

Positive Behaviour and Relationships Policy September 2020

Next review Date: August 2021

This is a key policy that underpins the values and culture of Pivot as a whole. The focus should always be on preventing negative behaviours and experiences by understanding the needs and triggers of our pupils and staff from pre admission/recruitment.

We firmly believe that to celebrate and reinforce positive behaviours that are beyond society's basic expectations is vital. Our non-negotiable expectations on all are key to an inclusive environment that values and celebrates difference and our cultural richness.

The majority of our pupils make unprecedented progress while at Pivot, this is not because we stop them getting it wrong, it is because we enable and support them to get it right.

Relationships with people underpin this.

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1. Aims

This policy aims to:

- Outline the positive benefits of good relationships within our school.
- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- National evidence based research and policy including mental health and well-being and trauma informed practice.

3. Definitions

Positive Relationships

In our school we encourage everyone to have the highest expectations of themselves and each other. We are proud of our students' academic achievements but just as importantly, we are a school that cares. We believe that students need to feel comfortable and secure in order to learn and, as a school, we put as much emphasis on creating a supportive and happy environment as we do on academic success.

Good relationships are essential at The Pivot Academy because we are a community of people working and living together during the school day. Our Relationships and

Behaviour Policy is a statement of good practice that contributes to the positive ethos at the school and to ensuring better outcomes for young people are achieved.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude that impacts on the ability of teachers to teach and pupils to learn.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Promoting radicalised views and/ opinions
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco & cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and Responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents as set out by the Academy

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the pupil's key worker

6. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Sanctions

7.1 List of rewards and sanctions

The Pivot Academy will adopt a positive approach to behaviour management and will actively encourage staff to look for the positives in a situation and reward accordingly. Positive behaviour will be rewarded with a range of strategies including:

- Praise
- Behaviour Points
- Letters or phone calls home to parents
- Keyworker time and rewards
- Special responsibilities/privileges

There will also be site specific rewards that are regularly reviewed in line with keyworker roles and evaluation of impact.

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on a positive behaviour report'

At some points a young person may need to work on a 1:1 basis with a member of staff to address any concerning behaviours. Internal exclusion will be used for the minimum time necessary and will follow the principles of Restorative Practice in which all staff are trained on an annual basis.

Restorative Practice

A **report** published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

The Pivot Academies are restorative schools and we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Being a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

7.3 Malicious allegations.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will take the following action:

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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, therapeutic lead, 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.

The school places huge emphasis on identifying and meeting the social, emotional and mental health needs of both our young people and staff, details of this are included in our Positive Health and Wellbeing Policy.

9. Training

Our staff are provided with training on de-escalation, managing behaviour, including proper use of restraint, and a whole range of relevant training to meet the needs of our pupils. This is delivered both on a weekly basis on site and also through dedicated CPD and training days and twilights. This is reviewed regularly in line with staff and through training needs analysis that is carried out to ensure staff have the correct skills and experience to best meet need.

Behaviour management will also form part of continuing professional development and a staff training log will be completed and monitored by Human resources and school leaders.

10. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and The Board every year.

At each review, the policy will be approved by the headteacher and The Board.

11. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Mental Health and Wellbeing policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Log

Behaviour Log and Recording on school Pod

Daily briefings and debriefs are held daily to discuss incidents which have happened throughout the day. To record these incidents we use our MIS system (school Pod). Incidents and concerns are log in the following way.

Daily Logs – these are used to record and little behaviours /observation, which do not necessarily, meet the incident requirements but is still worth noting.

These are then pick up by key workers which can then actioned or if further observation is needed this can be addressed.

All logs are monitored by the pastoral lead which are then discussed at the briefings (AM/PM)

SchoolPod

gb1.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html#nc

schoolpod News: [How to take attendance during closures](#)

Mr S Porter Contact Log Points Behaviour Merit Incident Safeguarding Accidents Student Staff Outreach Daily Log Work Experience Log Intervention Log Attendance Behaviour Register 1 2

Slip

Student Staff

Description

Status

Date Time

CC [Click Here to Inform Others](#)

Venue

Cleckheaton Day 6 Bungalow

Home Other

Behaviour Displayed

Low level refusal to work Content interruption

Lack of respect for others Walking out of class

Personal Hygiene Tiered/Sleeping in class

Low level disruption in class Answering back / Questioning staff instructions

Other:

Communication with Home

Yes No N/A (Communication with Home)

Positive or Negative Contact?

Positive Neative N/A (Positive or Neative Contact?)

Cancel Print Save & Close

All staff can see which logs which been recorded, as shown below

SchoolPod

gb1.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html#nc

schoolpod News: [How to take attendance during closures](#)

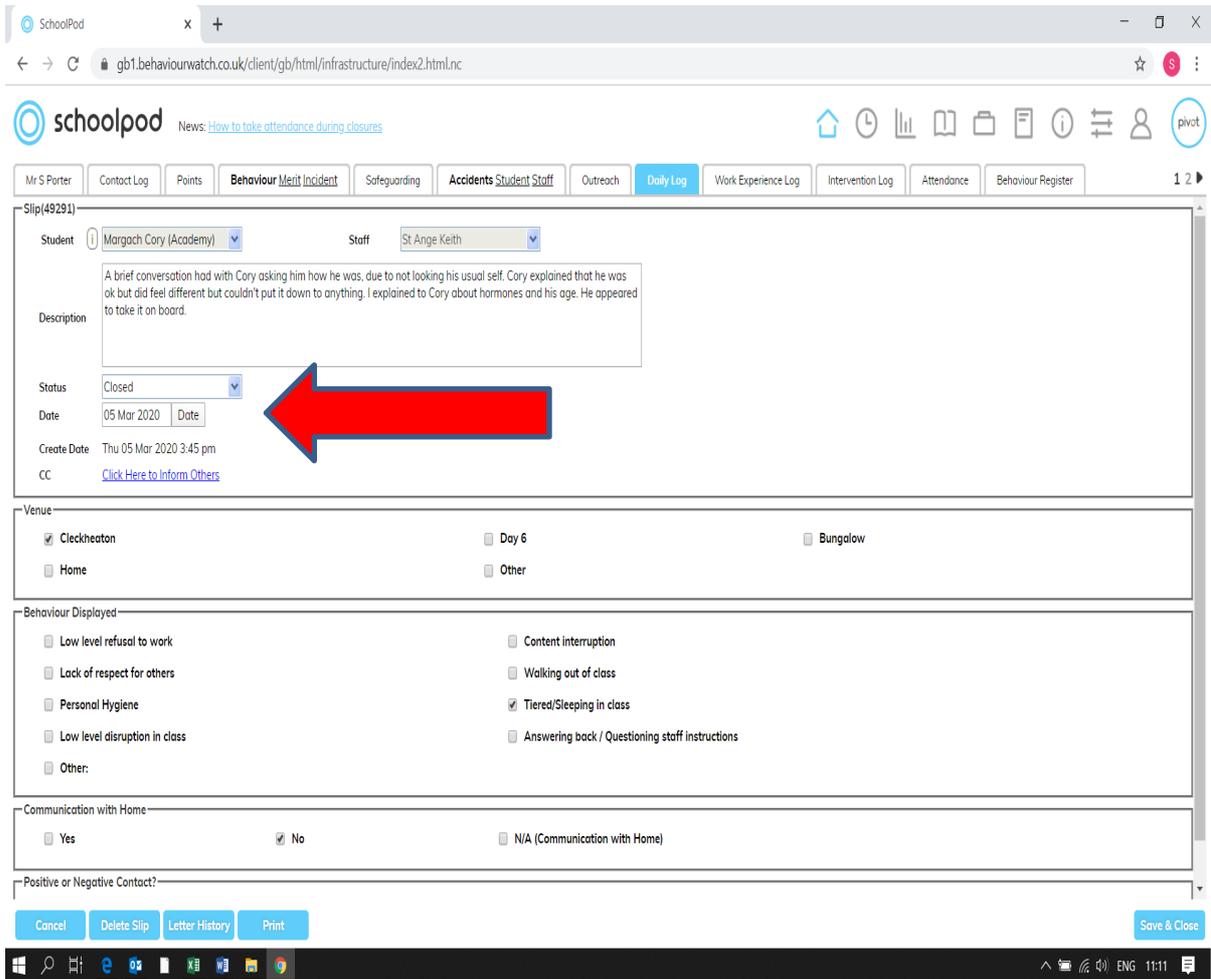
Mr S Porter Contact Log Points Behaviour Merit Incident Safeguarding Accidents Student Staff Outreach Daily Log Work Experience Log Intervention Log Attendance Behaviour Register 1 2

(1 - 50 / 50)

Student	Slip Name	Occured Date	Period	Subject	Status	Brief Description	Staff Name	Location	House	Positivity	Day Book ID
Hamidzada Karim (Academy)	Daily Log	Mon 16 Mar 2020	After School		Open	falling asleep in class	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50487
Anderson Ben (Academy)	Daily Log	Mon 16 Mar 2020	After School		Open	refused to engage in the lesson, came in late and	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50485
Rashid Amaan (Academy)	Daily Log	Mon 16 Mar 2020	After School		Open	talking over the teacher constantly to disrupt lea	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50491
Cooper Mackenzie (Academy)	Daily Log	Mon 16 Mar 2020	After School		Open	arrived late to lesson, very little engagement,	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50486
Margach Cory (Academy)	Daily Log	Mon 16 Mar 2020	After School		Open	very little attempt to engage in lesson head down	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50488
Reardon Jade (Academy)	Daily Log	Mon 16 Mar 2020	Period 5		Open	some silly behaviour during cooking - squirting th	Scriven Sharon	1:2:1 room	Cleckheaton	Information	50489
Hamidzada Karim (Academy)	Daily Log	Mon 16 Mar 2020	Period 5		Open	KH returned 15 minutes late from morning break and	Strickland Erica	N/A	Cleckheaton	Information	50373
Hamidzada Karim (Academy)	Daily Log	Mon 16 Mar 2020	Period 4 (PM Reg)		Open	Fell asleep in D of E, after already falling aslee	Lee Craig	1:2:1 room	Cleckheaton	Information	50495
Choppell Nathan (Academy)	Daily Log	Mon 16 Mar 2020	Period 3		Open	Hood up continuously throughout maths. Refused to	Cornelly Michael		Cleckheaton	Information	50377
Cooper Mackenzie (Academy)	Daily Log	Mon 16 Mar 2020	Period 3		Open	Arrived approximately 15 minutes late to maths. Co	Cornelly Michael		Cleckheaton	Information	50376
Margach Cory (Academy)	Daily Log	Mon 16 Mar 2020	Period 2		Open	MC radioed to ask were CM was at approx. 11.00. I	Strickland Erica	N/A	Cleckheaton	Information	50339
Cooper Mackenzie (Academy)	Daily Log	Mon 16 Mar 2020	Period 2		Open	MC radioed to ask were CM was at approx. 11.00. I	Strickland Erica	N/A	Cleckheaton	Information	50338
Edwards Kieren (Academy)	Daily Log	Mon 16 Mar 2020	Period 2		Open	Kieren decided to leave in the middle of a documen	Dickinson David	N/A	Cleckheaton	Information	50519
Margach Cory (Academy)	Daily Log	Mon 16 Mar 2020	Period 2		Open	Arrived approximately 15 minutes late to maths aft	Cornelly Michael		Cleckheaton	Information	50375
Hamidzada Karim (Academy)	Daily Log	Mon 16 Mar 2020	Period 1		Open	Arrived 15 minutes late to maths. Complained that	Cornelly Michael		Cleckheaton	Information	50374
Adamson Ashton (Bungalow)	Daily Log	Thu 12 Mar 2020	Period 5		Open	Refused to participate in the learning an offer du	Hamilton Jack	N/A	Bungalow	Information	50104
Margach Cory (Academy)	Daily Log	Thu 12 Mar 2020	Period 3		Open	Conversation with CM, about how things are going a	Strickland Erica	N/A	Cleckheaton	Information	50055
Reardon Jade (Academy)	Daily Log	Tue 10 Mar 2020	Period 5		Open	TF and JR were sat eating in the kitchen after th	Scriven Sharon	1:2:1 room	Cleckheaton	Information	49718
Husband Kieran (Academy)	Daily Log	Tue 10 Mar 2020	Lunchtime		Open	KH v tired today, Engaged in 1:1 maths work but w	Strickland Erica	N/A	Cleckheaton	Information	49705
Hamidzada Karim (Academy)	Daily Log	Tue 10 Mar 2020	Period 2	Science	Open	Arrived 20 minutes late to maths.	Cornelly Michael	Maths Room	Cleckheaton	Information	49789
Fox Amaan (Academy)	Daily Log	Mon 09 Mar 2020	After School	English	Open	AR said that he couldn't sit next to AF whilst 'he	Scriven Sharon	English Room	Cleckheaton	Information	49715
Rashid Amaan (Academy)	Daily Log	Mon 09 Mar 2020	After School	English	Open	AR said that he couldn't sit next to AF whilst 'he	Scriven Sharon	English Room	Cleckheaton	Information	49714
Dawson Josh (Academy)	Daily Log	Mon 09 Mar 2020	After School		Open	Refused to engage with design and technology. Spen	Cornelly Michael		Cleckheaton	Information	49545
Connor Luke (Academy)	Daily Log	Mon 09 Mar 2020	Period 5		Open	Refused to complete maths work during his PM sessi	Cornelly Michael		Cleckheaton	Information	49526
Firth Tyler (Academy)	Daily Log	Mon 09 Mar 2020	Period 5	English	Open	TF and JR were sat eating in the kitchen after the	Scriven Sharon	English Room	Cleckheaton	Information	49717
Dawson Josh (Academy)	Daily Log	Mon 09 Mar 2020	Period 5		Open	I observed Josh wandering the corridor's, being fo	Lee Craig	1:2:1 room	Cleckheaton	Information	49660
Khan Adil (Academy)	Daily Log	Mon 09 Mar 2020	Period 4 (PM Reg)		Open	Arrived Monday without parent who missed the prear	Collins David	ICT Room (Cleckheaton)	Cleckheaton	Information	49490
Husband Kieran (Academy)	Daily Log	Mon 09 Mar 2020	Period 2		Open	RD took KH to the cafe for a key worker session an	Day Robert	N/A	Cleckheaton	Information	49624
Margach Cory (Academy)	Daily Log	Mon 09 Mar 2020	Period 2		Open	Had to be warned on multiple occasions regarding s	Cornelly Michael		Cleckheaton	Information	49523
Husband Kieran (Academy)	Daily Log	Mon 09 Mar 2020	Period 2		Open	Had to be warned on multiple occasions regarding s	Cornelly Michael		Cleckheaton	Information	49522
Fox Amaan (Academy)	Daily Log	Mon 09 Mar 2020	Period 1		Open	AF was smoking at the bottom of the stairs so RD t	Day Robert	N/A	Cleckheaton	Information	49633
Anderson Ben (Academy)	Daily Log	Mon 09 Mar 2020	Period 1		Open	Lethargic throughout the lesson, struggling to eng	Cornelly Michael		Cleckheaton	Information	49521
Connor Luke (Academy)	Daily Log	Fri 06 Mar 2020	Period 3	ICT	Open	one to one session for maths and english, luke was	Collins David	ICT Room (Cleckheaton)	Cleckheaton	Information	49366
Edwards Kieren (Academy)	Daily Log	Fri 06 Mar 2020	Period 3		Open	A conversation had with Kieran asking how he was.	St Ange Keith	Creative Suite	Cleckheaton	Information	49362

Complete Daily Log Filter Edit

Staff then sign off the logs once they have seen them.



SchoolPod News: [How to take attendance during closures](#)

Mr S Porter Contact Log Points Behaviour **Ment Incident** Safeguarding Accidents Student Staff Outreach Daily Log Work Experience Log Intervention Log Attendance Behaviour Register 1 2 ▶

Slip(49291)

Student: Staff:

Description: A brief conversation had with Cory asking him how he was, due to not looking his usual self. Cory explained that he was ok but did feel different but couldn't put it down to anything. I explained to Cory about hormones and his age. He appeared to take it on board.

Status: ←

Date: Date

Create Date: Thu 05 Mar 2020 3:45 pm

CC: [Click Here to Inform Others](#)

Venue: Cleckheaton Day 6 Bungalow
 Home Other

Behaviour Displayed: Low level refusal to work Content interruption
 Lack of respect for others Walking out of class
 Personal Hygiene Tired/Sleeping in class
 Low level disruption in class Answering back / Questioning staff instructions
 Other:

Communication with Home: Yes No N/A (Communication with Home)

Positive or Negative Contact?:

Cancel Delete Slip Letter History Print Save & Close

Recording of Incidents

All misbehaviour is recorded on school pod.

Again like the daily logs these are all monitored and checked by Pastoral lead and signed off with appropriate action if needed

View form system:

Part 1

SchoolPod x +

gb1.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html.nc

schoolpod News: [How to take attendance during closures](#)

Mr S Porter Contact Log Points **Behaviour Merit Incident** Safeguarding Accidents Student Staff Outreach Daily Log Work Experience Log Intervention Log Attendance Behaviour Register 1 2 ▶

Slip

Student Staff Porter Sam Victim None

Description

Subject Status Pending - In Progress Location N/A

Date 26 Mar 2020 Date Period Period 2 Time 11 25 am

CC [Click Here to Inform Others](#)

Behaviour Type(s)

<input type="checkbox"/> Absconding	<input type="checkbox"/> Assault on staff	<input type="checkbox"/> Assault on student
<input type="checkbox"/> Bullying (Cyber)	<input type="checkbox"/> Bullying (Physical)	<input type="checkbox"/> Bullying (Verbal)
<input type="checkbox"/> Defiance	<input type="checkbox"/> Damaging property	<input type="checkbox"/> Disablism
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Drugs/alcohol	<input type="checkbox"/> Homophobia
<input type="checkbox"/> Inadequate work	<input type="checkbox"/> Physical to adult	<input type="checkbox"/> Racism
<input type="checkbox"/> Theft	<input type="checkbox"/> Use of mobile phone	<input type="checkbox"/> Use of violence
<input type="checkbox"/> Verbal to adult	<input type="checkbox"/> Verbal to pupil	

Antecedent / Trigger(s)

<input type="checkbox"/> Challenged by staff	<input type="checkbox"/> Denied object/activity
<input type="checkbox"/> Difficult task	<input type="checkbox"/> Failure to understand instruction
<input type="checkbox"/> Hunger/thirst	<input type="checkbox"/> Lack of instruction
<input type="checkbox"/> Pain/illness	<input type="checkbox"/> Peer pressure

Cancel Print Save & Close

Part 2

SchoolPod x +

gb1.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html.nc

schoolpod News: [How to take attendance during closures](#)

Mr S Porter Contact Log Points **Behaviour Merit Incident** Safeguarding Accidents Student Staff Outreach Daily Log Work Experience Log Intervention Log Attendance Behaviour Register 1 2 ▶

Antecedent / Trigger(s)

<input type="checkbox"/> Challenged by staff	<input type="checkbox"/> Denied object/activity
<input type="checkbox"/> Difficult task	<input type="checkbox"/> Failure to understand instruction
<input type="checkbox"/> Hunger/thirst	<input type="checkbox"/> Lack of instruction
<input type="checkbox"/> Pain/illness	<input type="checkbox"/> Peer pressure
<input type="checkbox"/> Tiredness	<input type="checkbox"/> Weather
<input type="checkbox"/> Other students	<input type="checkbox"/> Home Life
<input type="checkbox"/> Other	

Consequences

<input type="checkbox"/> After school catch up	<input type="checkbox"/> Change of location
<input type="checkbox"/> Change of staff	<input type="checkbox"/> Meeting with coach
<input type="checkbox"/> Meeting with SLT member	<input type="checkbox"/> Meeting with Governors
<input type="checkbox"/> Change of timetable	<input type="checkbox"/> Isolation
<input type="checkbox"/> Loss of play time	<input type="checkbox"/> Loss of points
<input type="checkbox"/> Pupil to take restorative action	<input type="checkbox"/> Phone call with parent/guardian
<input type="checkbox"/> Twilights	<input type="checkbox"/> Use of humor
<input type="checkbox"/> Verbal reprimand	

Positive Handling

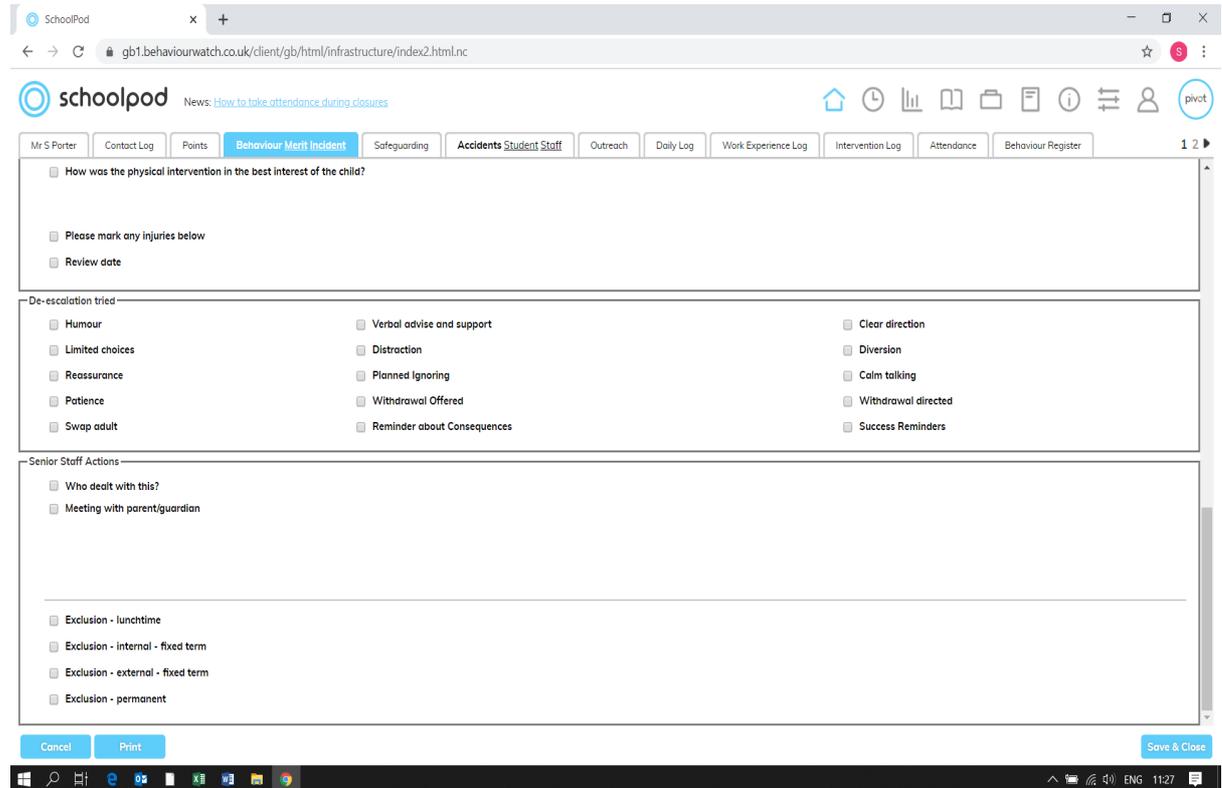
Physical intervention details

How was the physical intervention in the best interest of the child?

Please mark any injuries below

Cancel Print Save & Close

Part 3

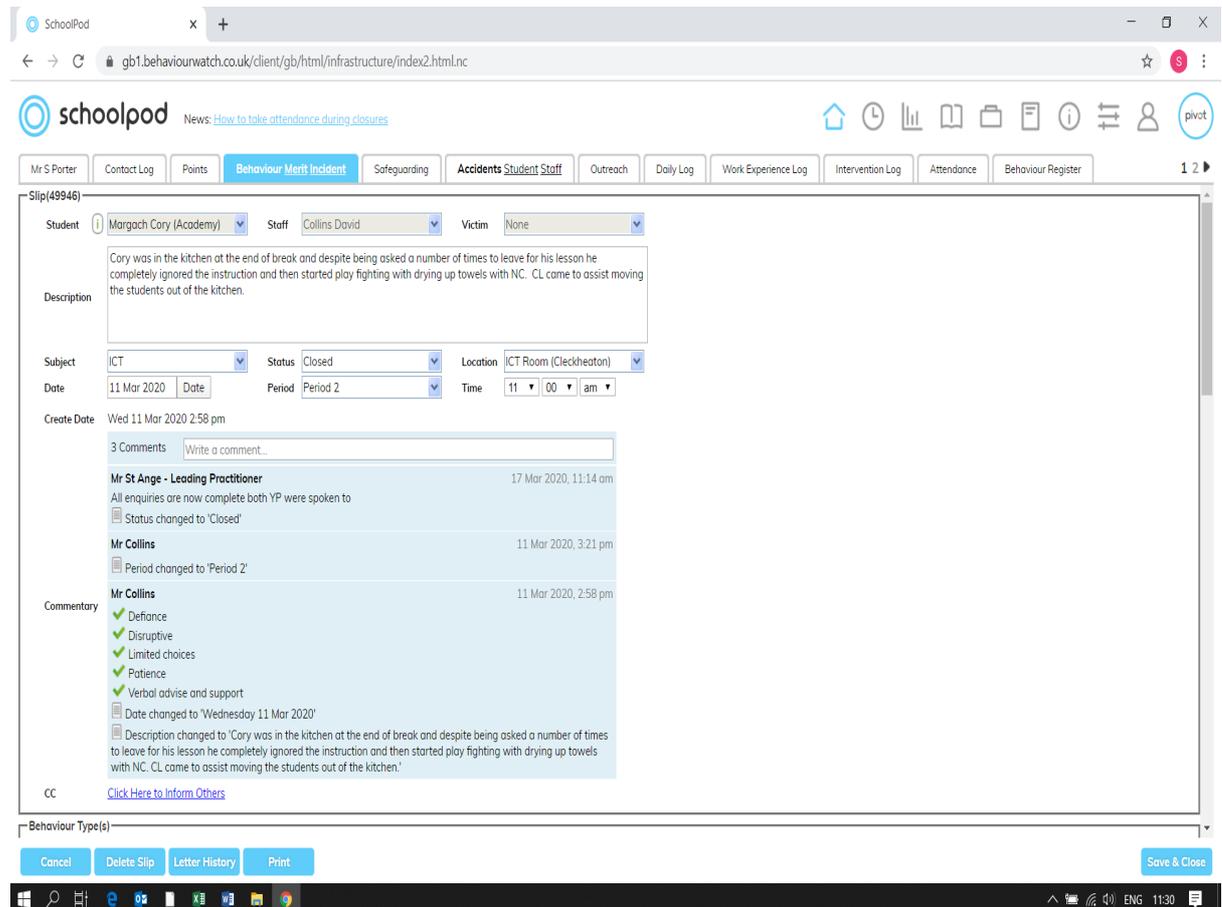


The screenshot shows the SchoolPod web application interface. The browser address bar displays 'gb1.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html.nc'. The page title is 'schoolpod' with a news link 'How to take attendance during closures'. The navigation menu includes 'Mr S Porter', 'Contact Log', 'Points', 'Behaviour Merit Incident' (selected), 'Safeguarding', 'Accidents Student Staff', 'Outreach', 'Daily Log', 'Work Experience Log', 'Intervention Log', 'Attendance', and 'Behaviour Register'. The main content area contains several sections with checkboxes:

- How was the physical intervention in the best interest of the child?**
- Please mark any injuries below**
- Review date**
- De-escalation tried** (includes: Humour, Limited choices, Reassurance, Patience, Swap adult, Verbal advise and support, Distraction, Planned Ignoring, Withdrawal Offered, Reminder about Consequences, Clear direction, Diversion, Calm talking, Withdrawal directed, Success Reminders)
- Senior Staff Actions** (includes: Who dealt with this?, Meeting with parent/guardian, Exclusion - lunchtime, Exclusion - internal - fixed term, Exclusion - external - fixed term, Exclusion - permanent)

Buttons at the bottom include 'Cancel', 'Print', and 'Save & Close'.

Once a log have been signed off /amend or further actions taken this can be seen on the record:



The screenshot shows the SchoolPod interface displaying a detailed record for 'Slip(49946)'. The record includes the following information:

- Student:** Margoch Cory (Academy)
- Staff:** Collins David
- Victim:** None
- Description:** Cory was in the kitchen at the end of break and despite being asked a number of times to leave for his lesson he completely ignored the instruction and then started play fighting with drying up towels with NC. CL came to assist moving the students out of the kitchen.
- Subject:** ICT
- Status:** Closed
- Location:** ICT Room (Cleckheaton)
- Date:** 11 Mar 2020
- Period:** Period 2
- Time:** 11:00 am
- Create Date:** Wed 11 Mar 2020 2:58 pm
- Comments:**
 - Mr St Ange - Leading Practitioner (17 Mar 2020, 11:14 am): All enquiries are now complete both YP were spoken to. Status changed to 'Closed'.
 - Mr Collins (11 Mar 2020, 3:21 pm): Period changed to 'Period 2'.
 - Mr Collins (11 Mar 2020, 2:58 pm): Defiance, Disruptive, Limited choices, Patience, Verbal advise and support. Date changed to 'Wednesday 11 Mar 2020'. Description changed to 'Cory was in the kitchen at the end of break and despite being asked a number of times to leave for his lesson he completely ignored the instruction and then started play fighting with drying up towels with NC. CL came to assist moving the students out of the kitchen.'
- CC:** [Click Here to Inform Others](#)

Buttons at the bottom include 'Cancel', 'Delete Slip', 'Letter History', 'Print', and 'Save & Close'.

Appendix 3: Letters to Parents

Pivot Academy

Rawfolds Way

Spenn Valley Industrial Park

Cleckheaton

BD19 5LJ

01484 766350

Dear M

Regrettably I am writing to inform you that on **(date) XXXX removed and smashed a roof-tile school.** You will be aware that this is not the first time XX has been responsible for significant damage in school.

A key part of the work of our school is to prepare our young for adult life and therefore it is essential that, at all times, they reflect on the consequences of their actions and, crucially, the impact it has on other young people. Not only does **a broken roof-tile lead** to an increased health and safety risk it also contributes to the building looking shabby and costs the school time and money that would be otherwise spent directly on the education of the young people.

As a result, I would like to ask you to make a contribution to the cost of replacing the roof-tile. I would ask that we receive a payment of XXX which will be offset against the labour and materials required. If there is any repeat of this behaviour, then we may ask for an increased contribution.

I am also very aware that if XXXX was to act in this manner in any other walk of life, then a likely consequence would be police or Youth Offending involvement..

I would like to thank you in anticipation of your support in this matter.

Yours Sincerely

Sam Porter

Head teacher

Pivot Academy

Rawfolds Way

Spen Valley Industrial Park

Cleckheaton

BD19 5LJ

01484 766350

Dear Parent/Carer

We are becoming increasingly concerned that some of our students are arriving at Pivot Academy openly admitting to using cannabis, or acting as if under the influence of cannabis. This is having a very negative impact on their learning and that of others.

We believe parents/carers should be aware of the issues we currently face where drugs are concerned and the strategies we are putting in place to deal with them.

Students arriving under the influence of cannabis cause significant disruption to both the mood of students and the learning of the wider school community. For example; students can be easily distracted, unmotivated, irritable and confrontational. In order to ensure that we maintain a safe environment where students can learn and not disrupt others at Pivot Academy, we will be putting the following strategies in place;

- Individual searches by a Senior School Leader of any student we have reason to believe are under the influence of cannabis and/or in possession of cannabis. We have the right to do this. Students refusing to comply will be dealt with as if they are in possession of cannabis or other drug related substance or paraphernalia.
- Any student found in possession of cannabis or any other drug related substance or paraphernalia will be referred to the Police and dealt with as a police matter.
- Students behaving irresponsibly as a result of being under the influence of cannabis will not be permitted to stay on site at the school. Parents/carers will be contacted to make arrangements for the student to return home. In the event parents/carers are not available the police may be contacted to remove the student.
- We may at any time, call in the police to conduct searches if we have reasons to believe there may be drugs in or around school.

We hope you will support us in our approach to dealing with this important issue and discuss this with your son. It is a very critical time of their life as all KS4 students are preparing for their future and should be engaging in as many accredited courses as possible. We need your support to ensure that all our students get the full benefit of their time whilst at Pivot Academy.

If you have any concerns regarding your son or want to find out any additional information about drugs and their impact, please contact the School. We work closely with a drug prevention agencies and would be happy to put you in touch with them.

Yours Sincerely

Sam Porter

Head teacher

Pivot Academy

Rawfolds Way

Spenn Valley Industrial Park

Cleckheaton

BD19 5LJ

01484 766350

18th May 2018

Dear Parent/Carer

I am just writing to remind you of our important safeguarding procedures that we wrote to you about at Easter.

Due to increased concerns around the carrying of knives and offensive weapons in the community we will be continuing to 'wand' pupils upon entry into the building. This will happen across all sites of the academy. Should the wand go off then we will ask the pupil to empty their pockets etc. before they are allowed on the premises.

If pupils refuse to be wanded or searched, then they will not be permitted to enter the premises until they have been checked which may result in a call home being made. We have chosen to use a wand as a basic search to avoid any intrusion which the pupils may be unhappy with.

We may also from time to time request pupils empty their pockets before entering the premises if we have any concerns around, for example, drugs or prohibited items being brought into school.

Should anything be found in the course of these searches, whether physical or by wand then parents and carers will be informed immediately. Staff will endeavor to deal with any situation that arises from this directly with parents and carers, however, there may be cases when the police will have to be informed.

As you are aware we have a zero tolerance of any kind of drugs, alcohol or weapons in school. This is in line with school policies and copies of these can be provided on request.

Thank you for your understanding with this in advance. I am sure you will agree with us that although we do not want to be in a position to have to complete these searches unfortunately they have to be carried out for the safety wellbeing of our entire school community.

Yours sincerely,

Sam Porter

Head teacher

Pivot Academy

Rawfolds Way
Spen Valley Industrial Park
Cleckheaton
BD10 5LJ

Dear Parent/Carer

Mobile Phones

I am writing regarding mobile phones and their impact on our school environment.

Mobile phones have become part of our everyday lives and certainly part of the lives of young people. They are fantastic devices and have many functions which improve our lives. Most importantly, I feel, is that we are able to contact our children whenever we need to and they can reach us.

However, they have certain negative consequences when not used properly in a school setting:

- Pupils getting them out in lessons to constantly check them
- Pupils texting each other unpleasant messages
- Pupils constantly on their phones rather than talking to each other
- Pupils using headphones in lessons making it hard to talk to them

The rules we have put in place to try and address these issues are as follows:

- Mobile phones and headphones are not allowed in lessons at any point
- Mobile phones should not be used between lessons
- Mobile phones may be used before school, at break and after school

If your son does not follow these rules there is the possibility that their mobile phone will be confiscated. If we have to do this on several occasions they will not be allowed to bring them into school.

I do not believe this to be unreasonable and indeed would add that I know of several schools where mobile phones have been banned completely because of the issues they bring with them.

Please can I ask you to speak with your son regarding mobile phones and emphasise the rules listed above.

As I said at the beginning of this letter, mobile phones have many advantages but when children all have them in the same building they create significant issues and must be managed properly.

Thank you in anticipation of your support.

Yours faithfully

Head teacher

Pivot Academy

Rawfolds Way
Spenn Valley Industrial Park
Cleckheaton
BD10 5LJ

Re:

Dear

I am writing to inform you of my decision to exclude XXXXXX for a period of X days with effect from XXXXXXXXXXXX. This means that he will not be allowed in this school during this time.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude XXXXXX has not been taken lightly. XXXXXX has been excluded due to :

You will be aware that the school has made every effort to avoid excluding XXXXXX and has employed a number of strategies, such as:

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

Alternative arrangements for XXXXXX education to continue will be made. For the period of the of the exclusion we will set work for XXXXXX which must be returned to school for marking.

On the day of XXXXXX return to school we will hold a meeting with you and XXXXXX to discuss a plan to move the situation forward and avoid any further exclusions for XXXXXX.

You will be notified by XXXXXXXX of the time, date and location of this meeting. If you wish to respond and/or be accompanied by a friend or representative at the meeting please contact school.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the School. Also, please inform Anne Forbes to have an interpreter at the meeting.

Additional information & support:

You should be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to First Tier Tribunal (SEN and Disability) 01325 392760. <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You can also contact Kirklees Information, Advice and Support (KIAS) on 01484 225422. The service offers information, advice and support relating to a child or young person's special educational needs and/or disability and is available to anybody living within the Kirklees area. <http://www.kirklees.gov.uk/beta/special-education/kirklees-information-advice-and-support-service.aspx>

You may also find it useful to contact the Children's Legal Centre. They can be contacted on 0808 8020 008 or at www.childrenslegalcentre.com. They aim to provide free legal advice



thepivotacademy

and information to parents on state education matters or Ace Education on 03000 115 142
Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Yours sincerely

Head teacher

Appendix 4: Site Specific Profiles

1. Bradley

What our Positive Relationships and Behaviour Policy in practice looks like - Summary

How will staff behave?	Behaviour for Learning - Our Top 5
<ol style="list-style-type: none"> 1. Be fair – use the Positive Relationships and Behaviour Policy to promote fairness and equality 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 4. Be safe 	<ol style="list-style-type: none"> 1. Be on time: Be punctual all the time 2. Respectful: Be kind and respectful. 3. Safe: Be safe. 4. On task – working hard 5. Develop yourself: Aim high, work hard, no excuses.
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> 1. Refer to “Be on time, Respectful, Safe, On task, Develop yourself” 2. Never ignore or walk past pupils who are displaying challenging behaviour. 3. Ensure restorative conversations support positive relationships between staff and students 4. Be consistent in the application of the policy 	<ol style="list-style-type: none"> 1. Take time to meet, greet and welcome pupils at the beginning of the day. 2. Be a daily, visible presence, especially at times of movement around the site. 3. Regularly review provision for pupils. 4. Support staff and promote an open door policy
Ways we recognise conduct that exemplifies our expectations.	What support do we provide beyond the classroom?
<ol style="list-style-type: none"> 1. Daily rewards earned through following PA expectations 2. Weekly assemblies to celebrate Student of the week, Work of the week and Moment of the week linked to K/S/V's 3. Termly Gold, Silver and Bronze rewards trips to celebrate progress and consistently meeting the expectations of the academy. 4. Daily phone calls home 5. Weekly merit letters sent home. 	<ol style="list-style-type: none"> 1. Individual keyworker support to overcome pastoral barriers to learning. 2. We buy into an Education Psychologist, and have our own in house therapist, to provide additional support where necessary, and any other additional agencies as necessary. 3. Extra curricular activities designed to boost self-esteem. 4. Key skill development during breakfast time – reading, writing, speaking and listening. 5. Opportunities to contribute to life in our community
Steps to manage behaviour	Actions (all actions/communications MUST be recorded on School pod
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of On time, on task, Respectful, Safe, develop yourself. (expectations) delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the

	initiative to keep things at this level. Remind young person of past times when they have made right choice.
Caution	A clear verbal caution delivered privately, making the young person aware of their behaviour and clearly outlining consequences if they continue e.g. time out if appropriate.
Time out	Give the young person a chance to reflect away from others. Speak to the young person privately and give them an opportunity to engage. Offer a positive choice to do so. Any learning time lost to be made up.
Internal referral	The young person will then have to meet with the Pastoral Lead/Headteacher to discuss what has happened. This is recorded electronically, class teacher or appropriate staff should inform parents
Formal behaviour meeting	Two incidents of internal referral in a week or a single serious breach of behaviour – Behaviour lead to arrange a meeting with the class teacher, young person, parent(s), Carer and SLT to set targets that will be monitored over the course of two weeks.
Examples of breaches of the Behaviour policy that may result in immediate internal / fixed term exclusion and a formal behaviour meeting.	
Sustained bullying, victimisation, racism, homophobia, violent or dangerous conduct affecting staff, members of the public or other young people. Persistent disruption to learning or wilful damage to property. Possession or under the influence of drugs, alcohol incidents as detailed in this policy. Direct verbal abuse to staff.	

A consistent approach is needed through every interaction on behaviour. Where young people feel treated as valued individuals, they respect adults and accept authority.

2. Cleckheaton

What our Positive Relationships and Behaviour Policy in practice looks like - Summary

How will staff behave?	Behaviour for Learning - Our Top 5
<ol style="list-style-type: none"> 1. Be fair – use the Positive Relationships and Behaviour Policy to promote fairness and equality 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 4. Be safe 	<ol style="list-style-type: none"> 1. Be on time: Be punctual all the time 2. Respectful: Be kind and respectful. 3. Safe: Be safe. 4. On task – working hard 5. Develop yourself: Aim high, work hard, no excuses.
All staff, everyday...	Senior leaders, everyday...

<ol style="list-style-type: none"> 1. Refer to “Be on time, Respectful, Safe, On task, Develop yourself” 2. Never ignore or walk past pupils who are displaying challenging behaviour. 3. Ensure restorative conversations support positive relationships between staff and students 4. Be consistent in the application of the policy 	<ol style="list-style-type: none"> 1. Take time to meet, greet and welcome pupils at the beginning of the day. 2. Be a daily, visible presence, especially at times of movement around the site. 3. Regularly review provision for pupils. 4. Support staff and promote an open door policy
Ways we recognise conduct that exemplifies our expectations.	What support do we provide beyond the classroom?
<ol style="list-style-type: none"> 1. In group reward systems 2. Individual on sport rewards (dip in lucky box) 3. We celebrate positive learning behaviours weekly, one per group, in our assemblies. 4. We celebrate progress, creativity, role model and behaviour leaders each term via a reward trip 5. Head teacher rewards as appropriate. 	<ol style="list-style-type: none"> 1. Individual keyworker support to overcome pastoral barriers to learning. 2. We buy into an Education Psychologist, and have our own in house therapist, to provide additional support where necessary, and any other additional agencies as necessary. 3. Supporting pupils in extra curricular activities and hobbies 4. In house social care team supporting families and pupils
Steps to manage behaviour	Actions (all actions/communications MUST be recorded on School pod)
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of On time, on task, Respectful, Safe, develop yourself. (expectations) delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind young person of past times when they have made right choice.
Caution	A clear verbal caution delivered privately, making the young person aware of their behaviour and clearly outlining consequences if they continue e.g. time out if appropriate.
Time out	Give the young person a chance to reflect away from others. Speak to the young person privately and give them an opportunity to engage. Offer a positive choice to do so. Any learning time lost to be made up.
Internal referral	The young person will then have to meet with the Pastoral Lead/Headteacher to discuss what has happened. This is recorded electronically, class teacher or appropriate staff should inform parents

Formal behaviour meeting	Two incidents of internal referral in a week or a single serious breach of behaviour – Behaviour lead to arrange a meeting with the class teacher, young person, parent(s), Carer and SLT to set targets that will be monitored over the course of two weeks.
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Examples of breaches of the Behaviour policy that may result in immediate internal / fixed term exclusion and a formal behaviour meeting.

Sustained bullying, victimisation, racism, homophobia, violent or dangerous conduct affecting staff, members of the public or other young people. Persistent disruption to learning or wilful damage to property. Possession or under the influence of drugs, alcohol incidents as detailed in this policy. Direct verbal abuse to staff.

A consistent approach is needed through every interaction on behaviour. Where young people feel treated as valued individuals, they respect adults and accept authority.

3. Leeds

What our Positive Relationships and Behaviour Policy in practice looks like - Summary

How will staff behave?	Behaviour for Learning - Our Top 5
<ol style="list-style-type: none"> 1. Be fair – use the Positive Relationships and Behaviour Policy to promote fairness and equality 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 4. Be safe 	<ol style="list-style-type: none"> 1. Be on time: Be punctual all the time 2. Respectful: Be kind and respectful. 3. Safe: Be safe. 4. On task – working hard 5. Develop yourself: Aim high, work hard, no excuses.
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> 1. Refer to “Be on time, Respectful, Safe, On task, Develop yourself” 2. Never ignore or walk past pupils who are displaying challenging behaviour. 3. Ensure restorative conversations support positive relationships between staff and students 4. Be consistent in the application of the policy 	<ol style="list-style-type: none"> 1. Take time to meet, greet and welcome pupils at the beginning of the day. 2. Be a daily, visible presence, especially at times of movement around the site. 3. Regularly review provision for pupils. 4. Support staff and promote an open door policy
Ways we recognise conduct that exemplifies our expectations.	What support do we provide beyond the classroom?

<ol style="list-style-type: none"> 1. Daily points earned through following PA expectations 2. Positive news phone calls 3. Certificates to go home 4. Points linked to rewards 5. Most improved student noted each week. 	<ol style="list-style-type: none"> 1. Individual keyworker support to overcome pastoral barriers to learning. 2. Access to Education Psychologist, Pivot therapist, and Social work team. 3. Access to a 24/7 helpline manned by Pivot Staff 4. Pastoral Welfare Officer to support with attendance 5. Opportunities to access resources in our community
Steps to manage behaviour	Actions (all actions/communications MUST be recorded on School pod)
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of On time, on task, Respectful, Safe, develop yourself. (expectations) delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind young person of past times when they have made right choice.
Caution	A clear verbal caution delivered privately, making the young person aware of their behaviour and clearly outlining consequences if they continue e.g. time out if appropriate.
Time out	Give the young person a chance to reflect away from others. Speak to the young person privately and give them an opportunity to engage. Offer a positive choice to do so. Any learning time lost to be made up.
Internal referral	The young person will then have to meet with the Behaviour Lead/SLT to discuss what has happened. This is recorded electronically, class teacher or appropriate staff should inform parents
Formal behaviour meeting	Two incidents of internal referral in a week or a single serious breach of behaviour – Behaviour lead to arrange a meeting

	with the class teacher, young person, parent(s), Carer and SLT to set targets that will be monitored over the course of two weeks.
<p>Examples of breaches of the Behaviour policy that may result in immediate internal / fixed term exclusion and a formal behaviour meeting.</p>	
<p>Sustained bullying, victimisation, racism, homophobia, violent or dangerous conduct affecting staff, members of the public or other young people. Persistent disruption to learning or wilful damage to property. Possession or under the influence of drugs, alcohol incidents as detailed in this policy. Direct verbal abuse to staff.</p>	

A consistent approach is needed through every interaction on behaviour. Where young people feel treated as valued individuals, they respect adults and accept authority.

Appendix 6: Handbook to New Pupils



Handbook

- **Vision** –Working together to achieve excellence
- **Values** – Hard work, Dedication, Opportunity, Excellence, Kindness
- **Our Mission** - To provide excellent teaching and learning opportunities which allow all students to excel. To provide a safe, happy environment which allows all students to excel. To work together with parents and others to establish positive behaviour, independence, achievement and excellence for all.

General Rules

Always follow staff instructions

Always be polite, pleasant and respectful to all members of our school community

Complete all tasks to the best of your ability

Our Expectations

Work Hard

Be Safe

Be respectful

Be on time
Develop yourself

Code of Behaviour

Respect yourself and others
Avoid unwanted physical contact with others
Be considerate, polite and courteous
No bullying. This includes making personal comments
Resolve conflicts peacefully

Respect the environment

Keep the premises clean and tidy
No graffiti or vandalism
No smoking on the premises
No spitting in or around the premises

Be in the right place at the right time and be ready to learn

Bring what you need for your lessons
Do your work without distracting others

Support and follow our policies

Equal opportunities
Attendance and punctuality
Anti-bullying policy
Code of Behaviour

ATTENDANCE – Parents/carers – you are legally responsible for ensuring that your child regularly attends school. This means that your child must

- *Arrive at school on time*
- *Attend regularly*
- *Be suitably clothed*
- *Be ready to learn*

Please let us know if your child will be absent from school – phone us as soon as possible; send in a note or call in. We cannot authorise holidays during school time.

We aim to contact you by 10.00 a.m. if your child has not arrived. We will pursue poor attendance and make home visits.

We will keep you informed of any school closures, changes to the timing of the school day (e.g. for a school trip) and term and holiday dates.

If a student leaves the premises without permission during the school day they may not be allowed to return until the next day. Parents/carers will be informed as soon as is practically possible.

SCHOOL DAY Mon – Thursday & Friday

9.30 – 9.45	Breakfast/Registration (students are recorded late after 10 am)
9.45 – 10.00	Morning Challenge
10:00 – 10.45	Lesson 1
10:45 – 11:00	Break
11.00 – 11.45	Lesson 2
11:45 – 12.30	Lesson 3
12.30 – 13.00	Lunch

13.00 – 14.30	Lesson 4
14.30 – 15:00	Reflection
On Friday, school finishes at 12.30	

All students are supervised throughout the day.

Your son/daughter will be assigned a 'coach'. This member of staff will contact you on a weekly basis with your son/ daughter's progress.

UNIFORM - Students attending Pivot Academy are not required to wear a school uniform. However, clothing must:

Not be provocative - shorts/skirts no shorter than mid-thigh length, no cropped tops or vest like tee-shirts.

Not have inappropriate logos relating to violence, drugs or of a sexual nature.

Be clean and in good condition.

Hooded tops are allowed but hoods must be worn down. Hats must be removed when inside the building.

PERSONAL ITEMS – Mobile phones or music players should not be used in school without permission from a member of staff. Money and valuables should be handed in for safe-keeping – **Pivot Academy will not accept liability for lost or damage to items (including money) that is not handed in.**

This is a NO SMOKING site. If students are seen smoking they are at risk of being excluded for the rest of that day. If persistent, a meeting will be called with parents/careers to discuss the issue and sanctions put in place. Smoking within the building is strictly forbidden and anyone found doing so will be subject to disciplinary procedures which may result in exclusion.

Healthy Schools strongly discourages fizzy drinks, crisps and sweets during the day. Drinks must be handed in on entering the building – they will be returned at home-time.

Jewellery can be worn but must be removed if requested to do so by a member of staff for example during PE, DT or Food lessons where the item(s) may compromise health & safety.

DRUGS – Pivot Academy operates a zero tolerance on drugs and substance abuse. If there is a suspicion a student is under the influence of drugs, alcohol or a substance (i.e. glue) parents will be informed and may be asked to collect their son or daughter. Other appropriate agencies may be informed. Any student dealing in drugs (this includes alcohol & cigarettes) will be subject to disciplinary procedures which may result in exclusion.

DAMAGE – Pivot Academy is not funded like state maintained school and has to self-generate its own income. To minimise the cost impact on other students all damages will be charged for and invoices sent home. If reparation work can be carried out then this will happen in the first instance.

WEAPONS - Pivot Academy operates a zero tolerance to items such as knives, blades or any other sharp objects or items which could be perceived as weapons. These will be confiscated, parents informed and if necessary the police involved. Pivot Academy does have a metal detector which may be used to screen students.

CURRICULUM - We deliver lessons in a variety of subjects including English, Mathematics, ICT, PE, and a range of vocational options.

Some students may be educated off-site with other Alternative Providers. These include College's and a variety of Work Experience venues.

ASSESSMENT – All students will be assessed whilst attending Pivot Academy. This will involve standardised testing of learning and attainment; behaviour and social aspects as well as any Special Educational Needs. The purpose is to personalise learning and determine the best pathways for each student.

OUTDOOR EDUCATION and EXTERNAL VISITS - Outdoor activities such as mountain biking, rock-climbing, snooker and reward trips to e.g. Flamingo Land enhance personal development and enrich life experiences. It is expected that at all times students will be on their best behaviour and under no circumstances abscond, refuse to follow staff instructions or upset members of the public.

EQUAL OPPORTUNITIES - Pivot Academy is committed to Equal Opportunities for all. We do not discriminate against any person on grounds of their ethnic background, sexuality, class, gender, disability, religion or beliefs.

Everyone has the right to give and receive respect at all times.

DATA PROTECTION – All data we hold on students will only be used for specific purposes and is allowed by law.

BEHAVIOUR – Staff will support students with negative, poor or challenging behaviours or attitudes. We hope that students will accept this support and learn effective strategies which will help overcome barriers to learning and social integration.

Parents of students who wilfully damage resources, property or any part of the building may be expected to contribute to its repair or replacement. In the event of serious damage and a lack of cooperation to resolve the issue Pivot Academy reserves the right to make a formal criminal damage complaint to the police.

Students who refuse to cooperate with any of our rules, practices or policies may be excluded. The police may be called if a student refuses to leave the school site if excluded. Students are not allowed on site when excluded except by official invitation.

POSITIVE HANDLING

Pivot recognises that there is a need, reflected in common law, to physically intervene when there is an obvious risk to the safety of pupil, staff and property. If used at all, the use of force to control or restrain pupils will be used in the context of a respectful, supportive relationship with a young person in order to ensure minimal risk of injury to learners and staff.

Pivot has adopted the term 'Positive Handling' to describe such interventions. This follows an approach taken by an organisation named Team-Teach. The objectives of Team-Teach have been adopted by Pivot

EXCLUSIONS – are upsetting for the young person, their family and for school staff. Exclusions can be given to students for a variety of reasons including persistent disruption; physical assault; racism; theft; damaging property; verbal abuse or threatening language. Parents will be informed initially by telephone and then confirmed in writing.

The decision to exclude can only be taken by the Headteacher, or acting Headteacher. A permanent exclusion will be taken as a last resort.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Safeguarding - If you have any concern about a child you should bring it to the immediate attention one of the designated personnel for child protection. Having taken advice you may be required to complete school Pod slip with a member of staff. You will be notified of further actions where it is relevant to pass back information.

Safeguarding Staff:

Paul Sutcliffe – Designated Safe guarding lead

Amy Butterfield – Safeguarding officer

Jamie Weavill – Day 6 manager

Philip Parker – Bungalow

Pivot Academy - HOME / SCHOOL AGREEMENT

Student name: _____

Parent/ carer name: _____

Pivot Academy staff name: _____

Pivot Academy aims to provide a safe and secure environment for students to achieve academic success; where relevant re-attend mainstream school; attend college or a work placement and fulfill their potential. We believe that parents/careers have a vital role in helping us with this work. This agreement outlines the areas discussed during the induction meeting.

Parents/carers

I will:

- Ensure that my child attends regularly and on-time
- Notify us of all absences as early as possible (before 10.00am)
- Ensure that my child is appropriately dressed
- Inform us of any concerns or problems that could affect my child's work or behaviour
- Inform us of any changes of circumstances i.e. change of address or telephone
- Attend all meetings and reviews relating to my child
- Support and encourage your child to work toward qualifications and achievement
- Support all our policies and practices
- Always be contactable on the phone during the school day, or give permission for us to contact another named family member/friend
- Support the school approach to online safety and not deliberately post online: comments, images, sounds or text that could upset or offend any member of the school community or bring the school into disrepute

I agree to my child:

- Using the internet, and other IT based facilities
- Having his/her photograph, video or digital image taken and used for school purposes. I understand that they may be available for public viewing (i.e. on the website)
- Participating in all outdoor education including sports, trips and visits
- Participating fully in PSHRE lessons and accessing personal health advice

Student

I will:

- Attend Pivot Academy regularly and on time
- Work to the best of my ability, attain my targets and be proud of my achievements
- Remain on the school site unless I have permission to leave

- Ensure all personal items (e.g. mobile phones, music players and drinks brought onto the premises) are handed in for safe keeping. I know that media items such as Mobile phones or music players should not be used in school without permission from a member of staff.
- Refrain from smoking on the school premises
- Remove jewellery if asked to do so by a member of staff
- Follow all Pivot Academy Rules, Expectations and Codes of Behaviour
- Behave in a safe, polite and considerate manner towards others
- Take responsibility for my behaviour, attitude and conduct. Discuss concerns with my coach or another member of staff
- Always follow staff instructions
- Not bring into Pivot Academy any illegal or banned substances, alcohol or weapons
- Behave sensibly and respectfully towards members of the public if on an Outdoor Activity
- Contribute toward the repair or replacement of items I have damaged

I acknowledge that refusal to cooperate with any of the above may lead to exclusion

Pivot Academy

We will:

- Inform parents as soon as possible (usually by 10.00a.m.) if your child has not arrived
- Do our utmost to provide your child with a safe, secure and stimulating environment
- Provide a broad, balanced and personalised curriculum
- Support students to become independent, self-motivated learners
- Support our young people with strategies to improve behaviour and attitude
- Regularly assess and monitor progress – sharing this with student and parents
- Keep parents/careers informed of our activities, student progress and any concerns
- Phone parents regularly to update on progress
- Give positive recognition of achievement for good behaviour, effort and work
- Pursue a place back into mainstream, college, work experience or another alternative provision where this is deemed best for the young person

Parent/ career signature _____

Student signature _____

Pivot Academy Staff signature _____

Date:

Notes:

The Pivot Academy- Permission Agreement

<p>Testing and Reporting; I understand that my child will be assessed whilst attending Pivot Academy. This will involve standardised testing of learning and attainment. Monitoring of progress, emotional, behaviour and social assessments will also be undertaken.</p>
<p>Off Site Activities; From time to time students may be taken off site for educational visits/physical education activities/swimming. I understand that my child will be supervised and that transport will be insured for the purpose. A full risk assessment will be carried out.</p>
<p>Photographs and videos; Pivot Academy may sometimes take photographic/video images of students. They will only be used for displays round the building, assemblies and other internal functions. If we wish to use any images for external purposes such as the website, we will contact you for your consent on an individual basis.</p>
<p>Sexual health Agreement; On occasion, we work with young people around the issue of pregnancy and parenthood, offering impartial and confidential advice. Please acknowledge that this is sensitive work and we always work towards a young person being upfront and honest to their parents/carers about this issue if it affecting their life. We will only inform you that we are undertaking confidential advice with regards to this matter if you request us to do so. <i>I give/ do not give</i> permission for my child to be given confidential advice with regards to teenage pregnancy and parenthood. I give my permission to be given confidential advice with regards to teenage pregnancy and parenthood but wish to be contacted in the event of an actual pregnancy.</p>
<p>Sex and Relationships Education: Some sessions at Pivot Academy include Sex and Relationships Education. I understand that I have the right to withdraw my child from these lessons. <i>I give/ do not give</i> permission for my child taking part in these lessons.</p>
<p>Personal Data I give consent for school to access and process my personal data in line with GDPR</p> <p>Parent / carer signature :</p>

I confirm I understand and consent to all the above agreements (unless specifically stated otherwise).

Parent name:

Parent signature:

Date: