



St Mary
Magdalene
Academy

BEHAVIOUR POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

BEHAVIOUR - POLICY STATEMENT

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	Community Relations and Student Welfare (CR&SW)
Author/responsible person:	Director of Learning: Pastoral
Last reviewed:	7th February 2017
Next review date:	Spring 2018 (every year)
Required to publish on website?	Yes
Statutory?	Yes

1. INTRODUCTION

- 1.1 The Academy recognises that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere. We believe that students need to behave in order to learn. Our home Academy contract sets out our framework of expectations but on a more specific level the following apply.
- 1.2 The policy should be read in conjunction with:
 - 1.2.1 the Anti-Bullying Policy;
 - 1.2.2 the Inclusion Policy;
 - 1.2.3 the Inclusion Handbook;
 - 1.2.4 the Equal Opportunities Policy; and
 - 1.2.5 the Home Academy Agreement.

2. GENERAL PRINCIPLES

- 2.1 We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour.
- 2.2 We want to enable every child to reach his/her full potential academically, socially, emotionally and physically.
- 2.3 We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy. The abuse of social media and other digital communication is included in the remit of this policy (please also see the ICT use Policy).
- 2.4 We encourage, praise and reward good behaviour.
- 2.5 We share and display good work and behaviour with families, staff and students through positive reward systems on a regular basis.
- 2.6 We have clear expectations which are consistently applied by all staff.

- 2.7 We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.
- 2.8 We acknowledge that, just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.
- 2.9 We aim to provide all students with opportunities to gain respect for themselves and others and to develop an understanding for each other's needs, feelings and rights, including faith and culture.

3. EXPECTATIONS OF BEHAVIOUR

- 3.1 Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can influence positively through consistent parenting, working together with the school, communicating expectations and encouraging progress at home.
- 3.2 All who learn and work at the Academy are here for a common goal: the imparting of skills and knowledge in a supporting, nurturing environment. In order to assist us in achieving our agreed goals, we expect excellent behaviour from all in our Academy. Only through a calm and sensible learning environment can we achieve our best.
- 3.3 We expect all students of the Academy to meet the following expectations of behaviour:
 - 3.3.1 to treat all members of the Academy with courtesy and consideration in all circumstances, showing respect for everyone;
 - 3.3.2 to model good behaviour, to set an example in their attitude, learning and achievements;
 - 3.3.3 to wear school uniform (students up to Year 11) or follow the dress code both within the Academy and when travelling to and from the Academy. All property and clothing must be marked with the student's name;
 - 3.3.4 any electronic devices or mobile phones brought to the Academy are the sole responsibility of the student or adult. For students up to Year 11 they should remain in a bag, pocket or locker and, if seen, may be confiscated. Parents may be asked to collect confiscated phones;

- 3.3.5 to show respect for the whole Academy environment. This is a non-smoking and non-gum chewing environment; and
- 3.3.6 to aim for 100% attendance and to arrive at the Academy on time.
- 3.4 In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers.
- 3.5 All who learn and work at the Academy are here for a common goal: the imparting of skills and knowledge in a supportive, nurturing environment. In order to assist us to achieve our agreed goals; we expect excellent behaviour from all in our Academy. Only through a calm and sensible learning environment can we achieve our best.
- 3.6 We use the International Baccalaureate Learner Profile – a list of attributes that all learners aspire to continue to develop:
 - 3.6.1 *Balanced* – I look after my mind and body. I try to stay healthy and happy.
 - 3.6.2 *Caring* – I care about people, plants, animals and the earth. I help others and I look after the environment.
 - 3.6.3 *Communicator* – I can share my ideas with others in many ways and in more than one language. I listen to others.
 - 3.6.4 *Inquirer* – I am curious and enjoy learning. I try to find out new things.
 - 3.6.5 *Knowledgeable* – I know about many things and I remember what I have learnt.
 - 3.6.6 *Open-minded* – I listen to other people and respect their ideas.
 - 3.6.7 *Principled* – I tell the truth and I'm fair. I share and play well with others.
 - 3.6.8 *Reflective* – I think about my work. I know when I've done well, and when I could have done better.
 - 3.6.9 *Risk-taker* – I have confidence to try new things. I stand up for the things I believe in.
 - 3.6.10 *Thinker* – I think carefully and show initiative. I make good decisions and I'm a problem solver.

- 3.7 The Learner Profile is reinforced by the curriculum (Primary, Citizenship, and Family Time). During these sessions, staff emphasise various aspects of the curriculum and encourage students to talk through any concerns or worries they have at Academy. These sessions also develop skills such as listening, taking turns and empathy.

4. EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND SAFEGUARDING

- 4.1 The Academy acknowledges that it has specific legal duties:
- 4.1.1 under the Equality Act 2010;
 - 4.1.2 in respect of safeguarding students; and
 - 4.1.3 in respect of students with special educational needs (SEN).
- 4.2 Equal opportunities are a high-profile issue at our Academy. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class or disability is treated as a serious incident. Please see the Academy's separate Equal Opportunities Policy for further details.
- 4.3 The Academy will consider whether a student's behaviour gives cause to suspect that they are suffering, or is likely to suffer, significant harm. Where this may be the case, the Academy will follow its Safeguarding and Child Protection policy.
- 4.4 The Academy will also consider whether a student's behaviour is the result of unmet educational or other needs. The Academy will follow its Special Educational Needs (SEN) policy where appropriate. The Academy will also consider whether a multi-agency assessment is necessary.
- 4.5 For further details, please see the Academy's separate Equal Opportunities, Equality Act 2010, Safeguarding and Child Protection and Special Educational Needs (SEN) policies.

5. BULLYING (REFER TO FULL ANTI-BULLYING POLICY)

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the Academy community. Bullying (i.e. any behaviour which causes psychological or physical harm, in any form or to any degree) is treated as a serious incident and dealt with according to our procedures. We expect all adults in the Academy community to provide a role model of non-threatening behaviour at all times.

6. ADDITIONAL SECONDARY EXPECTATIONS

- 6.1 In the Secondary Academy, in addition to the IB learner profile, the staff and students have worked together to agree 5 clear Expectations.
- 6.2 There are consequences for not adhering to the Expectations. These are set out as 3 Steps and all staff should seek to apply them wherever possible, whilst being aware that there are exceptional circumstances which might result in a more flexible approach.

7. POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

As members of staff we recognise good behaviour and praise it. We also try to model it ourselves. In situations where we need to speak to a student or number of students for breaking the code of conduct, we endeavour to praise the students who are doing what is expected and reward them through the use of merits and other rewards. This provides the other students with an opportunity to reflect on and change their behaviour.

7.1 Primary

- 7.1.1 We also motivate students towards positive behaviour by timetabling every class within Key stage 1 and 2 for circle time and golden time. Golden time is a special time that students have by right. Most students will be rewarded with this method, but they can lose, and earn back, five minute 'bites' of time if they have behaved in an inappropriate way and then appropriately. Circle time allows students to experience activities and discussions about issues and attitudes in a positive and safe environment.
- 7.1.2 A celebration assembly is held each Thursday where 3 students from each class receive a certificate *always doing the right thing*.

7.2 Secondary

7.2.1 Our aim is to recognise and reinforce positive behaviour. We do this by implementing the following incentives:

7.2.1.1 providing on- and off-site reward opportunities;

7.2.1.2 merit certificates and badges;

7.2.1.3 merit point system;

7.2.1.4 celebration assembly;

7.2.1.5 responsibility positions;

7.2.1.6 Caught Doing the Right Thing tickets; and

7.2.1.7 by building individual students' self-esteem wherever and whenever possible.

8. REWARDS SYSTEM

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the Academy. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement to the rest of the Academy. There are several ways of reinforcing positive behaviour within our Academy, as set out below.

8.1 *Merit point system*

8.1.1 Students are rewarded with merit points for excellent work and exemplary behaviour and these are logged on the SIMS database. Negative behaviour points are also logged. Students with a negative point score risk being denied privileges such as taking part in off-site activities.

8.1.2 This system provides students with the opportunity to make amends for poor behaviour and earn back merits. Staff are encouraged to find positives about all students in order to make good negative behaviour.

8.3 *Weekly Assemblies*

Teachers will be encouraged to bring good work, behaviour and achievement to the attention of the Academy at the assemblies.

8.4 Responsibility Positions

8.3.1 Children, as they progress through the Primary School, can also be rewarded with additional responsibilities, i.e. reading partners with younger children, house captains, playground peer mediators, school council members.

8.3.2 Reading partners with KS 1 and 2; School Council, Prefect and House Captains in KS 3, 4 and 5.

9. UNACCEPTABLE BEHAVIOUR

9.1 The following behaviours/items are not permitted or tolerated:

9.1.1 any aggressive or threatening behaviour, verbal or physical, against any member of the school community;

9.1.2 smoking on the Academy site;

9.1.3 the taking or bringing of illegal drugs onto the Academy premises;

9.1.4 the bringing in of any potentially offensive weapon;

9.1.5 the chewing of gum;

9.1.6 the use of any electronic items in school;

9.1.7 the use of mobile 'phones. If visible to staff they may be confiscated; and

9.1.8 theft of and damage to school property (vandalism).

9.2 Minor Incidents

9.2.1 Minor incidents of disruption or unacceptable behaviour dealt with using the merit/demerit system, short detentions, phone calls home or liaison with the Guardian or Head of Year.

9.3 Persistent and Medium Range Incidents

9.3.1 These incidents must be recorded in the Academy SIMS system.

9.3.2 Unacceptable behaviour in this category includes:

9.3.2.1 persistent minor incidents as above;

- 9.3.2.2 rudeness to staff;
- 9.3.2.3 malicious accusations against Academy staff;
- 9.3.2.4 verbally aggressive behaviour to another student; and
- 9.3.2.5 being continually off-task.

9.3.3 Sanctions include:

- 9.3.3.1 meeting with student;
- 9.3.3.2 contact with parents/carers by phone, letter, report;
- 9.3.3.3 subject teacher detention;
- 9.3.3.4 subject leader detention following having been timed out from a lesson
- 9.3.3.5 referral to the Pastoral Team for concerns including repeated time outs during the course of a term. This will result in an internal exclusion.

9.4 Serious Incidents

9.4.1 Serious incidents include:

- 9.4.1.1 truancy from the Academy and lessons;
- 9.4.1.2 Refusing to follow instructions;
- 9.4.1.3 extreme rudeness to staff;
- 9.4.1.4 more serious malicious accusations against school staff;
- 9.4.1.5 aggressive behaviour;
- 9.4.1.6 smoking;
- 9.4.1.7 refusal to comply with other sanctions;
- 9.4.1.8 theft; and
- 9.4.1.9 bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy).

9.4.2 Sanctions include:

- 9.4.2.1 removal from class/activity;
- 9.4.2.2 loss of privileges;

- 9.4.2.3 meeting with parents/carers;
- 9.4.2.4 report;
- 9.4.2.5 Head of House detention; internal exclusion;
- 9.4.2.6 fixed term exclusion; and
- 9.4.2.7 referral to Saint David's Centre.

9.5 Very Serious Incidents

9.5.1 Very serious incidents are dealt with by the Director of Learning: Pastoral in agreement with the Headteacher or Executive Director. They include:

- 9.5.1.1 repetition of the above;
- 9.5.1.2 serious incidents of bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy);
- 9.5.1.3 sexual contact;
- 9.5.1.4 harassment (for example, harassment relating to a person's disability, race, religion or belief, sex, or sexual orientation);
- 9.5.1.5 verbal or physical aggression towards another student;
- 9.5.1.6 fighting;
- 9.5.1.7 bringing dangerous items to school (such as laser pens, pellet guns or fireworks (this list is not exhaustive));
- 9.5.1.8 involvement with drugs or alcohol (see Drugs and Alcohol Abuse policy);
- 9.5.1.9 very serious malicious accusations against Academy staff; and
- 9.5.1.10 verbal or physical aggression towards a member of staff, which will be treated with the utmost severity.

9.5.2 Sanctions include:

- 9.5.2.1 parent meeting;
- 9.5.2.2 internal exclusion;

- 9.5.2.3 Pastoral Support Plan (PSP);
- 9.5.2.4 fixed term exclusion;
- 9.5.2.5 referral to Saint David's Centre; and
- 9.5.2.6 permanent exclusion.

10. DETERMINING SANCTIONS

- 10.1 The Academy will permanently exclude a student for the following:
 - 10.1.1 Having an offensive weapon in school;
 - 10.1.2 Possession of illegal drugs in school;
 - 10.1.3 Supply or intent to supply illegal drugs in or out of school;
 - 10.1.4 Assaulting a member of staff;in all but exceptional circumstances.
- 10.2 Other serious incidents may result in permanent exclusion of a fixed-term exclusion of up to 45 days.
- 10.3 The Academy will determine which sanction is reasonable and proportionate in all the circumstances, taking into account the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

11. DETENTION: THE LAW AND HOW TO APPLY IT

- 11.1 Detention is one of the sanctions Academies can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives Academies authority to detain students after the end of a Academy session on disciplinary grounds.
- 11.2 All Academies, except independent and non -maintained special Academies, have clear legal authority to detain students without the consent of the parent. There is no risk of a legal action for false imprisonment if a student is kept at Academy after the session without parental consent. This covers both lunchtime and after Academy detentions. However, before a Academy introduces detention as a sanction, the head teacher must make all parents and carers, students and staff aware that teachers may use detention. Parents and carers of students admitted during the Academy year must also be told about the policy. If the head teacher has made all reasonable efforts to make the

policy known, parents and carers should not be able to challenge the lawfulness of detention because they were unaware of it.

11.3 The law safeguard children's and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Academies do not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Detentions may only be imposed by a head teacher or another teacher specifically or generally authorised to do so. They should take account of:

11.3.1 the child's age;

11.3.2 any special educational needs;

11.3.3 any religious requirements; and

11.3.4 whether the parent can reasonably arrange for a child to get home from Academy after the detention.

11.4 **Written notice**

11.4.1 It is the Academy's policy to give parents notice of after Academy detentions that are longer than 15 minutes either via telephone or in writing, so allowing time for the parent to raise any problems. A notice to a parent should say:

11.4.1.1 that their child has been given a detention;

11.4.1.2 why detention was given; and

11.4.1.3 when, where and how long the child will have to remain at Academy.

11.4.2 Parents and carers objecting to a detention should present the relevant facts for the Academy to take into account. Examples of such facts should be:

11.4.2.1 that the detention is on a day of religious observance for the family;

11.4.2.2 concern about the length and safety of the walking route between the Academy and the child's home; or

11.4.2.3 the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.

11.4.3 The detention could be revoked altogether or deferred because of the parent's representations.

11.5 Parental complaint about detention

11.5.1 The Headteacher, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the Headteacher and the Governing Body under the Academy's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A Governing Body has no power to overturn a decision if they consider a complaint before the detention takes place.

11.5.2 A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher or the Governing Body, or both.

11.6 Method of notifying the parent

11.6.1 The law allows notice of a detention to be given to a student's parent in various ways including:

11.6.1.1 handing it to the parent;

11.6.1.2 delivering or posting it to their last known address; or

11.6.1.3 any other effective method such as 'student post', with a telephone call to the parent, or an e-mail.

11.6.2 It should normally be unnecessary for a Headteacher to have to arrange for notice of detention to be served personally on the parent or to obtain acknowledgement of its delivery. This would mean that a Academy could never reasonably detain a student whose parent deliberately avoided receiving the notice or refused to respond to it. If the Headteacher has given the parent, whom the Academy believes has custody of the child, notice of a detention; the Headteacher should assume that the parent has received this even if there has been no response. Ensure that parents not only receive but understand the requirements – for example new arrivals (including refugees or people seeking asylum) who may not be aware of the Academy's rules or understand the education system in their child's new Academy.

11.7 Who should receive the notice

Notice must be given to the parent. Notifying one person who has parental responsibility for a child, even if more than one person has custody of the child, should be adequate. A Headteacher who knew that a child of separated parents and carers lived with the mother, who complies with the requirement by giving notice only to the mother, but arguably not by giving notice to the father alone. The Courts could be expected to apply a common sense approach to the notice requirement. If a Headteacher had taken all reasonable steps to give notice to the parent with whom the child lived, it is doubtful whether a Court would be sympathetic to a false imprisonment claim based simply on the fact the Headteacher should also have given notice to someone else.

11.8 Failure to attend a detention

If a student fails to attend an after-session detention for a disciplinary offence without reasonable excuse, the Headteacher should decide how to deal with the absence and the original misbehaviour, normally with a more severe sanction.

11.9 Circumstances for not detaining a student

For certain children a detention might never be reasonable however bad their conduct. For example, an after-Academy detention could probably not reasonably be imposed on a child who lived far from Academy, if the student's only means of travelling home was on a bus leaving at the end of the Academy day and there was no other way the student could get home. However, the onus is on parents and carers to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the detention. If after-Academy detention is not possible, the Headteacher (or other authorised teacher taking the detention) could consider detention at lunchtime or another suitable sanction.

11.10 Responsibility for travel arrangements

Although the Academy must have regard to the availability of suitable travel arrangements after a detention, the responsibility for making those arrangements lies with the parent. The Academy does not have to pay.

11.11 Detaining young children

In principle, there is no reason why a young child, including one under compulsory Academy age, should not be given detention. However, it could be difficult to justify the detention of a very young child as the student's age would be one of the special circumstances which the Headteacher must by law consider.

11.12 Responsibility for care and safety of children detained

11.12.1 Teachers have a duty to take reasonable care of students at Academy. If a child is injured because a teacher is negligent, the parent could take an action of negligence against both the teacher responsible and the employer (either the LEA or the Governing Body) under the legal principle of vicarious liability. Academies should also consider carefully the issues of supervision where a single child is detained.

11.12.2 A child injured going home from Academy after being kept in detention could theoretically have a claim in damages against the Academy if the child or parent could prove that:

11.12.2.1 the Academy's duty of care extended to ensuring the child could get home safely;

11.12.2.2 in the circumstances of the case, they had negligently failed to carry out that duty; and

11.12.2.3 the injury was a direct result of that negligence.

11.12.3 If, for example, an unsupervised young child was knocked down crossing a busy road outside the Academy after a detention, but someone at the Academy would normally have supervised the child crossing the road at the end of the Academy day, this could be negligence.

11.12.4 However, the LEA or Governing Body would not be liable for any accident that happened to the child on the way home after a detention. To succeed in a negligence action, the child or parent would have to prove all three points in paragraph 19 above.

11.13 Early morning, Saturday and holiday ‘detentions’

11.12.5 The law allows Academies to use detentions other than at lunchtime or after Academy. For Saturday morning, early morning, or holiday detentions that students attend voluntarily, there can be no question of false imprisonment. Such detentions depend on the co-operation of the student and parent.

11.14 Use of time

11.12.6 The time a student spends in detention should be used constructively and to best effect. Teachers should consider appropriate work for students to undertake during the detention.

11.15 Records

11.12.7 Academies should keep a written record of any detention and the reasons for imposing it, in case parents or carers bring a legal challenge.

12. PROCEDURE FOR EXCLUSIONS

The decision to exclude should not be made in haste. Where exclusion is being considered all evidence should be carefully considered and the decision communicated to parents/carers by telephone in the first instance to be followed by a letter. (The Academy will make reasonable effort to communicate by telephone.) If an exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above on the following day.

13. BEHAVIOURAL NEEDS

13.1 We have a responsibility to cater for students with a variety of needs, from the most able to the least from the best-behaved to the worst.

13.2 Within each of our classes we have students with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those students with specific needs to conform to the standards expected within our Academy we must be flexible in our approach to dealing with them, using a range of strategies.

13.3 We endeavour to use assertive discipline – giving clear, sensible and consistent messages about what is expected of all our

students, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the Academy community, our approach to behaviour management is viewed in the same way as in other areas of Academy life, with appropriate differentiation and adherence to equal opportunities, giving each student every chance to achieve success at a level appropriate to his/her capabilities and needs.

- 13.4 The above policy is not a practice statement. The Academy will judge each individual act on its own merits and deal with it accordingly.

14. RESPONSIBILITIES

14.1 Governors' Responsibilities

Governors' responsibilities under this policy are to:

- 14.1.1 monitor the working environment when visiting the Academy site;
- 14.1.2 designate a Governor to monitor students placed in isolation or on alternative curriculum packages;
- 14.1.3 ensure that the budget allows for adequate resources to implement rewards and incentives across the Academy; and
- 14.1.4 play a part in celebrating student success by attending the annual celebration of achievement.

14.2 Executive Director's Responsibilities

The Executive Director takes overall responsibility for the implementation and monitoring of this Policy by:

- 14.2.1 line managing the Leadership Team;
- 14.2.2 providing a good role model in dealing with staff, students and the community;
- 14.2.3 establishing clear expectations through assemblies, communications with staff, students & the community, and by taking responsibility for serious behaviour issues;
- 14.2.4 ensuring that the Academy has clear systems for recording and reporting issues and that staffing is in place for an effective response; and

- 14.2.5 taking a lead in recognising student achievement, coordinating an annual celebration of achievement, contacting families as appropriate and ensuring that there are adequate resources to implement rewards and incentives across the Academy.

14.3 Leadership Team's Responsibilities

The Leadership Team's responsibilities under this Policy are to:

- 14.3.1 communicate effectively with each other and make the Executive Director aware of serious issues;
- 14.3.2 support colleagues by accepting responsibility for student behaviour within their areas and by being visible within those areas and across the Academy as a whole;
- 14.3.3 develop common systems for rewarding and highlighting student success;
- 14.3.4 ensure that internal reports are completed and that action is taken;
- 14.3.5 provide opportunities for students to become involved in activities and encourage them to participate in them and to take responsibility for their environment;
- 14.3.6 regularly inform parents/carers of student success and involve them in issues as necessary; and
- 14.3.7 co-ordinate common systems for rewarding students to promote a healthy and safe ethos.

14.4 Teachers' Responsibilities

Teachers' responsibilities under this Policy are to:

- 14.4.1 accept responsibility for student behaviour in lessons;
- 14.4.2 involve students where appropriate in the running of the lesson;
- 14.4.3 treat students with respect, praising, thanking and rewarding them for their achievements;
- 14.4.4 communicate achievements to parents;
- 14.4.5 relate issues of inappropriate behaviour to their impact upon their achievement;
- 14.4.6 apply sanctions as appropriate;

14.4.7 complete internal reports record issues and action taken and pass on to the appropriate person; and

14.4.8 model appropriate behaviour and challenge students who are not meeting expectations.

14.5 Students' Responsibilities

Students' responsibilities under this Policy are to:

14.5.1 respect the rights of all other site users to feel safe and to work and learn; and

14.5.2 be proud of their successes as well as those of others and celebrate them.

14.6 Parents' Responsibilities

Parents are responsible for supporting their children by:

14.6.1 recognising achievement;

14.6.2 attending meetings organised by the Academy; and

14.6.3 supporting the Academy in resolving issues.