



NOTES:

**UNITED LEARNING BEHAVIOUR POLICY**

Date of last central office review:		Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2024	Owner: Robyn Hornby	
Date of next school level review:	Summer Term 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

**REVIEW TIMETABLE**

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Summer term 2023. Review Summer Term 2024
School policy ratified by Local Governing Bodies	Spring term 2023
Implementation of Group Policy	Sept 24



**UNITED LEARNING TRUST**

**The Cornerstone Academy**

**Sept 24**

**BEHAVIOUR POLICY**



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

## Behaviour Policy

### Expectations

This policy sets out the expectations of behaviour at The Cornerstone Academy to ensure that all students and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to bring out the 'best in everyone'.

This policy also enables teachers to comply with the teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy has been developed in keeping with the following legislation and guidance for schools in relation to behaviour, safety and welfare.

- Education Act 1996.
- School Standards and Framework Act 1998.
- Education Act 2002.
- Education and Inspections Act 2006.
- Education Act 2011.

This policy also acknowledges the Academy's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

### Acronyms used in this policy:

AHOY - Assistant Head of Year  
HOY – Head of Year  
AP - Assistant Principal  
SENco – Special Education Needs Co-ordinator  
VP - Vice Principal  
SLT – Senior Leadership Team  
PSP – Pastoral Support Programme  
BAP – Behaviour Action Plan  
TAC - Team around the Child  
TAF – Team around the Family

### At The Cornerstone Academy we aim to:

- Have all students in lessons during learning time.
- Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment.
- Have fairness and equal opportunities for all students and for all students to feel supported to learn in an inclusive environment.
- Develop a positive learning environment with high expectations, clear routines and boundaries.
- Ensure that students feel good about their learning and have a good level of self-esteem.
- Develop good, healthy citizens who are honest and proud of their school community and beyond.
- Develop a culture of positive achievement where students celebrate their own achievements and that of their peers.
- Encourage students to take responsibility for their learning and to work towards aspirational goals.



- Ensure that parents and carers are communicated with regarding the behaviour policy.

**In order to achieve our aims, we will:**

- Ensure a rigorous learning environment is offered to all students by delivering quality first teaching through a structured and challenging curriculum.
- Recognise that all individuals have potential and value all achievements.
- Provide stimulating lessons that are effectively differentiated with appropriate use of resources.
- Have clear structure and procedures for ensuring fair and consistent consequences are applied at all times by all staff.
- Ensure that rewards are clearly defined, issued and celebrated.
- Ensure staff are positive role models for students, leading by example.
- Encourage student responsibility, including involving them and their parents in their own learning and try to resolve conflict using a restorative approach.
- Continue to involve the students in making decisions for the school.
- Implement an effective behaviour support and mentoring system, including the effective use of tutor time.
- Offer support to all members of the school, build effective teams of staff and ensure good communication.
- Promote healthy lifestyles and healthy choices, including physical and mental health.
- Provide appropriate training and resources to all staff so they are equipped implement the behaviour policy fairly and consistently.
- Ensure there are clear routines for success to promote a positive and orderly environment for learning, such as line up.
- Prioritise learning time by reducing the amount of time spent out of lessons unnecessarily, through clear systems and procedures.

## Policy Implementation

### Student Responsibilities

All students should follow **The Cornerstone Charter**. This explains the basic tenets which we expect students to follow as The Cornerstone Academy students. The Charter states:

**At the start of the day, we should...**

- Always be prompt and punctual.
- Always come equipped and ready to learn.
- Always come with a positive attitude.
- Take pride in our uniform and wear it with pride.

**We will learn best if we...**

- **Listen** to our teachers and staff at the school.
- **Be silent** when the teacher is talking
- **Try** our best – strive to achieve.
- **Ask** for help if we need it.
- **Be proud** of our progress.

**We all have a responsibility to...**

- Attend school daily.
- Be in the right place at the right time doing the right thing.
- Show mutual respect to peers and staff.



- Make sure others can learn without distraction.
- Understand and respect other people's views.
- Follow the instructions given.

### **Parent/Carers have a responsibility to**

- Agree to and reinforce The Cornerstone Academy's expectations on behaviour as outlined in this policy and the Cornerstone Charter.
- Support and sign the Home-School Agreement at the beginning of every academic year.
- Attend parents' evenings to monitor the progress of their child.
- Ensure structure and routine at home supports and fosters the importance of independent learning.
- Attend meetings to discuss behaviour on return from a fixed term suspension or as requested following a number of internally managed behaviour incidents.
- Alert the tutor of any circumstances which might trigger a decline in behaviour for learning.
- Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with students' medical needs.

### **Teaching staff responsibilities**

Securing good behaviour is central to learning and teaching and vice-versa. High standards of teaching and clear expectations of learners will promote improved behaviour, whilst improved behaviour will promote and support effective learning.

It is an expectation of all teaching staff to:

At the start of the lesson:

- Anticipate the bell, be at line up first to meet and greet students in a positive manner.
- Take ownership of the area outside their classroom.
- Follow the seating plan they have constructed for their class.
- Establish routines in class to promote learning
- Register the class. If a student arrives late, apply a light touch sanction such as making up the number of minutes they have been late.
- Set homework according to the homework timetable. Record it in their teacher's records and ensure students have recorded it in theirs.
- Regularly reward pupils through the issuing of house points, positive phone calls, raffle tickets and any other method of rewards that the academy uses.

During the Lesson:

- Plan lessons with due regard for the different abilities and needs of all students.
- Catch the students being good and thank them for their behaviour.
- Use the reward system regularly and intensively being clear about what the student is being rewarded for, remembering that all students need recognition.
- Use displays in their classrooms and corridors to celebrate achievements and promote a love of learning.
- Give positive instructions.
- Show enthusiasm and enjoyment in their role.
- Demonstrate their teacher presence through projecting a confident, relaxed manner.



- Respond to students in ways which help them to learn social skills by avoiding confrontation and giving them the opportunity to put the situation right.
- Use the Cornerstone Charter and 3Cs (Chance, choice, consequence) to give expectation reminders.
- Put all behaviour incidents on Arbor the same day and contact parents to discuss if a removal from lesson happens.
- Follow up any incidents of behaviour outside of the classroom in line with this policy.

### **AHOY and HOY staff responsibilities**

- To ensure adherence to policies and procedure at all times.
- Work closely with parents where behaviour creates disruption to the learning environment.
- Identify and create effective support plans for pupils who are building up negative behaviour incident points due to low level poor behaviour.
- To celebrate students who have positive attitude to learning, behaviour and progress scores.
- To celebrate the year group, tutor group and individual successes.
- To meet with student and families following fixed term suspensions.
- To investigate incidents which could result in Room 28, external suspensions or cluster suspensions and report to the Head of Year any students whose behaviour persistently disrupts learning at the academy.
- To co-ordinate with the Head of Year in order to ensure that all barriers to learning, including attendance, punctuality and behaviour are monitored regularly and support is put in place in a timely manner including ensuring external referrals are made for appropriate support.
- To provide agreed programme of support and intervention for identified students, including timely and effective use of Inclusion Plans, Behaviour Action Plans (BAPs) and Pastoral Support Plans (PSPs).
- To liaise with the Assistant Principal (Behaviour) and the Vice Principal (Inclusion) over appropriate interventions.
- To support the effective, safe and positive running of the school through daily duties.

### **All members of SLT Responsibilities**

- To always ensure adherence to policies and procedure by themselves and all staff.
- To support the effective, safe and positive running of the school through daily duties.
- To monitor students on red (SLT) report to them and feedback progress to Assistant Head of Year/ Head of Year.
- To work closely with students and families of pupils who are most at risk of permanent exclusion, ensuring the support is robust and consistent.
- To meet with students and parents following fixed term suspensions.
- Have a presence at transitional parts of the day including but not limited to, the beginning of the day, the end of the day and line ups.

### **The Physical Environment**

It is a clear expectation and entitlement that:

- All classrooms will provide a safe, clean, stimulating and informative learning environment.
- All classrooms will be left in a safe, clean and tidy state at the end of each lesson by both students and staff.



## Building an Academy ethos and sense of identity through positive relationships, participation and recognising and rewarding success

- Staff as role models and interact well with students who feel valued and respected.
- Positive relationships are generated through staff and student feelings safe and comfortable in each other's company.
- Staff greet/acknowledge students at the beginning and end of the lesson/day.
- Students are provided opportunities to take on leadership roles and to recognise and feel part of the Academy e.g. Role of Prefects, Sports Leaders, Student Council Representatives, Representing the school at external competitions (sporting and non-sporting), acting as hosts on Parents and Open Evenings and any other associated activity.
- Students are exposed to a highly developed and committed character curriculum.
- Students are provided with opportunities to learn about the world outside of their community and visit places as part of the schools offer to them.
- Regular opportunities to celebrate success are created including assemblies, tutor times and communication home.

### Behaviour Expectations

#### Graduated Approach

The academy has a graduated response to dealing with behaviours that fall short of the academy's expectations. They may include but are not limited to:

Level	Intervention suggestion
1	<p>Priority mentor meeting (To take place in the next 5 days):</p> <ol style="list-style-type: none"> <li>1. Specific SMART targets relating to removing barriers with a short review time.</li> <li>2. Subject teacher meeting with student and teacher.</li> <li>3. Teacher removal of barriers such as requesting a seat change, joining homework intervention.</li> <li>4. Positive report card to improve self-esteem.</li> <li>5. Only if absolutely necessary. Green report to tutor. Follow the reporting procedure.</li> <li>6. Contact with home.</li> </ol>
2	<p>Green report to tutor if it is for separate incidents/ separate lessons. Follow the reporting procedure. <b>OR</b></p> <p>If entry to Room 28 is from the same subject the subject teacher meets with the student to remove barriers to learning. Subject report following the meeting. Subject teacher report to the teacher. Teacher to communicate actions with parents.</p>
3	<p>Yellow progress report to AHOY. Meeting with student and communication home. <b>3 week review with AHOY.</b></p>
4	<p>Yellow progress report to <b>the HOY</b>. BAP started. Parent met with regular reviews. <b>Parent signs outreach referral agreement to support outside agency referrals. SENCo approached, to see if any other support is available.</b></p>





5	(Red) SLT Report to Assistant Principal (AP). AP/HOY to hoHOY Bi-weekly review meetings with parent and student.
6	(Red) SLT report to VP/Principal. Biweekly meetings with parents. If no improvement then meeting with LGB can be requested. Referral to Education Entitlement Board.

## Prohibited items and searches

### Powers to Search

#### Searches without Consent

The Principal and staff authorised by their have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the student may have a prohibited item i.e. a dangerous or banned substance or object or any other item which might pose a serious risk to the safety of that student and/or others.

Prohibited items (the possession of which will be subject to sanctions) are:

- Knives or other weapons.
- Imitation knives or weapons
- Alcohol.
- Illegal drugs.
- Prescription drugs which have not been issued to that student and which they shouHOY not be in possession of.
- Over the counter medicines which, on balance of probability, it is inappropriate for the student to be in possession of 'Legal' highs such as those containing methoxetamine, synthetic cannabinoids and 5 and 6 APB (but not exclusively restricted to these).
- Stolen or missing items.
- Tobacco, smoking paraphernalia and E-Cigarettes.
- Lighters.
- 'Energy Drinks' such as those containing caffeine, taurine or other, similar ingredients.
- Fireworks.
- Pornographic materials, whether printed or stored electronically.
- Any other article which a member of staff reasonably suspects has been or is likely to be used to Commit an offence or cause personal injury or damage to another person or property.

The Education Act also enables teachers to search for any banned item including items which could disrupt the classroom such as iPods and phones.

A student's possessions (any goods over which the student has or appears to have control such as a bag) may be searched. Force should not be used when conducting a search.



When a search is required, there will be two members of staff present. The member of staff leading the search will provide a statement of the search and the reasons for it. The person carrying out the search must be the same sex as the student and the student's possessions may only be searched in the presence of the student themselves and the other member of staff.

### **Searches with consent**

The search may be carried out on the school premises or where the member of staff has lawful control of the student. The search may only be carried out by the Principal or by a member of staff who has been authorised by the Principal to carry out the search; The Principal, any member of SLT, an Assistant Head of Year or Head of Year, with SLT permission.

### **Extent of search**

Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outer clothing. The Police will always be called if an intimate search is required as they have the legal powers to do so. The safeguarding policy should be referred to should this be required.

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

### **Confiscation of articles**

The Academy's staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so e.g., believes it has been or could be used to cause harm, to disrupt teaching or break the school rules. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

### **Disposal or retention of articles confiscated from students**

Confiscation is lawful as a disciplinary penalty. The academy reserves the right to confiscate any item of students' property which has been, or it is suspected might be used to:

- Commit an offence.
- Cause personal injury to any person, including himself or herself.
- Cause damage to property.
- Prejudice the maintenance of good order either during a lesson or otherwise.

Confiscation may be for any period, or the property may be disposed of. If the confiscation falls within this behaviour policy and is reasonable, the person confiscating is not liable in respect of the confiscation, the disposal or any damage or loss arising. The Academy will follow statutory guidance issued by the Department for Education when deciding what to do with a seized prohibited item.



## Drugs

The Academy is committed to the health and safety of its stakeholders and will make every effort to safeguard their well-being.

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents, over the counter and prescribed medicines, e-cigarettes (vapes) and illegal drugs.

The Academy will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item or substance, whether legal or illegal. If the Academy finds any illegal substances, they will always be handed over to the police. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

Additional sanctions may be applied if deemed necessary.

## Parental involvement

Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## Bullying Behaviours/Racial/Homophobic/Hate incidents

Bullying behaviour is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying behaviours will not be tolerated at the academy.

Incidents of bullying behaviours, racial or homophobic nature will be recorded and monitored separately in keeping within the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim, and such incidents will be reported to stakeholders as appropriate. *Please see our separate Anti-bullying policy.*

## Reminders and Consequences

### Detentions – Study Zone including SLT

All detentions are to be held from 3-4pm Monday to Friday, with SLT study zone being until 4:30pm on a Friday. Students can be issued a Study Zone for incomplete homework. Where possible advance notice is given of study zones being allocated. The changing of study zones is not standard practice and will only be done in exceptional circumstances. An automatic message is sent home to the primary guardian following the assignment of a study zone detention. Consideration is to be taken to:

- the welfare of the child
- whether the child has caring responsibilities

- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

All staff can issue detentions. The permitted times for detentions are:

- any school day when the student does not have permission to be absent • weekends but not those at the beginning and end of half term holidays • teacher training days.

If a lunch-time detention is appropriate staff must allow a reasonable time for the child to eat, drink and use the toilet.

**SLT study zone** takes place on a Friday until 4:30pm with a member of senior leadership team. Failure to attend these will result in an escalation to room 28 the following school day.

### Detention: use of loss of social time

Punctuality is a life skill that we promote and teach. When poor punctuality is witnessed the following consequences will be followed. Students who are 5 minutes or more late to lessons, will at the discretion of the SLT member on duty be placed into room 28 for truancy. The student will follow the guidelines as laid out by the internal isolations section of this policy.

Students who are late to school (after 8:30) will be set a break and lunch time detention, in line with the schools attendance policy.

Students who are not fully equipped, as detailed on the schools website found here **will** be subject to a break and lunch time detention.

### The 3 Cs

Steps of Control	Example of Behaviour	Action to be taken	Responsibility
<b>Chance:</b> a gentle reminder	A student has gone-off task or is distracting another student.	A look or gesture A quiet word or warning	Class teacher
<b>Choice:</b> Do the right thing	The student does not respond to the initial warning, or there is another distraction from learning later in the lesson.	A clear warning that if the student continues to choose this behaviour, they will be choosing to have a consequence. State the required outcome from the student.  A reasonable interval of time should be given to allow the	Class teacher
		student to improve their behaviour.	



<p><b>Consequence:</b> Poor choice leads to a sanction</p>	<p>Inappropriate behaviour continues despite above steps, or there is a serious incident (which would require skipping chance and choice, and requires immediate action)</p>	<p>A graduated response from:</p> <ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Student is to attend Room 28 immediately for 6 sessions, including 2 social times.</li> <li>• Restorative meeting to happen with the staff member and student.</li> </ul> <p>Serious Incident:</p> <ul style="list-style-type: none"> <li>• Room 28</li> <li>• Fixed term suspension.</li> <li>• Cluster suspension</li> <li>• Parent Meeting</li> </ul>	<p>Class teacher, Assistant Head of Year, Head of Year</p> <p>Middle Leader, Head of Year, SLT</p>
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### Internal Isolation (Room 28) and Cluster suspensions

Students will complete work from their knowledge organiser, completing Look Cover Write Check.

### Expectations

- Students work in silence and complete the work set.
- Students to be in full school uniform.
- Students will have no contact with other students.
- Telephone call made to parent/carers by the member of staff who is witness to the behaviour leading to the consequence.
- Staff to walk around to ensure the students are completing the work.
- Bags will be removed prior to entry to Room 28.
- Failure to follow rules in the Room 28, can result in a fixed term suspension, cluster suspension, Individual isolation or extended isolation time.
- All students are expected to complete the successful number of sessions outlined in this policy.

Students could be sent to Room 28 for 6 periods following reasons:

- Internal Exclusion.



- Incidents whereby a student does not respond to staff members instructions, prevents learning from taking place or becomes a health and safety issue.
- Where an Assistant Head of Year/ Head of Year or member of SLT is collecting statements and requires a student to be in the Room 28 briefly to write their statement or to work in there during an investigation.
- The uniform policy is not adhered to.
- School detentions are not attended, this could include, but is not limited to; study zones, SLT study zone, late detention
- Truancy from lessons.
- If behaviour displayed by the student has brought the school into disrepute.
- If behaviour displayed by the student prevent the safe and effective running of the school.

Ensuring students learning is prioritised

- Students who are removed from lessons purely for disrupting the learning of the classroom (3C's are used within the learning environment including study zone) will remain in room 28 as per the table below. This is at the discretion of the Head of Year/ Assistant Head of Year and SLT member. This response is negated should a more serious behaviour such as those listed above is seen.

### Cluster Suspensions

A cluster suspension is a system whereby other schools within the United Learning Cluster can support behaviour in each of their schools by offering to "host" students in their internal isolation room. The schools that apply to this policy are Avonbourne Girls and Boys and Glenmoor and Winton. Transport can be arranged to support the attendance to Cluster suspensions.

Students can be informed that they are to attend a Cluster Suspension if:

- They have not adhered to the rules and boundaries in place in room 28, or individual isolation.
- They have breached the behaviour policy in such a way that this would be a reasonable response.
- They demonstrate repeat behaviours.
- At the discretion of the SLT team.

Parents will be notified of a Cluster suspension and attendance is monitored.

Should a student not attend a Cluster suspension their non-attendance could be recorded as an unauthorised absence, or a suspension could be considered at the Principal's discretion in line with the exclusions policy.

Cluster suspensions can be used as a sole response to an incident, or in tandem with other consequences as outlined in this policy.

Cluster suspension expectations:

- The student is expected to attend the hosting school, via transport methods agreed by the School and a Parent/carer.
- The uniform policy is adhered to.
- The rules of the host schools isolation room is adhered to, in line with their behaviour policy.



The Exclusions Policy should be referred to in conjunction with this section.

### **Mobile Phones**

Mobile phones are not permitted to be used during school hours, inside the school premises under any circumstances. They are not permitted to be used during break /lunch in the inside or outside areas of the school. Mobile phones must remain in student's bags and turned off/on silent.

Mobile phones must be handed into reception if seen and collected at the end of the day. Repeat offences will lead to escalation including phones having to be handed in at the beginning of the day. Mobile phones will be held until after any after school detention or power hour.

The use of mobile phones to record a pupil or member of staff without their consent will be taken as a breach of privacy of the person and a breach of the mobile phone use detailed above. Consequences for breaching this expectation will be treated on its merit and in line with the behaviour policy. Confiscation of items as detailed in this policy will be followed. Sharing of any recordings taken without consent will be taken extremely seriously and outside agency support could be requested ie police involvement if the sharing of this video were to occur. Any videos of the person would be expected to be deleted in a timely manner.

The following guidance can be referred to in line with this policy. [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781242/mobile-phones-in-schools-february-2024.pdf)

### **Swearing and Inappropriate Language and non- compliance of Uniform**

The Cornerstone Academy will not tolerate swearing or inappropriate language.

Possible consequences: (Non exhaustive)

- Room 28.
- Phone call home
- A fixed term suspension
- A cluster suspension
- Written apology
- Restorative meeting with staff or student.
- Lunch time detention
- Placed on report

### **Noncompliance of uniform:**

Failure to follow the correct uniform expectations (please see website)

<https://www.cornerstoneacademy.org.uk/>

May result in the following sanctions.

- Room 28 until the uniform discrepancy is rectified
- Phone call home
- A fixed term suspension



- A cluster suspension
- Placed on report

### **Malicious accusations against staff**

The Cornerstone Academy will always investigate and take appropriate actions against any member of staff who abuses children, or who threatens the safety of children. However, the academy takes false, mischievous or malicious allegations seriously. We will act to protect staff against whom malicious allegations have been made (refer to DfE Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff', 2012). Staff will endeavour to understand what the motivation for the false accusation was and take appropriate action if required. In serious cases, fixed term or permanent exclusion may apply, and referral to the police if there are grounds for believing a criminal offence may have been committed.

### **The power to discipline beyond the school gate**

This policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying and cyber bullying.

### **Rewards**

It is recognised that to promote a positive environment in school students will receive regular rewards as well as consequences. House points are the main form of recognition for students demonstrating the core values of Cornerstone. House points are awarded for positive behaviours such as the following:

- Attendance.
- Punctuality.
- Effort.
- Contribution in class.
- Attitude and behaviour.
- Helping someone.
- Creativity.
- Participation in a school club.
- Representing Cornerstone.
- Demonstrating the Cornerstone Values

### **Outside The Classroom**

- Staff may award a student for positive behaviours such as holding a door open, being a role model in their appearance or behaviour etc.





### Education with Character

- The Cornerstone Academy holds the value that there is more to a good education than purely academic success and aims to develop character, compassion and service through the curriculum to incorporate values and opportunities for students to develop Enthusiasm, Ambition, Determination, Respect, Creativity and Confidence.
- Students can achieve Education with Character Bronze, Silver, Gold, Platinum and Star Level awards by participating in activities to show each of these characteristics, gaining merits and sustaining good attendance.

### Prize-Giving:

- Pride of Cornerstone is where the Academy's top performers (based on our core values, achievement/progress data and tutor/teacher nominations) are invited to receive prizes.
- Reward Assemblies. The Academy will reward students termly based on attendance, rewards gained, attitude to learning, behaviour and homework recognition.
- Cornerstone Card celebrations. Students are to be recognised for constantly achieving the positives as shown Appendix E.

### Use of social media

This relates to all forms of social media, for both school purposes and personal use that may affect the school, students or staff in any way.

Social media must not be used to

- damage the school or its reputation, even indirectly
- defame school staff or any third party
- harass, demonstrates bullying behaviours or unlawfully discriminate against staff, other students or third parties
- make false or misleading statements
- impersonate staff, other students or third parties
- express opinions on the school's behalf
- use school logos or trademarks.

Any misuse of social media will be reported to relevant parties and may include parent/ carers, police and Safer School Community Police as relevant. Any misuse of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, students must be kept safe from terrorist and extremist material and suitable filtering within school will be in place. Further advice and referrals may be made to the MASH@police

### Use of reasonable force



The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonableforce-in-schools>).

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline and order to the school. Parents/carers will be informed and a report made to the Principal via CPOMS.

Where the use of force, i.e., restrictive physical intervention has been used more than once with a student and starts to become a foreseeable risk, staff will write a Behaviour Response Plan and share this with parents/carers.

### Exclusions and suspensions

To ensure good order and behaviour for learning, it may be necessary to exclude/suspend students from the premises for a fixed term or permanently. Exclusions and suspensions are the ultimate sanction. The decision to exclude/suspend is the Principal's alone or in his/her absence, the designated teacher in charge. The decision to exclude/suspend will be made after a review of the evidence available and will be on the balance of probabilities and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Please see the separate Exclusion Policy

### Investigations and records

Incidents of students' misbehaviours and actions taken are recorded electronically on Arbor. The Progress and Inclusion teams monitor reported incidents taking actions and making referrals to SLT and other stakeholders as appropriate.

## Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale:** The Cornerstone academy is a fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle. This could apply to the requirements of the use of the toilet during lesson time for medical reasons, or the need for students to have mobile phones on them for medical reasons.



## Appendix B: Home School Agreement

### Aims

At The Cornerstone Academy we seek to provide the best possible education for all students by encouraging and fostering the highest standards of work, behaviour and attendance. We wish to offer students all available opportunities for personal success and fulfilment by providing a caring environment in which each individual feels secure and able to reach their potential.

### Agreement

#### The school will-

- Contact parents and carers if there is a concern with attendance or behaviour.
- Provide at least one full report and one interim report each year.
- Set, assess and monitor homework and provide facilities for students to do homework in school.
- Provide a balanced and challenging curriculum which meets the needs of every student.
- Value, respect and care for your child's safety and happiness.
- Have clearly stated, and published behaviour policy.
- Provide high quality teaching and a variety of enrichment activities.

Principal: \_\_\_\_\_

#### The parents and carers – I/we will –

- Ensure my child attends school daily by 8.30am.
- Accept support should attendance/behaviour issues arise
- Alert the school of any concerns or problems that might affect my child's work or behaviour.
- Support all school policies and guidelines.
- Attend parents' and carers' evenings and meetings to discuss my child's progress.
- Support my child's in the completion of homework and encourage other opportunities for home learning.
- Ensure my child is properly equipped.

Parent/Carer signature \_\_\_\_\_

#### The student – I will -

- Attend school every day.
- Arrive by 8.30am daily.
- Wear the correct uniform with the school logo and be tidy in appearance.
- Always represent the school in a positive way.
- Follow the school's code of conduct and be polite and helpful to others.
- Respect the school environment and the local community.
- Adopt a positive attitude towards, and participate fully, in the life of the school.



- Complete all learning to the best of my ability.
- Complete all home learning to the required standard and by the set deadline.

**Student signature**\_\_\_\_\_

## **Appendix B: Detentions- Study Zone**

Where possible advance notice is given of study zones being allocated. The changing of study zones is not standard practice and will only be done in exceptional circumstances.

The following guidance will be followed regarding detentions:

- A break time detention should be for a maximum of 15 minutes.
- If giving a lunchtime detention, staff must allow the student time to eat their lunch.
- Communication is sent in advance of an after-school study zone/detention
- In no instances is parental permission required; school are informing parents as a courtesy.

The detention flowchart in Appendix C will be followed should a student fail to attend

## **Appendix C – Repeat offences**

Repeat offenders may be given the following sanctions:

- Room 28
- Phone call home
- A fixed term suspension
- A cluster suspension
- Placed on report



## Appendix D – Report Structure

### **Tutor report (green)**

Choice of:

- ☐ Target report: targets are specific, and positive (i.e. what the student should do, not what they shouldn't do). No more than 3 targets. Staff tick / cross and comment.  
Suggested tutor sanction: 1 cross = 5 minutes after school
- ☐ Focus report: focuses on one general area, e.g. effort. Staff give 0 – 4 and comment.  
Suggested sanctions:  
1 = negotiable  
2 = 5 minutes after school  
3 = 15 minutes  
4 = 30 minutes
- ☐ Positive report: to build confidence / self esteem. Staff write positive comments only. If staff have nothing positive to report they just sign it, but do not write a negative comment

Please note: tutor sanctions are separate from the sanction that a subject teacher should put in place if poor behaviour has taken place.

### **Faculty Report (blue)**

As per tutor report, with specific targets to be met in the named subject. Report to be used each time the student has that subject, for a specified time e.g. one to three weeks, until improvement sustained. At the end of each week the report should also be shown to the Faculty Lead.

### **ALD report (yellow)**

Escalation from green / level of concern warrants it.  
Same choices of report as per green

### **SLT report (red)**

Escalation from yellow / level of concern warrants it.  
Only available as target or focus card



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Type of policy:	Cornerstone		
Approval By Principal: Mr C Phillips			

