



# Behaviour Policy

*This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.*

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# Behaviour Management Policy

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## **1. Behaviour for Learning - Policy principles**

This policy sets out Plume Academy's aim to provide a disciplined and ordered community in which all children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe. Also, where every member of the academy feels valued and respected and all students are fairly treated and in a consistent manner. This policy particularly aims to outline the measures to be taken to encourage good behaviour and to prevent any form of bullying by and amongst our students. The Behaviour Policy also considers, and in many ways adheres to, the Department for Education's guidance, '*Behaviour and Discipline in Academies – Advice for headteachers and academy staff*' (January 2016) and also acknowledges the academy's legal duties under the '*Equality Act 2010*'. The policy should also be read in conjunction with the academy's following policies:

- Anti-Bullying
- Equality
- SEND Provision
- Rewards

### **1.1 Aims and objectives**

The objectives of this policy are to promote good behaviour, self-discipline and all-round respect by:

- ensuring that all members of the Plume community - students, staff, parents/carers and trustees alike - understand their role in making exceptional contributions to the creation of a stimulating, caring and secure environment where students are encouraged to realise their potential in all areas of activity (See *Appendix 1, Home Academy Agreement, and Appendix 2, Plume College Student Agreement*)
- making clear the standards of behaviour and commitment that the academy expects from students (See *Appendix 1, Home Academy Agreement, and Appendix 2, Plume College Student Agreement*)
- encouraging students to adopt positive attitudes and values such as consideration, honesty and respect for themselves, others and their local and surrounding community (See *Appendix 3, Discipline with Dignity*)
- setting out how the academy will acknowledge, praise and reward students when they reach these standards and thereby help them grow into responsible and independent members of the Plume community (See *Appendix 4, Rewarding Achievement as well as our separate Rewards Policy*)
- giving a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be provided with clear guidelines and expectations for improvement and issued with a proportionate and fair sanction.

### **1.2 Strategies to meet these objectives include:**

- regular and systematic recording of positive achievement and negative behaviour data so that the appropriate and befitting actions can be taken as and when required
- Discipline with Dignity (DwD) approach to behaviour management (See *Appendix 3*)
- regular reinforcement of expected behaviour in assemblies, learning group time, Personal Development work, social time and of course, lessons
- consistent use of agreed, ratified and published policies and procedures by all staff
- a clear rewards, sanctions and referral system with clear lines of responsibility and escalation

- regular provision for staff, students, parents/carers and trustees in the professional development of Behaviour for Learning (BfL).

### **1.3 Policy impact indicators:**

- all members of the academy community make consistent contributions to ensure a safe, positive learning environment further evidenced by a typical atmosphere of respect and dignity
- all lessons are orderly, and students are visibly enthusiastic about their learning
- students show a mature attitude and display responsible behaviour at all times; in lessons, during break and lunchtimes, moving between lessons as well as in their individual journeys to and from the academy
- the Plume Academy environment is typically calm, orderly and considerate
- there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. This can be directly evidenced via detention, isolation, fixed term and permanent exclusion data
- incidents of any type of bullying is rare due to better understanding and awareness of the different forms it can take, together with an expectation that all members of the community actively prevent it from occurring
- student progress accelerates, and achievement and rewards increase
- students are protected from radicalism and extremism
- students display through their actions a clear understanding of the core British Values
- staff, parents/carers and students have no well-founded concerns about student safety, personal development, behaviour or welfare.

### **1.4 Policy monitoring and evaluation methods:**

*\*Full reviews will take place annually based upon termly monitoring and evaluation*

- staff feedback through surveys
- student feedback through surveys, Student Voice, the Student Council, tutor group activities and Personal Development lessons
- analysing data to highlight trends and patterns
- analysis of lesson observation feedback
- feedback from parents/carers of their perception of behaviour and safety through online surveys, questionnaires and Parent Voice meetings.

## **2. Policy Implementation**

### **2.1 A consistent approach:**

It is the duty of all members of staff to implement the systems within this policy to ensure consistency and ultimately, typicality. Such an approach will give all students a fair opportunity to be successful within a positive learning environment with absolutely no misunderstanding of what is expected of them in terms of their behaviour. This applies to both inside and outside of the classroom as well as travelling to and from the academy on a daily basis. Staff are expected to model the behaviour using the Discipline with Dignity approach expected of them in all interactions with our students; the same is of course fully expected of our students.

## **2.2 Behaviour in lessons - a positive approach**

It is important that students' achievement in lessons, with homework and whilst representing Plume Academy at sport, music, drama and community events is recognised through fair and consistent implementation of the rewards system (see *Appendix 4*). We must all strive to look for the positive and encourage students to recognise and embrace their individual strengths whilst valuing their own successes at the same time. By placing emphasis on the use of rewards as a means of raising levels of attainment and achievement, it will also act to encourage appropriate behaviour, increasing students' self-esteem and creating a positive learning environment.

## **2.3 Home Academy Agreement and Code of Conduct**

The aim of the agreement is to encourage shared responsibility between home and the academy so that each student achieves their personal best and in doing so, positively contributes to the Plume community. This agreement outlines the responsibilities of the partnership and the code of conduct to be adhered to by students and staff alike. It is to be signed by the academy, the student and their respective parent/carer.

## **2.4 Special Educational Needs and Disabilities**

We aim to fully include students with a variety of (SEND) educational needs and disabilities in all areas of Plume activity and in turn, to maximise their progress and achievements. Students with learning and behaviour difficulties will receive support that can take several forms and be within normal lessons, via individual tuition or through withdrawal into smaller groups. Progress, including behaviour, is regularly assessed, monitored and reported to parents/carers through Individual Education Plans (IEPs) or One Page Profiles (OPPs). These also outline strategies for students and staff alike to follow to enable continued progress. Issues linked to learning and behaviour may need to be passed on verbally to some parents or carers who require support or for whom English is not their first language. This can take place through meetings arranged by the SEND Faculty or the relevant Head or Assistant Head of Year. If necessary, the academy can also arrange for a translation of conversations or necessary documentation.

## **2.5 Mentoring**

At Plume Academy, a positive approach to Behaviour for Learning is also encouraged through a needs-based system that enables every student to be mentored at the appropriate level by one of the following: their form tutor, a designated member of staff, their Head or Assistant Head of Year or an external, screened and validated agency/professional.

## **2.6 Transition**

To maximise positive behaviours into Year 7, Plume Academy will plan, deliver and review a detailed transition programme each year. The transition programme will be tailored to ensure that students, parents and carers are able to become familiar with our Mill Road Campus, staff and the associated procedures.

Regular communication will be made with our incoming families with explicit routes clarified for parents and carers regarding communicating with the academy. The transition process will include Plume Academy staff visits to the Primary schools, Transition/Induction Days, regular letters and further visits or meetings where required, especially for students with additional educational needs or disabilities.

The transition from Mill Road to Fambridge Road Campus, and from Year 8 into Year 9, will also continue to be supported through transition days and an associated transition process.

## **2.7 Tutor group time**

Tutor group time provides an opportunity to promote Personal Development, Behaviour and Welfare (PDBW). Not only is this an opportunity for individual mentoring to take place, it also provides an opportunity to implement social and emotional aspects of learning, and develop students Social, Moral, Spiritual & Cultural (SMSC) development. We look to promote “a comprehensive, whole-academy approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in academy’s.”

## **2.8 Assemblies**

Assemblies are also regularly used to support Personal Development, Behaviour and Welfare (PDBW) giving an opportunity for students to receive public recognition for their achievements, whilst also promoting and exploring Spiritual, Moral, Social and Cultural (SMSC) information and activities. Plume Academy will also endeavour to engage outside agencies, spiritual groups, community representation as well as students and key members of staff to support the delivery of assemblies.

## **2.9 Uniform**

We encourage our students to take pride in their appearance and expect them to wear full uniform throughout the working day, including on the way to and from the academy (See Appendix 5 for the uniform code).

## **2.10 Behaviour outside of the academy working day**

Students may be disciplined for any misbehaviour when the student is:

- taking part in any activity organised by Plume Academy;
- travelling to or from the academy; or
- wearing Plume uniform within a reasonable time both before and after the academy day ends.

Further consideration may also occur when a matter is brought to our attention that could:

- have repercussions for the orderly running of the academy;
- pose a serious threat to another student, a member of staff or a member of the public; or
- could adversely affect the reputation and integrity of the academy.

However, this would primarily be in conjunction with an external agency such as the Police and where the academy would look to act in a supportive capacity.

## **2.11 Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via social media or messaging platforms), and is often motivated by prejudice against a particular person or group. For example, on the grounds of race, religion, gender, sexual orientation, sexual adjustment or because a child is adopted or has caring responsibilities. It might be motivated by actual or perceived differences between students. Bullying (and harassment - see below) of any type will not be tolerated at Plume Academy and will be dealt with using the sanctions system for incidents occurring in lessons, at break and lunch times or whilst travelling to and from the academy. When incidents occur outside of the academy's working day, for example bullying via social media sites, the academy will work in conjunction with and support of parents/carers and

outside agencies where it is deemed necessary to do so. However, the academy recommends that if such unacceptable behaviour occurs outside of academy's working day, parents/carers should:

- contact the police if the situation pertains to be serious and/or persists
- stop their child from accessing/using the respective social media platform(s) until matters have been resolved or improves
- if there is a pathway to do so, report it through the individual social media platform's reporting channels.

## **2.12 Harassment**

Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading humiliating or offensive environment for them. A single incident can amount to harassment and any incidents of harassment will initially be investigated and, if the ensuing evidence captured deems it necessary, dealt with by following the relevant academy sanctions procedures.

## **2.13 Mobile phones and associated smart technology**

Students can bring mobile phones onto academy grounds, but they must not be seen in the building. This is because we strive to ensure the inappropriate use of mobile phones or music playing devices does not interfere with teaching and learning. If mobile phones or music playing devices are seen in a lesson, they will be confiscated immediately by the class teacher and taken to the Student Support Centre where they can be collected by the respective student at the end of the working day. However, if a student refuses to hand over their phone then procedures for serious incidents will be implemented. The only exception to this rule applies when students might be directed by the class teacher to use their phone for a specific curriculum learning purpose.

Please also note:

- Students in years 7 & 8 and at our Mill Road Campus must not use their phone at any point in time from 8.25 am – 3.10 pm. However, they can bring their phone, headphones etc. to academy but they must be put away in a bag or locker during the actual working day. Therefore, if a phone is seen in use, it will be confiscated immediately and placed into the safe in MRC Reception for the rest of the academy day. Persistent offenders will be referred through to their respective Head/Assistant Head of Year for formal sanctions to be administered, along with an agreement as to how their phones will be allowed to be brought in to the academy moving forward. For example, it could be handed into and collected from reception at the start and end of each day.

There will be occasional exceptions to these guidelines and when staff give permission for students to use their phones with explicit guidance to how this can be done. Examples include for learning purposes or to check an important communication from a parent or carer.

- Students in years 9-11 and at our Cambridge Road Campus can use their phones, headphones etc. in a sensible and appropriate manner at morning break and lunch but again, not on the corridors or inside the academy campus, and certainly not in lessons. If a phone, headphones etc. are seen on the corridor, s/he will be asked to put them away with persistent offenders being referred through to their respective Head/Assistant Head of Year for formal sanctions to be administered.

- Students in Year 12 and Year 13 (i.e. Plume College) can use their phones, headphones etc. in their designated common and ICT rooms but not on the corridors or in classrooms unless again, it is a lesson designated as them needing to do so by their respective member of staff.

## **2.14 Smoking, drugs, alcohol and substance abuse**

The definition of a ‘drug incident’ is ‘the suspicion or evidence of any situation or specific event involving a drug’. This could relate to a student, parent/carer or staff member. ‘Drugs’ refers to **all** drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs, legal high and vaping technologies.

Drug-related incidents could fit into the following categories:

- drugs or associated equipment are found on Plume Academy grounds
- a student is found in possession of unauthorised drugs or associated equipment
- a student is found to be supplying\* an unauthorised drug on Plume Academy premises
- a student, parent/carer, or staff member is thought to be under the influence of drugs
- a staff member has information that the illegitimate sale/supply of drugs is taking place on Plume Academy grounds
- a student discloses that they or a family member/friend are using drugs
- a parent/carer discloses a concern about their child’s drug use.

*\*Within the context of this policy, the term ‘supplying’ may be used to describe students sharing drugs, students being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use or students selling to other stakeholders.*

Incidents will always include the involvement of the police, Plume’s Designated Safeguarding Leads and local drug support agencies. The supplying and distribution of drugs on academy may also lead to permanent exclusion.

Students will receive ongoing education about drugs in their Personal Development lessons with possible input from local drug support agencies. All confiscated ‘drug’ items will be securely held by the academy until collected by the police or dealt with via their clear and specific instructions.

## **2.15 Screening, searching and confiscation**

- a. Students can be searched for any item banned under the A rules, with the student’s consent (*DfE updated 18 January 2018 - ‘Screening, searching and confiscation at academy’*). These items may include tobacco, matches and lighters.
- b. The Executive Principal and staff authorised by him/her, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs and stolen items. Parents/carers will of course be quickly informed if such items are found on their child. Any searches undertaken will take place with the minimum of two staff present, one of which will be the gender of the student (*DFE 18 January 2018 - ‘Screening, searching and confiscation at academy’*).

A student runs the risk of permanent exclusion should s/he be found with any weapons, Class A or B drugs or stolen items on them after being searched. Persistent offenders in relation to tobacco, alcohol and refusal to comply with these expectations will also be at risk of permanent exclusion.

## **2.16 The use of reasonable force (DFE 17 July 2013)**

On the rare occasions when it becomes necessary, all Plume Academy staff have a legal power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (Section 93 – Education and Inspections Act 2006). Related guidance and associated procedures for staff are also located in the latest working staff handbook. Arrangements will also be made to ensure that all staff are aware of how to use reasonable force, and what ‘reasonable’ means in practice. The use of force is very much a last resort for staff who will use their skill and experience to avoid such situations occurring. Staff at Plume Academy will, at all times, endeavour to act in a professional way and seek to maintain the dignity and integrity of students in their care.

## **2.17 Zero-tolerance approach to sexual harassment and sexual violence**

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable and will not be tolerated at Plume Academy.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The unacceptable behaviours that count as peer-on-peer abuse are outlined in paragraph 49 of Keeping Children Safe in Education (KCSIE) 2021.

### **Peer-on-peer sexual abuse**

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person’s clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The academy’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we will not tolerate sexually inappropriate behaviour equally we will not seek to demonise anyone, instead we will seek to support and listen to all of the students involved in the incident. This will mean that the alleged perpetrator(s) will be offered support so that they can change their behaviour.

#### Possible sanctions for sexual harassment and violence

The Plume Academy acknowledges that different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

Appropriate sanctions may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

➤ Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding policy for more information as well as our Peer-on-Peer Abuse Policy.

The response to each incident will be proportionate whilst also balancing the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

#### Importance of reporting the behaviour

Plume Academy seeks to create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easy for our students to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour. We thereby encourage our students to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is and we will address the concerns they have raised in line with Behaviour, Safeguarding and Child Protection policies.

Our students know we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Staff at the academy are very clear on the supportive and protective aspect of a 'zero-tolerance' approach to peer on peer abuse. We strongly believe that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

### Promote appropriate sexual behaviours

The academy seek to promote and ensure our students understand what good and healthy sexual behaviour means.

Our Relationship and Sexual Education (RSE) curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

### **Sexism**

We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If students make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our academy to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

## **2.18 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the academy. This means misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a student of our academy

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on academy premises or elsewhere when the student is under the lawful control of the staff member (e.g. on an academy-organised trip).

## **2.19 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

## **3 Rewards at Plume Academy**

We believe that an ethos of encouragement, celebration and praise is central to the promotion of desirable behaviour. Rewards and recognition play a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in our working policies and associated procedures. Some examples of the rewards and recognition are:

- praise, both formal and informal, has a key part to play in our reward system and students are routinely praised in class and in more formal occasions such as weekly and end of term assemblies
- the use of achievement points which are electronically logged on the student information management system, (SIMS) are awarded for a whole range of positive outcomes and behaviours, whether in learning or in showing thought or care for others. There is also an associated system of acknowledgment and certification to accompany this
- letters home, the fortnightly Plume Academy newsletter, Plume Community News and the use of our website and Twitter accounts are routinely used to inform parents/carers and the local community of our students' successes
- termly year group assemblies are used to formally recognise the achievement and effort of students with all faculty areas contributing to awards ceremonies
- termly rewards are given based on outstanding attendance
- publication of student successes in the local and regional press.

## **4 Sanctions at Plume Academy**

Sanctions are designed to result in a positive impact upon student behaviour and ultimately, future learning. The system of sanctions available to teaching staff is part of an overall framework of support for students and should be regarded as only one aspect of the disciplinary procedures available. Repeated use of these sanctions towards individual students will prove counter-productive, since much of their value lies in their rarity. When

students do begin to collect frequent detentions, other strategies should be considered, which in turn will help the student recognise the existence of a problem and assist him/her to overcome it. Form tutors and the students' respective Pastoral Leads should be informed of sanctions and be consulted regarding repeated difficulties so as to be able to respond on behalf of a student if, for instance, s/he is in difficulties in several faculty areas, or there is a pattern of misbehaviour. (Sanctions used are shown on the next page).

#### **4.1 Equality**

Students have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Therefore, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or group of students. There is a relationship between the principles of our Equalities Policy and the sanctions system. Therefore, the existing mechanisms for dealing with racism and racial harassment within the Equalities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should never be used.

#### 4.2 Academy Sanctions Process

### Academy Sanctions Process

**Step  
1**

- **Verbal warning**

**Step  
2**

- **Second verbal warning** with standards and expectations reclarified

**Step  
3**

- **Student moved to a new seat** and record the reason as to why on SIMS

**Step  
4**

- **Five minute (maximum) cool off period, resolve and reintegrate.** Record on SIMS and consider setting a detention

**Step  
5**

- **Relocation to another class,** record on SIMS, make a phone call home and set a detention

**Step  
6**

- **If a student refuses to be relocated**, please press the appropriate button on your laptop or send a student to seek the support of the respective Assistant Head of Year

## 4.3 Plume College Protocol Summary

<b>Stage Five:</b> Joint Head of Academy (JHoA) & HOY to meet with student/parents. Final warning & placed on report to JHoA with clear targets. HOY to complete second Progress Check ahead of meeting. If student meets targets, JHoA to book a two-week review meeting with the student to check this is maintained & email relevant staff. If no improvement a further meeting with student/parents to mutually agree withdrawing from a specific course or, if necessary, the engagement of the permanent exclusion process. <b>JHoA to complete appropriate paperwork, &amp; to ensure that all teaching staff, College Office, Exams Office &amp; LGL are informed.</b>	<b>Stage Five:</b> Joint Head of Academy (JHoA) & HOY to meet with student/parents. Final warning & placed on report to JHoA with clear targets. HOY to complete second Progress Check ahead of meeting. If student meets targets, JHoA to book a two-week review meeting with the student to check this is maintained & email relevant staff. If no improvement a further meeting with student/parents to mutually agree withdrawing from a specific course or, if necessary, the engagement of the permanent exclusion process. <b>JHoA to complete appropriate paperwork, &amp; to ensure that all teaching staff, College Office, Exams Office &amp; LGL, KDe are informed.</b>	<b>Stage Five:</b> Joint Head of Academy (JHoA) & HOY to meet with student/parents. Final warning & placed on report to JHoA with clear targets. (See previous column) Social or emotional: JHoA to meet with all parties involved in supporting the student, including the student themselves & their parent/carer to establish if an alternative programme could be provided. A review meeting for any alternative arrangements should be set. <b>JHoA to complete appropriate paperwork, &amp; to ensure that all relevant staff are informed.</b>
If no improvement shown – <b>Stage 5.</b> If student meets targets, HOY to book a two-week review meeting with the student to check this is maintained. Inform JHoA/FL/subject teacher/LGL of outcome & ensure student is monitored.	If no improvement shown – <b>Stage 5.</b> If student meets targets, JHoA to book a one-week review meeting with the student to check this is maintained. Inform HOY/FL/teacher/LGL of outcome.	If no improvement shown – <b>Stage 5.</b> If progress is being made, student to continue receiving additional internal & external support. If student meets targets, HOY to book a two-week review meeting with the student to check this is maintained. Inform JHoA/FL/subject teacher/LGL of outcome & ensure student is monitored.
<b>Stage Four:</b> HOY/FL/subject teacher to meet with student & parents. Student issued an 'amber' warning letter stating that unless improvement is seen their place at College is in jeopardy. Placed on further two-week Faculty Report or HOY Report if issues occurring in other subjects. <b>HOY to complete second Progress Check ahead of review meeting. HOY/JHoA to email all relevant teaching staff re: outcomes including LGL/KDe.</b>	<b>Stage Four:</b> HOY & JHoA to meet with student & parents. Student issued an 'amber' warning letter stating that unless improvement is seen their place at College is in jeopardy. <b>HOY to complete second Progress Check ahead of review meeting. HOY/JHoA to email all relevant teaching staff re: outcomes including LGL/KDe.</b>	<b>Stage Four:</b> HOY/FL/Subject teacher to meet with students & parents. Student issued an 'amber' warning letter. Placed on two-week Faculty Report. SAPM & HOY to meet with ADSL & external agencies to plan additional support & set a clear review date. Involve parent/carer. <b>HOY to complete Progress Check ahead of meeting. SAPM/HOY to ensure JHoA informed of additional support in place.</b>
If no improvement shown – <b>Stage 4.</b> If student meets targets, HOY to book a two-week review meeting with the student to check this is maintained. Inform FL/subject teacher/LGL of outcome & ensure student is monitored.	If no improvement shown – <b>Stage 4.</b> If student meets targets, HOY to book a two-week review meeting with the student to check this is maintained. Inform FL/teacher/LGL/KDe/SAPM of outcome.	If no improvement shown – <b>Stage 4.</b> If student meets targets FL to book a two-week review meeting with the student. Paperwork forwarded to HOY/LGL & continue to monitor. If progress is being made, student to continue with SAPM programme gradually reducing dependency.
<b>Stage Three:</b> FL/LGL/subject teacher to inform student that this has been referred to HOY. HOY to complete a Progress Check on the student in all subjects. Parental Meeting to set new targets. Set a two-week review date. <b>HOY to email outcomes of meeting to all relevant teaching staff, including LGL &amp; JHoC.</b>	<b>Stage Three:</b> FL/subject teacher to inform student that this has been referred to HOY. HOY to complete an attendance check on the student in all subjects. Parental Meeting to set new targets. Set a two-week review date. <b>HOY to email outcomes of meeting to all relevant teaching staff, including LGL, JHoC, KDe &amp; SAPM.</b>	<b>Stage Three:</b> Subject teacher refer BfL issues to KS5 Co-Ord or FL placed on Faculty Report, reviewed at the end of each date. Send a letter to parents. Support programme implemented by SAPM [API] with a fixed review date. <b>SAPM /teacher to email updates on progress made to LGL &amp; HOY: inform parents as agreed at Stage 2.</b>
If no improvement shown – <b>Stage 3.</b> If student meets targets, FL/KS5 Co-ord. to inform LGL so that student can be monitored.	If no improvement shown – <b>Stage 3.</b> If student meets targets, FL to inform LGL on action taken and progress made so that student can be monitored.	If no improvement shown – <b>Stage 3.</b> SAPM [API] /teacher to inform FL, LGL & HOY of the level of support required or of actions taken, & ask them to continue to monitor
<b>Stage Two:</b> FL/KS5 Co-ord. & subject teacher speaks with student. Second set of targets set with a time frame for completion & review date. <b>Subject teacher/FL or KS5 Co-ord. make parent/carer contact for information.</b> <b>Email LGL/HOY/ SAPM [API] on actions taken.</b>	<b>Stage Two:</b> FL & subject teacher speak with student. Discuss issues & solutions. Second set of attendance targets set with a clear review date. <b>Subject teacher/FL make parent/carer contact for information. Email LGL/KDe/HOY on actions taken.</b>	<b>Stage Two:</b> Subject teacher forward concern to FL/KS5 Co-Ord on action taken & contacts parents. SAPM [API] put in place an appropriate level of support & review within 7 days. SAPM [API] to make contact with parent/carer.
If no improvement shown – <b>Stage 2.</b> If student meets targets, subject teacher to inform LGL so that student can be monitored.	If no improvement shown – <b>Stage 2.</b> If student meets targets, subject teacher to inform LGL & KDe & FL so that student can be monitored.	If no improvement shown – <b>Stage 2.</b> If student meets targets, teacher to inform LGL & FL so that student can be monitored. If necessary, SAPM [API] to complete a progress check on student with all teaching staff.
<b>Stage One:</b> Subject teacher speaks to student and sets clear targets with a time frame for completion & review date. Log concerns using SIMS Behaviour Mgt. – 3. Behaviour to indicate the actions taken. Consider using a 'Learning Support Plan' (LSP) to help the individual learner.	<b>Stage One:</b> Subject teacher speaks to student re: attendance concerns – discusses issues & solutions (three absences in a week). Sets clear targets for attendance over the next week. Review after a week. Log concerns using SIMS Behaviour Mgt. – 3. Behaviour to indicate the actions taken. Ensure College Manager [KDe] is informed.	<b>Stage One:</b> Subject staff use clear classroom warnings and inform FL/LGL of concerns and set clear expectations/targets with a time frame for improvement. SAPM [API] may need to meet with student for initial assessment. Log concerns using SIMS Behaviour Mgt. – 3. Behaviour to indicate the actions taken.
<b>Academic Concerns (Learning &amp; Progress)</b> within a subject.	<b>Attendance Concerns</b> within a subject (Students below 90% attendance overall monitored by HOY/LGLs on a weekly basis)	<b>Social, Emotional &amp; Behavioural Concerns</b>

#### **4.4 Internal Exclusion**

If deemed necessary, and in relation to a serious behaviour incident, the academy may choose to place a student in Internal Exclusion. This facility is provided at our Cambridge Road Campus only and students are provided with work and supervised by a member of staff for the entirety of a working day, however, due to the nature of an incident, the sanction may last for more than one day.

A day in Internal Exclusion may also need to be repeated if a student fails to successfully complete the day. If this proves to be the case, a half day fixed term exclusion will occur in the first instance followed by the repeating of the original sanction applied.

##### **Objectives:**

- to isolate potentially dangerous, defiant, anti-social or disruptive behaviour, thereby minimising the impact on the learning and wellbeing of other students as well as members of the academy's team of staff.
- to ensure there is a calm and secure environment for students who are not behaving appropriately to complete their regular timetable.

#### **4.5 Exclusion**

##### **There are two forms of exclusion from Plume Academy:**

**Fixed Term Exclusion** - For a notified period either as a 'cooling off' mechanism or as a step towards permanent exclusion. It is the parent/carers' legal duty to supervise the child for the first five days of an exclusion.

**Permanent Exclusion** - When all other avenues have been exhausted or because of a single serious breach of the agreed policy. Permanent exclusion is rightly rare but can be implemented in response to persistent disruptive behaviour or a one-off serious breach of the academy's behaviour policy. The academy may have identified students at risk of permanent exclusion. In this situation, it is highly likely that a package of support will have been offered to the student and their parent/carer. The aim is to make the student aware of their behaviour so that with the appropriate ongoing support, s/he can be helped to change it. Several strategies may be adopted and closely monitored by the student's Head of Year and respective Head of Campus. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a single serious breach needs to be considered against the wider interests of the Plume community.

Only the Executive Principal may exclude a student in line with statutory guidance, and permanent exclusions must be confirmed by a panel of the Board of Trustees. The decision may also be scrutinised by an Independent Review Panel should the respective parents/carers challenge the decision of the panel of Trustees.

Parents/carers should be informed of a fixed term exclusion by phone before receiving written formal notification. This can be a traumatic experience for parents/carers, so it is vitally important that an initial explanation of the reasons behind the decision is provided. A brief and balanced account of the incidents leading up to the fixed term exclusion should be provided to the Executive Principal, but such accounts should not include any prejudicial or emotive language or extraneous comments that relate to other members of the student's family. Where necessary, witness statements should be gathered as well as a version of events from the student themselves. The decision to exclude must be made on a 'balance of probabilities' in the light of the evidence, the seriousness of the breach and the effect upon the values of the academy. Students may not be sent home during the day without parental/carer agreement.

#### **4.6 Multi-Agency support for students who display continuous disruptive behaviour**

Students who display continuous disruptive behaviour will of course be provided with ongoing internal support through intervention strategies that could include a reduced timetable or one-to-one support within the SEND programme. Depending on the age of the student, a period of work experience might also be incorporated into their timetable. The student may also receive mentoring with a designated member of staff or a member of staff from a working partner external agency.

#### **4.7 Managed Moves**

Plume Academy operates a managed move protocol lasting between six to twelve weeks. This fresh start approach will result in a permanent placement dependent on behaviour, attendance and engagement during the trial period. We will endeavour to work collaboratively wherever possible with other local education providers to support students rendered vulnerable through their persistent negative behaviour, poor attendance or lack of engagement with the academy.

#### **4.8 Alternative Provision and The Turn Around Centre**

Prior to permanent exclusion, students who have shown certain behaviour traits or engagement levels within the academy, it may be possible to offer a student alternative educational provision for a period of time to allow for significant improvement in behaviour. There are two pathways we may look to offer to the parents/carers of the student. The first is a positive referral 1 (PR1) or positive referral 2 (PR2) to the local alternative provision facility which would see a student complete potentially a term or extended length of time at the provision. All information linked to the alternative provision offer would be outlined in a clear meeting or discussion beforehand so as to ensure all stakeholders are aware of the provision available.

Furthermore, the academy has its own alternative provision called the ‘Turn Around Centre.’ The centre will be offered for students at risk of permanent exclusion, however, the behaviours shown previously will be reviewed before this option is considered. The Turn Around Centre will enable students to be placed in an alternative provision whilst remaining on roll at the academy and preventing them having to leave the academy sites. The Turn Around Centre works with students to ensure they are fully supported to turn their behaviour round and return to the mainstream academy setting. This is done on a student-by-student basis; hence no time frame will be placed upon a student’s placement in the Turn Around Centre, however, if a student fails to show the required improvement within two terms, or a serious one-off incident occurs, a permanent exclusion will be pursued.

The full details and protocols relating to the Turn Around Centre can be accessed via the academy’s website.

## **Appendix 1**



### **Home/Academy Agreement**

#### **THE PARENT/CARER**

##### **I/WE WILL:**

1. Ensure that my child comes to Plume Academy regularly on time and properly equipped.
2. Inform Plume Academy about any concerns or problems that might affect my child's work or behaviour.
3. Support Plume Academy and its policies as fully as possible.
4. Support my child in all homework matters and other opportunities of home learning.
5. Attend Parents' Consultation Evenings and discussions about my child's progress.
6. Maintain an active interest and encourage my child in all aspects of my child's life at Plume Academy.
7. Endeavour to manage all social media and cyber technology issues that manifest outside of the academy day.

**Signed:** \_\_\_\_\_ **Parent/Carer**

#### **THE ACADEMY WILL:**

1. Have a clearly stated published, up to date and correctly ratified Behaviour Policy.
2. Listen to and respond quickly to any concerns a child and/or their parents/carers may have.
3. Provide a safe, caring and stimulating environment for all of our students to effectively learn in.
4. Maintain a rich, broad and balanced curriculum which meets the individual needs of every student.
5. Ensure that every student achieves the best possible standards of work and behaviour, as a valued member of the Plume Academy Family.
6. Set, mark and monitor homework and send home regular assessments of every students' work, progress and attainment.
7. Arrange annual parents' Consultation Evenings for every year group so that progress can be discussed in person.
8. Keep parents/carers informed about activities and events through newsletters, letters home, parent mail and information on the academy website and Twitter feeds.

**Signed:** \_\_\_\_\_ **on behalf of the academy**

#### **THE STUDENT**

##### **I WILL:**

1. Adopt a positive attitude and participate fully in the life of Plume Academy.
2. Attend Plume Academy regularly and on time.
3. Bring all the equipment and books I need every day.
4. Wear the Plume Academy uniform as required and take a pride in my appearance including on the way to and from the academy.
5. Do all my classwork and homework to the best of my ability
6. Be polite and helpful to others including whilst using the internet and social media both at the academy as well as at home.
7. Respect the Plume Academy environment and local and surrounding community.
8. Follow Plume Academy's Code of Conduct to the full.

**Signed:** \_\_\_\_\_ **Student**

## **Appendix 2**

### **Plume College - Student Agreement**

The purpose of this “Agreement” is to clarify the expectations that the College has of its students and the way in which the College works with our students and parents/carers. Enrolling as a student in Plume College indicates that you agree to comply with the terms of this Agreement. It indicates the basis upon which a student enters the College and compliance with its terms is an essential condition for remaining a College student. Any student wishing to successfully proceed into Year 13 must fully and consistently comply with the conditions documented in the Student Agreement throughout Year 12.

#### **1. GENERAL EXPECTATIONS**

Students are young adult members of the College community and it is the College’s aim to treat them as such. However, a mature approach by students to study and conduct themselves appropriately at all times is essential if this is to be possible.

It is generally the College’s aim to tackle any problems with the student first and to try to solve difficulties by discussion and agreement. However, we recognise that parents/carers are supporting students in their education, and if we are unable to resolve any problems speedily and effectively then parents/carers will be contacted. It is expected that students will pass on information (e.g. letters and newsletters) to their parents/carers and inform the College of any domestic changes (e.g. changes in address, contact details, etc.).

College students should arrive at lessons with the necessary equipment to complete the work, and with any preparation work set for the class completed. Students studying Level 3 courses should expect to get up to **4-5 hours’ preparation work/homework** per subject, per week. Failure to complete homework or preparation will be treated as a disciplinary issue (see Disciplinary Policy). Students **MUST** also wear their **identity swipe card** at all times. The identity swipe cards are provided free to all students of the College, but if a student loses their identity swipe card they must replace it at a cost of £3.00. Please see Section 3, ‘Registration and Attendance’.

#### **2. ACADEMIC PROGRESS**

Staff at Plume College will aim to provide the highest standard of teaching and learning and support for our students. The College is dedicated to high standards of achievement. All staff will expect students to aim for the highest standards they are capable of achieving in order to meet or exceed their target grades. If any student shows that they will not follow the advice of their teachers or their tutor in this respect, then this will become a disciplinary issue (see Disciplinary Policy).

If a student is unable to reach the required standard for their course, they will discuss this with their teacher(s) and their tutor. When they have had a reasonable opportunity to demonstrate improvement, a meeting will be held with the student, her/his parent/carer, and the Head of College to discuss the issue and options available in terms of moving forward.

In the event that staff are absent, the College has a clear expectation that our students will show high levels of commitment to their studies and as such, learning will continue. The lesson will be used for structured independent study as stipulated by the specific subject area. The onus is on the student to take ownership of their learning and locate and complete the cover work set during that lesson. Failure to do so will be treated as a disciplinary issue within that subject area. Students must register with Mrs Demes in the College Office if a member of staff is absent.

#### **3. REGISTRATION AND ATTENDANCE**

The College day lasts from **8.30am – 4.15pm**, as many subjects run **period 6 lessons**. Students will be registered electronically in each lesson as well as for Tutor Group sessions. Students are expected to attend and arrive promptly to all of the lessons on their timetable (**including their tutorial sessions and compulsory study time**). Truanting and lateness will lead to students being dealt with through the College sanctions system. Students are expected to maintain a **minimum average attendance of 95%**. Students who consistently demonstrate a deliberate intent to miss lessons (truanting) and/or an unsatisfactory attitude to learning and/or poor behaviour may jeopardise their place at College and may not proceed into Year 13 or indeed complete Year 12.

Through the year there will be additional compulsory events which students must attend. For example, enrichment days or progression events. These events will be registered and will count towards attendance. Attendance will be monitored by the **College Manager, Mrs Demes, Head of College, Mr Saunderson** and the **Student Achievement and Progress Manager, Mrs Pipe**.

A student will be withdrawn from his/her study programme and even lose their place at Plume College where they consistently truant lessons (including their Tutor Group sessions), and/or fail to engage in the intervention which is provided. Where this occurs, the student will be invoiced for their examination entry costs.

#### **4. REPORTING ABSENCE**

It is never acceptable for a student to miss a lesson without informing the College. If a student is to be absent from College, the student or parent/carer should telephone the College Office on the first day of absence, preferably before 9am, to report the reason for absence and subsequent days after that too.

The correct procedure for reporting absence is to call 01621 854681, choose option 1 'Student Absence', and then option 3 'Sixth Form College Absence'. If a student is likely to be away for some time, the College Office needs to be informed so that work can be sent home.

**Examples of acceptable reasons for absence from lessons include:**

- Illness (which renders you incapable of attending College)
- Educational visits and other activities organised by the College
- Attendance at University Open Days/Interviews for post-College employment/training

**Examples of unacceptable reasons for absence from lessons include:**

- Driving lessons
- Part-time employment
- Working on homework or coursework
- Medical appointments which could be attended outside of lesson time

College students are permitted to leave College when they do not have lessons. However, students **MUST** swipe in and out of the building. This is to ensure all students can be safely located in the event of an emergency. All College students will be issued with ID swipe cards and they are accountable for ensuring they are used responsibly at all times. Students and staff should all wear ID cards on a lanyard as this is a safeguarding issue and identifies students as members of our school community.

Students are required to swipe in and out of College every time they enter or leave the premises using one of the machines located on the ground floor. This will ensure we are aware as to who is in the building in the event of a fire or any other emergency. Please be aware the swipe machine outside the College Office is purely for registration of compulsory study time (CST) and students must use it accordingly to ensure their attendance is recorded for CST sessions.

If students lose their lanyard, replacements are available from the College Office at a small cost. If students lose or forget their ID card/swipe card, they must inform the Post 16 staff in the College Office immediately as this is both a security and health and safety issue. There will be a charge for replacement cards. A temporary card will be issued by the College Office staff, however, students who persistently forget their card will be sent home to collect it.

**Plume College Staff Absence:** Staff absences for College students will not be disclosed as students will be expected to arrive to all lessons on time, register, collect and complete work independently during their timetabled lesson. In some cases, staff may, if absent, email work to students and their expectations for its completion. Key Stage Five lessons will not be 'cancelled'. The onus is on the student to be proactive and ensure they register for the lesson and complete work to the required standard and submit on time.

#### **5. REPORTS AND CONSULTATION EVENINGS**

Students are expected to attend Parents/Carers Consultation Evenings with their parents/carers to enable the College to discuss and support their progress. For all students, progress reviews are a crucial part of the monitoring process. College students receive one Progress Review per half-term in the autumn and spring terms. Students also receive an Annual Overview Report in the summer term. Parents/Carers' Consultation Evenings are held during the year and the dates of these are published in Plume News and on the College website. Parents/carers are strongly encouraged to attend with students as these evenings and the reports are important for communication between the College and home.

#### **6. GENERAL BEHAVIOUR AND DRESS**

All students will be expected to behave in a responsible manner, recognising that College students provide a role model for younger students in the academy. Respect and courtesy should be shown at all times by students both to each other and to staff and visitors to the College and academy. Students must adhere to the **College Dress Code** and where necessary, ask for detailed guidance on what is and is not acceptable dress. This also includes guidelines for appropriate hair styling.

**For Health & Safety reasons, all facial piercings are regarded as unacceptable.** College students should discuss these with the **Student Achievement and Progress Manager** before making arrangements to have visible body piercings to avoid any confusion and ensure compliance with the College dress code.

Year 12 and 13 students are allowed to use their mobile phones, but we ask that they are only used in the College area. If students use their phones in the main school building, they can expect to be asked to put them away by staff. Please note that mobile

phones are also the responsibility of the student and the College/academy cannot take any responsibility for mobile phones or any other electronic devices.

## **7. HOLIDAYS DURING TERM TIME**

Family holidays should be taken outside of term time whenever possible. It is not acceptable for students to arrange their own holidays during term time unless they are going with family. Group holidays with friends during term time are not permitted regardless of when the holiday is booked. Permission to take a holiday during term time must always be sought before booking a holiday. Parents/carers must send a letter directly to the Executive Principal, Mr Wakefield.

## **8. PART-TIME JOBS**

Whilst we accept that students have part-time jobs, a careful balance needs to be made between paid work and College work. A part-time job should not affect the completion of work or deadlines set by teaching staff. Please note that where timetabled, the College day lasts until 4.15pm, and so when securing part-time employment, students should ensure that the employer will not expect them to work before this time.

## **9. SMOKING**

The whole College site (both inside and outside the building) is a non-smoking site. It is equally unacceptable for students to smoke just outside the College/academy boundary and we ask students to be mindful of the image this creates. Students who do wish to smoke off-site must ensure they do so out of the sight of the whole academy site.

## **10. DISCIPLINARY PROCEDURE**

In most cases, problems can be resolved informally between a student and her/his tutor. There are five levels to the disciplinary procedure in the College:

<b>Level 1 – Subject Teacher</b>	Low Level/one off incidents of inappropriate conduct/behaviour/effort.
<b>Level 2 – Tutor &amp; Faculty Leader &amp; SAPM</b>	Concerns about behaviour and conduct in lessons and in school and College areas. Failure to respond to warnings/sanctions at Level 1.
<b>Level 3 – Head of College Mr Saunderson (SSA)</b>	Concerns about academic performance and attendance (truanting) across a range of subjects. Failure to respond to sanctions/warnings at Level 2.
<b>Level 4 – Joint Head of Academy Mrs R Clark (RCL)</b>	Significant or repeated breaches of the College Agreement. Failure to respond to warnings/sanctions at Level 3
<b>Level 5 – Joint Head of Academy Mrs R Clark (RCL)</b>	Serious misconduct compromising the safety of staff and students and/or the reputation of the College. Failure to respond to warnings/sanctions at Level 4.

At each level there are support and sanctions. However, a Level 5 incident may lead to the engagement of the permanent exclusion process and a student being asked to leave the College. Ultimately, students in the College are here by choice and if they refuse to conduct themselves appropriately, they are free to seek opportunities elsewhere at another college or in employment.

Where a student makes significant or repeated breaches of the Student Agreement, the Joint Head of Academy (College) may issue a warning letter. The warning letters are issued in the following way:

<b>Green warning letter</b> First incident of unacceptable behaviour/breach of the academy's behaviour policy.	<ul style="list-style-type: none"><li>This is the first College warning letter</li><li>The incident is recorded on the students' file</li></ul>
<b>Amber warning letter</b> Second incident of unacceptable behaviour/breach of the academy's behaviour policy	<ul style="list-style-type: none"><li>This is the second and final College warning letter.</li><li>A disciplinary meeting is held with the student, parents/carers and the AVP.</li><li>The incident is recorded on the students file</li></ul>
<b>Red discipline letter</b> Third incident of unacceptable behaviour/breach of the academy's behaviour policy	<ul style="list-style-type: none"><li>The Student Agreement is terminated. The student is asked to leave the College</li><li>Eventual engagement of the permanent exclusion process. The right to appeal exists within this process.</li></ul>

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the academy's behaviour policy, and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy. These procedures form part of the Student Agreement with the College and are in place to protect all members of the College. Most students have a very positive approach to learning and other aspects of College life, therefore, the number of students who have to be dealt with through these procedures remain extremely low.

## **11. USE OF COLLEGE AREAS**

Plume College has five key areas for the exclusive use of College students: the Common Room, College Study Room, College One, College Coffee Shop and the College Library. These areas are one of the privileges of being in the College. Any abuse of these will

be a disciplinary matter and will be dealt with according to the College Disciplinary Procedure. Students are expected to be respectful of the facilities provided and maintain these areas in a tidy and reasonable condition. No eating or drinking is permitted in the College Library or Study Room. Inappropriate behaviour within the College area, including the Common Room, will lead to withdrawal of these facilities for the students concerned.

## **12. COMPUTER SYSTEMS AND SECURITY**

Each individual student is responsible for their use of the computer facilities and for the security of their user area. Any student who is unable to achieve this (for example by keeping their password secure) may be refused access to these facilities. Students are reminded that they are held responsible for any information sent from their ICT user account. Internet use should be confined to study related use only. We have the facility to monitor student access to internet material. Any student who misuses internet access will have this privilege withdrawn.

## **13. EQUAL OPPORTUNITIES**

Plume is committed to providing equal opportunities regardless of gender, disability or ethnic background. Students are expected to treat everyone in a way which is consistent with this approach at all times.

## **14. VISITORS TO THE SITE**

Students should not invite visitors to the site without permission from Mrs Clark or Mr Saunderson. All visitors, including parents/carers, must sign in and out at our main reception and must wear a pass, issued by a member of the academy's reception team.

## **15. CAR PARKING**

Due to increasing pressure on car parking facilities at our Cambridge Road Campus; there are no spaces available for student parking. Maldon District Council periodically patrol the car park and fines will be issued to anyone who is illegally parked.

## **16. COLLEGE DEPOSIT**

After students have been formally enrolled on their post-16 study programme, they will be asked to pay a voluntary refundable £50.00 deposit. Providing all books and other equipment are returned in a *good condition* at the end of the course and all outstanding payments have been completed, this deposit will be refunded in full. It may be used to pay for the UCAS fee and/or any other College related costs. This deposit is voluntary and students will not be treated differently according to whether or not they or their parents/carers have made any contribution in response to this request for a deposit. This refundable deposit is *not linked to our admissions process*, therefore, it does not relate to gaining or being refused entry into our College. Where the deposit has not been paid and costs are incurred the College may seek legal support to ensure all costs are recovered in full. We value students' feedback, therefore, it is vital that students complete their respective Exit Survey via Survey Monkey. College deposits will not be returned until a student has completed this survey and formally signed off using the appropriate clearance form.

## **17. EXAMINATIONS**

Students are reminded that, in line with Government policy, if they choose to withdraw from a subject or fail to fulfil coursework or assessments, or do not attend their exam sittings, they will be charged the relevant exam entry fees. It is not possible for the College or the Government to gain reimbursement from the exam boards for withdrawals after the final date for submission of entry deadlines has passed. Should a student's repeated failure to attend examinations exceed the £50.00 College Deposit students/parents/carers will be invoiced for the additional costs.

Students are expected to behave impeccably during all examinations. They should arrive on time with their **ID badges** and ensure they are appropriately dressed in line with the College Dress Code. In the event that a student does not meet these expectations, they are highly likely to face disqualification from all remaining examinations for that academic year. This decision will be made by the **Joint Head of Academy** (College) in association with the Examination Officer and after final input from the Head of Centre/Executive Principal, Mr Wakefield.

## **18. MEDICAL INFORMATION**

Students are asked to notify Plume College of any specific medical needs and/or requirements. This information will be treated as confidential and recorded on their student file to ensure staff can provide safe and relevant support if they become ill whilst at College. Please ensure that the College Manager, Mrs Demes, is made aware of any medications, where relevant which are being taken by the student during the school day.

- I understand that by enrolling on a Plume College course, I am agreeing to abide by the terms of this agreement.*
- Any serious disciplinary issues whilst waiting to join the Plume College or after I have joined will result in the termination of this agreement.*
- I recognise that in order to successfully progress into Year 13 I must fully and consistently comply with the conditions documented in the Student Agreement throughout Year 12.*
- I understand this agreement and its contents.*

**(Updated: Sept 2021)**

# Discipline with Dignity



1. Always treat students (and all stakeholders for that matter) with dignity and respect
2. Try to be fair at all times
3. Nurture responsibility rather than obedience
4. Stop doing ineffective things
5. Rules must make sense
6. Long term behaviour changes v quick fixes
7. Be a role model for what you expect at all times without exception!

## Appendix 4

### Plume Academy: Rewarding Achievement

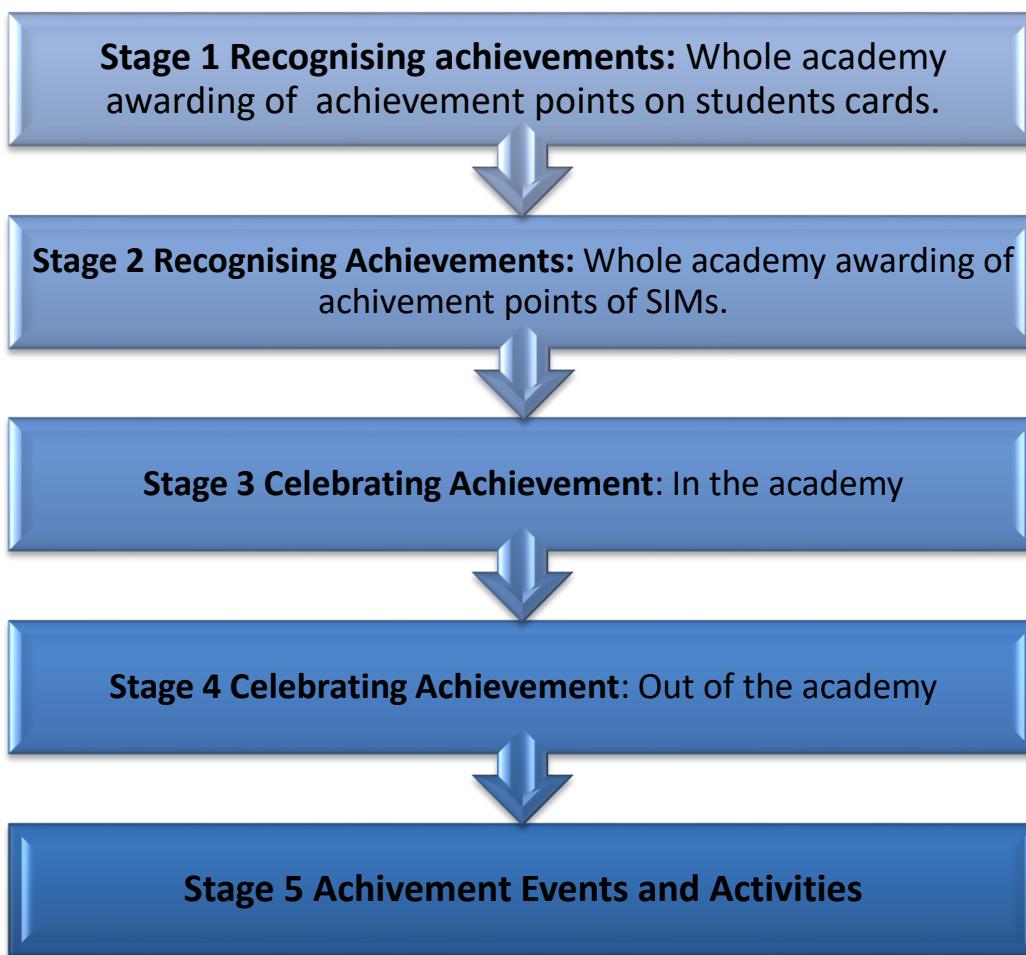
## Plume Academy: Rewarding Achievement



*Central to our achievement philosophy is the expectation that all teachers will praise students as a matter of routine. Day-to-day praise is a key factor in motivating students and establishing a positive climate for learning at Plume Academy.*

This day-to-day praise forms the foundations of rewarding achievement, and through the implementation of the 5 stages of rewards, we can ensure that the successes of all our students are recognised accordingly.

#### Stage 1 Recognising achievements:



The awarding of whole academy achievement points on students' cards:

Where	Statement
Lessons	<b>Excellence in lessons</b> includes positive contributions towards lessons, excellent classwork, excellent homework and outstanding effort (POINTS 1-3)
When representing Plume Academy	<b>Contribution to the community</b> includes representing Plume Academy through sport, the arts, formal/presentation events/evenings or any other related events. Extra-curricular activities and duty student also qualifies for this
In and around the academy	When a student has carried out a positive action, record this on their reward card.

# Plume Academy: Rewarding Achievement



## Stage 2 Recognising achievements:

Whole academy awarding of achievement points of SIMs.

Where	Statement
Lessons	<b>Excellence in lessons</b> includes positive contributions towards lessons, excellent classwork, excellent homework and outstanding effort (POINTS 1-3)
When representing the academy	<b>Contribution to the community</b> includes representing Plume through sport, the arts, formal or presentation evenings or other related events. Extra-curricular activities and duty student also qualify for this (POINTS 1-5)
When representing Plume	<b>Outstanding contribution to the community</b> includes Jack Petchey Awards, Presentation Evening awards, Diana awards or similar exceptional events (POINTS 10)
In and around the academy	<b>Completed reward card.</b> When full, this can be handed in to the HoY/AHoY to add reward points (points 12, 24, 36 & 72)
Learning group time	<b>Learning group checks</b> include correct uniform, correct equipment and basic classwork standards being met (POINTS 1-3)

## Stage 3 Celebrating Achievement - Inside the academy:

- Ongoing achievement assemblies (celebrating attendance/achievement points/quiz winners, LAIC Top form etc.)
- Certificates (Plume awards, community awards, faculty commendations, Homework heroes)
- Display boards celebrating achievements (weekly Top Tutor Achievers, termly faculty achievers)
- Positive phone calls or positive letters/emails home

## Stage 4 Celebrating Achievement - Out of the academy:

Through contacting home communicating student achievements via postcards, emails, phone calls, the fortnightly newsletter and via the website and academy's Twitter feeds.

## Stage 5 Achievement Events:

Key incentive events to reward achievements throughout the year:

- Termly achievement point lottery for gift vouchers.
- Termly prizes for the Learning Group with top attendance, quiz winners and achievement points
- Yearly trophy presentation the top student and top achieving Learning Groups
- Incentive events that are specific to year groups e.g. termly and end of year trips and visits
- Termly lunch with HoY/Campus Lead/Executive Principal for the students with highest achievement points
- Monthly Jack Petchey Awards
- Termly best practice meetings with the Executive Principal after securing nominations from the teaching staff

## Appendix 5

### Academy Uniform Expectations

All students are encouraged to take a pride in their personal appearance and academy uniform must be worn at all times. We ask for your support and cooperation to help keep the standards of our students' uniform as high as possible.

\*Blazer – Navy blue with academy badge

Shirt – Plain white shirt with collar.  
Shirt should be tucked in and top button done up at all times.

\*Trousers – Graphite grey academy trousers.  
\*Shorts – Graphite grey academy tailored shorts.  
\*Skirt – Graphite grey academy skirt.  
Belts must be plain black leather or faux leather.

\*Tie – Navy, pale blue and white striped academy tie.  
Must be tied to show a minimum of four full pale blue stripes below the knot.

Socks/Tights – Plain black (ankle high) socks.  
Tights must be “natural” or plain black.  
Socks or tights must always be worn.

Shoes – must be plain black leather with no white or coloured logos or stitching.  
Heels must be no higher than 4cm and we do not allow suede shoes, boots, sling-backs, wedges or trainers like 'Nike Air Max'. However, we do allow all black Nike Air Force 1s, Converse, All Stars, Puma and similar but, again, they must be all black leather, examples of which can be seen below.



\*Optional Knitwear – Plain navy blue V-neck woollen jumper worn beneath the academy blazer not instead of the blazer.

Coats – Students are not permitted to wear coats, hoodies or other outdoor garments inside the academy's buildings. We do, however, encourage coats to be worn to the academy and during lunch/break times during winter months.

Jewellery – a maximum of one plain, small stud worn in the lobe of each ear and a watch if required.  
No other jewellery to be worn in the academy including friendship bands.

No make-up to be worn in the academy (including no nail varnish).

Hair must be a natural colour and must not be styled in an extreme manner. This includes tram lines being shaved in.

Year 11 will be offered the opportunity to purchase and wear a tie specifically for their year group (as supplied by the academy's uniform supplier).

Parents/carers of students who fail to meet the expectations highlighted in this document and in terms of the academy uniform will be asked to collect their son/daughter from the academy and to rectify the necessary issues. Parents/carers are then expected to return their son/daughter to the academy as quickly as possible that same day.

These items marked \* must be purchased from our named suppliers via the following link  
on the academy's website:

<http://www.youracademywear.co.uk/plume-maldons-community-academy-185-c.asp>

### Plume Academy PE Kit

#### Indoor

Years' 7 to 9 Plume sky blue/navy unisex or fitted sports polo shirt	Years' 10 and 11 Plume navy/sky blue unisex or fitted sports polo shirt	Years' 7 to 11 Navy shorts White socks Trainers  Optional Plume navy leggings
 or	 or	

#### Outdoor

<p>Years' 7 to 11 Plume navy/sky blue long-sleeved half zip Sports top, or Plume navy/sky blue long-sleeved sports Jersey</p>  <p>or</p>	<p>Years' 7 to 11 Navy shorts Plain navy tracksuit bottoms – no logos Plume navy/sky blue PE socks Trainers or football/rugby boots depending on the activity</p> <p>Optional - to be worn subject to weather conditions Plume navy leggings Plume academy base layer</p>
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### Uniform suppliers:

<http://www.youracademywear.co.uk>

Students who are injured should provide their teacher with a note from their respective parent/carer.  
All students will be expected to wear their PE kit for lessons and participate as best as they possibly can.

### Plume College Dress Code

- Students are expected to wear clean, safe and functional clothing which is always appropriate to the study they are undertaking and environment in which they are learning.
- Decisions are at the discretion of Mrs Clark (Joint Head of Academy) and Mr Saunderson (Head of College).

This Behaviour Management Policy was reviewed and ratified by the Board of Trustees of Plume Academy on **Wednesday 22 September 2021**.