

ACHIEVEMENT AND BEHAVIOUR POLICY

2024 - 2025

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Public

1 Introduction

At South Axholme Academy it is believed that all students can learn behaviour that is appropriate and right within the constraints of cultural norms. For this to take place, acceptable behaviour should be modelled and explained to students. The best way to achieve appropriate and co-operative behaviour that enables the Academy to function as a learning institution is through reinforcing positive behaviour by highlighting and rewarding the good behaviour and taking action to prevent and stop inappropriate behaviour through the sanctions, procedures and disciplines highlighted in this policy.

As an Academy we strongly believe in our "SAX Mindset", and it is with this in mind that the Academy recognises the importance of working with parents, carers/guardians, other agencies and more importantly recognising the contribution that our students can make in the development of a safe, well ordered learning environment.

2 Principles

The governors, in conjunction with the principal believe that to enable high quality teaching and learning to take place, co-operative and appropriate behaviour in all aspects of academy life is necessary.

This policy promotes the principles that all members of South Axholme Academy have a right:

- to feel safe
 - to respect
 - to learn, free from disruption, violence, bullying and any form of harassment
- and
- are encouraged to exhibit the values of academic achievement, creativity, hard work, extra-curricular participation, independence, versatility, enthusiasm, and determination

The policy promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect:

- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- encouraging a positive relationship with parents, carers / guardians to develop a shared approach which involves them in the implementation of the Academy's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve
- promoting high levels of student engagement with all aspects of their learning and to minimise incidents of low-level disruption
- ensuring that the efforts of all our students are regularly and consistently recognised through praise and reward

- ensuring that students take responsibility for their behaviour, both in lessons and around the academy site, so that they, staff and visitors enjoy a purposeful, calm and welcoming environment

This policy sets out how we expect our students to behave in the Academy and how the Academy will try to encourage and reward all its students.

Reasonable adjustments will be made for students on the grounds of SEN, Equality and Race/Religion.

3 Details

The Policy covers the following areas:

1. Rewards
2. Academy Uniform
3. Behaviour on Academy/Public Transport
4. Conduct in the Classroom
5. Behaviour System

3.1 Rewards

The aim of the reward system is to recognise effort and success at all levels in all areas of academy life. All staff have a responsibility to give praise during lessons and at other times, when they are with students.

Regular recognition of effort, performance and behaviour is important in developing students' South Axholme Mindset. The Academy will reward students for Achievement, Attendance and Attitude.

Achievements

Staff at the Academy regularly recognise, praise and encourage the achievement of all students. Achievement is quantified based upon the South Axholme Mindset and clarified in 'SAX ACHIEVED' (Appendix 1), and points are recorded by teaching staff regularly throughout the academy day. Student achievement will be celebrated on a weekly and half-termly basis.

Attendance and punctuality

There is a clear link between excellent attendance and achievement. It is widely recognised that even one day off school can halve the chances of students achieving expected progress in GCSEs.

The Academy works closely with the Local Authority to enforce the attendance of all students and to support parents, carers/guardians as necessary.

All students are set a target of 100% during the academic year, with action taken when they fall below 97%.

Form Tutors regularly praise and encourage students to achieve outstanding attendance.

Student attendance will be celebrated on a half-termly basis. Through prize draws, spot prizes, letters home and certificates.

Full details can be found in the Academy's Attendance Policy on the website [here](#).

Punctuality is extremely important, and all students are required to be on the academy site by 08.38. Being 1 minute late is still late and it is important that as an academy we encourage students to be punctual as we know this will help them when they progress into the world of work. (See appendix 4.3 for the Academy's approach to students arriving late.)

Attitude to Learning

As part of the Academy's data collection cycle, Attitude to Learning scores are gathered. Students with outstanding Attitude to Learning scores will be commended as part of the reward schedule. Students' Attitude to Learning will be celebrated on a termly basis.

Celebration Assemblies

Student achievement, attitude and attendance will be celebrated on a termly basis during celebration assemblies. Achievement rewards will be distributed to each year group based upon their 'ACHIEVED' points, whilst students with outstanding attendance will be entered into an attendance raffle.

Improvements in Achievement, Attitude and Attendance will also be celebrated by staff at regular intervals throughout the year.

3.2 Academy Uniform

Academy uniform regulations are published on the Academy website [here](#). It is the responsibility of parents, carers/guardians and students to ensure that the correct uniform is worn at all times both in the academy and during the journey to and from the academy. Uniform regulations will normally be reviewed annually. Fashion, however, can develop new styles of clothing and attire very quickly. In circumstances where changes in fashion challenge the published uniform list the principal in discussion with the SLT will reissue guidance to parents, carers / guardians should the need arise.

Form Tutors will monitor uniform daily in registration periods and refer to Progress and Achievement Leaders and or members of the Senior Leadership Team of any student who is persistently failing to comply with uniform standards.

Shoes must be worn at all times during the academy day, including the journey to and from the academy. Shoes must be black and leather / type with no logos or steel toe caps. Plimsolls, boots and canvas shoes are not permitted. Trainers will only be allowed as an alternative to shoes on receipt of a medical note.

Prohibited Items

The following will not be allowed in academy:

- Jewellery/piercings of any type
- SMART watches except a wristwatch
- Jeans, leggings, “skinny” clothing of any kind
- Hoodies or hooded jumpers
- Logos/badges
- Make-up is discouraged, but if it is to be worn then it must be natural
- Nail varnish or acrylic nails
- False eyelashes
- Extreme hairstyles including non-natural dyed hair, shaved/extremely short hair, Mohican and pattern/stripe shaving
- IPod/IPad/MP3 and other portable ICT devices
- Laser pens
- Chewing gum
- Matches, lighters or smoking materials e.g., e-cigarettes/vapes or related paraphernalia
- Fireworks including bangers
- Alcohol
- Energy drinks
- Illegal substances
- Solvents and aerosols
- Any kind of weapon, real or imitation
- Any medication, prescribed or otherwise, without following the policy/notification to the academy
- Any item/s that may cause distraction to the teaching and learning of others

The Academy accepts no liability or responsibility for these items if a student decides to bring them on to the premises.

Any of these items may be confiscated and relevant authorities, or parents, carers/guardians, may be contacted. Confiscated items will be securely stored on site.

During extreme weather the principal has the discretion to adapt the uniform requirements.

Mobile Phones

Mobile phones are not banned from the academy as we accept that some students and parents see the possession of mobile phones as an aid to safety and security. However, if a student does bring a mobile phone into the academy, it must be switched off during the day, kept out of sight and not used for any reason on the premises, or on trips or sports fixtures organised off the premises, unless the student has the express permission of a member of staff and uses it under their supervision.

The academy will not accept liability for the theft, damage or loss of a mobile phone and the student must accept full responsibility for it at all times. If a student is seen with their mobile phone (not necessarily using it) the phone will be confiscated until the end of the academy day. If a student repeatedly commits this breach of code, further sanctions will be put in place appropriate to the level of the breach.

Searching, Screening and Confiscation

Schools have a number of powers with regard to the searching of pupils, as outlined in the Department for Education's [Searching, screening and confiscation at school](#) guidance.

The guidance covers a number of important areas, including powers to search without consent, prohibited items school can search for, and the powers to confiscate items found during searches which can be found on the website, [here](#).

Confiscated items are transferred to the academy safe for storage, and students found to be in possession of prohibited items may be at risk of suspension.

3.3 Behaviour on Academy/Public Transport

Students travel to the Academy in a variety of ways.

For those using buses (either provided by the Academy or by a Local Authority) incidents of poor behaviour including aggression, the damaging of property or behaviour that is seen as a danger to themselves and those travelling will be dealt with in line with the transport policy of the appropriate provider and the Academy Achievement and Behaviour Policy.

This may result in students being banned from using the transport and/or further appropriate sanctions issued by the Academy.

3.4 Conduct

Conduct in the Classroom

As an Academy, we believe that all students must have the opportunity to concentrate and do well in lessons and that the work and progress of all students in lessons is important.

Students will, therefore, be expected to observe the following classroom standards:

- arrive on time, properly dressed, following uniform rules enter lessons in an orderly fashion
- bring the correct equipment and any independent learning tasks properly completed
- show respect by being silent when the teacher is speaking to the class
- engage fully with all aspects of the lesson and follow all instructions given by the teacher first time, every time
- show respect for other students by listening
- do not touch or interfere with other students or their property
- always try your best and without disturbing the learning of others

Staff will use SAX Mindset boards to reward students when they are achieving excellence, as well as to remind students to modify their behaviour as required.

Conduct in the Academy Grounds/Buildings

As an Academy we believe that:

- we should respect and constantly work to improve the environment of the Academy
- there should be a calm and orderly atmosphere in and around the Academy buildings

Students will, therefore, be expected to observe the following standards:

- arrive on the academy site by 08:38
- always wear Academy uniform correctly
- Comply with reasonable requests from any adult within the academy
- keep to the left on all corridors and walk in an orderly manner at all times, without interfering with others in any way
- follow one-way systems where they are in place
- place all litter in the bins provided
- at lunches and snacks in the designated eating areas only
- assist staff and prefects in their roles during lunch in order that the system works quickly and efficiently
- at breaks and lunchtime only go to the designated areas and do not disturb lessons that may be taking place
- are expected to always behave in reasonable and respectful manner around the academy
- follow guidelines for lunchtime and breaks in wet weather as the field may be out of bounds
- show respect to our neighbours' homes that are close to the Academy and keep at least two metres away from boundary fences at all times

- treat toilet facilities with respect

3.5 Behaviour System

To support all involved, the following stages are identified to manage behaviour in a fair and consistent way. Examples are provided for each stage, as an indication in Appendix 3, but each list is not exhaustive. Academy staff do not need to move through all the stages. The appropriate stage should be used for the behaviour of the student. At the discretion of the teacher/senior leadership team a reasonable sanction can be issued.

De-escalation stage

Description: When possible, academy staff will attempt to give students an opportunity to modify their behaviour through verbal and formal reminders.

This may not always be appropriate dependent upon the situation, or behaviours shown.

Stage 1 – Behaviour incident (1 behaviour point)

Description: After a formal reminder, low level disruptive behaviour continues, or a student has failed to follow an independent learning deadline. A stage 1 incident may also be issued for poor behaviour around the academy.

Action: Teacher speaks to the student about the behaviour. The Teacher will log this information on the 'SAX Mindset board' to act as a visual aid for the student.

Reporting: Teacher logs the incident on the MIS system as a level 1 incident.

Stage 2 – Persistent poor behaviour (2 behaviour points)

Description: A student continually behaves in a way that breaches the academy's conduct in classrooms expectations within a lesson or a number of lessons within the space of a week. A stage 2 incident may also be issued for poor behaviour around the academy. Action: Teacher speaks to the student about the behaviour and the student may be issued with a detention if the teacher deems appropriate. The Teacher will log this information on the 'SAX Mindset board' to act as a visual aid for the student.

Reporting: Teacher logs the incident on the MIS system as a level 2 incident and adds the student to a lunchtime detention session for the next available session if required.

Stage 3 – Removal from lesson (3 behaviour points)

Description: A student's behaviour is so severe that they are removed from the lesson for either the health and safety of others or to allow others to continue to learn. A stage 3 incident may also be issued for poor behaviour around the academy.

Action: Teacher speaks to the student about their behaviour. The Teacher then directs the student to take themselves to another classroom to complete their work. If the student behaves poorly in the new classroom, then this teacher will ask the student to work in the reflection room.

Students may be sent directly to the reflection room at the teacher's discretion or if an alternative classroom is not a viable option. The teacher will log this information on the 'SAX Mindset board'. Failure to behave in the remove room will result in the student spending half a day in the academy's reflection room where relevant work will be provided.

Reporting: The classroom teacher will log the incident on the MIS system as a level 3 incident. A stage 3 may also be issued if a student is asked to go to the reflection room outside of lesson time.

Reflection room

The reflection room is also used as an intervention when an incident is being investigated. Therefore, members of the Senior Leadership Team and / or Progress and Achievement Leader (PALs) may place a student in the reflection room for a period of time to facilitate the taking of statements or student interviews as part of a wider investigation of an incident, that may have happened during lesson or non-lesson time.

Students may be suspended if their behaviour in the reflection room, or alternative venue if available, continues to be of concern.

Stage 4 – Internal Exclusion

Description: When deemed appropriate, a member of the Senior Leadership Team or a PAL may use their discretion to allocate a period of internal exclusion within the reflection room for what is considered as a breach of the academy's code of conduct and ethos.

Action: Student works in the reflection room for the period of time deemed appropriate by academy staff and works on correcting poor behaviour, as well as appropriate subject specific work. The student will work in the reflection room during break and lunch times.

Reporting: Staff will record an Internal Exclusion - Reflection on the MIS system.

Stage 5 – Suspension (Exclusion)

Where the behaviour of a student seriously and/or continually violates the Academy's rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to suspend that student for a short period of time, or permanently exclude them. The Academy follows the DfE (Department for Education) Suspension and Exclusion Guidance. A member of staff (normally a senior member of staff) will contact home. A reintegration meeting will be required at the end of any suspension period. The Academy will not re-admit a student until this meeting has been completed.

Compass

Compass provides an onsite facility where students may be directed to follow an alternative curriculum and to improve their behaviour. The students may have different start and finish times with alternative arrangements organised for unstructured time and these will be reviewed regularly with the student and their family.

Off Site Provision

In cases where interventions and support have not been successful the Academy have the right to direct a student to an offsite alternative provision or other mainstream school. During this time the student will be dual registered. The placements will be time limited with review points to establish next steps. This will be completed in line with DfE guidance.

Detention System Procedures

The amendment to the Education Act 2006 allows students to be placed in detention without the academy having to provide reason or notice to parents. The procedure for detentions is outlined below:

Break detention: These are set at the class teachers' discretion.

Failure to attend: The teacher records a stage 2 behaviour on the MIS system and sets a lunchtime detention.

Part Lunchtime detention: The teacher records a detention on the MIS system and adds the student to the next available detention. Lunchtime detentions are 20 minutes from the start of lunch (leaving adequate time for students to have lunch)

Failure to attend or lateness to a session: The student will be placed in a full lunchtime detention.

Full Lunchtime detention: The teacher records a stage 3 detention on the MIS system and adds a student to the next available detention. Full lunchtime detentions will last for the entirety of lunch. The student will have an opportunity to eat their lunch during detention.

Failure to attend: The student will be placed on to SLT detention for period 5 and period 6 of that day. They will work in silence, and complete work set from textbooks provided and linked to their curriculum.

No students are exempt from the Academy's detention system. Reasonable adjustments can be made for students with SEND (Special Educational Needs and Disabilities) at the discretion of the Principal and / or SLT

Report System

The behaviour of students will be tracked through the MIS system. Students who repeatedly receive behaviour incidents will be placed on report to Tutors, Subject Leader, Progress and Achievement Leaders or SLT.

The aim of the report is to monitor aspects of a student's behaviour to enable patterns to be identified with a view to addressing the issue and improving behaviour. Reports may be escalated if students are deemed not to be responding to the support in place.

Behaviour Contracts

Where a student's behaviour fails to improve after a period of monitoring they may be placed on a behaviour contract, a pastoral support plan which may include a safety plan. This will be agreed with the Academy, parents and the student.

Governors' Disciplinary Panel

The purpose of this group is to assess the nature of concern that has been escalated to the Academy Oversight Committee, to intervene and to set targets where possible with the aim of preventing the student escalating to a permanent exclusion. Students facing the panel may have already moved through the report system and are likely to have experienced a period(s) of fixed term exclusion from the Academy or the incident in which they were involved was so severe that it was deemed appropriate to move to a Governors' Disciplinary Panel. However, should the Academy Oversight Committee deem that the information presented to them gives a clear indication that the student's needs are not being met within the reasonable expectations placed on South Axholme Academy, or that the student is unwilling to modify his/her behaviour and/or they may pose a threat/endanger themselves or other students or continue to disrupt the learning of others, then the Academy Oversight Committee reserve the right to exclude in line with DfE guidance.

The Governors' Disciplinary panel will work in partnership with SLT, Progress and Achievement Leaders, the SENDCo, external agencies/education providers and parents, carers and guardians.

Physical Restraint

When student behaviour presents a serious danger of them causing significant harm to themselves, others, or to property, or there is a major threat to good order, staff may need to take physical control until such time as the student is able to take back control for themselves. This is completely in line with guidance from the Department for Education which can be found on the website, [here](#).

Complaints

Complaints about the Academy Achievement and Behaviour policy should be made following the Trust's Complaints policy which can be found on the website, [here](#).

Public

4 Appendices

4.1 Appendix 1 'SAX' Mindset - ACHIEVED

A	Academic
C	Creative
H	Hard-working
I	Independent
E	Extra-curricular
V	Versatile
E	Enthusiastic
D	Determined

4.2 Appendix 2 Behaviour Stage

Behaviour Stages – Types of Behaviour. Please note this is not an exhaustive list.

Stage 1-Departmental	Stage 1-Wider
<ul style="list-style-type: none"> • Lateness to lessons • Inappropriate language • Make-up/uniform/jewellery • Failure to follow instructions • Failure to meet homework/independent learning deadline • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Lack of equipment • No PE kit • Other-please specify 	<ul style="list-style-type: none"> • Lateness to school • Inappropriate language • Make-up/uniform/jewellery • Failure to follow instructions • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Other-please specify
Stage 2-Departmental	Stage 2-Wider
<ul style="list-style-type: none"> • Persistent lateness to lesson • Persistent failure to meet homework/coursework deadline • Persistent inappropriate language • Persistent make-up/uniform/jewellery • Persistent failure to follow instructions • Persistent disruption to teaching and learning of others • Persistent poor behaviour for learning • Persistent chewing/eating when prohibited • Persistent other-please specify • Persistent lack of PE kit • Failure to attend a detention • Other 	<ul style="list-style-type: none"> • Persistent lateness to school • Persistent failure to meet homework/coursework deadline • Persistent inappropriate language • Persistent make-up/Uniform/Jewellery • Persistent failure to follow instructions • Persistent disruption to teaching and learning of others • Persistent poor behaviour for learning • Persistent chewing/eating when prohibited • Persistent other-please specify • Failure to attend a detention • Other
Stage 3	
<ul style="list-style-type: none"> • Removal from lesson and / or reflection room 	

Stage 4 Internal exclusion
<ul style="list-style-type: none"> Internal exclusion will be sanctioned if a student fails to attend detentions or if deemed appropriate by senior staff
Stage 5 Suspension or Permanently Exclude
<ul style="list-style-type: none"> Where the behaviour of a student seriously and/or continually violates the Academy's rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to suspend that student for a short period of time, or permanently exclude them.
Abuse against sexual orientation and gender identity
Abuse relating to disability
Alcohol or drug related
Arson
Bullying
Challenging /Unacceptable behaviour or comments including swearing
Damage
Deliberate deception
Disobedience/Disrespect to Staff
Failure to follow a reasonable request
Graffiti or obscene drawing
Hair/Dress Not in school code
Inappropriate use of social media or Online technology
Inappropriate use of mobile phone / recording device
Indecent exposure
Lewd behaviour and / or sexual assault
Non-Acceptance of conduct in the classroom
Non-Attendance at detentions
Persistent disruptive behaviour
Physical assault against a student
Physical assault against an adult
Racist abuse
Refusal of punishment/ refusal to be searched
Verbal abuse/threatening behaviour against a student
Verbal abuse / threatening behaviour against an adult
Selling or distributing in stolen property
Setting off the fire alarm
Sexual abuse / bullying / harassment / misconduct /indecent assault
Smoking / vaping / in being possession of prohibited items linked to smoking / vaping
Theft
Truancy, absconding from lessons or absconding from school site
Uniform policy not being followed
Use or threat of an offensive weapon
Vandalism or trespassing
Wilful and repeated transgression of protective measures in place to protect public health
Wilful and repeated transgression of protective measures in place to protect student or adult safety

*Please note this list is not exhaustive and is intended to offer examples rather than be complete or definitive. It is the When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher/principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

4.3 Appendix 3 Lates procedure

First lateness to school	Stage 1 warning recorded
Second lateness to school	Stage 2 recorded and part lunch detention on the same day
Third lateness to school	Stage 3 recorded and a full lunch time detention set
Each subsequent lateness	Stage 3 recorded and a full lunch time detention set

This procedure will reset at the end of each half term. Academy staff withhold the right to decide what an appropriate reason for being late is.

IET reserves the right to make amendments to this policy at any time without notice.

End