

1 GREAT ACADEMIES STATEMENT OF INTENT

Good behaviour underpins effective learning and enables constructive relationships to be formed at all levels. It is expected that everyone – pupils, staff, governors and parents – will work together to create and maintain a caring ethos and mutually respectful climate within each GAET academy. Positive behaviour will be rewarded and recognised systematically.

The GAET principles are:

Genuine: We will be open and honest with each other in a climate of mutual trust, to ensure that we always do our best for the children in our academies. We will keep parents and carers informed about the progress of their child and will publish our results and progress.

Respect: We value the diversity of our school communities and welcome all children to our academies. We expect the highest standards of behaviour from our children both inside and outside of school.

Excellence: We strive for excellence and are intolerant of mediocrity. We want every child to benefit from excellent teaching. We will provide professional development for teaching and non-teaching staff to ensure we achieve the highest standards.

Achievement: We have high aspirations for our children. We want every young person to achieve their potential at each stage of their educational journey and go on to their chosen career.

Together: We believe that we can make the biggest difference when we work collaboratively across our academies to support each other. We forge strong local partnerships with other education providers and external partners to achieve the maximum benefit for our pupils

The golden rule for all members of the GAET community is...

“Treat others as you would like to be treated yourself.”

2 OUR AIMS

The Academy Trust aims to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- Enable pupils and staff to develop a sense of self-worth, respect and tolerance for others;
- Create an environment in which pupils and staff feel safe, secure and respected; and
- Establish a climate in which adults and pupils work purposefully feeling both happy and confident.

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3 OBJECTIVES

For all members of the GAET community to show:

- Self-confidence and self-control;
- Respect and tolerance for others;
- Interest and pride in their activities and achievements;
- Empathy with others’ feelings.

For pupils to develop:

- Responsibility for their learning, their actions and their environment;
- An understanding of the need for rules and their obligation to respect them;
- Non-discriminatory attitudes;
- An independence of mind and self-esteem;
- A sense of fairness;
- A respect and tolerance for others’ ways of life and different opinions and beliefs;
- The ability to accept fair criticism;
- A consistent attitude and approach to learning; and
- An awareness of and appropriate response to bullying and abuse.

For staff to

- Actively build trust and rapport;
- Demonstrate strong leadership and model good practice in relation to behaviour;
- Develop their skills of building good relationships and applying a consistent approach to behaviour;
- “Catch pupils being good”;
- Promote good behaviour through a variety of methods as appropriate to the age and circumstances of the pupils, Model the good behaviour you want to see/recognise and reward good and improved behaviour.;
- Apply rewards and sanctions proportionately and with due consideration to pupils’ age and circumstances;
- Work to repair and restore relationships;
- Work in collaboration with parents/carers and other agencies to support pupils.

4 IMPLEMENTATION GUIDANCE

4.1 Academy Expectations

The Academy Trust has high expectations of behaviour and conduct in all its academies. These expectations are outlined here and are actively promoted in each academy.

Attendance

In accordance with the GAET Attendance Policy, pupils are expected to attend the Academy and all timetabled lessons and registrations on time.

Rules

Each academy has a set of academy rules or a code of conduct devised and reviewed regularly in collaboration with students. Pupils are expected to follow these rules or codes

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and any contravention of them may constitute unacceptable behaviour. Additionally, any behaviour which is illegal will also be considered unacceptable.

Conduct

Pupils are expected to move around the Academy buildings sensibly and quietly, being ready to help and treating others with respect. All members of the GAET community are expected to speak in a polite and courteous manner at all times. Pupils and staff should be aware that their behaviour may have an impact on the reputation of the Trust and each academy, whether in school, on trips or visits or out of school hours.

Uniform

Each academy has a uniform policy which pupils are expected to adhere to at all times, and a dress code for staff.

Property

Pupils and staff have a shared responsibility to ensure each other’s property is kept and used safely. GAET academies’ equipment, furnishings, buildings and grounds are used sensibly with care and respect so that they are welcoming places of which we can all be proud.

4.2 Positive behaviour and pupil welfare

Each academy within the trust will provide a programme of proactive means to promote good behaviour. Methods may include taught aspects of the curriculum including through PSHE (including promoting positive relationships and healthy lifestyles, in relation to smoking, alcohol and drugs), ‘behaviour for learning’ programmes, circle time, activities, which help to develop self-esteem, positive self-image and confidence, assemblies etc.

Poor behaviour, including repeated poor behaviour, may be indicative of safeguarding concerns or an unmet educational or other need. Due consideration will be given to underlying causes of poor behaviour, and the relevant policies and support mechanisms will be implemented in such cases.

Each academy will also offer a variety of methods to support pupils who have exhibited or been the victims of poor behaviour, which may include:

- Peer mentoring;
- Mediation;
- Restorative Justice;
- Behavioural counselling;
- Family counselling;
- Work with external agencies such as child and family services as appropriate.

Pupils engaging in particular behaviours such as smoking, alcohol or drug use will be supported through signposting to appropriate support programmes.

4.3 Rewards

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The Academy Trust believes it is important to reward pupils for good behaviour and positive achievements and does this in a variety of ways. Rewards may include:

- Merits;
- Points such as ‘vivos’;
- Treats for individuals or groups of pupils.

Each academy has its own rewards system, which is described in the academy appendices.

4.4 Discipline and Sanctions

It is important that prompt intervention is taken when pupils show signs of inappropriate behaviour. Depending on the severity of the offence, and in conjunction with offering support, a range of actions may be implemented. These must be proportionate to the behaviour, and must take into account the age and circumstances of the pupil, for example any Special Educational Need or disability. The final decision is a matter for the Principal who may determine that other intervention actions are more appropriate than the commonly used sanctions. Sanctions will always be taken in cases where a pupil is found to have made malicious allegations against academy staff.

Sanctions may include:

- Verbal reprimand;
- Use of a ‘consequences’ system;
- Extra work including written tasks;
- Repeating unsatisfactory work until it meets the required standard;
- School based tasks;
- Loss of privileges;
- Loss of break time;
- Detention in school time (in line with DfE guidance and with appropriate time for pupils to eat, drink, and use the toilet);
- Detention out of school time (in line with DfE guidance e.g. with due consideration to safeguarding and pupils who have caring responsibilities);
- Confiscation of property;
- ‘Report’ system;
- Lunchtime exclusion;
- Internal fixed term exclusion;
- External fixed term exclusion;
- Managed move;
- Permanent exclusion.

Each academy has its own sanctions system, which is described in the academy appendices.

4.5 Reporting and recording of poor behaviour

All incidents of poor behaviour, which merit more than agreed stages of an academy’s consequences system, will be recorded. Due consideration will be given to whether the behaviour might be judged to be bullying, and hence fall under the GAET Anti-Bullying policy and related academy recording systems. In addition, consideration will be given to whether poor behaviour, including repeated poor behaviour, may be indicative of safeguarding concerns or an unmet educational or other need, in which case, the relevant policies will be implemented.

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Each academy has its own method for reporting and recording of poor behaviour. These are outlined in the academy appendices.

4.6 Searches and Use of Force

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a ‘prohibited item’. Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the academy’s rules, or banned in lessons, which has been identified in the rules as an item which may be searched for. Which may include legal highs, matches and/or lighters; electronic cigarettes, mobile phones and other electronic devices, laser pens, items intended for sale to others.

Confiscation of Inappropriate Items

Great Academy Trust applies the following criteria for confiscation:

- An item which is illegal for a child to have: for example, pornographic material; or
- An item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff;
- An item poses a threat to good order for learning: for example, a pupil uses a mobile phone or listens to an MP3 device at a time or in a setting in which such use is not permitted;
- An item that poses a health or safety threat: for example, a pupil bringing a sharp implement into the Academy that could be used to inflict harm;
- An item that is against the Academy uniform rules: for example, a pupil is wearing a coat, scarf or hat on entering a classroom;
- An item which is counter to the ethos of the Academy: for example, material which might cause tension between one community and another;
- An item which may be distracting to the pupil or pupils.

A record is kept of any item that is confiscated for more than a day, or a period as described in the academy appendices. The Academy has a duty to ensure that any confiscated item (especially those of monetary or emotional value) is stored until it can be returned. Where the confiscated item is of a nature that it would be inappropriate to return it to the pupil or where confiscation has been used repeatedly because of a refusal by the pupil to comply with the academy’s expectations, an opportunity to reclaim the property will be given to a

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parent or carer. In the case of items of value or particular concern, parents may be asked to sign to confirm that the item has been returned.

Items of obvious value will be clearly labelled and stored securely. All reasonable steps will be taken to prevent the loss of confiscated items.

Any items held illegally will be referred to the Principal who will decide if it is necessary to refer the matter to the police. Weapons and knives and extreme or child pornography must always be handed over to the police.

Use of Reasonable Force

All Academy staff members have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The use of force must be in line with DfE guidance, and appropriate training must be given to staff. Records of any physical restraint must be made and kept in line with DfE guidance.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items.

4.7 Off-site behaviour

GAET and each academy will review incidents of poor behaviour which take place outside of academy premises and/or hours and will consider using their powers when it is reasonable to do so, and particularly if incidents out of school directly affect behaviour, attitudes and pupils' well-being in school, then they will be dealt with in accordance with the relevant policy.

Where possible the academy will take steps available to ensure that parents and/or external agencies, including the police if appropriate, are made aware.

The law allows for teachers to discipline pupils for:

Misbehaviour when the pupil is

- Taking part in any academy-organised or academy-related activity;
- Travelling to or from the academy;
- Wearing academy uniform; or
- In some other way identifiable as a pupil at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy;
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the academy or the trust.

In all cases of misbehaviour the teacher will only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of the staff member. However, a member of staff may use their legal rights, as a citizen, when outside the school premises and would report back to the academy so reasonable action may be taken.

4.8 Home-school behaviour contracts

The Anti Social Behaviour Act, 2003, permits such contracts (albeit non-binding, any failure can be recorded and used later in court) where a child has caused significant

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disruption to others; or there is significant detriment to the child or others; or the health and safety of staff, and/or pupils is at risk; or the pupil is at risk of exclusion.

5. ROLES AND RESPONSIBILITIES

GAET

- Make arrangements to safeguard and promote the welfare of children;
- Ensure a written policy to promote good behaviour is drawn up and implemented;
- Encourage academies to publish the policy on their website;
- Ensure the academies comply with their legal duties, including under the Equality Act 2010 and in respect of pupils with Special Educational Needs.

Local Governing Body

- Ensure the GAET policy is implemented;
- Ensure the policy is appropriately communicated to staff (including temporary, volunteer and supply staff), pupils and parents/carers;
- Ensure appropriate training is in place for all staff in the implementation of the behaviour and associated policies and guidance, including the use of reasonable force;
- Ensure there are named senior leaders within the academy with responsibility for behaviour;
- Monitor and review the implementation and effectiveness of this policy in their academy.

Principal and senior staff

- Ensure the policy is available to parents;
- Ensure that all teaching and non-teaching staff are aware of this policy and implement it accordingly (including communicating roles clearly in order that staff understand what they are authorised to do, especially in relation to the use of reasonable force);
- Plan and implement a programme of professional development for staff in relation to appropriate aspects of behaviour;
- Support staff in the consistent application of the GAET policy and the academy's procedures;
- Report on the implementation and effectiveness of the policy to the local governing body.

All staff

- Understand and implement the policy;
- Undertake appropriate training as required;
- Comply with individual academy guidance including that outlined in the appendices to this policy.

Pupils

- To behave in a way which is consistent with the aims and objectives of this policy;
- To report incidents of poor pupil behaviour to an adult, whenever it occurs;
- To never stand by and watch without referring any incident to an adult;

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- To complete a record or give an account of an incident fully, honestly and quickly, when asked to do so, and in a way appropriate to their age and circumstances;
- To be involved in proactive positive behaviour initiatives and procedures as appropriate in each academy.

Parents/Carers

- support the academy in its implementation of all strategies to secure good behaviour and the creation of a climate in which learning can flourish
- enter into home-school behaviour contracts when appropriate

Parents and carers who have concerns about any aspect of this policy or pupil behaviour should make these known to the appropriate Head of Year or Key Stage Coordinator. Should the concern not be resolved satisfactorily at the initial stage there is a right to pursue the issue through the academy complaints procedure, which is available on request.

6 EQUALITY

The Great Academies Education Trust ensures that all pupils have equal access to the full range of educational opportunities provided. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. The behaviour policy acknowledges the school’s legal duties under the Equality Act 2010.

7 MONITORING, EVALUATION AND REVIEW

The effectiveness of this policy’s implementation will be monitored regularly and kept under review through the academy’s routine quality assurance processes. These include lesson observations, learning walks, work scrutiny and pupil voice. The outcomes of the quality assurance process together with all of the data for fixed term and permanent exclusions will be reported systematically to governors by the principal.

The Trust will formally review this policy at least every two years and assess its implementation and effectiveness. This process will be carried out by Trust officers and the Principal or nominated representative from each Academy. The recommendations will be submitted to the Trust Board for consideration and, where applicable, approval.

The policy will be promoted and implemented throughout the Academies.

This policy should be read in conjunction with;

- Anti-bullying policy
- Safeguarding and Child Protection policy
- Special Educational Needs policy/offer
- Attendance policy
- Complaints policy

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Date for next review

8 SOURCES CONSULTED

- Keeping Children Safe in Education
- Tameside LSCB guidance
- Behaviour and discipline in schools, DfE 2016
- Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, paragraph 7
- Equality Act 2010
- Education and Inspections Act 2006 (sections 90 and 91)
- Screening , Searching and Confiscation, DfE 2014
- Use of reasonable force, DfE 2013
- The School Behaviour (Determination and publicising of Measures in Academies) Regulations 2012
- Exclusion from maintained schools, academies and pupil referral units in England, DfE 2012

9 POLICY REVIEW

STATUTORY/NON STATUTORY	
LEGISLATION/PURPOSE	
LEAD MEMBER OF STAFF -Group -Academy	
MONITORING -Lead Director -Lead Governor	
APPROVAL DATE -Board -Governors -Committee	
REVIEW FREQUENCY	Two years
FIRST REVIEW DATE	
DATE OF NEXT REVIEW	
PUBLICATION DATE:	
PLACE OF PUBLICATION -GAET Website -Academy Website -Other	
AWARENESS PROGRAMME START/END (brief detail of programme) -Training start/end -Next awareness/Training	
INITIAL SIGNATURE/DATE	

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POLICY

Director/Governor	
ACTIONS CONFIRMED BY LEAD MEMBER OF STAFF -Signature -Date	
MONITORING OF ABOVE BY (name) On Report to Board/LGB DATE:	

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Appendix A – Middleton Technology School

Code of Conduct

There are **FOUR** rights on which the school's 'Code of Conduct' is based

These are:

1. All teachers have a right to teach
2. All students have a right to learn
3. Everyone has a right to safety
4. Everyone has a right to fair treatment

All members of the school community have equal access to the FOUR rights.

Code of Conduct

- Our Code of Conduct is underpinned by the United Nations Convention on the Rights of a Child because we believe that everyone should enjoy their rights and understand their responsibilities.
- Our school is an outstanding community and all our students need to keep to the Code of Conduct.
- The one rule for all of us, in school, is everyone will act with manners and consideration to others at all times.
- **This means that:**
- You are entitled to an opinion, so you should always try to understand other people's points of view. (Article 14)
- In class, regardless of your abilities, we want to make it possible for everyone to learn and for the teacher to teach. This means
 - arriving on time with everything you need for that lesson;
 - beginning and ending the lesson in an orderly and polite way
 - listening carefully; following instructions
 - helping each other when required and being sensible at all times
(Article 29 & 23)
- For your safety, you should move sensibly and quietly about school. This means
 - never running, barging or shouting
 - being ready to open doors
 - standing back to let people pass and helping to carry things.
 - In crowded areas please keep to the left.
(Article 6)

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- To allow everyone to feel safe you should speak politely (even if you feel bad-tempered!) and use a low voice (shouting is always bad mannered). (Article 16)
- To be the best kind of learners you be silent whenever you are required to be. (Article 30)
- To take care of everyone’s health you should keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means
 - putting all litter in bin
 - keeping walls and furniture clean and unmarked
 - taking great care of the displays, particularly other people’s work. (Article 24)
- Out of school, walking locally or with a school group, you must always remember that the school’s reputation depends on how you behave. (Article 31 & 36)
- Articles are taken from the United Nations Convention on the Rights of a Child (UNCRC). Information about children’s rights can be found at www.unicef.org.uk

Written by the School Council 2008

Property including mobile devices

Mobile Phone Protocol

The school understands that students will want to use mobile technology outside of the school day. We also understand that parents need to contact children, particularly after school. Therefore students who wish to bring a mobile phone to school must abide by the following rules:

- Mobile phones must not be seen at any time whilst on school premises.
- Mobile phones must be turned off whilst in school premises.
- If a phone is seen or heard during the school day it will be confiscated. The following sanctions apply to mobile phone use.

Strike 1 - Student collects phone at 3.10 from the school office following a 30 minute correction.

Strike 2 – 30 minute correction completed, parent/carer collects phone between 3.10 and 3.45pm.

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Strike 3 –Referral to the Inclusion Centre (Red Line), parent/carer collects phone between 3.10 and 3.45pm.

- Phones may not be used in lessons as calculators.
- Phones are not allowed in examination rooms.
- Phones may not be used in school for music playing.
- Students found abusing the use of a phone e.g. making threatening calls or texts etc. will be banned from bringing a phone to school.
- The taking of any images, whilst in school, by a mobile phone camera is strictly forbidden. Any abuse of this may result in exclusion from school.
- Students may not use mobile phones to contact parents during the school day unless given express permission by a member of staff.
- School Trips – the above also applies to school trips.
- The Head Teacher’s decision on all matters of mobile phone protocol is final.

Jewellery – Students may wear an inexpensive watch and one pair of stud earrings in the lower lobes. Hooped earrings including sleepers are not allowed. Students who choose to wear studs in the lower lobes must remove them for PE. No body jewellery/piercing is allowed (nose, tongue, lip, eyebrow, belly button etc). Any jewellery brought into school is at students’ own risk. Ipods or any other hand held device playing music are not to be used at any time on the school premises.

Positive behaviour and pupil welfare

In order to secure our aims of our code of conduct we must ensure that:

- The positive aspects of praise, rewards for high achievement and the satisfaction of success through good work are emphasised.
- Opportunities for students to be challenged, to take initiatives and to accept responsibility for their progress are given by all the school’s activities, both curricular and extra-curricular.
- High standards of dress, attendance, punctuality, work, personal organisation and behaviour are actively encouraged.
- We have high expectations of our students.
- We create an atmosphere of good relationships where mutual respect between students and staff can develop.
- Staff model the adult behaviour expected of students to encourage the development of self-esteem and self-discipline.

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- Students and staff are aware of the importance of enhancing the image of the school in the community by insisting on good conduct and behaviour at all times when outside school.
- Rudeness, bad language, smoking, bullying, racist, homophobic and sexist behaviour and physical violence are not tolerated in our school.
- “Street Culture” will never be allowed into our school.
- Our code of conduct is consistently, firmly and fairly enforced.
- Sanctions, including withdrawal of privilege, are applied appropriately and students made aware of why their wrongdoing is unacceptable.
- All staff at school take responsibility for supervising students at all times when they are about the school, in corridors, classrooms, play areas, dining room etc.

Rewards

In 2012 Middleton Technology School celebrated the once in a lifetime experience of the nation hosting the Olympic Games. We embraced the Olympic values of Friendship, Respect and Excellence. These values became the important to all aspects of the school. From this special year came our own Olympic legacy known as DREAM. DREAM is our own way of taking forward the spirit of the Olympics and embracing it with our own more personal values.

To make sure our success continues we aim to realise the full potential of all individuals within the school community and underpin our mission (In Pursuit of Excellence) with the DREAM values of Determination, Respect, Enthusiasm, Achievement and Mastery. To do this we will develop the talents, interests and educational hopes of all individuals and help all members of the school community grow into responsible independent adults who will be the leaders of tomorrow.

Praise and appreciation should be expressed as often as possible to give encouragement and positive reinforcement. We reward our students in many ways including

- DREAM points
- Verbal praise, either personal or public
- Appreciations through assemblies.
- Subject stickers
- Letters and texts home
- Positive comments in Student Planners and exercise books
- Congratulations Cards
- Transfer to higher sets in some subjects
- Recognition on Presentations Evening
- Guardian Angel or School Ambassador Status
- Good references
- Head Teacher’s praise or award.
- Special rewards such as football or cinema tickets, priority lunch passes, free prom

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- tickets.
- DREAM activity days
- Non-uniform days
- Big breakfasts

Discipline and sanctions, including examples of sanctions appropriate for particular behaviours

In order to maintain an outstanding learning environment sanctions are necessary to deter students from behaviours that infringe

- A student’s right to learn
- A teacher’s right to teach
- A person’s right to safety
- A person’s right to fair treatment.

Students will always be given the choice and chance to correct their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

P Points

Our behaviour system advises our students “what to do” rather than “what not to do”

Students tell us that they prefer it when we make our expectations clear and we are consistent with the policy.

Our system is based on 4 very clear behaviours we expect from all of our students, all of the time. These behaviours are:

- To be prepared for school
- To be punctual to school and lessons
- To participate in lessons
- To be polite

Where students do not meet these expectations, a 30 minute correction will be completed after school on the same day. A text will be sent to parents/carers to inform them of the correction.

Red Lines

Red Line behaviour is unacceptable conduct that requires time in the Inclusion Centre. It is behaviour that would normally warrant a Fixed Term Exclusion.

The following behaviours will not be tolerated in Middleton Technology School and as such warrant a referral to the Inclusion Centre.

- **Persistent Truancy** – not attending school or lessons with no valid excuse.
- **Bullying** – behaviour that is repeated and intended to hurt someone either physically or emotionally
- **Damage to school Property**

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- **Drug/Alcohol related**
- **Persistent disruptive behaviour**
- **Physical Assault against an adult or student**
- **Racist abuse**
- **Sexual Misconduct**
- **Theft**
- **Verbal abuse/threatening behaviour against an adult or student**
- **Smoking**
- **Persistent use of a mobile phone** – anywhere on the school site (3rd offence)
- **Other – e.g. Dangerous behaviour** – bringing a banned item into school or any action that might cause injury to another person

Defiance

Defiance is defined as the refusal to follow an instruction after being given the **choice and chance** to change your behaviour. Middleton Technology School fosters a zero tolerance approach to defiance.

Sanction pathway for Red Lines and Defiance

Defiance	Red Line	Sanction	Intervention / Support
1	-	45 min correction on Wednesday with SMG	Apology Letter / R.J.
2	-	60 min correction on Friday with SLT	Apology Letter / R.J. (All KS4 students attend Friday)
3	1	1 Day Inclusion Centre	IC Letter R.J. Booklet. Phone call to parents
4	2	2 Days Inclusion Centre	IC Letter R.J. Booklet Red Report 10 days to LPC / IC Staff.
5	3	3 Days Inclusion Centre	IC Letter R.J. Booklet SLT and parent meeting to discuss risk of PSP (Whole behaviour log viewed).
6	4	1 Day at ANO Inclusion Centre	PSP Panel Letter to invite parents and student, SLT and LPC.
7	5	2 Days at ANO Inclusion Centre	IC Letter stating that the next referral will result in F.T.E. and risk of Behaviour Panel with Governors and L.A. Consider CAF
8	6	Fixed Term Exclusion	Letter to invite parents and student to a formal Behaviour Panel with Headteacher, KS Manager and Governors. Real risk of Permanent Exclusion / Managed Transfer

Exclusion arrangements

The decision to issue an exclusion is never taken lightly. In the event of an exclusion the school will let you know about an exclusion as soon as possible. We will follow up with a letter telling you how long your child is excluded for and why.

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason.

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Staffing

Lead member of staff: Adele Hulton and Neil Coe – Deputy Head Teachers.

Reporting and recording

All behaviour and achievements are recorded on SIMS and are available to parents on request.

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Middleton Technology School

SCHOOL UNIFORM POLICY

Our policies are underpinned by the United Nations Convention on the Rights of a Child because we believe everyone should enjoy their rights and understand their responsibilities.

- Article 1: Everyone under 18 years of age has all the rights in the Convention
- Article 2: The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from
- Article 3: All organisations concerned with children should work towards what is best for each child

School Uniform is a very important indicator of high standards in the school and protects the school and its students from violent street culture that exists today.

Why Have a School uniform? :

- it improves school security by making it easier to identify intruders; (Article 36)
- it gives pupils a pride in and a sense of belonging to school;
- it identifies school pupils as belonging to a particular school thereby discouraging truanting;
- it heightens the reputation of the school in the community;
- it gives pupils an equality of appearance thereby discouraging competition;
- it is more hardwearing and thus better value for money than other clothing;
- it encourages school discipline and a work ethic amongst pupils. (Article 28)

It is also important that all parents, staff and students understand and support the public image of the school, as a good school reputation supports students when they leave us to seek opportunities in further/higher education or in the world of work. (Article 28)

1. All students are expected to wear all items of school uniform and to be correctly dressed, in school, on the way to and from school and at lunchtime.
2. Parents will be informed prior to entry in year 7 of the requirements for school uniform.
3. All parents will be given one terms notice of any impending changes to school uniform.
4. Students may not wear items of clothing that are not part of the official school uniform (apart from outer coat) without the permission of either the Head teacher or his/her delegated representative. (Article 14)

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5. Students are expected to remove their outer coats at all times whilst in the school buildings.
6. All students are expected to bring a bag for their equipment to school each day. Equipment should include a pencil case, pens including a purple pen, pencil, ruler, calculator, planner, reading book, exercise books and any other equipment needed for lessons
7. Students may not have their heads shaved, this includes lines in the hair and as such the minimum length allowed is a number 2. Hair is not to be extreme in terms of hair styles or colours of any sort. If parents are unsure about any hairstyle please contact the school prior to colouring, cutting or styling the hair.
8. Jewellery – Students may wear an inexpensive watch and one pair of stud earrings in the lower lobes. Hooped earrings including sleepers are not allowed. Students who choose to wear studs in the lower lobes must remove them for PE. No body jewellery/piercing is allowed (nose, tongue, lip, eyebrow, belly button etc). Any jewellery brought into school is at students’ own risk.
9. Bad language and poor behaviour of any kind is unacceptable and will be dealt with through the school’s disciplinary procedure. (Article 36)
10. Smoking is illegal on school premises for everyone, any student caught smoking will be dealt with through the school’s disciplinary procedure. This is a red line behaviour. (Article 6 & 33)
11. All students will respect our ‘Four Rights’ and ‘Code of Conduct’. Any infringements will be dealt with through the school’s disciplinary procedure. (Article 30)

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A further note to Parents:

It is important that you realise that the school is very disciplined to ensure that students achieve. We expect high standards from all who are involved in its working. (Article 28). You must expect a response from us if your child does not come to school with the necessary equipment or wears clothes that are not part of the official school uniform e.g. caps, neck-warmers, denim jackets, hooded coats, trainers or anything that we consider to be “street culture”.

Extreme hairstyles and facial/body piercing are not permitted. We do not expect your child to be out of school at any time, including lunchtime - unless you have previously contacted school and the Head teacher has approved it.

Uniform

School Blazer,

Black school skirt (sensible length)/Standard cut black trousers, not leggings/jeggings or slim fit trousers, hipsters, or jeans/jean like trousers.

White school shirt. (not fitted or blouse style).

School Polo Shirts after Easter.

Year 7-10 Tie (black with stripes in colours of Middleton Crest – green, red, silver). 5 stripes must be seen.

Year 11 Tie (green).

Black short socks or tights.

School jumper or tank top (optional).

Sensible all black shoes **without** coloured laces or trim. No trainers, converse or pump style shoe. Shoes must have a definite shoe-type sole, not a pump-style sole.

Nail varnish/False nails/False eyelashes are not allowed. **Make Up** is allowed in KS4 only (no false eyelashes or nails) and is to be applied minimally. (Eyeshadow is not considered minimal).

No body piercings (only one pair of stud earrings worn in the lower lobe of the ear).

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P.E. Kit

Girls/boys outdoor kit

Black/green rugby shirt with crest.
Black football socks
Black shorts
Black leggings (girls only)
Football boots AND trainers

Girls/boys indoor kit

Green polo shirt with crest
Black shorts
Black football socks
Black leggings (girls only)
Trainers

NO VANS or **CONVERSE** are to be worn for PE lessons

If you are in doubt regarding any of the above please contact Mrs Hulton or Mr Coe at school.

Articles are taken from the United Nations Convention on the Rights of a Child (UNCRC). Information about children's rights can be found at www.unicef.org.uk

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