

Ebbfleet Academy

Behaviour Policy for Disruption Free Learning

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Ebbsfleet Academy Behaviour Policy

Introduction

Ebbsfleet Academy is committed to the very highest standards of behaviour. Our promise to all students, their parents/carers, and to our staff is that classrooms in Ebbsfleet Academy will be disruption free learning environments. A high quality education is a child's most precious resource, with their future academic and life outcomes being largely dependent on the quality of their teaching and learning experience while at school; it is quite simply every student's right to study in an environment that is quiet, calm and purposeful. High quality teaching and learning happens in disruption free environments, therefore we will not allow any student to disrupt that learning experience. This policy is based around our three school rules: Be Ready, Work Hard, Be Nice.

This policy sets out our behaviour expectations and it describes the Academy's procedures for managing behaviour and dealing incidents which fall short of our required standard. In setting out our policy, we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

Legislation

This policy should also be read alongside the following guidance:

- [Keeping children safe in education 2021 Statutory guidance for schools and colleges September 2023](#)
- [Behaviour and discipline in schools: Advice for headteachers and school staff January 2022](#)
- [Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013](#)
- [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022](#)
- [Suspension and Permanent Exclusion guidance May 2023.pdf](#)

Academy Rules

Our rules apply to all students not only when they are on the premises but also on their way to and from school. When our students are outside school they are ambassadors for Ebbsfleet Academy. Therefore, we will take action against any student who behaves in a way that brings the Academy into disrepute, irrespective of where and when such misbehaviour occurs.

Students must:

- Arrive to school on time
- Wear full school uniform
- Carry their Ebbsfleet bag with all their belongings and equipment
- Be lined up in the designated area in the playground at **8.25am** every morning
- Corridors should be quiet and noise should not disrupt others
- Be polite and greet teachers with 'good morning' or 'good afternoon'
- During lessons, students must enter the classroom in silence
- Sit according to the seating plan – bags under the desk, coats on the back of the chair, equipment and Chromebooks on the desk
- Immediately complete the 'Do now' task
- Students must; write in black pen, use green pen for feedback tasks, pencil for diagrams and underline dates and titles with a ruler
- Work in silence unless asked to participate in a discussion activity by the teacher
- Work hard, producing a good quality and quantity of work
- Adhere to our three routines for learning in every lesson. These are;

1. Respond to 3,2,1 Learn when asked to do so and listen in silence whilst the member of staff leading the lesson speaks
2. Ruler Reading - When reading a text in class put both hands on a ruler. Read along with the speaker, moving the ruler down as you speak,
Be prepared to take over if your name is called
I say, you say - The teacher says something, then you repeat it,
Pay close attention to pronunciation; especially in Spanish and French
 - Raise their hand to ask a question without calling out
 - Work exceptionally hard without disrupting any other student's learning
 - Stand behind their chairs in silence and wait for dismissal
 - Leave the room tidy
 - Leave the class in silence and walk directly to the next lesson

Outside of lessons

- Only eat their food in the canteen
- Only play active games in the designated spaces at break and lunchtimes
- Never fight. Physical contact is not allowed under any circumstances

Attendance

The Academy has a statutory responsibility to ensure that every child on-roll is safe by recording their daily attendance at morning and afternoon registration and monitoring their physical and emotional well-being during the day. All children have the right to access education every day of the academic year. This enables them to believe, achieve and succeed in all aspects of academy life. Positive life outcomes are fundamentally linked to excellent attendance and punctuality. All parents or carers have a legal duty to ensure that their children attend school regularly and arrive on time. It is an offence in law to permit absence without good reason and may result in prosecution under the Anti-Social Behaviour Act 2003 and under Section 444 of the Education Act 1996.

Poor punctuality is not acceptable. When a pupil starts the day late, this has a negative impact on their learning, the learning of others and encourages a culture of poor punctuality across the Academy. Lateness to school and lateness to lessons will be sanctioned according to the consequences ladder.

Disruption

Disruption is defined as any deliberate student action that interrupts the flow of the lesson and interrupts the learning. It is not possible to provide an exhaustive list, but examples could be a student arriving late to class without a valid explanation, calling out or talking during silent working time, or not engaging in the learning task set without good reason. Students will be reminded of what constitutes disruption at the start of every lesson, until this becomes universally understood.

Achievement Points

Students are all expected to follow the expectations set out above, but those who exceed these by going above and beyond in their attitude, effort or contribution will be awarded achievement points through our behaviour logging system, Bromcom. Students, Parents/Carers and staff will be able to see these achievement points live, as they are added via the My Child At School (MCAS) app.

Remind:

First Disruption

If a student fails to meet any of these simple expectations the member of staff leading the lesson will briefly explain to the student why they have received this formal warning. At this stage, the student has a choice to correct their behaviour, and staff may choose to move the student within the classroom to support positive behaviour for the remainder of the lesson. If a student has a time out procedure that has

been agreed with the student in support of any SEND or behaviour management support strategies, then this must be enacted before a second incident.

Reinforce:

Second Disruption (Subject Detention)

If a student disrupts a lesson on a second occasion, including arguing about the initial reminder there will be a clear and direct message about how the student can be successful. Class teachers will set a subject detention for disrupting the learning.

Remove:

Third Disruption (Removed to the College Isolation Classroom)

If a student disrupts a lesson on a third occasion, the teacher will address this by summoning 'on call'. On call staff will remove the student from the lesson so the learning of others is not impacted further.

The student will be collected and taken to their college isolation classroom. Failure or refusal to go to the College Isolation classroom will result in the sanction being escalated, as follows:

- If the student refuses the instruction of the on-call teacher, the student will be taken to their College Leadership team.
- The student will be isolated with a member of the College Leadership Team for at least the remainder of the day.
- If the student fails to comply with the standards expected whilst being isolated they will be given a fixed term suspension.
- On their return, they will need to have a re-admittance meeting with parents/carers,
- Parents/carers will be expected to sign the home/school agreement which states that if their child is suspended they must be available to attend a re-admittance meeting if required.

Bypassing the Warning Stage

In the event that a student is involved in a more extreme act or event within a lesson, the initial warning will be bypassed and the student will be removed from the lesson and sent to the college isolation classroom without being given a second chance. Such events would include, but not be limited to:

- Direct swearing at a teacher or peer
- Dangerous behaviour
- Deliberately damaging school equipment
- Any actions involving verbal abuse or physical assault or possession of drugs/weapons will be dealt with extremely seriously, with such incidents being referred directly to the Leadership Team for a decision to be made on a sanction.

The College Isolation Classroom

When a student arrives at the college isolation classroom, they will be greeted by the Pastoral Leader. Students will be directed to work in the college isolation classroom in silence and complete a task sheet before starting learning. Some students may be upset or frustrated when they first arrive at the college isolation classroom and will need time to calm down. They will be given this quiet time to reflect in the college isolation Area. Once calm they will be asked to enter. They will then log on to their Google Classroom and complete work for the remainder of the day.

Structure of the day in the College Isolation Classroom

While in the college isolation classroom, students are expected to work diligently on their lessons in silence, raising their hand to ask a question. If a student does not engage with these expectations, they will receive two warnings and on the third occasion they will have failed the college isolation classroom. The student will then be isolated with a member of their College Leadership team for the remainder of the day. If this is not successful then the student will receive a fixed term suspension. A member of the College team will make contact home and process the fixed term suspension. Reasonable adjustments, including a change of seat and

a reflective conversation, will be put in place for students with SEND where these are part of their Support Plan.

Students who are sent to the college isolation classroom during periods 1-4 will return to their usual lessons the next day. If they are sent during period 5, they will also spend period 1, 2 and break the following day in the college isolation classroom. This is so that there is a disincentive for choosing to misbehave during the final lesson of the day.

Conversations with Staff

If a student is sent to the college isolation classroom the member of staff who sent the student will be welcome to meet with them at the end of the day for a conversation where they will discuss what went wrong, why the student disrupted learning and what needs to be done differently next lesson. To allow this to take place, students sent to the college isolation classroom will be required to remain in the Academy until 3.45pm that day.

Reasonable Adjustments

Under the Equality Act of 2010, all colleges must make reasonable adjustments for young people with SEND. This is to prevent them being put at a substantial disadvantage.

Ebbsfleet Academy will make the following reasonable adjustments;

- Individualised sanctions
- Shorter time spent in the college isolation classroom (2 lessons)
- Alternative venues (HUB/LRC)
- Endeavour interventions to supersede the college isolation classroom
- Reflection time with a Pastoral Leader/LSA/SEND leaders

Banned Items

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. [DFE Searching, Screening and Confiscation](#)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.
- An item which poses a threat to others, e.g. a laser pen
- An item which poses a threat to good order for learning, e.g. smart watch or mobile phone (these are to be switched off and stored in bags)
- An item which is against academy uniform rules, e.g. rings, bracelets, baseball caps, hooded tops
- An item which poses a health or safety threat, e.g. items of jewellery, aerosol cans
- The following food and drink items will be disposed of and not returned: fizzy drinks, energy drinks,

chewing gum

This list is not exhaustive.

Students may be searched to ascertain whether they are in possession of banned items, school staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. The school will confiscate all banned items.

Confiscated items will be stored by the academy for up to one month or the end of the module whichever comes first. All members of staff can confiscate and should bring the item to their pastoral leader for the college. If a teacher wishes to confiscate a phone, they should use the on call system to seek the support of the Leadership Team.

All confiscated items will be held for the duration of the length of a school term and only returned after a meeting with the parent/carer. Prohibited items are never returned to students and rarely to parents. In fact, it is illegal for a student to bring any of the prohibited items into school and we therefore refer such matters (weapons, knives and extreme or child pornography) to the Police. Regardless of whether a case is referred to Police the school will impose its own sanctions as appropriate as well as confiscating the prohibited item/s.

Detentions (Detentions do not take place on Wednesdays)

Subject Detentions 3.15pm - 3.45pm (Monday, Tuesday, Thursday, Friday)

Subject detentions are set to address incidents of poor behaviour which go against the school rule of 'Work Hard'. Students may be issued with a subject detention for the following reasons (not exhaustive list);

- Student warned a second time for disruption (reinforce stage)
- Lack of class work
- Lack of effort
- Doodling/poor presentation
- Misuse of chromebook
- Lateness to lesson (over 3 minutes)

College Detention 3.15pm - 3.45pm (Monday, Tuesday, Thursday, Friday)

College detentions are set to address incidents of poor behaviour outside the classroom or which go against the school rules of 'Be Ready, Be Nice'. Students may be issued with a College detention for the following reasons (not an exhaustive list);

- Late to lesson
- Uniform infringement
- Misbehaviour at lunch and break
- Corridor misbehaviour
- Eating outside the canteen
- Lack of equipment
- Late to school
- Unkindness

Leadership Detentions 3.15pm - 4.15pm (Monday, Tuesday, Thursday, Friday)

- Late to school and receiving either a College or Subject detention
- Refusing to attend a detention (first offence)
- Internal or external truancy

Serious incidents

Senior staff will investigate any serious incidents and respond in line with the behaviour policy. Serious

incidents are likely to result in internal isolation, alternative provision at another Academy or suspension. This will depend on the context and nature of the event. The following list under isolation and suspension provide examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion in line with the code of conduct and behaviour policies.

Isolation (includes detention until 3.45pm)

To avoid a suspension the academy may choose to isolate a student. Incidents of poor behaviour which will lead to a students being isolated include (not exhaustive list):

- Refusing to attend a detention (second offence), will be placed in isolation from P4 until the end of their Leadership Team Detention
- Refusing to attend a detention (Third offence), will be placed in isolation for the entire day until the end of their Leadership Team Detention
- Bringing the academy into disrepute
- Serious breach of behaviour policy
- Bullying/Discriminatory behaviour
- Smoking/ possession of smoking items including vapes
- Fighting/Physical assault/ Dangerous, violent or threatening behaviour
- Uniform infringement
- Truancy

*In exceptional circumstances a student may be required to attend and complete their period of isolation at another Leigh Academy Trust school.

Suspension

The Principal may suspend a student for up to 45 days within an academic year. The length of the suspension will reflect the seriousness of the incident and allow students time to reflect. Any period of suspension longer than 5 days will result in the Local Authority providing education provision. Work will be provided via Google Classroom. Incidents of poor behaviour include (not exhaustive list);

- Refusal to comply with the On-Call system
- Refusal to comply with Isolation expectations
- A single instance of extreme misconduct, as determined by the Principal
- A failure to improve conduct following previous Fixed Term suspensions
- Only the Principal of the Academy can suspend a pupil and this must be on disciplinary grounds
- The behaviour of a pupil outside school can be considered grounds for a suspension
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently
- A fixed-period suspension does not have to be for a continuous period and can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period
- The decision to suspend a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension
- We have the power to direct a pupil off-site for education to improve their behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of suspension will never be used to influence parents to remove their child from the school.

Return from Suspension

Students must attend the Academy in full school uniform with their parents/carers for a reintegration meeting. This must take place before students can rejoin the learning with their peers. Meetings will be

contacted by senior leaders of the College. Any students returning from a suspension will be placed on a monitoring report, and students will be monitored regularly by the College staff.

Managed Move/Alternative Provision

If a student is unable to improve their conduct following previous fixed term suspensions the Academy may offer a managed move to another local Academy. This is an intervention that will give the student a fresh start, allowing that student to be successful in a new environment. If successful, students are placed on roll at the other Academy. This move is monitored closely and is usually reviewed after 4, 8 and 12 weeks.

If a managed move fails the student will return to Ebbsfleet Academy. At this point a decision will be made to see if it is appropriate to refer the student to North West Kent Alternative Provision Service (NWKAPS) for a period of respite (approximately 13 weeks - KS3 students) or a permanent place on an alternative curriculum program (KS4 students). If these are not appropriate or successful the student may be at risk of permanent exclusion.

Permanent Exclusion

In addition to the rules above it is important to list the serious behaviour categories that could lead to a permanent exclusion, even for a first or one-off offence.

These include:

- Carrying an offensive weapon, including any type of knife
- Possession of any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Handling, using or supplying (illegal) drugs, solvents or alcohol at any time
- Aggression/assault, intimidation or threatening behaviour towards staff
- Serious actual or threatened violence against another student
- Sexual harassment, online sexual abuse and sexual violence (including sexualised language) or possession/distribution of pornographic/obscene images
- Engaging in any type of behaviour or act that is designed to (or has the potential to) cause offence to others because of their disability, race (including colour, nationality, ethnic or national origin), gender, sex, sexual orientation, religion or belief, disability or other protected characteristics
- Persistent defiant misbehaviour
- Engaging in behaviour which damages the reputation of the school.

Please note that the above is not an exhaustive list

Students who are found to make malicious allegations or accusations against school staff can expect a strong disciplinary action against them, which could be a permanent exclusion.

Expectations outside of the Academy

Section 89(5) of the Education and Inspections Act 2006 gives the Academy a specific statutory power to regulate students' behaviour outside of the Academy premises and to discipline students for misbehaviour. When in public places, students are expected to act as ambassadors for the Academy and ensure that, through their conduct, the Academy's reputation is enhanced.

Students should be particularly mindful of the following:

- Anti-social behaviour e.g. littering, boisterous behaviour, physical assault, excessive and unnecessary noise
- Sexually inappropriate behaviour
- Misuse of digital devices, including social media and chromebooks
- Illegal activities, such as smoking and vaping are not permitted on the way to or from the academy, or during lunchtimes
- Buses – when waiting for a bus, students should queue sensibly. When on a bus, they must behave

sensibly and show courtesy towards the driver and members of the public

- The local shops – sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners
- Safety – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass by in the opposite direction
- Language – the use of loud and offensive language in public spaces is unacceptable
- Uniform – full academy uniform must be worn at all times when in public

Any misbehaviour which occurs outside of the Academy, and where the student is identifiable as a member of the Academy, and which is brought to the attention of the Academy will be dealt with in the same way as if that poor behaviour had occurred on the Academy site.

Abuse or intimidation of staff outside the Academy

Members of our Academy staff have the same rights of protection from threat as any citizen in a public place. The Academy will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the Academy site and when not under the lawful control or charge of a member of staff of the Academy. The Academy will always take such matters seriously and apply rigorous sanctions.

The Home School Agreement

See Appendix 2

Working with Home to Promote Positive Behaviour

Sections 110 and 111 of the School Standards and Framework Act (1998) requires all schools to have in place a Home-School Agreement. Ebbsfleet Academy's Home School Agreement outlines the obligations of the parent/carer, student and the Academy, including those relating to behaviour.

Parents/carers have a clear role in making sure their children conduct themselves appropriately at the Academy. If they do not, the Academy may ask the parents to sign a parenting contract or may apply for a court-imposed parenting order.

Be Ready, Work Hard, Be Nice

Remind

You will be given a warning and brief explanation of how you can correct your behaviour



This will be recorded by your teacher

Reinforce

If you disrupt the lesson again an R will be added next to your name. This includes arguing about the initial reminder



You will be set a Subject Detention (3.15pm – 3.45pm)

Remove

Further disruption will result in the On Call teacher removing you from the lesson



Taken to the College Isolation room
College Detention (3.15pm – 3.45pm)

Refusal to work in the College Isolation Room

You will receive a reminder warning. Refusal to work for a second time will lead to a suspension for the remainder of the school day



Taken to your College Leadership / may lead to a fixed term suspension

Successful education is founded upon a partnership between the academy, students and parents. Ebbsfleet Academy is committed to raising and maintaining high standards in work, behaviour and attitude. In return all students accepted by Ebbsfleet Academy, and their parents, are expected to give a clear undertaking to meet the standards required and to observe the standards, expectations and routines of the academy.

As Principal, I commit the Academy to:

- Ensuring, through the provision of the best possible teaching, curriculum and pastoral support, that every child is able to reach his or her full potential
- Providing a disruption free safe and supportive learning environment
- Listening to and responding to the needs and concerns of students
- Keeping parents and carers informed and involved in their child's education
- Provide enrichment and extracurricular activities
- Provide regular home learning opportunities in all subjects
- Provide reports and review twice each academic year
- At least one parents' evening meeting each year

Signed: Ms Gurjit Kaur Shergill, Principal

As a parent/carer, I commit myself to:

- Ensure my child attends school every day and arrives punctually, in full academy uniform and with all necessary equipment, including regulation shoes and PE kit
- Inform the academy each day of any student absence.
- Ensure both myself and my child show respect to academy staff at all times.
- Ensure I allow my child to take responsibility for their actions.
- Ensure I support my child to become a more resilient individual.
- Support and work with the academy to encourage a positive attitude to education
- Ensure I am supporting my child to develop their understanding of the various IB Learner Profiles
- Avoid family holidays during academy term-time
- Make time to talk and listen to my child, discuss home learning, when appropriate, and give positive support to efforts and progress my child has made
- Attend parents' meetings and academy functions, in which my child is involved, and any special appointments, as requested
- Let the academy know if there are any factors which may affect my child's performance
- Support the academy's Behaviour Policy for Disruption Free Learning, including sanctions such as detentions.
- Pay for the replacement of any damaged, or lost books, or equipment
- Pay for the repair of any damage caused by my child
- Support my child in full-time education or training to 18

I confirm that I have re-read, or will read the Acceptable Use of Technology Policy, available on our website, and agree to the statements within this document

Signed: Print name: Date:

As a student, I commit myself to:


- The three rules of: Be Ready, Work Hard, Be Nice
- Attend the Academy every day, punctually and in full academy uniform worn correctly
- Arrive at lessons on time and with the appropriate equipment
- Focus on my studies and working to the best of my ability at all times
- Abide by the Ebbsfleet Academy Behaviour Policy for disruption free learning
- Complete home learning tasks to the best of my ability and handing it in by the deadline
- Show kindness and respect towards all members of the academy community and the environment
- Report any incidents of bullying to a member of staff
- Follow any instruction given by an adult first time and without complaint
- Always act responsibly, sensibly and maturely
- Act as an ambassador for our Academy in and outside of school

I confirm that I have read, or will read the Acceptable Use of Technology Policy, available on our website, and agree to the statements within this document

Signed: Print name: Date:

Reviewed annually by SLT/Ratified by the Ebbsfleet Governing Body

Appendix 3 - The Ebbsfleet Way



The Ebbsfleet Way

All lessons must include:

- 1 Do Now**
 - Retrieval from the previous lesson and linked to the recall of knowledge and literacy development
 - 5 minutes
 - Green pen marked
 - In silence
- 2 Lesson Purpose made clear from the outset**
 - Why this? Why now?
 - Links made to previous learning, and where appropriate, future learning
- 3 An aspect of UDL**
 - To be apparent in a part of the lesson OR home learning
 - Scaffolded to allow success
- 4 Targeted Questioning**
 - No hands up
 - No opt out
 - Adapted to allow success
 - Delivered supportively
- 5 Planned use of IT to enhance learning**
 - Chromebooks (at teacher direction)
 - Visualisers (for all classrooms)
 - AFL
 - Extended research tasks
- 6 Planning to meet the needs of all learners**
 - Seating plans to show SEND / PP / EAL / (HPA students)
 - Tasks adapted to allow success for all learners
- 7 Pace**
 - That engages learners
 - That does not allow for passivity
- 8 AFL**
 - Through targeted questioning
 - Through verbal feedback
 - Through live marking (Red pen)
 - That develops the understanding of learners in the classroom (student improvements in Green pen)
 - That is intentional and has an impact
 - AFL through marked assessments with evidence of students' response to set FIT task recorded in Record of Progress Folders
 - AFL through students' ability to articulate their progress and what they need to improve
- 9 An element of extended writing / independent learning**
 - That is scaffolded to allow progress for all learners
 - That uses key vocabulary
 - That allows learners to be independent in their working & appropriately challenged
 - Students must actively engage in challenging tasks to apply their knowledge and understanding in every lesson
- 10 Teachers who model excellence through:**
 - Use of academic language
 - Accuracy with literacy
 - Enthusiasm
 - Demonstration of subject knowledge
 - Housekeeping of exercise books and folders - front covers completed accurately and remain updated with information
 - Well established routines including a plenary at the end of each lesson to review and recap learning
- 11 DFL both in the classroom and the corridors**
 - All staff on doors at all changeovers
 - Students welcomed into the classroom
 - Students dismissed in a calm, orderly fashion
 - Disruption free learning is enforced through Remind / Reinforce / Remove
- 12 Home learning is used to develop student knowledge and understanding**
 - Is set and explained on Google Classroom
 - Is explained clearly in the lesson
 - Is something students routinely do
 - Is rewarded by the classroom teacher when it is done well and with effort
 - Is sanctioned by the classroom teacher for a lack of effort or submission

Correct Equipment

- Two black pens
- A green pen
- Chromebook (90% charged or above)
- A highlighter
- A pencil, a rubber and a pencil sharpener
- A ruler
- A pencil case
- A reading book
- A scientific calculator
- A geometry set

Appendix 4 - Above and Beyond recognition

Reward	Used in cases of...
Achievement Point	<ul style="list-style-type: none"> ● Modelling any of the IB learner attributes or attitudes to learning skills <ul style="list-style-type: none"> ○ Inquirers / Knowledgeable / Thinkers / Communicators / Principled ○ Open-minded / Caring / Risk-takers / Balanced / Reflective ○ Communication / Social / Self Management / Research / Thinking ● Exceptional improvement ● Demonstrating a passion for learning ● Outstanding service to the Ebbsfleet family and our local community ● 100% attendance and punctuality for the week
Recognition boards	<p>Students displayed on our 100% attendance boards</p> <p>Top achievers from the previous week are celebrated in tutor time information slides</p>
Weekly Achievement Email	Any student who has received 5 or more achievements points in a week has an email sent home to their parents.
Phone call home	Any reason deemed to be appropriate by your subject teacher, Tutor or Head of Key Stage
Postcard home / Thank you note	Any reason deemed to be appropriate by your subject teacher, Tutor or Head of Key Stage
IB Learner Profile wristbands (KS3)	For a one off/consistently demonstrating one of the IB Learner Profile attributes (see above)
Excellence Award	Awarded for an outstanding piece of class work or assessment. Equivalent to 5 achievement points.
Principal's Commendation (and letter home)	Following a referral to the Principal by any member of staff
Achievement Assembly Certificate	<p>Being in the Top 10 of the College Points League</p> <p>Head of Key Stage award</p> <p>Principal's Award</p> <p>100% attendance and punctuality for the previous two modules</p>
Key to Success Badges	<p>For being awarded achievement points at the academy (cumulative)</p> <ul style="list-style-type: none"> ● Key 1 - Light Blue - 50 points ● Key 2 - Dark Blue - 100 points ● Key 3 - Navy - 150 points ● Key 4 - White - 200 points ● Key 5 - Bronze - 800 points ● Key 6 - Silver - 900 points ● Key 7 - Gold - 1000 points
Reward Trips	<ul style="list-style-type: none"> ● Regular trips will be organised throughout the year. Eligibility will be based upon attendance and/or achievement/behaviour points
Award at the annual Academy Awards Evening	<ul style="list-style-type: none"> ● Chosen by a subject teacher for a Subject Excellence Award or Subject Achievement Award ● Chosen by your Head of Key Stage for a Special Recognition Award ● Chosen by the Principal for a Special Recognition Award


Appendix 5 - Consequences

Sanction	Used in cases of...
<p>Remind</p> <p>First Disruption Warning</p>	<ul style="list-style-type: none"> ● Disrupting the learning of others ● Chewing (integrity) ● Lack of equipment ● Lack of respect (including answering back) ● Late to lesson ● Refusal to follow routines ● Use of inappropriate language
<p>Reinforce</p> <p>Second Disruption Subject Detention</p>	<p>Where a student continues to disrupt the learning of others after their first warning, students will be set a 30 minute Subject Detention by the class teacher.</p>
<p>Subject Detention</p>	<p>Where a student is not disruptive, but is not 'working hard' they may be referred to a subject detention. Examples of not working hard are included below (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 'Reinforce' warning given ● Lack of class work ● Lack of effort ● Doodling/poor presentation ● Misuse of chrome book ● Late to lesson
<p>College Detention 30 minutes</p>	<ul style="list-style-type: none"> ● Removal from classroom ● Misbehaviour at lunch and break ● Corridor misbehaviour ● Eating outside the canteen ● Lack of equipment ● Late to school
<p>Remove</p> <p>College Isolation Classroom (3.45)</p>	<ul style="list-style-type: none"> ● Removal from lesson <p>If a student continues to disrupt the lesson after their reinforced warning, they will be removed from the lesson and taken to the college isolation classroom. The college isolation classroom includes a 30 minute detention and finishes at 3.45pm.</p>
<p>Leadership Team Detention (60 Minutes)</p>	<ul style="list-style-type: none"> ● Serious breach of the behaviour policy ● More than one detention in a day ● Failure to attend detention ● Truancy
<p>Phone call home</p>	<p>Any reason deemed to be appropriate by your subject teacher, Tutor, Pastoral Team or Head of Key Stage</p>
<p>Academy Report</p>	<p>Student can be placed on daily report to any one of the following:</p> <ul style="list-style-type: none"> ● Tutor ● Pastoral leader ● Inclusion Manager ● Head of Key Stage ● Leadership Team
<p>Isolation</p>	<ul style="list-style-type: none"> ● Failure to attend Leadership detention ● Bringing the academy into disrepute ● Serious breach of the behaviour policy ● Bullying/Discriminatory behaviour ● Smoking/ possession of smoking items ● Fighting/Physical assault/ Dangerous, violent or threatening behaviour ● Uniform infringement

	*In exceptional circumstances a student may be required to attend and complete their period of isolation at another Leigh Academy Trust school.
Suspension	<ul style="list-style-type: none"> ● Refusal to comply with the On-Call system ● A single instance of extreme misconduct, as determined by the Principal ● A failure to improve conduct following previous Fixed Term suspensions
Managed Moves	<ul style="list-style-type: none"> ● A single instance of extreme misconduct, as determined by the Principal ● Safety concerns resulting in a fresh start being required ● A failure to improve conduct following previous Fixed Term suspensions
Permanent Exclusion	<ul style="list-style-type: none"> ● A single instance of extreme misconduct, as determined by the Principal ● A failure to improve conduct following previous suspensions

Appendix 6 - [Ebbsfleet Academy Anti Bullying Policy](#)

Time to Reflect

Questions to consider	My personal reflections...
What happened, which led to being in this referral space?	
What poor behaviour did I show?	
What led to my poor behaviour?	
<p>Learner Profile</p> 	
Which characteristics of the learner profile do I need to work on next to avoid this happening again?	
What steps might I take to work on this characteristic?	<p>Step 1.</p> <p>Step 2.</p>

Name:

Date:

Tutor Group: