



# Behaviour Policy

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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 Schools – Advice for headteachers and school 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*); and
- 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; and

- 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; and
- 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; and
- 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 & 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 continue to stage Year 6 Induction Days in the July of each year, supported by a Year 5 'Taster Day' and Year 5 and Year 6 Parents' Evening. This is whilst also continuing to work with primary schools throughout each academic year by inviting Year 5 & 6 students into the academy to take part in academic and sporting activities.

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-school 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 schools.”

## 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

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; and
- wearing Plume uniform within a reasonable time both before and after the academy day ends.

Students may be disciplined for any misbehaviour at any time that:

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

## 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. However, incidents that occur outside of academy time such as bullying via social media sites will only be investigated by the academy if they either originated during academy time or if they are brought into the academy by those involved. What the academy will always advise if such unacceptable behaviour occurs outside of academy time is:

- contact the police if the situation pertains to be serious and/or persists;
- stop your child from accessing/using the respective social media platform(s) until matters have been resolved or it improves; and
- 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 school 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 locked away in the SSC until the end of that particular working day.
- Students in years 9-11 and at our Fambridge 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 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 years 12 & 13 (the 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 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; and
- *\*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. Supplying of drugs within the academy may also lead to permanent exclusion.

Students will receive 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 school'*). These items may include tobacco, matches and lighters.
- b. The 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 school'*).

**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.

### **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; and
- 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. Tutors 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.

## 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

<p><b>Stage Five:</b> Assistant Vice Principal (AVP)&amp; HOY to meet with student/parents. Final warning &amp; placed on report to AVP with clear targets. HOY to complete second Progress Check ahead of meeting. If student meets targets, AVP to book a two-week review meeting with the student to check this is maintained &amp; 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>AVP to complete appropriate paperwork, &amp; to ensure that all teaching staff, College Office, Exams Office &amp; LGL are informed.</b></p>	<p><b>Stage Five:</b> Assistant Vice Principal (AVP)&amp; HOY to meet with student/parents. Final warning &amp; placed on report to AVP with clear targets. HOY to complete second Progress Check ahead of meeting. If student meets targets, AVP to book a two-week review meeting with the student to check this is maintained &amp; 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>AVP to complete appropriate paperwork, &amp; to ensure that all teaching staff, College Office, Exams Office &amp; LGL, KDe are informed.</b></p>	<p><b>Stage Five:</b> Assistant Vice Principal (AVP)&amp; HOY to meet with student/parents. Final warning &amp; placed on report to AVP with clear targets. (See previous column) Social or emotional: AVP to meet with all parties involved in supporting the student, including the student themselves &amp; their parent/carer to establish if an alternative programme could be provided. A review meeting for any alternative arrangements should be set. <b>AVP to complete appropriate paperwork, &amp; to ensure that all relevant staff are informed.</b></p>
<p>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 AVP/FL/subject teacher/LGL of outcome &amp; ensure student is monitored.</p>	<p>If no improvement shown – <b>Stage 5.</b> If student meets targets, AVP to book a one-week review meeting with the student to check this is maintained. Inform HOY/FL/teacher/LGL of outcome.</p>	<p>If no improvement shown – <b>Stage 5.</b> If progress is being made, student to continue receiving additional internal &amp; external support. If student meets targets, HOY to book a two-week review meeting with the student to check this is maintained. Inform AVP/FL/subject teacher/LGL of outcome &amp; ensure student is monitored.</p>
<p><b>Stage Four:</b> HOY/FL/subject teacher to meet with student &amp; 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 to email all relevant teaching staff re: outcomes including LGL.</b></p>	<p><b>Stage Four:</b> HOY &amp; AVP to meet with student &amp; 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/AVP to email all relevant teaching staff re: outcomes including LGL/KDe.</b></p>	<p><b>Stage Four:</b> HOY/FL/Subject teacher to meet with students &amp; parents. Student issued an ‘amber’ warning letter. Placed on two-week Faculty Report. SARM &amp; HOY to meet with HDr &amp; external agencies to plan additional support &amp; set a clear review date. Involve parent/carer. <b>HOY to complete Progress Check ahead of meeting. SARM/HOY to ensure AVP informed of additional support in place.</b></p>
<p>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 &amp; ensure student is monitored.</p>	<p>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.</p>	<p>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 &amp; continue to monitor. If progress is being made, student to continue with SAPM programme gradually reducing dependency.</p>
<p><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; AVP</b></p>	<p><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 &amp; AVP &amp; KDe &amp; SAPM.</b></p>	<p><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></p>
<p>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.</p>	<p>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.</p>	<p>If no improvement shown – <b>Stage 3.</b> SAPM [API] /teacher to inform FL, LGL &amp; HOY of the level of support required or of actions taken, &amp; ask them to continue to monitor</p>
<p><b>Stage Two:</b> FL/KS5 Co-ord. &amp; subject teacher speaks with student. Second set of targets set with a time frame for completion &amp; review date. <b>Subject teacher/FL or KS5 Co-ord. make parent/carer contact for information. Email LGL/HOY/ SAPM [API] on actions taken.</b></p>	<p><b>Stage Two:</b> FL &amp; subject teacher speak with student. Discuss issues &amp; 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></p>	<p><b>Stage Two:</b> Subject teacher forward concern to FL/KS5 Co-ord on action taken &amp; contacts parents. SAPM [API] put in place an appropriate level of support &amp; review within 7 days. SAPM [API] to make contact with parent/carer.</p>
<p>If no improvement shown – <b>Stage 2.</b> If student meets targets, subject teacher to inform LGL so that student can be monitored.</p>	<p>If no improvement shown – <b>Stage 2.</b> If student meets targets, subject teacher to inform LGL &amp; KDe &amp; FL so that student can be monitored.</p>	<p>If no improvement shown – <b>Stage 2.</b> If student meets targets, teacher to inform LGL &amp; FL so that student can be monitored. If necessary, SAPM [API] to complete a progress check on student with all teaching staff.</p>
<p><b>Stage One:</b> Subject teacher speaks to student and sets clear targets with a time frame for completion &amp; review date. Log concerns using SIMS Behaviour Mgt. – 3. Behaviour to indicate the actions taken. Consider using a ‘<b>Learning Support Plan</b>’ (LSP) to help the individual learner.</p>	<p><b>Stage One:</b> Subject teacher speaks to student re: attendance concerns – discusses issues &amp; 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.</p>	<p><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.</p>
<p><b>Academic Concerns (Learning &amp; Progress)</b> within a subject.</p>	<p><b>Attendance Concerns</b> within a subject (Students below 90% attendance overall monitored by HOY/LGLs on a weekly basis)</p>	<p><b>Social, Emotional &amp; Behavioural Concerns</b></p>

#### 4.4 Internal Isolation

If deemed necessary and in relation to a serious behaviour incident, the academy may choose to place a student in academic isolation. This is provided at our FRC 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 isolation may last for more than one day.

A day in isolation may also need to be repeated if a student fails to successfully and appropriately 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 isolation.

##### **Objectives:**

- to isolate potentially dangerous, defiant, anti-social or seriously disruptive behaviour, thereby minimising the impact on the learning of others; and
- to ensure there is a calm and secure environment for students who are not behaving appropriately.

#### 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 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 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 6-8 weeks. This is ultimately initiated and organised by the Mid-Essex Behaviour and Attendance Partnership (BAP) of which Plume Academy is a member. Schools will, after initial discussions, accept a student for this trial period. This fresh start approach will result in a permanent placement dependent on behaviour during the trial period. We will endeavour to work collaboratively wherever possible with other local schools to support students rendered vulnerable through their persistent negative behaviour or poor attendance.

#### **4.8 Positive Referrals**

Prior to permanent exclusion, it may be possible to work in partnership with the BAP to remove a student to an alternative educational venue for a period of time to allow for significant improvement in behaviour. This form of support is highly bespoke and is set up through extensive information sharing and negotiation. A student's behaviour will be monitored throughout his/her time away from Plume Academy and reintegration only considered when significant improvements have been demonstrated. If a student fails to show the required improvement within two terms, permanent exclusion will proceed.

There are two types of Positive Referral:

- A PR2 which sets a time frame as to when the individual student will be away from the academy and working with an external partner. This is formally reviewed every 4-6 weeks.
- A PR1 which means the individual student permanently transfers to another external partner but remains on the academy's roll until the formal end of Year 11. The student is in essence 'dual registered'.



## **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 homework and other opportunities of home learning
5. Attend 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

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

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

1. Have a clearly stated published behaviour policy
2. Listen to and respond quickly to any concerns he/she or you may have
3. Provide a safe, caring and stimulating environment for your child to learn in
4. Maintain a balanced curriculum which meets the individual needs of each child
5. Ensure that your child achieves the best possible standards of work and behaviour, as a valued member of the Plume Academy community
6. Set, mark and monitor homework and send home regular assessments of your child's work, progress and attainment
7. Arrange Consultation Evenings so that progress can be discussed fully
8. Keep parents/carers informed about activities and events through newsletters, letters home, parent mail and information on the Plume website and Twitter feeds

**Signed:** \_\_\_\_\_ **Tutor**

### **THE STUDENT**

#### **I WILL:**

1. Adopt a positive attitude and participate fully in the life at 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 necessary and take a pride in my appearance
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
8. Follow Plume Academy's Code of Conduct

**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 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 also 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 receive up to **4 hours preparation work/homework** per subject, per week. Failure to complete homework or preparation will be treated as a disciplinary issue (see Disciplinary Policy). College students **MUST** wear their identity badges at all times. The identity badges are provided free to all students of the College, but if a student loses their identity badge 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 can achieve in order to achieve or exceed their target grades. If any student shows that they will not follow the advice of their teachers or their Learning Group Leader (LGL) 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, he/she will discuss this with his/her teacher(s) and their LGL. When they have had a reasonable opportunity to demonstrate improvement, a meeting will be held with the student, his/her parent/carer, and the Head of Year (HoY) to discuss their future at the College.

If 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 may be treated as a disciplinary issue within that subject area.

### 3. REGISTRATION AND ATTENDANCE

The College Day lasts from **8.30 am – 4.15 pm**, as many subjects run **period 6 lessons**. Students will be registered electronically in each lesson, and for Learning Group Tutorial sessions. Students are expected to attend and arrive promptly to all of the lessons on their timetable (**including their tutorial sessions**). Poor attendance 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 poor attendance and/or an unsatisfactory attitude to learning and/or poor behaviour will jeopardise their place in the College and may not complete Year 12 and/or 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 Attendance Manager, Head of Year and Pastoral Support Assistant.

A student may be withdrawn from a specific subject(s) and be at risk of permanent exclusion from Plume College if they consistently fail to meet our expectations for attendance (including their Learning Group sessions) and/or fail to engage in the intervention which is provided. Where this occurs, the College deposit will be used to meet their examination entry costs.

#### 4. REPORTING ABSENCE

It is never acceptable for a student to miss a lesson without informing the College. If the 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 all subsequent days. 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 the student is likely to be away for some time, the College office needs to be informed so that work can be arranged to 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 the 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 have been issued with ID swipe cards which have been activated. Students are accountable for ensuring they are used responsibly at all times. Students and staff should all wear ID cards on a lanyard. This is a safeguarding requirement and identifies students as members of our 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 of who is in the building in the event of a fire or any other emergency. Please be aware the swipe machine in the College library 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 constitutes a safeguarding, security and health and safety issue. In the meantime, a temporary card will be issued by the College office staff. 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. Year 12 and 13 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 submitted on time.

#### 5. REPORTS AND CONSULTATION EVENINGS

Students are expected to attend 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. Consultation Evenings are held during the year and the dates of these are published in the fortnightly Plume Academy Newsletters, on the College website and in the College's Student Handbook. Parents/carers are strongly encouraged to attend with students as these evenings and the reports are of vital importance 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 as well as to staff and visitors to the academy and College. Students must read the **College Dress Code** in the College Student Handbook for detailed guidance on what is and what is not acceptable dress. This also includes guidelines for appropriate hair styling and colouring.

**For Health & Safety reasons, all facial piercings are regarded as unacceptable.** College students should discuss this with the College pastoral team before planning to have visible body piercings to avoid any confusion and ensure compliance with the College dress code.

Year 12 and 13 students can use their mobile phones, but we ask that they are only used in the designated College areas. If students use their phones in the main building they can expect to be asked to put them away by staff; this includes the use of headphones. Please note that mobile phones are the responsibility of the student and the academy cannot accept any form of responsibility for these or any other form of electronic device.

## 7. HOLIDAYS DURING TERM TIME

Family holidays should be taken outside of term time wherever 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 Principal stating the reason for the requested absence and with a minimum of four weeks' notice.

## 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 4.15 pm, so when securing part-time employment students should ensure that your 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 academy boundary. Therefore, 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 building and away from the academy premises.

## 10. DISCIPLINARY PROCEDURE

In most cases, problems can be resolved informally between a student and his/her Learning Group Leader. There are four 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 – Learning Group Leader &amp; Faculty Leader (Student Support Mentor)</b>	Concerns about behaviour and conduct in lessons and in College areas. Failure to respond to warnings/sanctions at Level 1.
<b>Level 3 – Head of Year</b>	Concerns about academic performance and attendance across a range of subjects. Failure to respond to sanctions/warnings at Level 2.
<b>Level 4 – College SLT lead</b>	Significant or repeated breaches of the College Agreement. Failure to respond to warnings/sanctions at Level 3.
<b>Level 5 – College SLT lead</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 is both support as well as sanctions. However, a Level 5 incident may lead to a student being permanently excluded from 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.

Where a student makes significant or repeated breaches of the College Agreement, the College SLT lead may issue a warning letter. The warning letters are issued in the following way:

<b>Green warning letter</b>	First incident of unacceptable behaviour	<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>Orange warning letter</b>	Second incident of unacceptable behaviour	<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 College SLT lead.</li> <li>The incident is recorded on the students file</li> </ul>
<b>Red discipline letter</b>	Third incident of unacceptable behaviour	<ul style="list-style-type: none"> <li>A further meeting is held to engage in an open discussion about the student's future at Plume College.</li> <li>The student is at serious risk of being permanently excluded.</li> </ul>

These procedures form part of the student Agreement with the College and are in place to protect all stakeholders associated with the College. Most students have a very positive approach to learning and other aspects of College life, therefore, the number of students who need be dealt with through these procedures is always extremely low.

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

Plume College has five key areas for the exclusive use of College students only: The Common Room, the College Study Room, College One, the College Coffee Shop and the College LAIC. 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 LAIC 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 Academy is committed to providing equal opportunities regardless of gender, disability, religion, sexual orientation 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 onto the academy site without permission from the College office. All visitors, including parents/carers, must sign in and out via our main reception and must wear a pass, issued by the receptionist at all times.

## **15. CAR PARKING**

Due to increasing pressure on car parking facilities at Fambridge 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**

Students joining the College will be asked for a voluntary contribution of **£50.00** deposit. Providing all books and other equipment are returned in a *good condition* at the end of their courses in an appropriate condition and all outstanding payments have been completed, any deposit voluntarily paid will be refunded in full.

Additionally, this deposit will be used if students withdraw from examinations or fail to attend examinations. (Please see Note 17). The deposit will also be used in respect of late BTEC withdrawals from courses as registration fees have to be paid by the academy at the start of the academic year. Also, if they do not pay the UCAS fee or any other College related costs e.g. Prom payments. If this deposit causes financial difficulty, please do not hesitate to discuss this with us as we will always try to find a way to help and support the individual student(s).

We greatly 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. This is because 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 voluntary deposit, students/parents/carers may be invoiced for the additional costs.

Students are expected to behave impeccably during all examinations. They should arrive on time and ensure they are appropriately dressed in line with the College Dress Code. If a student does not meet these expectations, they are likely to face disqualification from all remaining examinations for that academic year. This decision will be made by the College SLT lead in association with the Head of Centre/Principal and Examinations Officer and there will be no right to appeal.

## **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 Office Manager is made aware of any medications which are being taken by the student during the school day.

**PLEASE COMPLETE AND RETURN THIS SLIP**

*I understand that by enrolling on a College course, I am agreeing to abide by the terms of this agreement. Any serious disciplinary issues whilst waiting to join the College or after I have joined will put my place at Plume College at risk. I recognise that 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.*

*I/we have seen a copy of this agreement and are aware of its contents:*

<i>Student:</i>	<i>Signature:</i>	<i>Date:</i>
<i>Parent/Carer:</i>	<i>Signature:</i>	<i>Date:</i>
<i>College Representative:</i>	<i>Signature:</i>	<i>Date:</i>

# 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!

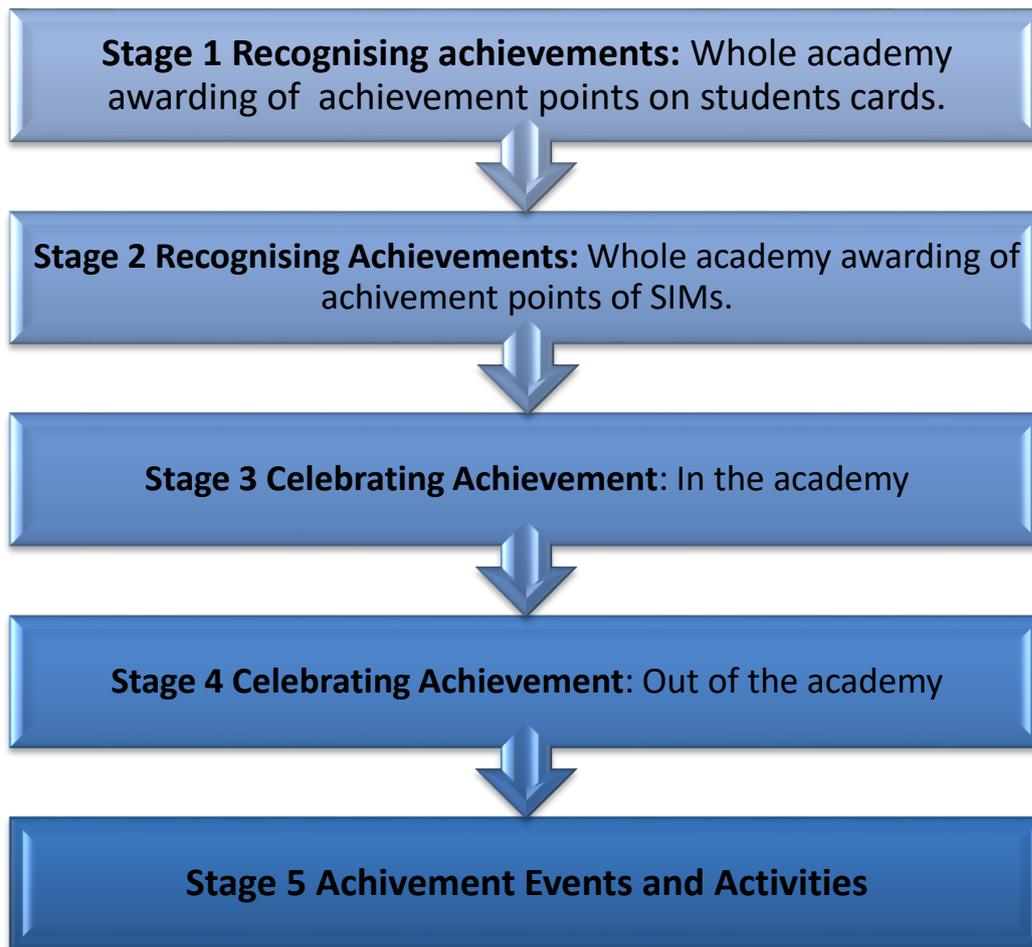
## Plume Academy: Rewarding Achievement



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	<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.



## 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/DoC/Principal for the students with highest achievement points
- Monthly Jack Petchey Awards
- Termly best practice meetings with the Principal after securing nominations from the teaching staff

## ACADEMY UNIFORM

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

GIRLS	BOYS
<p><b>*Blazer</b> – Navy blue with academy badge  <b>No other badges to be worn attached to the blazer unless awarded by the academy.</b></p>	
<p><b>Shirt</b> – Plain white shirt with collar.            Shirt should be tucked in and top button done up.</p>	
<p><b>*Trousers</b> – Graphite grey academy trousers  <b>Belts must be plain black leather or faux leather.</b></p>	
<p><b>*Tie</b> – Navy, pale blue and white striped academy tie.            Must be tied to show a minimum of four full pale blue stripes below the knot.</p>	
<p><b>*Skirt</b> – Graphite Grey academy skirt</p>	
<p><b>Socks/Tights</b> – Plain black (ankle high) socks.            Tights must be “natural” or plain black.</p>	<p><b>Socks</b> – Plain black (ankle high) socks.</p>
<p><b>Socks or tights must be worn at all times</b></p>	
<p><b>Shoes</b> – Plain black leather (or Faux leather) shoes. (Maximum 5cm heel, no stiletto heels, platforms, trainers, canvas shoes, suede, boots, sandals, sling-backs or wedges).            Shoes must not display flashings or logos.</p>	
<p><b>*Optional Knitwear</b> – Plain navy-blue V-neck woolen jumper worn beneath the academy blazer <u>not instead of</u> the blazer.</p>	
<p><b>Coats</b> – Students are not permitted to wear coats, hoodies or other outdoor garments <u>within</u> the academy building.</p>	
<p><b>Jewellery</b> – a maximum of one plain, small stud worn in the lobe of each ear and a watch if required.  <b>No other jewellery to be worn in the academy including friendship bands.</b></p>	
<p><b>No make-up to be worn in the academy (including no nail varnish).</b></p>	
<p><b>Hair must be a natural colour and must not be styled in an extreme manner            (This includes no tram lines or closely cropped styles,            recommended no shorter than a no. 2 cut)</b></p>	
<p><b>Year 11</b> will be offered the opportunity to purchase and wear a tie specifically for their year group (and as supplied by the academy shop).  <b>Students will not be permitted to wear ‘reward’ subject/club specific T-shirts during the academy day.</b></p>	
<p>Parents and 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 and carers will then be expected to return their son/daughter to the academy as quickly as possible that day.</p>	

### PLUME ACADEMY PE KIT

Girls	Boys
<p style="text-align: center;"><b>Indoor:</b></p> <p>*Year 7-9 Unisex sports polo shirt <b>OR</b> *Year 7-9 Girls fitted sports polo shirt (sky blue/navy)</p> <p>*Year 10 to 11 navy/sky blue polo shirt *Navy shorts</p> <p>*Girls may also choose to wear the academy Plume Navy leggings instead of shorts White socks Clean white trainers</p>	<p style="text-align: center;"><b>Indoor:</b></p> <p>*Year 7-9 Unisex sports polo shirt (Sky blue/navy) *Year 10 to 11 navy/sky blue polo shirt *Navy shorts White socks Clean white trainers</p>
<p style="text-align: center;"><b>Outdoor:</b></p> <p>*Girls sports Top (navy/sky blue long-sleeved) *Optional Base Layer *Navy shorts</p> <p>*Academy PE navy/sky blue sports socks Trainers and football boots</p> <p>Plain navy tracksuit bottoms – no logos (to be worn subject to weather conditions) <b>optional</b></p> <p>*Girls may also choose to wear the academy Plume navy leggings Shin pads will be needed for some activities Gum shields are recommended for some activities</p>	<p style="text-align: center;"><b>Outdoor:</b></p> <p>*Long sleeve sports jersey (navy/sky blue) *Optional base layer *Navy shorts</p> <p>*Academy PE navy/sky blue socks Trainers and football boots</p> <p>Plain navy tracksuit bottoms – no logos (to be worn subject to weather conditions) <b>optional</b></p> <p>Shin pads will be needed for some activities Gum shield are recommended for some activities</p>
<p><b>Uniform suppliers:</b></p> <p><a href="http://www.yourschoolwear.co.uk/plume-maldons-community-academy-185-c.asp">http://www.yourschoolwear.co.uk/plume-maldons-community-academy-185-c.asp</a></p> <p><b>The items marked * MUST be purchased from our set suppliers via the link on the academy website. There is also the option to purchase skirts, trousers and blouses</b></p>	
<p>Students who are injured or unwell must provide their teacher with a note from their respective parent/carer. All students will be expected to wear their PE kit for lessons and will participate. Jewellery must be removed for all PE lessons.</p>	

This Behaviour Management Policy was reviewed and ratified by the Board of Trustees of Plume Academy on