on call being recorded on ClassCharts the member of staff on duty in TP1 will notify the on-call member of staff that the student is choosing to internally truant. The on-call member of staff will locate the student and deliver them to TP1 where a TP2 placement the following day will be issued.

If a student fails to meet the expectations of TP1 the member of staff on duty in TP1 will inform the student that their repeated negative behaviour choices has resulted in a TP2 placement the following day.

#### **Phase 5 – S1**

**S1 is the loss of social time.**

The sanction of a loss of social time can be reached through 'one off' negative behaviour choices or through repeated incidences of negative behaviour choices. The issuing of S1 is at the discretion of members of staff and it is the responsibility of the student to attend their S1 sanction.

Students issued with an S1 will have the opportunity to pre-order their lunch. S1 sanctions take place in TP1 and are for the full duration of lunch time. It is an expectation that students must arrive promptly following being dismissed from their period 4 lesson.

Once the student has completed their S1 the member of staff on duty in S1 will allow the student to leave to attend afternoon line up on the tennis courts.

S1 sanctions will be logged and recorded on ClassCharts.

Failure to attend S1 will result in the sanction being escalated to an after-school detention the following evening. Parents will be notified of this via ClassCharts.

## Phase 6 – Turning Point 2 – TP2

The sanction of TP2, as with any sanction, can be reached through a **gradual process of continued unacceptable behaviour or through the committing of a negative behaviour choice which is considered sufficiently serious to warrant such an immediate sanction**. The issuing of a TP2 placement is at the discretion of members of pastoral teams and/or members of SLT. TP2 placements will be logged via ClassCharts by the member of staff on duty in TP1 or a member of the student's pastoral team.

TP2 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 learning. TP2 is staffed by a Behaviour Support Mentor who is responsible for managing the room and supporting students both academically and socially. Students in TP2 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 TP2.

The duration of TP2 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 TP2. Each hour, the staff member will record on the report card the student's attitude to learning. 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 TP2 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 TP2. If a student receives 4 written warnings on their report card in TP2, they will receive a Fixed-Term Exclusion and repeat their day in TP2 on their return to school.

Students will be placed in TP2 for receiving two on calls in a school day, failing to arrive to TP1 within 5 minutes of receiving an on call, failing to meet expectations when in TP1 and following an FTE for refusing to attend or failing TP2. Other reasons for a student being placed in TP2 can be found under 'Fast Track Sanctions'.

For students with SEND needs all access requirements will be met in TP2.

## Phase 7 – Fixed-Term Exclusion (FTE)

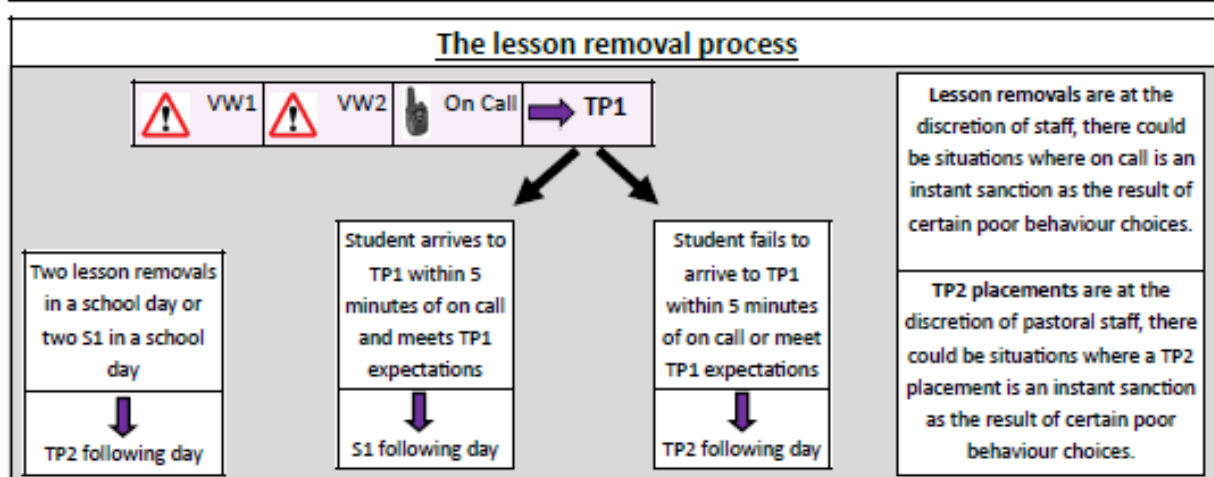
All decisions to FTE are serious and only taken as a last resort where the breach of the Academy rules is serious.

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'.

An integral part of the FTE sanction is reintegration; On re-entry to school following a FTE, there will be a reintegration meeting involving the student, parents/carers and a member of the pastoral team. The severity of the FTE will determine whether a member of SLT will complete the reintegration meeting. Depending on the nature of the FTE, a day, or more depending on the severity of offence, in TP2 upon return to school may be necessary.

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

<u>Teacher responses to a student's negative behaviour choice</u>					
<b>Be ready to learn</b>					
Over 5 minutes late arriving to lesson		Teacher logs behaviour on ClassCharts			➡ S1
Disruption to learning		VW1		VW2	On Call ➡ TP1
Refusing to engage with the learning task		VW1		VW2	On Call ➡ TP1
Lack of work		VW1		VW2	On Call ➡ TP1
Disorderly entry/exit/eating in class		VW1			
Use of mobile phone/electronic device		On Call		See it, hear it, <u>lose it.</u>	➡ S1
<b>Be respectful of others</b>					
Refusal to sit in correct seat		VW1		VW2	On Call ➡ TP1
Not following teacher instructions		VW1		VW2	On Call ➡ TP1
Swearing		On Call	➡	S1	
Inappropriate comments/language about others		On Call	➡	S1	
Interfering with others work		VW1	➡	Move Place	On Call ➡ TP1
Interrupting or shouting out		VW1		VW2	On Call ➡ TP1
<b>A safe place to work</b>					
No physical contact with others		VW1	➡	Move Place	On Call
Defacing/damaging school property		VW1		VW2	On Call ➡ TP1
Unsafe working/movement		On Call			
Incidents of poor behaviour must be detailed on ClassCharts.					



<u>Skegness Academy sanctions</u>	
S1 - Social time detention (A20).	S2 - Failure to attend S1 results in S2, an ASD until 4pm (The Bistro).
TP1 - Students attend A20 when removed from a lesson.	TP2 - School day in isolation and remain on school site until 4pm.

Skills | Knowledge | Ambition

Together we achieve the extraordinary!

## **6. Behaviour Supports Assistants**

Behaviour Support Assistants (BSA) are in position to work with specific students who have presented with persistent disruptive behaviour which is preventing them from making progress and those with social and emotional needs. Students who are allocated a BSA are identified through internal behaviour data analysis and as part of the Skegness Academy Behaviour Pyramid (page 17) structure. The BSA teamwork with students on a 1:1 basis to support them with amending their behaviour choices and therefore enabling them to succeed in a main school learning environment. The BSA and student process involves a weekly mentor meeting, targeted support in lessons and includes creating behaviour improvement action plans to support students to self-manage their behaviour and improve their attitude towards to learning.

As part of the BSA process the needs of students requiring specific help to overcome barriers to learning and reach their full potential by developing their skills are addressed through establishing constructive relationships with students. In the introductory meeting between the identified student and their BSA there will be a review of the student's behaviour profile on ClassCharts, problematic lessons will be identified through RAG rating their timetable and SMART targets based on the individual student will be agreed. During the weekly mentor meeting potential triggers for challenging behaviours will be identified and explored, with techniques modelled by a BSA provided to students so that they can equip themselves with the relevant tools to de-escalate their behaviours and problematic situations. Amongst a variety of strategies to support this process, positive reinforcement in the shape of bespoke reward charts is a fundamental factor which can be applied based on the individual student the BSA is allocated and their behavioural needs. The student's behaviour profile will also be reviewed during the weekly meeting and monitored against their targets. Each meeting is documented on a student contact record sheet. To secure a positive home-school relationship, BSA provide weekly updates to parents/carers.

## **7. Self-Management and Reset (SMR) Room**

The purpose of the Self-Management and Reset (SMR) room is to ensure that students are allowed access to the support they need in times of behaviour and/or emotional 'crisis' point. The SMR room is staffed at all times by BSA, who are dedicated to addressing the needs of students and providing appropriate interventions in a safe space. Based on the individual needs of the student at the point of their arrival to SMR, they may return to their timetabled lesson following support from the staff member or remain in SMR for the remainder of the lesson and complete work in a safe, orderly, and purposeful learning environment.

Students attending SMR are not to take advantage of the space and/or use the space in exchange for a sanction in line with the BRP (page 13). The staff member on duty will maintain appropriate standards of behaviour within the room and ensure that students are aware of expectations and procedures to be deemed successful in their time in SMR.

Following time in SMR and the decision is made for the student to return to their timetabled lesson the student will return and must be accountable for any behaviour choice before their withdrawal to SMR and/or post their SMR visit. This means that if the student was previously located on VW1 on the sanction board they will remain on VW1 on the sanction board. Should the student then display a negative behaviour choice and receive their second verbal warning they will move to VW2 on the sanction board. Similarly, if the student used their time out card to access SMR to receive support before returning to their timetabled lesson when located on VW2 and then display a negative behaviour choice they will receive an on call, in accordance with the BRP.

Once students in SMR have received the appropriate support to enable them to refocus on learning and the decision is made for them not to return to their timetabled lesson they are expected to complete work to a high standard. The room is equipped with the required resources to ensure that sufficient work is completed which is linked to the curriculum needs of the student. Following an intervention, the staff member will evaluate and report the intervention on the internal tracker so that accurate records can be kept and communicated to the relevant staff.

## 8. 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 BRP. However, some behaviours warrant a fast-track sanction.

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. If the behaviour is displayed outside of the classroom the behaviour will be logged and recorded on ClassCharts for the pastoral teams to investigate and sanction accordingly.

Alternatively, if the behaviour falls outside of the Code of Conduct, 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 decide based on the balance of probability that an incident took place.

The fast-track sanctions will be applied in response to identified behaviour triggers. The following are examples where fast track sanctions may be considered:

Behaviour which will result in fast-tracking straight to FTE pending consideration of Permanent Exclusion:

Bringing a weapon onto site and threatening another student/staff member with it	Bringing illegal substances onto school site with the intent to sell them
Physical assault against a member of staff	Refusal to attend/failure of TP2
Serious physical assault against a student	Continued persistent disruption or defiance
Sexual misconduct	Serious breaches of health and safety regulations

Behaviour which will result in fast-tracking straight to on call and/or TP2 for a fixed period of time, depending on the nature of the negative behaviour choice. Repeated behaviours will result in FTE.

Internal truancy	Breach of mobile phone/electronic device policy
Swearing during lesson time	Failure to adhere to the academy uniform policy
Verbal abuse of staff	Persistent bullying/ abuse of other students
Inappropriate comments about others	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
Missed S1/ASD	Inappropriate use of social media or online technology
Theft	Unsafe working/movement
Persistent defiance or disruption	Failure to comply with a reasonable request from a member of staff

## 9. Permanent Exclusion

The Executive Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against a member of staff
- Serious actual or threatened physical assault against another student
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation against a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

The Executive Principal may also permanently exclude a student for:

- One of the above offences; or
- Persistent disruption and defiance including bullying (which would include racial or homophobic bullying)
- Repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- An offence which is not listed but is, in the opinion of the Executive Principal, so serious that it will have a detrimental effect on the discipline and well-being of the Academy community.

Offensive weapons – Our Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought onto the school site. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, sling shots etc will also be deemed to be offensive weapons, Other types of offensive weapons which include lengths of pipe, bats, other blunt instruments, or items judged by the Executive Principal to be carried with the intention to inflict injury on another individual will be dealt with in the same manner as above.

In addition, the Academy also considers the following to be serious incidents resulting in the permanent exclusion of a student:

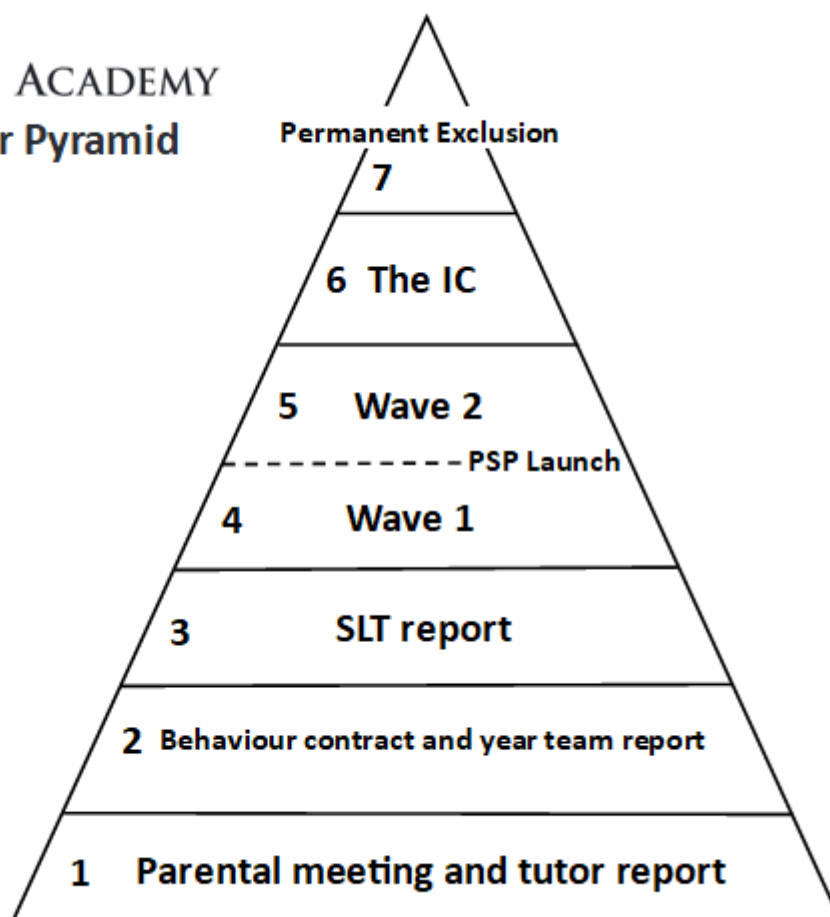
- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the behaviour system



## 10. Skegness Academy Behaviour Pyramid



### SKEGNESS ACADEMY Behaviour Pyramid



The purpose of the Skegness Academy Behaviour Pyramid is to provide a tiered approach to supporting students in self-managing and adapting their chosen behaviours and provide clarity of:

- When to provide intervention
- What intervention to provide
- Who provides, and is responsible for, the intervention

Stage	Intervention
Stage 1	Parental meeting and tutor report
Stage 2	Behaviour contract and year team report
Stage 3	SLT report
Stage 4	PSP - Wave 1
Stage 5	PSP - Wave 2
Stage 6	The Inclusion Centre (IC)
Stage 7	Permanent Exclusion (PX)

<b>Stage 1 – Parental meeting and tutor report</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>▪ A number of negative behaviour points across a range of subjects.</li> <li>▪ Persistent lateness to lessons.</li> <li>▪ Average attitude to learning (ATL) of 3.</li> <li>▪ Repeated TP1.</li> <li>▪ A number of issues during social time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parental meeting with year team.</li> <li>✓ Tutor report.</li> <li>✓ Weekly contact home to update home on behaviour and attitude.</li> </ul>	Form tutor.

<b>Stage 2 – Behaviour contract and year team report</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>▪ Behaviour profile on ClassCharts below 80%.</li> <li>▪ FTE.</li> <li>▪ Average ATL of 4.</li> <li>▪ Repeated S1 for variety of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify staff mentor.</li> <li>✓ Year team report.</li> <li>✓ Weekly meeting with pastoral team.</li> <li>✓ Behaviour contract (level 1).</li> </ul>	Year team.

<b>Stage 3 – SLT report</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>▪ Failed year team report.</li> <li>▪ Repeated FTE.</li> <li>▪ Repeated TP2.</li> </ul>	<ul style="list-style-type: none"> <li>✓ MS Forms staff feedback.</li> <li>✓ Parental meeting.</li> <li>✓ SLT report.</li> <li>✓ Behaviour contract (level 2).</li> </ul>	Year team and designated SLT member.

<b>Stage 4 – PSP - Wave 1</b>		
Identified behaviour	Support given	Who by
<p>As page 17.</p> <ul style="list-style-type: none"> <li>▪ No signs of improvement on SLT report.</li> <li>▪ Continued failure to meet SKA expectations.</li> <li>▪ Persistent FTE for patterned behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Screening for unmet learning needs.</li> <li>✓ BSA allocated.</li> <li>✓ Running record.</li> <li>✓ RAG rated timetable.</li> <li>✓ Behaviour contract (level 3).</li> </ul>	Year team, BSA and designated SLT member.

<b>Stage 5 – PSP - Wave 2</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>Failed PSP review point 1.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Outreach Support Service (BOSS) referral.</li> <li>Behaviour Improvement Plan (BIP)</li> <li>Reduced timetable (bespoke, where possible).</li> </ul>	Year team, BSA and designated SLT member.

<b>Stage 6 – The Inclusion Centre (IC)</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>Failed PSP review point 2.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Removed from main school.</li> <li>✓ Bespoke timetable.</li> <li>✓ Intensive and extensive SEMH support.</li> <li>✓ 1:1 support with literacy and numeracy.</li> </ul>	Head of Inclusion and the IC team.

<b>Stage 7 – Permanent Exclusion (PX)</b>		
Identified behaviour	Support given	Who by
<ul style="list-style-type: none"> <li>Failed IC/Alternative Provision (AP) placement.</li> <li>Repeated breach of SKA behaviour policy.</li> <li>Serious incident/act of violence towards students(s)/staff member.</li> </ul>	Pupil Reintegration Team (PRT) take responsibility for education.	Executive Principal/Head of School/Deputy Principal/Senior Assistant Principal.

The above list is not exhaustive and other strategies of support may include:

Time out card	Reading intervention	Differentiated resources
Student Sixth Form Mentor	Specialist equipment	Traffic light cards
Addaction, or similar, referral	SENDco monitoring/advice	Home visit
SEMH referral	Careers guidance	Structured seating plan changes
Access arrangements	Low level literacy group intervention	Outside agency referral and support
Risk assessment	Positive Handling Plan (PHP)	Bereavement support

## 11. Alternative Strategies

The academy recognises that whilst our behaviour policy will work for the vast majority of students, there are some students and some situations where strict application of the policy may not be appropriate. The Executive Principal and Senior Leadership Team (SLT) retain the right to use both disapplication and alternative strategies to ensure that students with explicit needs are not disproportionately disadvantaged.

It is anticipated at termly intervals, the Executive Principal, Senior Assistant Principal and pastoral teams will review the use of internal behaviour data (FTEs, TP2s and TP1s) and then set a threshold at which students may need alternative provision. Examples of our alternative strategies are outlined below.

- For students with explicit needs, reasonable adjustment to the BRP and behaviour policy may be appropriate. Examples include students with EHCPs or CAMHS guidance. It is recognised that such cases will be rare and always at the discretion of the Executive Principal/Senior Assistant Principal.
- Fixed Term Exclusion will always be a last resort. The Executive Principal and Senior Assistant Principal will always have autonomy and use their discretion to the most appropriate sanction. In all cases of possible FTE the decision may instead be to send the student to TP2 as an alternative.
- Some students may need a referral to the SMR room for a period of time. The first wave of this strategy could include a period of intervention allocated on their timetable whilst they maintain attendance to other lessons as normal.
- A secondary wave of this intervention may include a referral to for unsupervised times such as break time and lunch time to combat any anti-social behaviours presented during these times.

## 12. Supervised sanctions

The academy does not use isolation. Groups of students are supervised by a member of staff as a timeout and alternative to mainstream classes due to persistent disruption and/or defiance.

All sanctions are supervised by a member of staff.

When in TP1 the students will be encouraged by the member of staff to use their time in the room productively. Work packs, curriculum resources, reading books and other work/learning materials are available.

Our high-sided desks in TP2 ensure that students cannot be distracted by anybody else nor distract others in the room and therefore, the environment is calm and orderly and allows all students to work successfully without any distraction when in TP2. The desks do not have roofs or doors and the room is spacious and light.

After school detentions (ASD) are generally supervised by two members of staff, always a minimum of one member of staff, and typically take place in the bistro however there may be times when these are held elsewhere. The lead member of staff will ensure that this is communicated to students attending that evening.

## 13. Reduced Timetable

As an alternative to exclusion the Executive Principal may, in limited circumstances, make use of a reduced timetable to support a student. If a reduced timetable is to be used a meeting will be held to stipulate the conditions of this timetable and a date for review. A risk assessment will also be undertaken to ensure the student is safe at times they are not on the academy site, although it is recognised that a key component of this risk assessment will be the fact that at these times the student is the responsibility of their parent/carer.

A reduced timetable allows a student to gradually phase their way back to a full timetable/school day after feeling a sense of achievement through experiencing success on a reduced timetable. Additionally, a reduced timetable enables a student to break their cycle of negative behaviour choices and therefore redevelop their love for learning.

#### 14. After School Detention (ASD) Policy

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

- arriving late to school
- failure to attend S1
- repeated negative behaviour choices
- being placed in TP2

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 TP2 the following day.

A student failing to attend their ASD will be placed into TP2 the following day.

Depending on the nature of the offence or repeated behaviours a student may receive an extended ASD. An extended ASD can finish anywhere between the times of 16:00 and 18:00. The extended ASD will be communicated to parent via a phone call.

#### 15. 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. 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.

The school building is a mobile/electronic device free zone. All mobile phones/electronic devices/wires/earphones must be kept out of sight in bags throughout the school day.

Any student using a mobile phone/electronic device without permission will be asked to hand it over:

- If the student complies, they will receive their phone back at the end of the school day
- The mobile phone/electronic device will be confiscated, labelled, and taken to their year team
- If the student fails to follow the staff instruction, on call will be requested to support and remove the student
- On call will escort the student to TP1
- Parent will be contacted to support
- If we are unable to contact parent, the student will spend the rest of the day in TP1

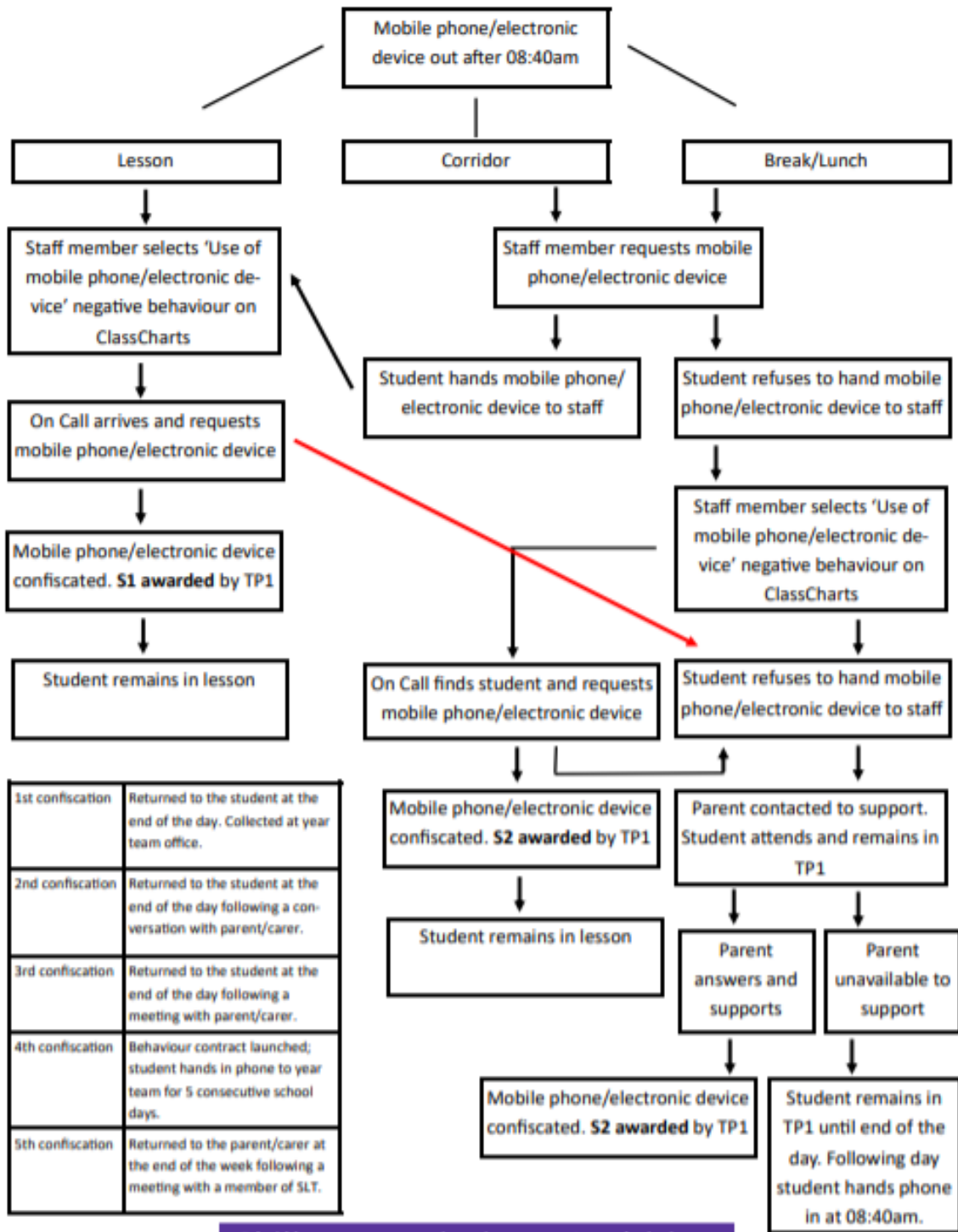
Confiscated mobile phones/electronic devices should be collected at the end of the school day.

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.



### Use of mobile phone/electronic device flowchart



1st confiscation	Returned to the student at the end of the day. Collected at year team office.
2nd confiscation	Returned to the student at the end of the day following a conversation with parent/carer.
3rd confiscation	Returned to the student at the end of the day following a meeting with parent/carer.
4th confiscation	Behaviour contract launched; student hands in phone to year team for 5 consecutive school days.
5th confiscation	Returned to the parent/carer at the end of the week following a meeting with a member of SLT.

**Skills | Knowledge | Ambition**

Together we achieve the extraordinary!

## **16. Screening, Searching and Confiscation 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, Executive 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.

## **17. Use of CCTV**

The Academy may use CCTV for the purpose of maintaining a safe and secure environment and the managing of health and safety. CCTV may be used to form evidence for the sanctioning of a student. For GDPR reasons it will not be permitted for parents to view CCTV should students other than theirs be on the CCTV footage.

## **18. Physical Intervention policy**

All members of the Academy staff have a legal power to use reasonable force. 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 Executive Principal's discretion to decide on the need to report, depending on if the incident is appropriately severe.

## **19. 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 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

## **20. 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 Executive Principal or someone authorised by the Executive 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.

## **21. Behaviour beyond the Academy gates**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which poses a threat to a member of the public or a student to the police as soon as possible.

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; and
- whether the behaviour occurred when the student was identifiable as a pupil of the Academy.



For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same sanctions that are applied to negative behaviour choices on the Academy site (see guidance in earlier sanctions).

## **22. Police**

The Academy will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Academy will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and their family have the right to contact the Police if they feel that a criminal offence has been committed.

## **23. Communication with parents/carers**

The Academy recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding student's behaviour when necessary. For example, the Academy will:

- Where they see appropriate, telephone, or write to parents/carers or send postcards to praise students for effort.
- Hold regular parents' evenings to allow communication between parents/carers and staff
- Verbally inform students when they have been issued with sanctions during the following mornings tutor time.
- Inform parents via email (ClassCharts notifies parents) of any sanction their child receives
- Where possible, due to workload and capacity, inform parents via phone call or text message regarding their child's sanction
- If a student is refusing a reasonable request (for example, refusing to remove jewellery or hand their phone over) the academy will attempt to call home for support to direct the student to do so and therefore avoid a sanction
- It is parents/carers responsibility to ensure that their contact details are kept up to date as not receiving a telephone call or SMS/text message does not revoke a sanction
- If a student is refusing/does not attend/fails a sanction the academy will attempt to contact parents/carers for support and thus avoid further sanctions and therefore potentially further missed periods of learning
- If a student receives a FTE the academy will inform parents/carers that they are legally required to ensure that their child is not present in a public place during school hours and could be given a fixed penalty notice if they fail to do so
- A formal notification letter of the FTE will be sent to parents/carers as soon as possible
- In cases of FTE the academy will use a reintegration meeting to discuss the issues and how this situation can be avoided in the future/what support is needed to allow the student to be successful

## 24. Reasonable Adjustments

A reasonable adjustment never means that the academy lowers our expectations. Reasonable adjustments means that some students need additional support to ensure that they meet the high expectations that we have for all of our students. Additionally, reasonable adjustments supplement the support already being received by the student to enable them to be successful.

The academy will make reasonable adjustments for students with Special Educational Needs and Disabilities where it is deemed appropriate. Students at specific stages of the Skegness Academy Behaviour Pyramid may also receive reasonable adjustments to support them in making positive behaviour choices and being successful.

To ensure that the duties under the Equality Act 2010 are met, the academy will:

- Consider the SEND Code of Practice and the policy for SEND
- Monitor TP1/S1/TP2/S2/FTE patterns for SEND students with EHCP, EHCP pending or other disability, at meetings held between pastoral teams and the SEND team
- Raise any SEND student causing concern at SLT meetings as part of the standing agenda and discuss actions the Executive Principal may wish to instigate, some immediate and some longer term
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Senior Assistant Principal (Pastoral)/SENDSCO has identified that these students may have difficulties meeting the high expectations of the academy and the Executive Principal/Head of School instructs for a review to take place

The decision as to whether to make any adjustment will usually only be made at an emergency/annual review meeting and convening such meetings does not automatically mean that an adjustment will be made. Key principles are outlined as follows:

- The SENDSCO will attend the review
- The final decision to adjust and whether they are considered reasonable rests with the Executive Principal/Head of School/SENDSCO, who will take the advice at the emergency/annual review meeting
- Consideration may be made to make reasonable adjustments and examples include allowing a half day in TP2, supervised rest breaks, eating meals in different location
- The list above is not exhaustive..