

# SHIREBROOK ACADEMY

## BEHAVIOUR AND REWARDS POLICY



<b>LAST REVIEWED:</b>	September 2023
<b>REVIEWED BY:</b>	Lindsey Burgin and James Edwards
<b>NEXT REVIEW DATE:</b>	July 2024

## LOCAL GOVERNING BODY STATEMENT OF PRINCIPLES

The Local Governing Body believes that safe and effective teaching and learning can only take place in a positive, calm and respectful climate.

It seeks to achieve this through:-

- maintaining the highest standards and expectations for the behaviour of all students
- promoting positive attitudes towards education and character values that enable success- kindness, honesty, integrity, compassion and courage
- promoting high aspirations, self-esteem, self-discipline and positive relationships based on mutual respect;
- promoting the development of strong character values outlined in the Academy Mission Statement.
- providing clear routines and expectations to ensure consistency and rigour of response to both positive and negative behaviour based around the academy Ethos and Values and linked to the '5Ps – Present, Punctual, Prepared, Polite & Proud'
- providing a safe, calm and orderly environment free from disruption, violence, bullying, peer-on-peer abuse, sexual harassment and any form of harassment and discrimination in person or on-line;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of Academy policies and associated procedures.

***This policy should be read in conjunction with the Exclusions Policy, Uniform Policy, Anti-Bullying Policy, Drugs Policy and Learning and Teaching Agreement.***

## ROLES AND RESPONSIBILITIES

The Local Governing Body will ensure that the Behaviour and Rewards Policy is communicated to students, parents and carers.

The Local Governing Body, the Principal and staff will ensure that the Behaviour and Rewards Policy is applied consistently and fairly.

The Local Governing Body acknowledge their legal duty under the Equality Act 2010 in respect of safeguarding and students with SEND.

The Local Governing Body will ensure there is no discriminatory application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, special educational needs or disability or sexuality and sexual identity. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **SHIREBROOK ACADEMY MISSION STATEMENT**

At Shirebrook Academy we are committed to inspiring all members of our academy community to be the best that they can be.

We believe that having the highest ambitions and aspirations for our students will help them to reach their true potential and we understand that this is achieved through a shared focus on excellent standards and expectations each and every day.

Our curriculum enables our learners to build their knowledge, understanding and skills over time and underpinning this is our dedication to high quality learning and teaching.

We work together in a mutually inclusive environment that respects every individual and their contribution. We know that we all have a responsibility to support each other and enable everyone to access their learning opportunities effectively and safely.

Working in partnership with our local and wider communities we aim to empower our young people in successfully taking their place in society. We appreciate that working together makes all the difference.

The key principles of the Mission Statement clearly determine the expected standards of behaviour and emphasise the high standards and expectations that we have for everyone at Shirebrook Academy.

This statement, in conjunction with our shared Shirebrook Academy Ethos and Values underpin our expectations for both staff and students,

## **SHIREBROOK ACADEMY ETHOS AND VALUES**

Shirebrook Academy's Ethos and Values statement is based on four core principles and is at the heart of all that we do at Shirebrook Academy.

These are:

1. We always allow ourselves and others to learn.
2. We show respect towards everyone and our academy rules.
3. We value everybody's contribution in our academy.
4. We keep everyone safe.

Shirebrook Academy Ethos and Values are displayed around the academy building and are in Student planners. Our Ethos and Values statement is used to inform our teaching and learning practice and forms part of our shared language about behaviour across Shirebrook Academy.

The Shirebrook Academy Behaviour and Rewards policy is based on reinforcing and rewarding positive behaviour from our students. All staff are responsible for the fair implementation of the Behaviour and Rewards policy and procedures.

Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside of Shirebrook Academy. Parents and Carers are expected to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and appropriate attitudes.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations through assemblies, form time,

notices in classrooms, information in student planners and meetings with year team councils. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and all forms of harassment are reported.

Shirebrook Academy staff will work with students, parents and carers and engage with Inclusion and external agencies as necessary to assess the needs and provide support for students who need additional provision.

## **BASIC EXPECTATIONS**

The key principles of the Mission Statement and Ethos and Values are the expectations of all staff and students at Shirebrook Academy.

Respect lies at the heart of the Mission Statement and underpins our Ethos and Values.

It is an expectation at Shirebrook Academy that all staff will be referred to as Miss/Sir or Mr/Mrs/Ms Surname and that all staff will insist on students addressing them in a formal manner.

Classroom expectations for behaviour are outlined on page 8 of the Student Planner and it is an expectation that students will have their planners on their desks open at that page during tutor time and in lessons. Students must also sign the agreement at the front of their planners to indicate their support of, and compliance with, our basic expectations.

It is an expectation that staff will use positive language and refer to the Mission Statement, Ethos and Values and page 8 of the Student Planner when reinforcing behaviour for learning expectations.

## **GENERAL RULES**

All students are expected to follow the general rules for acceptable behaviour including:

- Arrive on time for ALL lessons during the day
- Wear the correct uniform and follow the expected dress code (see uniform policy)
- Pack bags the night before and ensure they are equipped for their next day of learning with a pen, pencil, ruler, Academy planner and class books as a minimum requirement
- Move sensibly and quietly around the building
- Behave in a respectful, polite and courteous manner at all times
- Eat and drink at break and lunchtime only and only eat in permitted areas; not in corridors
- Not use mobile devices or music devices and headphones on Academy site
- When given books to take home, ensure that they are returned to school on time and in good condition
- Respect the Academy environment and not litter or cause damage to the Academy site

## CHARACTER VALUES

Students are expected to demonstrate our Character Values at all times - these are **Kindness, Honesty, Integrity, Courage and Compassion**. Students will be reminded when they fail to show these values and be rewarded for demonstrating them.

### The 5 Ps

Students are expected to be **Present** in school and in all lessons

Students are expected to be **Punctual** to all sessions.

Students are expected to be **Prepared** for learning. They should come to school in full school uniform (see separate Uniform Policy) and with appropriate equipment for a day of learning as listed in the student planner.

Students should also be mentally **Prepared**, focussed on learning and should avoid distractions.

Students should always be **Polite**. They should speak to adults and young people in a respectful manner at all times. Students should respond to teachers' directions promptly and without question. An appropriate sanction will be issued linked to any behaviours where a student is in breach of our Behaviour and Rewards Policy, which may include parental meetings, detentions, time in The Bridge, suspension or permanent exclusion. As detailed in communication to parents and carers in July 2023, Shirebrook Academy has moved to an after-school only detention system, with break and lunch detentions operation only in certain circumstances.

Students should behave in a way that they, their families and all adults in school can be **Proud** of. This includes:

- keeping the school site tidy and free of litter, graffiti or damage
- respecting others property
- respecting others personal space – under no circumstances is physical violence acceptable
- respecting the local community

**Achievement points will be linked to the Learning Standards, ethos and values, Character Values and 5Ps. Staff should reward students who demonstrate the positive contributions in their lessons, during social time and in form time.**

## REWARDS AT SHIREBROOK ACADEMY

Shirebrook Academy has an extensive rewards system which is based on rewarding students who adhere to our Mission Statement and Ethos and Values in lessons, tutor time and around the academy generally.

Praise and rewards are used to model standards of behaviour and expected attitudes across the academy. Rewards are very high profile across Shirebrook Academy and are celebrated through Assemblies, displays, rewards events and whole school celebrations.

The whole school system has a stepped approach that begins within classroom/tutor time on a daily basis and then develops into weekly, half termly, termly and annually praise and rewards events.

Alongside the academy system, faculties and pastoral teams also offer additional rewards to students.

Shirebrook Stars (Appendix 1) is a rewards programme that enables Shirebrook students to be recognised for a range of achievements and their success shared across the academy and wider community.

## Rewards systems at Shirebrook Academy

Day-to-day rewards	Half-termly rewards	Termly rewards	Academic year rewards
<ul style="list-style-type: none"> <li>Achievement points – to be awarded every lesson to reward students for excellent learning. Examples could be for excellent effort, progress, contribution, attainment, demonstrating character values etc.</li> <li>Learner of the week – one student per year group displayed in each faculty area each week – suggest names are refreshed every week after CET. Names must also be shared with Natalie Langrick to collate.</li> <li>Tutee of the week – one student per tutor group displayed on form boards each week – focus on attendance, achievement points and excellent learning</li> </ul>	<ul style="list-style-type: none"> <li>Rewards assemblies (led by Pastoral and Learning Leads and Pastoral Support Managers)</li> <li>Rewards activities/events linked to progress in House competition</li> </ul>	<ul style="list-style-type: none"> <li>Shirebrook Stars</li> <li>Rewards trips (ensure blue forms with requests/rationale are submitted in advance to LT Associate)</li> <li>Rewards breakfasts</li> <li>Attendance rewards (students identified and awarded by EWO)</li> <li>Rewards activities/events linked to progress in House competition</li> </ul>	<ul style="list-style-type: none"> <li>Shirebrook Shining Stars</li> <li>Other Shirebrook Academy/ACET rewards events</li> <li>Rewards activities/events linked to progress in House competition</li> </ul>
<p><b>Faculties and Year Teams may still lead on other appropriate rewards initiatives in addition to the whole-Academy expectations above</b></p>			

### SUPPORT FOR STUDENTS

Where there are concerns about the behaviour and attitudes that students are showing, a graduated response framework is used to ensure that students are supported in modifying their behaviours and that action taken is considered carefully and is proportionate to need.

Weekly reviews take place to discuss support for students that are displaying concerning behaviour and liaison with parents/carers is prioritised to ensure that partnership working helps to meet children's needs and personalised action for each child is planned. Such action can include further Year Team support, referral to Inclusion, timetable modifications and/or Alternative Provision programmes.

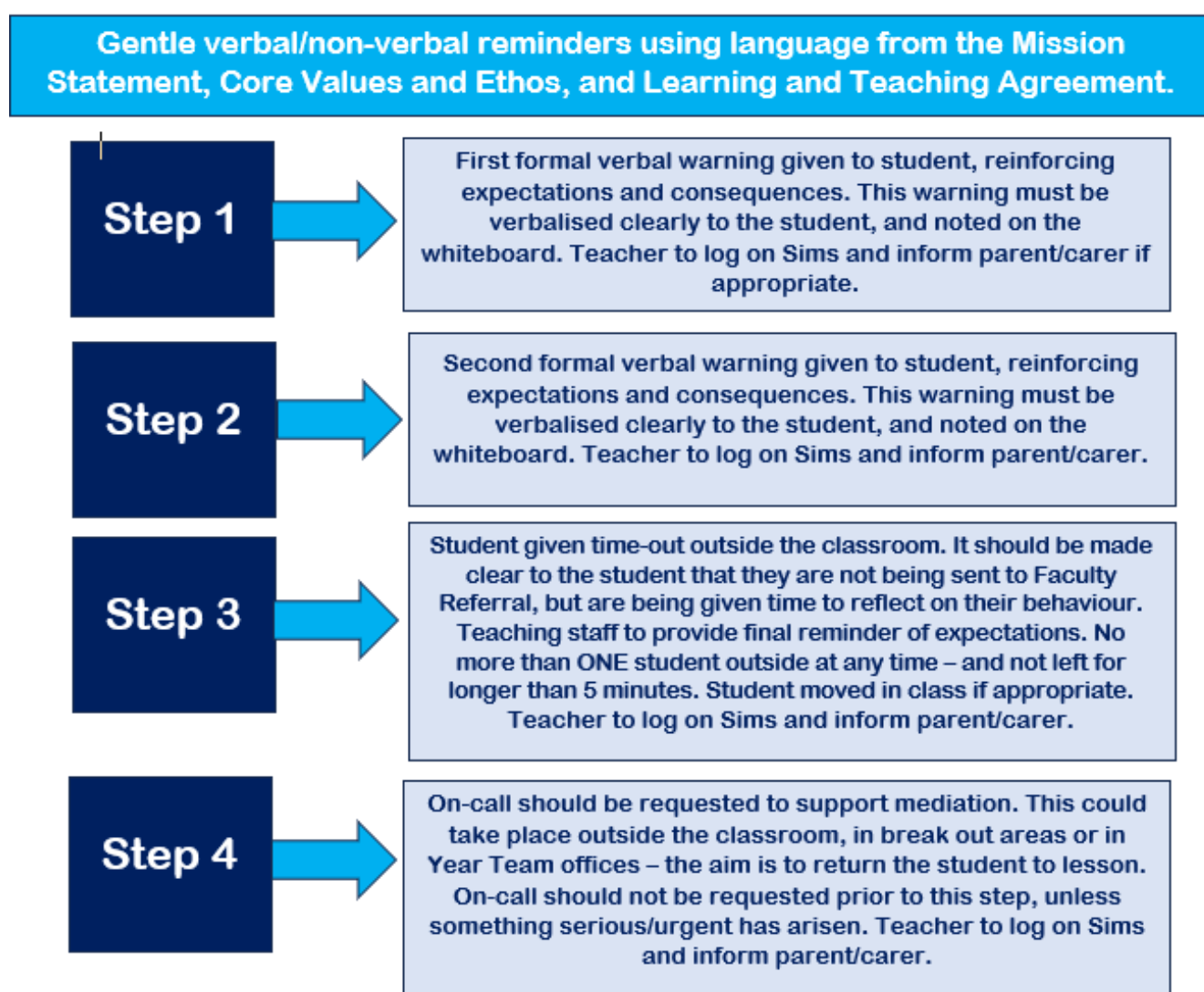
We ensure that students are supported at a variety of levels including by form tutors, class teachers, Year Teams, our Inclusion Team, Leadership Team, and where required through multi-agency referral and joint working. We value all of our students and understand the importance of clear and consistent messages and modelling the behaviour that is expected. The fair application of our Behaviour and Rewards Policy is extremely important to

us and our Graduated Response framework supports consistent application and practice for all of our students. It also enables evidenced and informed assessment to take place for those students that may need further social, emotional and/or mental health support in line with current SEND requirements or for children with no previously identified special educational needs.

### **GRADUATED RESPONSE TO BEHAVIOUR**

Our behaviour procedures adhere to a graduated response in addressing student behaviour that does not meet our standards and expectations. This also applies to behaviour in lessons. Students are given opportunities to correct their behaviour themselves by staff using reminders, referring to the Mission Statement and Ethos and Values and by using de-escalation procedures.

The Graduated Response Ladder is outlined below and must be applied consistently by all staff:





## Step 5



Faculty Referral. 2x staff per period designated to house 1x student in their classroom. If a 3<sup>rd</sup> student needs to be placed in Faculty Referral, professional judgement should be exercised – a 3<sup>rd</sup> member of staff in Faculty can be deployed if appropriate, or on-call can be called to house in another faculty. 20-minute after-school detention to be set by class teacher – ensure Natalie Langrick and HoF are informed as a matter of urgency. Teacher to log on Sims and inform parent/carer. Please note – on-call does not need to be requested to take students to Faculty Referral unless moving out of Faculty or if there are reasons to believe student may abscond, due to presence of PLL/PSM. E.g. moving from SC1 to SC6. Appropriate work MUST be provided for the student being faculty referred.

## Step 6



On the rare occasion that a student fails Faculty Referral, a 40-minute after-school detention will be set – ensure Natalie Langrick is informed as a matter of urgency. On-call should be requested, and the student should be housed with their Pastoral and Learning Lead or Year Team Leadership Team Associate for the remainder of the period. A further sanction may be considered in communication between Faculty, Year Team, Year Team Leadership Team Associates, Behaviour Support Team (JED/CHE) Vice Principals (DOR/LWA) and the Principal (LBU).



## DETENTION POLICIES AND PROCEDURES

Staff must inform students verbally of detentions due to take place. As detailed in communication to parents and carers in July 2023, in line with other schools (both locally and nationally), Shirebrook Academy has moved to a system where for the majority of behaviours, we will only be running after-school detentions for 20 minutes.

If a student's behaviour falls below our high standards and expectations during the day, which requires that they sit an after-school detention, parents/carers will be informed by text message by 1:30pm. This will be communicated via text message by the Admin Team\*, but it is the member of staff's responsibility for updating the Google Doc before 12:50pm. There may be occasions where a break or lunch detention may still be issued for certain behaviours.

Detentions can run in duration for 20, 40 or 60 minutes depending on the nature of the behaviours shown or the number of incidents during a day. Parents/carers will be kept informed of this where necessary.

Detentions will be held in year team hubs and will be staffed by a team of Academy staff. During detentions, it is important that students complete curriculum-based work, and reflect on their behaviour. Students sitting detentions will be directed to complete English, Maths and Science work in the first instance, in addition to having a restorative conversation with a member of staff linked to their behaviour. It is essential that the member of staff who issued the detention comes to the detention room for their restorative conversation.

Should a student fail to attend, refuse or abscond, a further sanction will be issued along with a meeting with parents/carers with their Year Team Leadership Team Associate.

The Academy mini-bus will depart at the end of each day at 4:30pm – if a child requires mini-bus transport, parents/carers should inform reception by calling 01623 742722 on the same day as their child's detention so that they can be booked on. Alternatively, students can also book themselves on to the mini-bus by speaking with Student Reception.

We have sought guidance from the Department for Education linked to the running of same-day after-school detentions. The following points are detailed in the 'Behaviour in Schools' guidance document published by the Department for Education:

- A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.
- Teachers have authority to issue detention to pupils, including same-day detentions
- A detention outside normal school hours will be lawful
- Parental consent is not required for detentions

After-school detentions can be issued in the following circumstances (this list is not exhaustive and other behaviours can be added). Anything other than the behaviours on this list could still be sanctioned with an after-school detention, or may be addressed via parent/carer phone call/meeting, break/lunchtime detentions (in exceptional circumstances),

time in The Bridge (upon approval from CHE, JED, LWA, DOR or LBU), suspension or permanent exclusion:

- Faculty Referral
- Failed Faculty Referral
- Failure to hand in homework on the date/time required
- Repeated failure or refusal to follow instructions following reasonable requests (in or out of lesson)
- Failure or refusal to wear correct Academy uniform
- Highly inappropriate or disruptive behaviour
- Mobile phone misuse
- Truancy or absconding from lesson
- Arriving late to the Academy (after 8:40am) on more than 3 occasions during a week
- Poor social conduct – including inappropriate sexualised comments, threatening comments, name calling, verbally insulting another student/member of staff or rudeness to a member of staff

\*In the first instance, please inform Natalie Langrick or Beth Chambers.

## STAFF RESPONSIBILITIES

Staff responsibilities below are examples of the minimum expectation of staff at Shirebrook Academy in the interests of behaviour and attitudes being 'everybody's focus'.	
Staff	Responsibilities
All staff	<ul style="list-style-type: none"> <li>• Be an active presence in and around the academy</li> <li>• Establish and maintain good relationships with students</li> <li>• Exercise appropriate authority and act decisively when necessary</li> <li>• Praise and reward commitments to our values and ethos</li> <li>• Challenge uniform infringements and any corridor behaviour that does not meet expectations, including any inappropriate language</li> <li>• Challenge students regarding mobile phones – if mobile phones are seen they MUST be confiscated. If mobile phones are out of sight but go off accidentally, students MUST be asked to switch their phone off and ensure that it is in their bag and not on their person.</li> <li>• Challenge lateness and encourage swift movement between lessons</li> </ul>
Form tutors	<ul style="list-style-type: none"> <li>• Check uniform and equipment everyday</li> <li>• Be the first point of contact for parents/carers</li> <li>• Consistently apply and adhere to the academy behaviour policy and systems</li> <li>• Monitor and address behaviour concerns as appropriate</li> <li>• Promote positive behaviour through the rewards system</li> <li>• Check reports and have necessary conversations</li> <li>• Follow the tutor time programme</li> </ul>
Teaching staff and support staff who work directly with students	<ul style="list-style-type: none"> <li>• Be visible during changeover and promote positive corridor conduct via 'Own your Zone'</li> <li>• Meet and greet students at the door</li> <li>• Check uniform and equipment daily</li> <li>• Consistently apply and adhere to the academy Behaviour and Rewards Policy and systems</li> <li>• Establish and maintain good relationships with students</li> <li>• Exercise appropriate authority and act decisively when necessary</li> <li>• Ensure seating plans promote positive behaviour</li> <li>• Promote positive behaviour through the rewards system</li> <li>• Make regular contact (positive and to address concerns) with parents/carers to create a positive partnership with the Academy</li> <li>• Carry out restorative conversations to improve and maintain relationships, using the proforma circulated by Leadership Team</li> </ul>
Heads of Faculty	<ul style="list-style-type: none"> <li>• Be visible during changeover and promote positive corridor conduct via 'Own your Zone'</li> <li>• Meet and greet students in your faculty area</li> <li>• Support the faculty to deal with any behavioural issues by using the 'Faculty Referral'</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor behaviour incidents that take place within the faculty and follow up as appropriate</li> <li>• Communicate specific behaviour concerns to Inclusion Team and other key staff to develop coordinated support strategies</li> <li>• Communicate behaviour concerns and staff training needs via LT Associate</li> <li>• Harness parental support by contacting parents/carers when issues arise</li> <li>• Promote positive behaviour through the rewards system</li> <li>• Facilitate restorative conversations to help improve behaviour</li> <li>• Monitor students on Faculty Report and liaise with year team</li> </ul>
Pastoral Team (Pastoral and Learning Lead and Pastoral Support Manager)	<ul style="list-style-type: none"> <li>• Set high standards and expectations for the Year group</li> <li>• Implement support strategies for students that promote positive behaviour within the year group</li> <li>• Facilitate restorative conversations using the proforma shared by Leadership Team</li> <li>• Provide appropriate documentation to support the Principal in making decisions on suspensions</li> <li>• Monitor incidents, including bullying of protected characteristics, to allow them to be dealt with swiftly and appropriately</li> <li>• Counsel, support and mentor vulnerable students</li> <li>• Investigate behaviour incidents</li> <li>• Set targets with students to support their Behaviour for Learning</li> <li>• Communicate with home following behaviour incidents</li> <li>• Support staff with behaviour incidents through on call system and during lesson change overs</li> <li>• Organise and chair meetings with parents/carers, including readmittance meetings following suspension – this should be communicated back to form tutors via weekly tutor team meeting</li> <li>• Implement Personal Support Plans for students where needed</li> <li>• Use the Behaviour report system consistently to support positive behaviours – this should be communicated to form tutors via weekly tutor team meeting</li> <li>• Refer students with persistent behaviour concerns to Leadership Team</li> <li>• Initiate and monitor Pastoral and Learning Lead and Pastoral Support Manager reports</li> <li>• Be visible in and around school, particularly during lesson change over, break times and lunchtimes and at the start and end of the Academy day</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>• Support staff in ensuring positive behaviour is consistent</li> <li>• Support staff with serious incidents through on call system and Leadership Team referral</li> <li>• When required, carry out readmittance meetings following suspensions</li> <li>• Ensure staff are provided with continuing professional development to support positive behaviour</li> <li>• Monitor incidents and identify patterns and implement necessary actions</li> <li>• Support detention system and The Bridge</li> </ul>

## UNACCEPTABLE BEHAVIOURS

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list:

<b>Lateness and truanting</b>  Arriving late for the start of the Academy day (8:40am)  Arriving late to lessons and activities during the Academy day  Failing to attend lessons  Walking out of lessons without permission	<b>Disruption</b>  Distracting others from learning  Talking when asked to work in silence  Shouting out or making noises e.g. tapping, whistling  Throwing things  Wandering around the classroom without permission	<b>Lack of equipment/correct uniform</b>  Failing to have the basic equipment as follows: ✓ A sensible bag ✓ A pen, a pencil, a ruler and Academy planner ✓ PE kit, on days required  Forgetting or failing to complete homework  Failure to wear the correct uniform or wearing items that are not permitted as set out in the uniform expectations
<b>Non-compliance</b>  Failure to follow instructions given by a member of staff  Rudeness to others including answering back and talking over a member of staff  Chewing, eating or drinking in areas not permitted  Refusing to complete a good standard of classwork or homework	<b>Property damage, theft and littering</b>  Deliberate misuse, theft or damage/vandalism to the property of another student or a member of staff  Deliberate misuse or damage/vandalism to Academy buildings, fittings or equipment  Dropping litter within the building or anywhere on the Academy site	<b>Off-site behaviour</b>  Demonstrating poor behaviour in the community  Being impolite or discourteous to members of the public  Being involved in unkindness or bullying to others when outside of school
<b>Drugs</b>  Possessing, using, distributing, supplying or dealing in any banned or illegal drugs on site, or travelling to or from school or on an Academy visit, or trip or activity.	<b>Alcohol, smoking, vaping materials</b>  Possessing, using, distributing, supplying or dealing in alcohol, smoking or vaping materials on site, or travelling to or from school or on an Academy visit, or trip or activity	<b>Offensive Weapons</b>  Carrying any offensive weapon on the Academy site, or travelling to or from school or on an Academy visit, trip or activity
<b>Harassment and sexualised behaviours</b>  Sharing inappropriate photos  Upskirting  Initiation/hazing type violence and rituals  Sexual Harassment (verbal, physical,	<b>Verbal and physical assaults</b>  Using unacceptable language, or swearing particularly when directed at another student or staff member  Inappropriate comments or behaviours towards other members of the school community	<b>Bullying and prejudice behaviour</b>  Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation.  Online abuse of any kind

online)		
Sexual comments (lewd comments, calling someone sexualised names)	Any outburst of aggressive, violent or threatening language or attack towards other members of the school community	
Sexualised physical behaviour (e.g. deliberately brushing up against someone)	Fighting between students	
Sexual violence		

## MOBILE PHONES AT SHIREBROOK ACADEMY

Mobile phones are prohibited from use at Shirebrook Academy. Students should not have their phone out in lessons, around the Academy building or outside on the academy site.

Students caught using their phones will have their phone confiscated and the student will be asked to collect it from the office at the end of the day.

Any student whose phone is confiscated three times during a half term, parents/carers must come to collect it, and an appropriate sanction will be put in place. Students will also be issued with a mobile phone ban for a set period of time (a term).

We appreciate that there are sometimes situations where a student may feel they need to contact home during the day. Students are, and have always been, allowed to do this via Student Reception or the Pastoral Team.

Inappropriate use of mobile devices is not permitted and will lead to consequences. Inappropriate use of mobile devices includes, but is not limited to: answering telephone calls or texting during lesson time; the use of mobile devices to threaten or bully; recording or watching inappropriate video footage; recording anyone without consent; playing music without headphones; using inappropriate language; uploading content to social networking sites. Any inappropriate use of the mobile device on Academy premises both inside and outside the building including lunch and break time and after school will lead to consequences which includes but is not limited to confiscation of mobile devices for a period of time, detention, isolation and/or suspension

Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs, sexual orientation or any other protected characteristic.

Mobile devices in school are the students' responsibility. The Academy/Trust accepts no responsibility for mobile devices that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

## **Important notices:**

- ✓ **Where a criminal offence is suspected, the matter will be referred to the Police**
- ✓ **Targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence**
- ✓ **Refusal to hand a mobile device to a member of staff when requested may lead to Suspension**
- ✓ **Use of a mobile device after a ban has been issued could lead to further serious sanctions including Suspension/Permanent Exclusion**

## **INCIDENTS OCCURRING OUTSIDE OF THE ACADEMY (IN THE COMMUNITY)**

Subject to the Academy's behaviour policy, a teacher may discipline a student for any misbehaviour when:

- Taking part in any Academy-organised or academy-related activity
- Travelling to or from the Academy
- Wearing the academy uniform
- In some other way identifiable as a student at the Academy

Students may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, where that behaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the Academy.

The law supports schools taking action for incidents that occur outside of school. The Academy will apply sanctions for any incident that occurs when students are in Academy uniform and/or are clearly representing the academy. For incidents that occur clearly outside of Academy hours, e.g. at the weekend or during school holidays, the Academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

## **BANNED ITEMS**

Students must not bring the following items into school: Chewing gum, aerosols, energy and fizzy drinks, cigarettes, vapes, pornographic images/material, alcohol, illegal drugs/drug paraphernalia, fireworks or weapons.

Students who bring items of these nature into school, will be sanctioned accordingly by the Pastoral Team or Leadership Team depending on the nature of the item.

Any illegal prohibited item (such as drugs, alcohol, cigarettes and/or e-cigarettes) brought on the Academy site will be confiscated and students issued with a suspension for being in possession and/or using the item.

Shirebrook Academy, like all Derbyshire schools is a non-smoking school site. Smoking and Vaping is illegal on any premises and by law and is illegal by any person under the age of 18 years old (Please refer to addendum 'Vaping in the Academy').



Any student caught vaping or smoking on school site, will be suspended for 1 day and any smoking materials/vapes will be confiscated. At the re-admittance meeting, parents/carers and the students will be expected to sign a contract to demonstrate that they will not smoke/vape on Academy premises and that they understand the consequences if a student repeats the offence. A School Nurse referral will also be offered to help provide support with stopping smoking/vaping. If students are seen smoking/vaping outside of the school gate, they will be asked to stop and move away from the Academy. They will be informed that parents/carers and the Academy school liaison police officer will be contacted.

Shirebrook Academy operates a zero-tolerance policy on drugs and will permanently exclude any student found in possession of illegal drugs – please see the Exclusion Policy and Drugs Policies.

## **SEARCHING AND CONFISCATION**

If a member of staff has concerns that a student has a prohibited item on them (e.g. knife, alcohol, illegal drugs, stolen items, tobacco and cigarettes, vapes, fireworks, pornographic images or any item that could be used to commit an offence or cause personal injury), the Principal may decide that the student needs to be searched. Academy staff, with permission from the Principal, have a legal right to conduct a search.

Two staff will be present when the search takes place. Staff will explain what will happen before and throughout the search.

### **Having prohibited items on your possession could lead to a sanction such as suspension or permanent exclusion from school.**

If a student refuses a search this will be reported to the police. Parents and carers will always be informed when a search has taken place.

Prohibited items may be confiscated, retained or disposed of.

(Further details can be obtained through the 'ACET Searching, Confiscation and the Use of Reasonable Force Policy')

## **TRUANCY PROCEDURES**

As an Academy, we have specific procedures that all staff follow in order to address in school truancy.

If a student has been registered as 'Present' in form time or in a previous lesson, staff alert admin and the Attendance Team using the email address:

[Shirebrook-Academyattendance@shirebrookacademy.org](mailto:Shirebrook-Academyattendance@shirebrookacademy.org)

The admin team then alert 'on Call' duty staff via the 'On Call' radio system and inform that member of staff and the Pastoral Team that the student is missing from lesson.

On Call staff, supported by the Pastoral Team, then look for the student. If the student is not found within thirty minutes, then the On Call staff inform Admin and the Police are contacted.

If the student is found within thirty minutes, then the student is returned to the lesson or to Faculty Referral. The student should then be issued with a 20-minute after-school detention to allow them to catch up on missed work. Contact home should be made by class teacher or Head of Faculty as appropriate.

If a student truants more than one lesson in a day, detentions will escalate from 20- to 40- or 60-minute detentions as appropriate, or escalated to The Bridge, Inclusion or suspension where necessary. Contact home should be made by the member of Pastoral, Faculty or

Leadership Team referring the student for sanction – and inform the Admin Team\* of detention sanctions.

Additionally, Pastoral Support Managers and Pastoral and Learning Leads are expected to send a letter to parents/carers and arrange a meeting when a student has reached 3+ incidences of truancy. At the meeting, parents/carers and students will be asked to sign a contract to demonstrate that all parties understand why a student needs to attend their lessons and the consequences if a student does decide to truant.

At the end of each day, the Attendance Officer will send a list of students who have been confirmed as truanting during the day (and which periods/subjects) by email, to the Leadership Team, Heads of Faculty, Pastoral and Learning Leads and Pastoral Support Managers so that contact can be made with parents/carers the same day and students sanctioned appropriately the following day. Parents/carers will be invited in to the Academy to attend a meeting where a truancy contract will be agreed and signed by the students, parents/carers and the Academy.

## **ANTI-BULLYING**

At Shirebrook Academy, we are committed to providing a caring, friendly and safe environment for all of our pupils/students so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our academy and will not be tolerated. All pupils/students should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a TELLING academy. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Students are taught that any kind of aggressive behaviour, either verbal or physical is unacceptable. Incidents of bullying are always treated seriously. Incidents of bullying are recorded, reviewed and victims/perpetrators are revisited following the incident. All academy staff are vigilant to identify actual or potential cases of bullying. Victims are asked not to retaliate, but to inform a member of staff immediately.

## **ANTI-BULLYING - SANCTIONS**

All known / reported incidents of bullying will be thoroughly investigated. This may involve the victim, witnesses and perpetrator being interviewed. Statements will be taken and agreed upon. It may be enough that the student displaying the unacceptable behaviour discusses the seriousness of their actions, the possible effects of their actions and makes a genuine apology for their behaviour, being reminded that further incidents of bullying will not be tolerated. In some cases, it may be appropriate for the designated teachers to carry out some "Restorative Justice" (RJ) and draw up a "behaviour" contract, signed by all parties, to outline future conduct and behaviours. (Parents/carers will be kept informed at all stages). Depending on the seriousness of the bullying, the pupil/student displaying this behaviour may be:

- Placed on report and their behaviour monitored closely

- Placed in detention for unacceptable behaviour
- Placed in The Bridge, depending on the severity of the behaviour
- Referred on to other agencies for additional support and work e.g. Behaviour Support Services, Education Psychology Service, Learning and Engagement Co-ordinator
- Engage in work with the Academy's Police Officer. (Some forms of bullying are illegal and should be reported to the police. These include: violence and assault, theft, repeated harassment, or intimidation, hate crimes)
- Appear before the governors' student disciplinary panel

More serious or repeated incidents of bullying may be escalated to suspension or, in exceptional cases, permanent exclusion.

It should be noted that any sanctions given should also remain confidential to the student receiving the sanction and their parents/carers. The incident may also need to be reported to the local authority/Police, dependent upon its severity.

At all stages students will be encouraged to reconcile and move forward.

Incidents of bullying will be recorded on a neon Safeguarding form and logged using MyConcern.

Incidents of alleged and confirmed bullying should continue to be monitored for several weeks, longer if necessary, after any apologies/sanctions have been implemented. We are aware of the need to deal with allegations or incidents of bullying sensitively. We also appreciate the importance of dealing with all the children and young people involved in a way which communicates disapproval where appropriate, but also treats them with dignity.

## **OPERATION OF THE BRIDGE**

From September 2023, Internal Seclusion will be re-branded, and re-named The Bridge. The location of The Bridge will be the Bridge, allowing for more space and light. The space will be fitted with air-conditioning and a water machine to ensure the area is conducive to learning.

Procedures and systems in The Bridge are as follows:

- Students will be reminded of expectations linked to their behaviour in The Bridge by their Pastoral team, as well as the members of staff on duty in The Bridge
- Students will work on exam desks while in The Bridge, unless behaviour escalates
- Students can only be placed in The Bridge for full days. If a student does need placing in The Bridge during the day, they will sit that time plus a further day
- Students must be collected by Pastoral Support Managers at the very start of P1, have a conversation about the reasons for their time in The Bridge, taken to the toilet if needed, then taken to The Bridge

- Students must remove anything from bags which they require, then hang up their bags and coats on entry
- Mobile phones must be placed into a plastic wallet and put into their allocated tray, along with any food they require during the day
- Exam conditions apply from entry – students should raise their hand to speak and, where possible, staff will go to the student to avoid disruption or general discussion
- Students will have a pre-allocated exam desk and must sit where instructed by staff
- Routines, expectations and consequences for non-compliance will be clearly explained by CHE at the start of the day to ensure consistency
- Students will complete an 'Anything we need to know' form if necessary
- Breakfast bars will be offered to all students
- Students must work appropriately throughout lesson time and as instructed by staff
- Only students with toilet passes or a confirmed medical condition will be allowed to the toilet during lesson time (or other mitigating circumstances), and toilet visits must be supervised
- Down time will be allowed at break where students can stand up, stretch, eat (if they have food) and go to the toilet if needed (supervised)
- A physical activity session will take place Period 3. Students may purchase lunch on their way back and food will be eaten at the start of Period 4a. This will allow students to have a wider choice of food and head straight in to lunch following their physical activity session. Another opportunity to visit the toilet (supervised) will be provided during P4a/b
- Students will engage in a session of around 20 minutes' reflection with a member of staff at some point where they will discuss why they are in The Bridge and what needs to change to avoid recidivism
- Smaller breaks in the 'timeout area' will be permitted on an individualised basis based on need and at staff discretion
- If a student's behaviour is not meeting expectations, the graduated response (below) should be followed
- Sessions will be staffed by CHE or a Pastoral and Learning Lead plus another member of the Behaviour Support Team
- Classroom based lessons can have a taught element at the discretion of the teacher present, but there is not a requirement and there should be a significant amount of quiet, independent work – in line with curriculum entitlement
- Students must complete a good amount of quality work which in The Bridge – sitting quietly during the day but not completing work is not acceptable

Students may only be placed in The Bridge by the Principal, Vice Principals JED or CHE. Students placed in The Bridge should be referred by the Pastoral Team/Head of Faculty by 4:00pm the previous day by which time JED and CHE must have been informed. Parents/carers should be informed prior to the student having their time in The Bridge so that all parties are aware of the consequence – this phone call home should be made by the member of staff referring the student for The Bridge.

A student may be placed in The Bridge due to:-

- Persistent poor behaviour
- A one-off investigated event

Any investigations or gathering of statements linked to an incident of poor/unacceptable behaviour should be carried out within Year Team hubs and/or with Leadership Team.

The Bridge will be staffed by a mixture of CHE, MDA, Pastoral and Learning Leads and Leadership Team.

For more serious incidents a student may be placed in The Bridge for 2 or 3 days as an alternative to suspension. This ensures that students remain in school under supervision and learning during their period of seclusion. This supports our local community and reduces the burden on parents supervising students who would have been suspended

Before returning to lessons from an extended Bridge period of more than one day, a member of the Inclusion Team will meet with students with significant SEND needs to discuss their reintegration. Where necessary, Pastoral Team should supervise a restorative meeting between the students and any other student or member of staff who has been adversely affected by the suspended student's actions, using the proforma circulated by Leadership Team.

<b>Before/on Entering</b>	Go to the toilet
	Enter in silence
	Hang up your bag and coat
	Place your phone and any break-time snack into your allocated tray
	Sit at your allocated desk and complete the “Anything we need to know form” if required
	Eat your breakfast bar if you would like one
<b>P1</b>	Maths from CGP text books/revisions guides
<b>P2</b>	English from Department resources/CGP revision guides
<b>Break</b>	Supervised toilet trip
	Chance to eat a snack you have brought
<b>P3</b>	Physical activity session
	Order and collect lunches (no plated hot meals)
<b>P4a</b>	Eat lunches
	News or documentary on the screen
<b>P4b</b>	Supervised toilet trip
	Reading time (own reading book, accelerated reading books or English department texts)
<b>P5</b>	Science from CGP revision guides
<b>P6</b>	Other subject work (provided by teachers or from department resources)
	Clear away and review of the day at 3pm

**Laptops and headphones can only be used in the afternoons and when essential for completion of work sent by class teachers. If more work has been provided by teachers for the afternoon than can be completed in P6, this can be started from P4b onwards if agreed by the member of staff present.**

## **REPORT SYSTEMS**

Where a student's behaviour does not meet our high standards and expectations, they may be placed on a monitoring report as part of the graduated response. There is a four-step approach to reports, which may be implemented using professional judgement in communication with Form Tutor, Pastoral Support Manager, Pastoral and Learning Lead or Leadership Team Year Team Associate.

1. Form tutor report - at this stage, parents/carers should be informed by phone call with the form tutor
2. Pastoral Support Manager report - at this stage, parents/carers should be informed by phone call from Pastoral Support Manager
3. Pastoral and Learning Lead report - at this stage, parents/carers should be asked to attend a meeting with Pastoral and Learning Lead and Pastoral Support Manager linked to student's behaviour
4. Leadership Team Associate report - at this stage, parents/carers should be asked to attend a meeting with Leadership Team Associate and Pastoral and Learning Lead linked to student's behaviour. (EWA - Y7, DSM - Y8, LTI - Y9, DOR - Y10, JED - Y11)

If a student's behaviour is still a cause for concern after the four steps above, further intervention/sanction will be considered in line with our graduated response.

The member of staff to whom the student is reporting must check in twice per day on students' progress:

1. During form time
2. During the afternoon (P5/6) - if a student is on report and the member of staff is teaching P5/6, this may be done by another member of the pastoral team.

Pastoral and Learning Lead/Pastoral Support Manager will be responsible for collating lists of students on report and feeding back to Leadership Team Associates. Full records of students on report and details regarding monitoring and tracking should be kept by the colleagues responsible for monitoring the report at that level.

## **INVESTIGATING SERIOUS CASES OF BEHAVIOUR THAT FALL BELOW EXPECTATIONS**

The Academy will investigate incidents of student behaviour that falls below expectations, including taking witness statements from as many people as possible.

The Academy will notify the Police and other relevant bodies of incidents where it is appropriate to do so.

The Academy will complete investigations within a reasonable timescale and not normally exceeding two working days.

The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.



## **USE OF REASONABLE FORCE**

The Academy follows the Department of Education policy 'Use of Reasonable Force: Advice for Headteachers, staff and Governing bodies July 2013'.

## **RECORD KEEPING, MONITORING AND EVALUATION**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Academy's Behaviour and Rewards Policy.

The Academy maintains accurate records of behaviour incidents using SIMS and MyConcern where appropriate.

The Academy has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

The Academy deploys appropriate administrative staff to undertake routine administration and record keeping.

The Academy monitors behaviour incidents in order to identify issues and trends.

The Academy monitors incidents of behaviour that falls below expectations in terms of:

- Type of incident (including racist, sexist, homophobic, transphobic incidents)
- Students involved
- Profile of students involved (ethnicity, gender, age, SEND, disadvantaged, EAL, LAC, CiN, CP)
- Timeliness of response
- Outcomes

The Academy ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

## **REVIEW**

The Principal, in consultation with the staff, will undertake systematic monitoring and regular evaluation of the Behaviour and Rewards Policy to ensure that the operation is effective.

The Principal will inform the Local Governing Body of the implementation and impact of the Behaviour and Rewards Policy at each Local Governing Body Meeting (five meetings per academic year.)

The Local Governing Body will review the policy in consultation with the Principal, staff and parents annually.

This policy should be read in conjunction with our Exclusions Policy, Drugs Policy, Uniform Policy, Anti-Bullying Policy and Learning and Teaching Agreement.

## Abbreviations

- HoF: Head of Faculty
- PLL: Pastoral and Learning Lead
- PSM: Pastoral Support Manager
- LT: Leadership Team
- VP: Vice Principal

## PASTORAL AND INCLUSION APPROACHES AND SANCTIONS

We will always look to work with students to ensure that behaviours are modified in their best interests and the interests of others, but unfortunately it may be necessary to sanction students linked to unacceptable and inappropriate behaviour in line with our policy.

Where a student has shown negative behaviour, a SIMS log should be made. Details of the type of behaviour should be included and a record of action taken should be recorded.

Individual incidents and/or multiple incidents of unacceptable behaviour as recorded by negative behaviour points on SIMS will lead to enhanced Pastoral and Inclusion support. It may also lead to sanctions being applied in line with the Behaviour and Rewards Policy.

To support students where their behaviour is a cause for concern, a range of Pastoral and Inclusion approaches following our graduated response models will always be applied, including:

- **Additional pastoral support from Pastoral Support Managers and Pastoral and Learning Leads**
- **Inclusion referral and support**
- **Grids for Learning**
- **Short term modified timetables of no longer than half a term in duration (3 cycles of 2 weeks)**
- **Work experience placements explored for KS4 students**
- **Curriculum pathways evaluated and access to programmes including Foundation Learning and Grow for identified students**
- **Referral to external agencies as appropriate including Specialist Inclusion Team, CAMHS and/or Educational Psychology**
- **Investigation of complementary alternative provision programmes alongside timetabled/remote learning**

This list is not exhaustive but illustrative and other support measures may be applied for students where additional need is identified.

Our ethos and values show a firm commitment to teaching behaviour and ensuring that the standards expected are modelled for students. Where behaviour falls short of our standards and expectations and requires a sanction, the following sanctions may be applied to students at Shirebrook Academy:

Possible sanctions can include:

- **Phone calls home**
- **Detention – break, lunch and after school**
- **Meetings with parents/carers**
- **Report monitoring with Form Tutors, Pastoral Support Managers, Pastoral and Learning Leads and members of Leadership Team**
- **Behaviour for Learning Meetings**
- **The Bridge**
- **Suspension**
- **Permanent Exclusion**

In considering the sanctions in place at Shirebrook Academy the following guidance documents have been considered:

**DfE Behaviour in Schools: Advice for Headteachers and School Staff September 2022**

**DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022**

#### **SUSPENSION AND PERMANENT EXCLUSION SANCTIONS**

##### **SUSPENSION**

A student may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year, or permanently excluded.

All suspensions and permanent exclusion decisions will be made on the grounds that they are reasonable, fair and proportionate.

Suspensions do not have to be for a continuous period and could be for a designated time each day e.g. lunchtime.

A suspension is used to provide a clear signal of what is unacceptable behaviour as part of our Behaviour and Rewards Policy and in line with national guidance. Where suspensions are becoming a regular occurrence for a student, consideration will be given as to whether suspension alone is an effective sanction and due consideration will be given to other Pastoral and Inclusion strategies as indicated.

Work will be set for the students to complete during their suspension sanction on Google Classroom and using a variety of external learning programmes including White Rose Maths, Oak Academy and Seneca (KS4). For suspensions 6 days or more, every effort will be made to source external provision at a designated location. Parents/carers should consider carefully if they would like their child to access the 6<sup>th</sup> day provision where available. If the decision is made by parents/carers for a child not to access 6<sup>th</sup> day provision, children should continue to access their learning remotely using Google Classroom. Where a child does not

have access to electronic devices in the home a loan laptop or paper-based work will be provided that will enable children to access their learning.

At the end of a suspension sanction, a re-admittance meeting will be held. It is extremely important that parents/carers and the suspended student attend the re-admittance meeting. At the meeting targets and action will be agreed to support the student in being more successful moving forwards. Additional reintegration support may also be provided by Inclusion to support children in re-engaging in their learning. Students must attend their readmittance in full, correct Academy uniform and engage positively in their target setting. Failure to do either or both of these may result in a failed readmittance meeting.

## **PERMANENT EXCLUSION**

A Permanent Exclusion is when a student is no longer permitted to attend Shirebrook Academy. The decision to permanently exclude a student is never taken lightly and is taken when:

- there has been a serious breach or persistent breaches of the academy's Behaviour and Rewards Policy; and
- where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others such as staff or pupils in the academy

Work will be set for students to complete on days 1-5 of a permanent exclusion sanction. From day 6, the Local Authority will provide learning support.

A meeting with governors will be convened within 15 school days of the permanent exclusion. Details regarding the reason/s for a permanent exclusion and the Permanent Exclusion Local Governing Body Meeting will be provided in the notification letter received by parents/carers. Details of who to contact should parents/carers have a concern is also specified in the notification letter.

**Shirebrook Academy is committed to a graduated response approach and this policy highlights all of the strategies and support that will be put in place for all children that are not meeting our standards and expectations and ethos and values. At all stages we will work closely with parents/carers and, where necessary, external agencies, as it is through working in partnership that we have the best chance of supporting a Shirebrook student to succeed.**

**Please note – further amendments to systems and procedures may be made during the 2023-24 academic year where appropriate and/or necessary. Any amendments will be communicated clearly to staff, students, parents/carers and other external stakeholders where appropriate.**



## Shirebrook Stars Rewards Ladder

### BRONZE AWARD

100 achievement points

97% attendance  
(1<sup>st</sup> check w/c 23<sup>rd</sup> October 2023)  
(2<sup>nd</sup> check w/c 4<sup>th</sup> December 2023)

Behaviour and contribution in form time is exemplary  
(over 1 half term)

Participate in 6 extra-curricular events / clubs

Student

Form Tutors

PLL/PSM

Vice Principals

Assistant Principal:  
Behaviour,  
Attitudes and  
Pastoral Care

### SILVER AWARD

200 achievement points

97% attendance  
(1<sup>st</sup> check w/c 12<sup>th</sup> February 2024)  
(2<sup>nd</sup> check w/c 11<sup>th</sup> March 2024)

Behaviour and contribution in lessons is exemplary  
(over 2 terms)

Participate in 6 extra-curricular events / clubs

Student

Form Tutors

PLL/PSM

Vice Principals

Assistant Principal:  
Behaviour, Attitudes  
and Pastoral Care

### GOLD AWARD

300 achievement points

97% attendance  
(1<sup>st</sup> check w/c 20<sup>th</sup> May 2024)  
(2<sup>nd</sup> check w/c 1<sup>st</sup> July 2024)

Behaviour and contribution in lessons is exemplary  
(over 3 terms)

Participate in 6 extra-curricular events / clubs

Student

Form Tutors

PLL/PSM

Vice Principals

Assistant Principal:  
Behaviour, Attitudes  
and Pastoral Care

**A Platinum Shirebrook Star may be considered in Term 3, should students be considered eligible by Leadership Team and Pastoral Team**

BEHAVIOUR FOR SUCCESS	
<b>Wear correct Academy uniform</b>	
<b>You must have the correct equipment every day- Pen, pencil, ruler, journal, bag</b>	
<b>Be polite and respectful at all times</b>	
<b>Always follow the teacher's instructions first time, every time</b>	
<b>Move quickly, quietly and sensibly around the Academy building during lesson changeover</b>	
<b>Keep yourself and others safe</b>	
<b>Allow yourself and others to learn</b>	
<b>Contribute to lessons and engage well in your learning</b>	
	<b>No mobile phones visible on Academy site at any time</b>
	<b>Do not be late to lessons. If you are late, apologise and explain the reason politely. NEVER truant lessons</b>
	<b>No swearing or inappropriate language at any time</b>
	<b>No chewing gum on Academy site</b>
	<b>Do not disrupt the learning of others</b>
	<b>No running inside the Academy building</b>
	<b>Do not drop litter, graffiti inside/outside the building or vandalise Academy equipment</b>
	<b>No visiting the toilet or filling up water bottles, unless you have a medical note or emergency</b>





## **Addendum re: Vaping in the Academy**

### **1. Context**

This addendum has been developed following the release of new national vaping guidance for schools released by **Action on Smoking and Health (ASH) September 2022**.

Vaping is not for children. While it can help people quit smoking, if you don't smoke don't vape. Uptake of vaping has a distinctive age profile. The key ages for take up are 16, 17 and particularly 18, although it can occur earlier. It is illegal to sell cigarettes or nicotine containing vapes to under-18s, but it is not illegal to smoke or vape underage. The main source of supply to children of cigarettes and vapes is shops. Children under 18 should be asked where they got their vape (or cigarette) from. Complaints can then be made to trading standards through the Citizens Advice online portal. <https://www.citizensadvice.org.uk/consumer/get-more-help/report-to-trading-standards/>

This addendum applies to all students within Aston Community Education Trust (ACET). It also applies to staff, volunteers, parents/carers, members of the public and visitors to any ACET academy.

Agency staff and contractors should be made aware of the addendum and abide by the vaping arrangements.

### **2. Vaping on site**

#### **Vaping is not permitted**

- in any academy building
- in academy grounds
- in academy vehicles
- whilst on academy visits and residential trips

### **3. Children and Young People**

**If students are found to be using, or in possession of vapes the steps outlined in the *Behaviour Policy* will be initiated.**

Vapes could be used to exploit the most vulnerable children, as is the case with other age restricted products such as tobacco and alcohol. Discovery, or suspicions of children being in possession, of any age restricted product should be immediately reported to the Principal and DSL within junior academies and to the Principal, DSL and year team staff within senior academies.

Consideration will be given to circumstances and the responses of the child or young person and where there are concerns that they are at risk of exploitation appropriate referrals will be made as outlined in the safeguarding policy.

Children and young people will always be offered support through the school nurse service, universal smoking cessation pathways and any locally available support networks as appropriate.

If children and young people identify premises that have sold vapes to them this will be reported through the Citizens Advice online portal.

In all cases contact will be made with parents/carers.

All academy vehicles are smoke-free. Vaping is also not permitted in academy vehicles.

#### **4. Support from ACET**

The Trust Central Safeguarding and Executive Teams will provide support and guidance as appropriate to enable the DSL to carry out their role effectively in regard to issues arising from vaping.

#### **5. Further Support**

**Information and advice on vaping/smoking cessation can be found at the following websites**

<https://www.nhsinform.scot/healthy-living/stopping-smoking/how-to-stop/e-cigarettes>

<https://www.nhs.uk/better-health/quit-smoking/>

<https://www.rdash.nhs.uk/publications/leaflets/stop-smoking-services-rotherham/>

<https://smokefreesheffield.org/how-to-quit/services/>

<https://www.livelifebetterderbyshire.org.uk/services/stopping-smoking/stopping-smoking.aspx>