



THE BRUNTS ACADEMY

Behaviour for Learning Policy

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General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which replaces the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. Greenwood Academies Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Greenwood Academies Trust as carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.



Introduction

The Brunts Academy believes in opening minds, creating opportunities for all to believe in themselves, achieve their potential and develop the skills needed to succeed and enjoy life. We aim to do this within a safe, supportive, creative and challenging learning environment. The Academy is committed to quality first teaching within a robust behaviour management system which is fully integrated with learning, achievement and engagement, and which results in consistent application. The philosophy behind the Behaviour for Learning Policy is centred on three key principles:

Routines and Expectations: both within and outside of the classroom, routines are a fundamental source of high expectations, a way in which pupils are given a scaffold to ensure that they are meeting the highest standards in terms of behaviour and conduct. We demand excellence of ourselves, our pupils and community and this partnership is centred on high expectations.

Responses: strategies to de-escalate potential confrontation and resolve conflict are vital to ensuring an ambitious learning environment for all. Where behaviour falls below expected standards, responses should be delivered in a just and productive way which is proportionate to the original misdemeanour. Responses can come in many forms and may include formal sanctions (for example: detentions) and informal ones (for example: verbal/non-verbal cues, body language).

Relationships: developing positive and professional working relationships plays a pivotal role in creating a culture of respect and personal integrity both within the Academy and the wider community. Getting to know pupils well and understanding their personalities and needs is an essential part of establishing and maintaining excellent behaviour for learning.

Pupil Transition: the school will support incoming pupils to meet the behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. To also ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff and the start of the term or year.

Training: as part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Thee needs of the pupils at this school
- How SEND and mental health needs impact on behaviour

Behaviour management will also form part of the continuing professional development including a weekly staff bulletin, regular staff briefing and a full induction package.

1. Principles of the policy

This policy is written and should be read in line with the Academy's policies for:

- Teaching and Learning;
- SEND;
- Equality Objectives



- Anti-Bullying;
- Safeguarding;
- Exclusions;
- Home School Agreement;
- Attendance;
- Search and Confiscation;
- Drugs;
- Uniform.

2. Aims of the policy

This purpose of this policy is to explain how the behaviour management system is used to promote and encourage pupils to behave well, work hard and be successful (see Rewards and Incentives). The sanctions for non-compliance are also detailed in this policy (see Consequences and Sanctions).

This policy aims:

- To create a safe and purposeful learning environment which provides quality first teaching and is accessible to all pupils.
- To motivate pupils by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other's contributions so that they can grow socially, personally and academically.
- To encourage pupils to take responsibility for their own actions and ensure that they act as responsible members of the Academy, giving positive impressions within it and to the wider community.
- To ensure consistency of response and equality of treatment to both positive and negative behaviour.
- To help develop proactive young citizens who demonstrate our core values with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community. This will be action through the embedding of the "Demand Excellence – The Brunts Academy Way" (Appendix 1) through lessons, assemblies and tutor time shifting the culture to a positive and aspirational focus.

3. Safeguarding

Child Abuse

The school will ensure that all incidents of a sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how "small" they feel it may be, and can also use the WHISPER system in place via our website.

The schools response will be:

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



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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

4. Role and responsibilities

Positive behaviour management is reliant upon the collaboration and communication of all stakeholders (the Academy (all staff and Trustees), parents/carers and pupils) in working together to resolve conflict, promote inclusion and raise standards of behaviour, learning and achievement.

Pupils are expected to :

Adhere to the Academy's policies in particular:

- Behaviour for Learning
- Drugs
- Home School Agreement
- Uniform
- Search and Confiscation
- Attendance

Our pupils will live by and demonstrate our 5 core values and follow Demand Excellence - The Brunts Academy Way (Appendix 1) by following the following principles:

- Being prepared to learn by ensuring attendance of above 96% and being punctual to all registrations and lessons with the correct equipment including their planners (see Attendance Policy).
- Wearing their Brunts Academy uniform with pride and correctly at all times during the Academy day and on the way to and from the Academy.
- Bringing the correct equipment to school so that they can fully engage with the learning in lessons.
- Following instructions at the first time of asking co-operating with other pupils and staff.
- Avoiding disturbing the learning of others by showing respect and consideration.
- Working to the best of their ability and allow others to do the same.
- Respecting the personal space of others (see Personal Space Policy in Appendix 2).
- Being polite and respectful to all members of the Academy's internal and external communities.
- Respecting all aspects of the Academy's environment.
- Turning off and placing in bags all mobile phones and electronic devices (including headphones) once on the Academy's site.
- Behaving in a manner which represents the Academy at its best in the community by being polite and courteous to all.
- Acting responsibly in the community that ensures their own personal safety and that of others around them.



Staff are expected to :

Adhere to the Academy's policies in particular :

- Teaching and Learning
- Assessment and Marking
- Behaviour for Learning
- Safeguarding
- Drugs
- Homework
- Home School Agreement
- Uniform
- Search and Confiscation
- Attendance

Our staff will:

- Live by our core values and consistently promote with all stakeholders “Demand Excellence – The Brunts Academy Way” (Please refer to Appendix 1)
- Create a safe and purposeful learning environment which provides quality first teaching and is accessible to all pupils.
- Develop positive relationships with pupils by:
 - meeting and greeting in a positive manner
 - treating them with equality with respect and consideration
 - taking the time to understand their personalities, interests and needs
 - listening to their questions and concerns
 - rewarding their achievements
 - providing a positive role model to which pupils can aspire to.
- Deal with poor behaviour by:
 - being calm and professional, avoiding accusations and dealing with the problem rather than the individual.
 - ensuring that sanctions issued are proportional to the misdemeanour and take into any contextual factors surrounding the pupil.
 - liaising with parent/carers where appropriate to share concerns and discuss strategies to support
 - Maintain high levels of attendance and be punctual to all Academy lessons and meetings.
- Work collaboratively and inclusively with colleagues and visitors to the Academy, always demonstrating courtesy and respect.
- Take pride in the Academy's learning environment.



Parents/Carers are expected to (as outlined in the Home School Agreement)

Demand excellence of themselves by:

- Working with the school to support the education of their child in accordance with the vision, values and policies of the Academy;
- Ensuring that their child attends school regularly every day, on time, suitably equipped and dressed in full school uniform;
- Working constructively and cooperatively with the Academy by supporting the issuing of appropriate sanctions to address concerns over attendance, punctuality and behaviour;
- Informing the Academy of any concerns or problems that might affect their child's work or behaviour;
- Encouraging their child to be enthusiastic about learning, provide opportunities for home learning and support homework as required;
- Encouraging their child to show kindness and consideration to others and to always behave appropriately, when in school uniform, on their way to, and from school;
- Participating and supporting school events such as parents' evenings;
- Treating all staff and pupils with courtesy and respect.

Members of our governance structure are expected to:

- Ensure the development, implementation and annual review of all the Academy's policies;
- Monitor behaviour and attendance on a regular basis;
- Support the school regarding pupils causing concern.

Tutors are expected to:

- Adopt the role of key worker with the pupils in their tutor group and act as the first point of call between parents/ carers and the Academy;
- Be positive ambassadors of the Academy and act as role models by promoting and rewarding good behaviour from pupils;
- Take action to address and improve poor behaviour, attendance and punctuality with the pupils in their tutor group;
- Monitor and take action to ensure that pupils have the correct equipment (including planners) and uniform.

Pupil Support Team (including SLT/YLs/SLs/Pastoral Managers) are expected to :

- Respond to emergency situations;
- Supervise the internal isolation room throughout the Academy day;
- Provide a presence around the site through the Academy day including the entrances to the Academy before and after school;
- Mediate at reparation meetings between pupils, parents/ carers and relevant staff;
- Support with investigating incidents.



5. Rewards and Incentives

The Brunts Academy is proud of its pupils and believe it is important to recognise and reward positive behaviour. Across the Academy, both inside and out of the classroom, staff consistently look to reward pupils. The rewards and incentives system provides our pupils with opportunities to be recognised and praised for their academic achievements, progress, behaviour, attendance as well as contributions to the Academy and the wider community. We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to celebrate successes and also to inspire and motivate. How we reward the achievements of our pupils is available on our website and in Appendix 3 of this document.

6. Managing behaviour

At Brunts Academy we believe that effective management of behaviour focuses on consistent routines, positive relationships and appropriate responses as these combine to play an essential role in promoting academic learning and social skills development. Research from the Education Endowment Foundation suggests that there are a number of fundamental strategies that help to lay the foundations for effective behaviour for learning:

In the classroom :

- Meet and greet pupils as they enter the classroom.
- Have a 'Do now' or 'Bell task' so that pupils are engaged on entry to the room.
- Display expectations in the classroom "Demand Excellence – The Brunts Academy Way" and ensure that pupils know what they are.
- Reward pupils who consistently demonstrate the Academy's core values.
- Apply and follow through with all sanctions in line with the Academy's behaviour policy.
- End and send; enabling pupils to leave the classroom in an orderly fashion.

Pupils :

- Use a seating plan from the start as this will assist in the learning of names and the building of positive relationships.
- Understand the specific needs of pupils by reading relevant documents such as educational healthcare plans, individual educational plans and pastoral support plans.
- Adapt the seating plan to consider the specific needs of pupils.
- Inform other adults, for example, teaching assistants of the seating plan.

Teaching :

- Ensure that all teaching resources are prepared in advance so as to ensure a prompt and purposeful start to the lesson.
- Praise pupils whose behaviour promotes the Academy's core values.
- Praise children doing the right thing more than criticising those who are doing the wrong thing.
- Differentiate and adapt the learning materials to meet the needs of the pupils.
- Remain calm when dealing with poor behaviour.
- Establish clear routines for transitions and stopping the class.



Parents :

- Provide feedback to parents about their child's behaviour letting them know about the good days as well as the bad days.

Restorative Practice:

Where pupil behaviour falls below expectations staff use a restorative approach to changing future behaviour and re-establishing a positive relationship. Restorative practices focus upon:

- Changing behaviour
- Adults modelling restorative approaches
- Proactively teaching social skills
- Finding ways to repair harm

Although consequences and sanctions still apply to instances of poor behaviour the focus is on supporting the pupil not to make the same mistake again. Six key questions are used by staff to support a restorative conversation following an incident:

- What happened?
- What were you thinking about?
- How could you have done things differently?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Staff use these key questions to help diffuse situations and avoid the incident escalating further. In addition, this restorative approach assists in the repairing of relationships and creating a more positive environment for future learning.

7. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies



As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (regulation room) where pupils can regulate their emotions during a moment of sensory overload

7.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>



8. Consequences and Sanctions

Behaviour for Learning in Lessons :

On the occasion in lessons where pupil behaviour falls short of expectations staff are asked to follow the procedures outlined in the diagram:

Stage 1: Verbal Warning 1 issued-

-The warning will be explained to pupils, written up on the board and behavior intervention strategies considered and implemented as suitable.



Stage 2: Verbal Warning 2 issued -

-The warning will be explained to pupils, written up on the board and behavior intervention strategies considered and implemented as suitable.
-It will be made clear to pupils that any further issues with meeting expectations will result in their removal from the lesson.



Stage 3: Removal from lesson Verbal Warning 3 removal to RR

-Pupils are informed that they have been removed from the lesson. Pupils are to attend the reset room where they will be required to stay for the remainder of the lesson and they have demonstrated that they can meet the Academy expectations.
-On Call staff are notified, they will support the teacher to ensure the lesson can continue without further disruption.
- A 30 minute after school detention will be served that day.



Stage 4: Internal Exclusion

-If Pupils don't meet expectations in Reset or refuse to attend they will be internally excluded for a day. A parental reintegration meeting will be held before pupils return to lessons. A behaviour support plan will be in place for the pupil.
-Pupils will be internally excluded for other extreme or persistent behaviours that are not tolerated at any time in the academy or the community.



Stage 5: Suspension

- When pupils persist with behaviours outlined above or they are unsuccessful in completing their internal exclusion the Academy will suspend a pupil, this is not a sanction that the academy will use without careful consideration and considerable effort to resolve at an earlier point.
- Pupils will return to school following a suspension and spend a period of time in the internal exclusion room.
- A reintegration meeting with parents and the pupil present will also be required prior to the pupil returning to lessons.
- A behaviour support plan will be in place for the pupil.

It is at the discretion of the Principal and the Trust to issue alternative measures to ensure the safety and wellbeing of all pupils and staff at the Academy. These may include extending the length of detention, amended start and end times for pupils and working in conjunction with agencies to maintain a supportive environment for pupils at all times.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This process will also follow the graduated response procedure that we also have in place.

These measures include:

- Reintegration meetings
- Daily contact with the tutor, point of contact or HOY
- A report card with personalised behaviour goals

10. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that within our Reset Room and will continue their education from there.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space



Pupils who have been removed from the classroom are supervised by the teacher On Call and the Reset Room manager and will be removed for the rest of that lesson unless it is the pupils second removal of the day to which they will then stay in the reset room for the remainder of the day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via the app and a phone call if required.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with HOY and parents
- Graduated response
- Reports either to Tutor, HOY, KSL or SLT
- Long term behaviour plans IBP
- Internal Isolation
- SEND screening

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in class charts.

11. Emergency Situations:

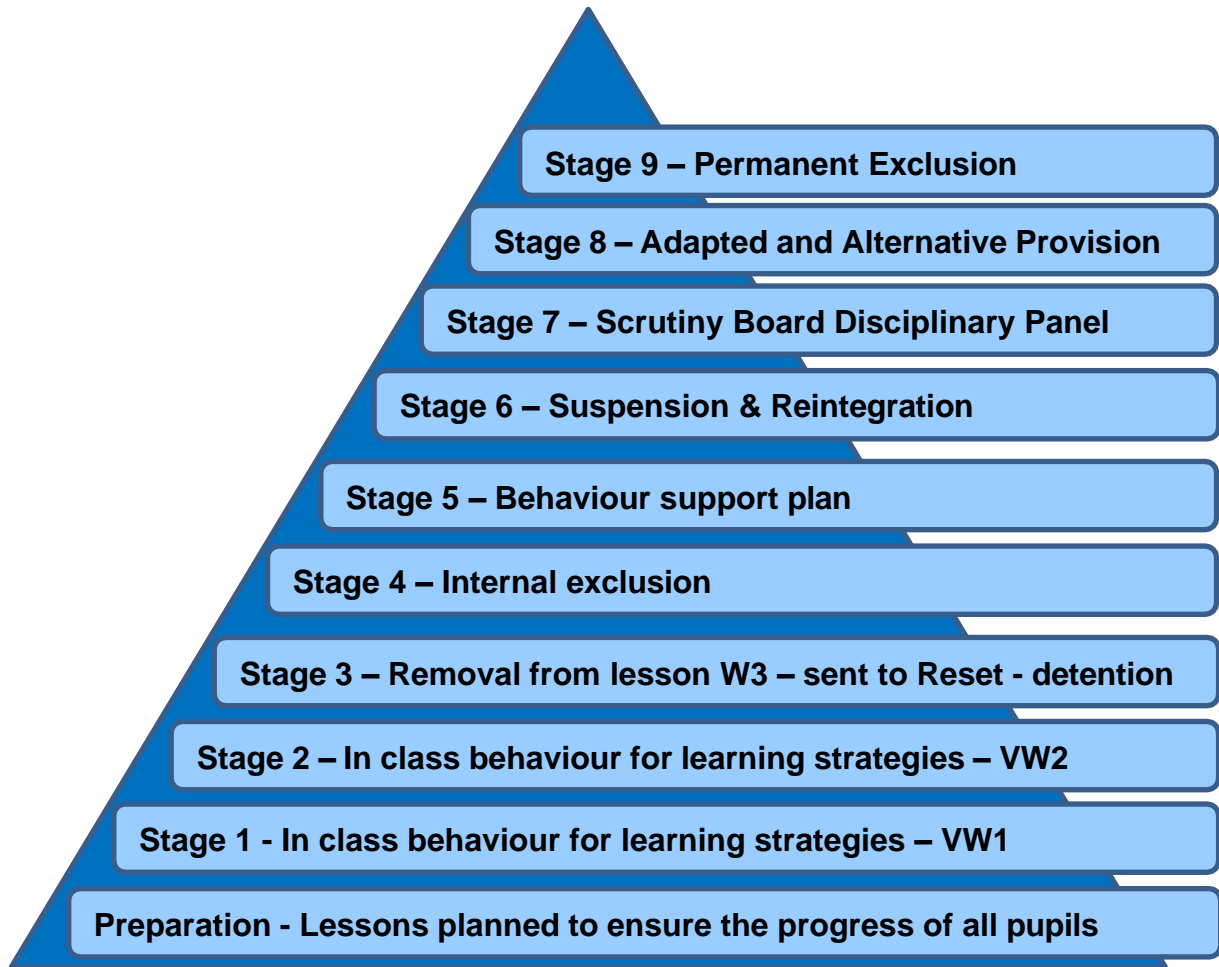
In the event of an emergency situation such as a fight or a safeguarding issue that requires immediate attention teachers will email the “oncall” email address.

12. A Graduated Approach to Consequences and Sanctions :

The diagram below illustrates the whole-school graduated approach to consequences and sanctions that staff should follow to ensure high standards in behaviour and conduct both within the Academy and outside in the wider community.

The purpose of this graduated approach is to set routines and procedures which will minimise conflict with pupils and to create a common language for behaviour management and the consequences for inappropriate behaviour and conduct.

There should be no “buy back”. The sanction should be carried out in the manner it was originally set, i.e. 10 minutes is not shortened for a good response or lengthened. Individual circumstances will be considered where appropriate. The Academy recognises that each pupil is individual and where appropriate and where extenuating circumstances exist, alternative sanctions will be deployed.



13. Off-site behaviour

Pupil behaviour and conduct off-site when representing the school, such as on a school trip or on the way to and from school, is an integral part of Demand Excellence The Brunts Way. Those high standards do not disappear once pupils leave the school premises and appropriate sanctions will be applied to any pupil whose poor behaviour brings the Academy into disrepute.

14. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the pupil will be disciplined in accordance with this policy. The pastoral needs of staff accused of misconduct will also be considered.

15. Punctuality to lessons

We believe that punctuality to lessons is extremely important for a number of reasons:

- Ensuring pupils don't miss valuable information and instructions which are given at the start of the lessons.
- Ensuring that pupils don't disrupt the learning of others who have arrived on time.
- Ensuring that pupils understand the importance of punctuality as an important life skill.



- Most importantly, that all pupils are in attendance when the register is taken to avoid any safeguarding issues over what is a large 42 acre site.

With this in mind, pupils arriving late to lessons can cause significant disruption to their own and others learning throughout the school day. We allow 4 minutes after the school bell for pupils to arrive to their lessons. Should pupils not arrive on time, sanctions will be put in place which may include use of the academy's reset facility to avoid impacting on other pupils in the lesson.

16. Our home school agreement

Mostly importantly, our commitment to you is:

- To provide a secure and safe environment for your child;
- To challenge behaviour which impacts negatively on your child's well-being or learning;
- To contact you as quickly as possible if there are any concerns;
- To provide an academy which delivers learning which results in your child making progress, whilst meeting the needs of all pupils regardless of ability or need;
- To provide a broad and balanced curriculum;
- To provide your child effective careers advice and support;
- To keep you informed about your child's progress by providing at least one report and one Parents' Evening each year to allow strengths and areas for development to be identified;
- To provide additional opportunities, beyond the classroom, to widen your child's learning experience;
- To recognise, reward and celebrate your child's achievements;

In return **we ask that pupils:**

- Are prepared to learn:
 - *Be punctual to school and all lessons.*
 - *Wear the school uniform correctly.*
 - *Bring the right equipment needed for school.*
- Display positive behaviours in class:
 - *Follow all instructions.*
 - *Don't disturb the learning of others.*
 - *Work hard and show resilience.*
- Display positive behaviours out of class:
 - *Show respect to all.*
 - *Respect the school environment, including no litter around the site.*
 - *No mobile phones.*
- Display positive behaviours in the community:
 - *Behave in a manner which represents the school at its best.*
 - *Be polite and courteous to all.*
 - *Be responsible and stay safe.*



Finally, we ask that **parents/carers support the academy by:**

- Ensuring your child attends school and lessons every day and on time, informing the school of your child's absence on the first day;
- Ensuring your child wears the school uniform correctly;
- Ensuring your child brings the right equipment needed for school;
- Supporting the school in ensuring your child follows all instructions appropriately;
- Helping your child to work hard and show resilience;
- Ensuring your child shows respect to all;
- Ensuring your child adheres to the no mobile phones rule;
- Ensuring that your child is polite and courteous to all;
- Ensuring that your child is responsible and stays safe;
- Celebrating your child's achievements;
- Being responsible for the behaviour of your child and supporting the Academy by ensuring that your child will complete any sanctions or consequences at the time the Academy specifies;
- Being polite and courteous to academy staff at all times.



17. Appendix 1: Demand Excellence – The Brunts Way



DEMAND EXCELLENCE - THE BRUNTS ACADEMY WAY

● PREPARED TO LEARN



Be punctual to school and all lessons



Wear the school uniform correctly



Bring the right equipment needed for school

● BEHAVIOUR IN CLASS



Follow all instructions



Don't disturb the learning of others



Work hard and show resilience

● BEHAVIOUR OUT OF CLASS



Show respect to all



Respect the school environment



No mobile phones

● IN THE COMMUNITY



Behave in a manner which represents the school at its best



Be polite and courteous to all



Be responsible and stay safe



18. Appendix 2: Personal Space Policy

At The Brunts Academy, we expect pupils to keep their hands and feet to themselves and to be mindful and respectful of personal space.

It is not appropriate or necessary for pupils to be pushing each other, holding, poking, grabbing or tripping each other over, even if the intention is not aggressive or malicious.

We wish to foster a climate and an ethos where personal space is valued and respected and where most physical contact is seen, in the main, as unnecessary.

This does not mean, however, that a pupil cannot console another pupil if upset, help them up if they have fallen or greet another pupil by shaking hands. This is a personal space policy and not a no touch in any circumstance approach.

Staff will obviously use common sense and judgement in the practical application of this policy and where needed will intervene.

While acknowledging this we wish to make it clear that we will challenge all unnecessary, and in appropriate physical contact and invasions of personal space. In the first instance this is most likely to involve warnings and reminders but if the nature of the physical contact is aggressive, inappropriate or persistent then this will be reported to the relevant year team and further consequences will apply.

**19. Appendix 3: Reward Achievements****Daily/teacher awards**

Type of Achievement	Points Awarded	What does this mean?
Exceeding Expectations	+10	Pupil has exceeded expectations during a specific lesson and the teacher has awarded additional recognition. This could be for outstanding contribution or work completed.
Extra Curricular Club attendance	+10	Pupil has attended an Extra Curricular Club during their own time (Breaktime/Lunchtime/After School). Examples include: Sports clubs, Gardening club, Newspaper club.
Representing the School	+20	Pupil has represented the school in the community. Examples include: Sports fixtures, competitions and F1 for schools.
Shout Out	+15	A member of staff has issued a pupil recognition for either: <ul style="list-style-type: none">• Consistently exceeding expectations over an extended period of time during lessons• Exceeding expectations outside of lessons 5 pupils will be chosen from each year group by their HOY to receive a postcard home which will be issued to pupils in morning line ups at the end of the week.
Class Star of the Week	+10	Pupil has been chosen by their class teacher as the pupil who has stood out to them that week. The pupil has been chosen from all the pupils that member of staff teaches. A list of these pupils, including the teacher who nominated them will be shared on The Brunts Academy Social media page.



Badges for continued achievement.

Type of Achievement	Points Awarded	What does this mean?	Reward
Subject badge	+25	Pupil has consistently exceeded expectations or made significant progress in the subject over the course of the half term.	Subject Badge Certificate
Leadership Awards	+50	Pupil who has exceeded expectations in every aspect of school life, demonstrating all of our school core values.	Leadership Badge Certificate
Value Badge	+25	Pupil has consistently demonstrated their alignment with one of our school values (Ambition, Integrity, Inclusivity, Endeavour and Resilience).	Value Badge Certificate

Half termly awards.

Type of Achievement	What does this mean?	Reward
Bronze	Pupil has received equivalent to 150 net points per week (Meeting expectations every day), every week for the half term.	Certificate Badge
Silver	Pupil has received equivalent to 175 net points per week, every week for the half term.	Certificate Badge Voucher
Gold	Pupil has received equivalent to 200 net points per week, every week for the half term.	Certificate Badge Voucher



Type of Achievement	What does this mean?	Reward
100% Attendance	Pupil has achieved 100% attendance to date in the school year. All pupils will enter into a prize draw.	Certificate Prize Draw – One pupil rewarded with a Voucher
HOY Award	Pupil who has exceeded expectations in every aspect of school life, demonstrating all of our school values.	Certificate Voucher
Most improved Award	Pupil who has made significant improvement during some or all aspects of school life. This could include: Academic progress or improvement in all aspects.	Certificate Voucher