

Sidney Stringer Academy

Behaviour and Rewards Policy

December 2025

Approved by:	LGB	Date: December 2025
Reviewed by:	Olaide Akindele	
Next review due by:	December 2026	

Table of Contents

1. Regulatory Framework	1
• 1.1 Legislative Responsibilities	
• 1.2 Guidance and Advice	
• 1.3 Related Academy Policies	
2. Policy Statement and Aims	3
• 2.1 Our Five Foundational Pillars	
• 2.2 Our Comprehensive Aims	
3. Our Values and Ethos	5
• 3.1 DRIVE: Our Core Values	
• 3.2 Our Three School Rules	
4. Student Expectations and Responsibilities	7
5. The Stringer Way: Our Behaviour Curriculum	8
• 5.1 Learning Skills Development	
• 5.2 Academic and Social Support	
• 5.3 Behaviour Expectations and Routines	
• 5.4 Shared Language and Expectations	
6. Communicating Expected Behaviours	10
• 6.1 The Four-Step Approach	
○ Step 1: Reminder	
○ Step 2: Caution	
○ Step 3: Last Chance	
○ Step 4: Consequence	
7. Mobile Phones: Minds On, Phones Off	12
• 7.1 Policy by Year Group	
○ Years 7 & 8	
○ Years 9-14	
• 7.2 Confiscation and Consequences	
• 7.3 Parental Communication	
• 7.4 Important Notice	
8. Consequences and Sanctions	14

- 8.1 Range of Sanctions
- 8.2 Reparations
- 8.3 Loss of Social Time
- 8.4 Emergency Rota
- 8.5 Failed Reparations
- 8.6 Redirect
- 8.7 Saturday Detentions
- 8.8 6-Week Placements
- 8.9 Supportive Transfer
- 8.10 Permanent Exclusion and Suspension

9. Rewards, Recognition and Praise 18

- 9.1 Daily Rewards
- 9.2 Weekly Recognition
- 9.3 Half-Termly Celebrations
- 9.4 Termly Recognition
- 9.5 Annual Celebrations
- 9.6 SSA Rewards Shop
- 9.7 Faculty and Tutor Recognition
- 9.8 Assembly Certificates

10. Anti-Bullying: Prevention, Identification and Response 20

- 10.1 Definition of Bullying
 - Physical Bullying
 - Verbal Bullying
 - Social/Relational Bullying
 - Cyberbullying
 - Prejudice-Based Bullying
- 10.2 Our Multi-Layered Approach
 - Prevention
 - Early Intervention
- 10.3 How to Report Bullying
 - Speaking to Trusted Adults
 - Formal Reporting Systems
 - Cyberbullying Reporting
 - Anonymous Reporting
- 10.4 How We Investigate and Respond
 - Initial Response (within 24 hours)
 - Investigation Process
 - Outcomes and Actions
 - Support for Students Who Have Been Bullied

○ Support for Students Who Have Engaged in Bullying ○ Cyberbullying Specific Responses	
● 10.5 Restorative Approaches	
● 10.6 Sanctions for Bullying	
○ First Incident - Low Level ○ First Incident - Moderate ○ First Incident - Severe ○ Cyberbullying (All Levels) ○ Persistent Bullying ○ Prejudice-Based Bullying	
● 10.7 Monitoring and Follow-Up	
● 10.8 Supporting Vulnerable Students	
● 10.9 Role of Parents and Carers	
● 10.10 Staff Training and Responsibilities	
11. The Behaviour Pyramid	28
● 11.1 Foundation Level ● 11.2 Intervention Stages ● 11.3 Graduated Response	
12. Additional Support Structures	30
● 12.1 Logging and Monitoring Patterns of Behaviour ● 12.2 Pupil Support and Reasonable Adjustments ● 12.3 Communication for Staff ● 12.4 Child-on-Child Abuse	
13. Student Voice and Leadership	32
● 13.1 Student Leadership Teams ○ Head and Deputy Head Students ○ Student Leadership Team (SLT) ○ Academy Council ○ Prefects ○ Year Councils ○ Mental Health Champions ● 13.2 House and Year Competitions ● 13.3 Enrichment and Extra-Curricular Activities	
14. Policy Intent and Outcomes	34
● 14.1 Welcome ● 14.2 Known	



Sidney Stringer Academy

- 14.3 Contributing
- 14.4 Supported
- 14.5 Connected
- 14.6 Measuring Success

1. Regulatory Framework

This policy has been developed to meet Sidney Stringer Academy's responsibilities under current educational legislation and statutory guidance. The Education Act 2002, as amended by the Education Act 2011, provides the foundation for our approach to behaviour management and educational provision. We operate within the framework established by The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended in 2022, and align our practices with The Education and Inspections Act 2006 and The Education Act 1996.

Our commitment to safeguarding is reflected in our adherence to Keeping Children Safe in Education (DfE, September 2023), Working Together to Safeguard Children (DfE, July 2018, updated July 2025), and the Children Act 1989. We maintain strict compliance with data protection requirements under the Data Protection Act 2018 and UK GDPR, whilst promoting equality under the Equality Act 2010 and respecting human rights under the Human Rights Act 1998.

This policy implements guidance from Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022), Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units (DfE, September 2022), and other relevant DfE guidance on safeguarding, anti-bullying, use of reasonable force, and alternative provision.

The policy operates in conjunction with our Anti-bullying Policy, Safeguarding and Child Protection Policy, SEN and DSEN Policy, Drugs Policy, Uniform and Equipment Policy, E-safety Policy, Staff Code of Conduct, Positive Handling (Restraint) Policy, and Personal Development Policy. A breach of any related policy constitutes a breach of this Behaviour and Rewards Policy.

This policy is published on the Academy website, available in hard copy upon request from Reception, and can be provided in accessible formats as required.

1.1 Guidance and Advice

This policy has particular regard to current governmental guidance, most notably Keeping Children Safe in Education (DfE, September 2023) and Working Together to Safeguard Children (DfE, July 2018 updated July 2025).

We follow Information Sharing Advice for Safeguarding Practitioners (DfE, July 2018) and implement Behaviour in Schools: Advice for Headteachers and School Staff 2022 (DfE September 2022).

Our anti-bullying approach reflects Preventing and Tackling Bullying guidance (DfE, July 2017), whilst our exclusion procedures follow Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, September 2022). We implement Use of Reasonable Force (DfE, July 2013) and Searching, Screening and Confiscation (DfE, July 2022) guidance appropriately.

Additional guidance informing our practice includes Alternative Provision (DfE, January 2013), Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People (UKCIS, December 2020), and Mental Health and Behaviour in Schools (DfE, November 2018). We ensure compliance with the Equality Act 2010:

Advice for Schools (DfE, June 2018) and relevant aspects of Police and Criminal Evidence Act 1984 (PACE) Code C (Home Office, 2019).

2. Policy Statement and Aims

At Sidney Stringer Academy, we passionately believe that behaviour is inseparable from academic achievement, safety, welfare, wellbeing and all aspects of learning. It is foundational to everything we do and crucial to our success as a learning community. We create a 'clarity of culture' where all members of our school community hold our principles at the core of their actions, optimising learning, civility, good character and enabling everyone to flourish in all aspects of life.

Our behaviour and rewards policy is built upon five foundational pillars that ensure every student experiences:

WELCOME - Every student belongs at Sidney Stringer Academy from the moment they arrive. Our behaviour systems create an environment where all students feel accepted, valued and safe to learn.

KNOWN - We see each student as an individual with unique stories, needs, strengths and circumstances. Our approach to behaviour recognises that understanding the whole child is essential to supporting positive conduct and addressing challenges effectively.

CONTRIBUTING - Students are valued for their gifts, perspectives and potential contributions to our community. Our rewards systems celebrate not just compliance but the positive ways students enhance our school culture.

SUPPORTED - When students struggle with behaviour, they are held through challenges with appropriate interventions rather than simply punished. We believe in responding to behaviour with both consequences and support that address underlying needs.

CONNECTED - Students are part of a community that genuinely cares about their wellbeing. Our behaviour approach strengthens relationships between students, staff and families, creating networks of support that promote positive conduct.

The fundamental aim of this policy is to maintain consistently high expectations of students' conduct and behaviour, commonly understood by all staff and students and applied consistently and fairly, creating and maintaining a calm, safe and purposeful learning environment where everyone can thrive.

Our comprehensive Aims

We seek to create a calm, safe and supportive environment free from disruption where pupils can flourish both in and out of the classroom and reach their full potential. Central to our mission is the active promotion and safeguarding of pupil welfare, protecting all who come into contact with the Academy from harm whilst ensuring, so far as possible, that every pupil can benefit from and make their full contribution to Academy life.

This policy establishes clear processes for investigating allegations of poor behaviour, encouraging pupils to accept responsibility for their conduct whilst considering how negative behaviours can be prevented from occurring or recurring. It enables staff to respond to misbehaviour promptly, predictably and with confidence, clearly defining

available sanctions whilst promoting a whole school culture of safety, equality, inclusion and protection that benefits all members of our community.

Through implementing this policy, we ensure students feel **WELCOME** in structured, predictable environments; are **KNOWN** through individualized responses to behaviour; can **CONTRIBUTE** positively to our community culture; are **SUPPORTED** when they struggle; and remain **CONNECTED** to our school community even through periods of difficulty.

3. Our Values and Ethos

Our behaviour and rewards policy ensures that all students have the opportunity to learn effectively in a safe, supportive environment. Our school values and rules are central to how staff and students interact with one another and form the foundation of our community expectations.

DRIVE: Our Core Values

At Sidney Stringer Academy, we are committed to character education, recognising its crucial role in shaping students' futures. Our school values, encapsulated in the acronym DRIVE, represent the fundamental principles that guide every interaction and decision within our community:

Determination manifests in persevering through challenges and striving for excellence in all endeavours, never giving up when learning or behaviour becomes difficult.

Respect involves valuing ourselves, others and our community, creating an environment where everyone feels valued and appreciated regardless of their background, identity or circumstances.

Integrity requires acting with honesty and moral courage even when faced with difficult decisions, taking responsibility for our choices and their consequences.

Virtue encompasses demonstrating good character and ethical behaviour in all situations, treating others as we wish to be treated and making choices that benefit our community.

Equality embraces diversity and ensures fair treatment for all members of our community, challenging discrimination and creating opportunities for everyone to succeed.

These values are not merely aspirational statements but lived principles that shape our daily practice and community culture. They are **WELCOME** values that invite all students into a positive culture; they help students feel **KNOWN** when we recognise their individual expression of these values; they encourage students to **CONTRIBUTE** through demonstrating **DRIVE** in their conduct; they provide the framework through which students

are SUPPORTED in developing character; and they create the shared principles that keep our community CONNECTED.

Our Three School Rules

All students are taught and expected to follow three fundamental rules that underpin all behaviour expectations and directly connect to ensuring students feel welcome, known, contributing, supported and connected:

1. **Be Ready** - for learning, for challenges, and for growth in all aspects of development. This readiness ensures students can fully participate in and contribute to our learning community.
2. **Be Respectful** - to ourselves, others and our environment, creating a positive climate where everyone feels welcome, valued and connected to one another.
3. **Be Safe** - physically, emotionally and digitally, ensuring our own welfare and that of others so all can feel secure and supported in our community.

These simple yet comprehensive rules provide a clear framework that students can easily understand and apply across all situations, creating consistency in expectations throughout the Academy. When students follow these rules, they naturally embody the Five Pillars and DRIVE values that define our school culture.

4. Student Expectations and Responsibilities

Students at Sidney Stringer Academy are expected to 'own' their behaviour and accept responsibility for their conduct, enabling them to move forward and prosper at school and beyond. This fundamental expectation reflects our belief that students feel most WELCOME when expectations are clear and consistently applied; most KNOWN when they can develop their individual capacity for self-regulation; most CONTRIBUTING when they take responsibility for their impact on others; most SUPPORTED when given opportunities to learn from mistakes; and most CONNECTED when they participate as valued, accountable members of our community.

Students must respect each other, the adults who work with them, and their learning environment in all interactions. They must demonstrate readiness to learn both in and outside of the classroom, approaching each opportunity with enthusiasm and commitment. Taking responsibility for their own and others' safety requires making responsible choices that consider the impact on the wider community.

Learning from both successes and mistakes forms a crucial part of student development. We believe instilling these core values and responsibilities is essential not only for creating a happy and safe school community but

also for academic success and thriving in life beyond formal education. Our behaviour curriculum and school culture are designed to reinforce these values, helping students develop into excellent citizens who will navigate the world with confidence and contribute positively to society throughout their lives.

When students struggle to meet these expectations, our response ensures they remain feeling WELCOME despite their mistakes, KNOWN in terms of what support they need, encouraged to CONTRIBUTE positively going forward, SUPPORTED with appropriate interventions, and CONNECTED to our community through restorative approaches.

5. The Stringer Way: Our Behaviour Curriculum

The Stringer Way is an ongoing taught programme of learning that teaches students how to learn and embodies our behaviour and conduct expectations. Understanding that behaviour is learned, we explicitly teach our school values, rules and routines through this comprehensive behaviour curriculum, ensuring all students feel WELCOME into our behavioural culture, KNOWN in their individual learning journey, able to CONTRIBUTE through understanding expectations, SUPPORTED in developing self-regulation skills, and CONNECTED through shared understanding and language.

Learning Skills Development

Through The Stringer Way, students develop essential learning skills that enable them to be ready, respectful and safe learners. We teach students how to take effective notes, engage in meaningful discussion, self-mark their work during lessons, use their learning journals effectively, and regulate their emotions. These skills ensure students feel SUPPORTED in managing their learning behaviour and can CONTRIBUTE effectively to classroom culture.

Academic and Social Support

Students learn how they will be challenged in lessons and supported to achieve success. They understand how to peer-support each other effectively, help each other learn and grow, and what to expect from staff regarding communication, rewards and sanctions. This clarity helps students feel WELCOME in learning spaces, KNOWN in their support needs, confident to CONTRIBUTE to others' learning, and CONNECTED through collaborative learning relationships.

Behaviour Expectations and Routines

The programme explicitly teaches our behaviour routines and procedures, expected behaviours in all contexts, and our three simple rules: Be Ready, Be Respectful, Be Safe. Through establishing shared language and expectations for both staff and students, we create a unified community approach where everyone understands and can articulate what good behaviour looks like.

Shared Language and Expectations

The behaviour curriculum sessions establish consistent language and approaches across the Academy. When staff use the phrase "Check and Correct," students understand this relates to academy appearance expectations. The expectation that "All instructions are to be followed first time, every time" is consistently reinforced, with tasks completed with "pace and purpose." Students are taught to "Stop, Acknowledge, Do It, and Wait to be Thanked" when receiving instructions from staff members.

This consistent approach ensures all members of our community understand expectations and can work together effectively to maintain our positive learning environment. The shared language helps students feel WELCOME through predictability, KNOWN through personalised application, encouraged to CONTRIBUTE through clear pathways, SUPPORTED through scaffolded expectations, and CONNECTED through common understanding.

6. Communicating Expected Behaviours

Our behaviour curriculum provides staff and students with shared language and expected behaviours to enable consistency and clarity. Staff clearly communicate the specific behaviours or actions they wish to see, ensuring students feel WELCOME to correct their conduct, KNOWN in what specifically needs to change, able to CONTRIBUTE positively, SUPPORTED through clear guidance, and CONNECTED through respectful dialogue.

The Four-Step Approach

Staff follow a clear four-step process to ensure expectations and possible consequences are communicated effectively:

Step 1: Reminder

Delivered privately where possible, staff clearly state the specific misbehaviour so students know where they're going wrong. They remind students how their misbehaviour relates to our three simple rules (Ready, Respectful, Safe), emphasise the positive behaviour they want to see, and repeat reminders if reasonable adjustments are necessary. This step keeps things simple and maintains students' sense of feeling WELCOME to correct course.

Step 2: Caution

A clear verbal caution is delivered privately where possible, stating clearly what the misbehaviour is and outlining consequences if it continues. Staff use the phrase "Think carefully about your next steps," ensuring students feel **SUPPORTED** in making better choices while understanding consequences.

Step 3: Last Chance

Staff speak to the student one last time, perhaps outside if necessary, giving a final opportunity to engage. They refer to previous examples of good behaviour or offer positive incentives to improve, using scaffolds and sentence starters from this policy where appropriate. Staff reiterate that consequences of choices cannot be changed, substituted or negotiated, emphasising student responsibility while maintaining connection.

Step 4: Consequence

If there is no positive change in behaviour, staff call emergency rota or issue a reparation as appropriate. Students will be required to return to the lesson to serve the reparation with the class teacher or within the department, maintaining their **CONNECTION** to learning while addressing the behaviour.

Throughout this process, staff ensure students remain feeling **KNOWN** as individuals, **SUPPORTED** in making better choices, and **CONNECTED** to the learning community even while experiencing consequences. The approach balances accountability with maintaining positive relationships.

Mobile phones

The "Minds On, Phones Off" mantra reflects our commitment to creating a safe and focused learning environment where all students feel **WELCOME** in distraction-free spaces, **KNOWN** as individuals worthy of face-to-face interaction, able to **CONTRIBUTE** meaningfully to school life, **SUPPORTED** in developing healthy technology habits, and **CONNECTED** through genuine human relationships rather than digital mediation.

This policy is designed to ensure students can concentrate fully on their learning without distraction, encourage social interaction and physical activity during break times, prevent online bullying and misuse of cameras and social media on school premises, and reduce the risk of theft or damage to personal property.

Policy by Year Group

Years 7 & 8: Students in these year groups are not permitted to have mobile phones on their person during the school day. All mobile phones must be handed in at designated collection times to a designated member of staff and will be returned at designated times. This rule applies to all areas of the school site, including all pathways leading to and from the school building. This approach ensures our youngest students feel **WELCOME** into a phone-free culture, **SUPPORTED** in developing social skills, and **CONNECTED** to peers through face-to-face interaction.

Years 9-14: Students in these year groups may have a mobile phone on their person, but it must be switched off, out of sight, and not heard at all times while on school grounds. This includes break times, lunch, and all pathways leading to and from the school buildings. This graduated responsibility helps older students feel **KNOWN** as maturing individuals while remaining **SUPPORTED** in managing technology appropriately.

Confiscation and Consequences

Any mobile phone that is seen, heard, or used by a student will be confiscated immediately. Our response maintains students' sense of being **KNOWN** and **SUPPORTED** while holding them accountable:

First Behaviour offence: The phone will be placed in a secure location and can only be collected by a parent or guardian at the end of the school day. Where a parent or guardian is unable or unavailable to collect the phone, it will be handed over to the pupil at the end of the school week (Friday). This ensures students remain **CONNECTED** to home while experiencing appropriate consequences.

Repeat Behaviour offences: The phone will be confiscated for a longer period, typically 24 hours, and must be collected by a parent or guardian. Where a parent or guardian is unable or unavailable to collect the phone, it will be handed over to the pupil at the end of the school week (Friday). Further misuse may result in more significant sanctions as per the behaviour pyramid. Escalating consequences reflect our commitment to **SUPPORTING** students in developing better habits.

Friday Confiscations: Where a phone is confiscated on a Friday and a parent or guardian is unable or unavailable to collect the phone, the phone will be handed over on the next Friday.

Parental Communication

We ask for the support of all parents and guardians to help us enforce this policy. Please do not contact your child directly on their mobile phone during the school day. If you need to get an urgent message to your child, please

contact the school office directly, and we will ensure the message is delivered. This partnership approach ensures students feel **SUPPORTED** by aligned expectations between home and school.

Important Notice

Sidney Stringer Academy does not accept any responsibility for lost, stolen, or damaged mobile phones, smartwatches, or other personal electronic devices brought onto school premises. All items are brought in at the owner's risk.

All mobile phone confiscations must be logged on ClassCharts with clear notation of date and time of confiscation, location of incident, whether first or repeat Behaviour offence, and parent/guardian collection arrangements. This documentation ensures students are **KNOWN** in their behaviour patterns and can be **SUPPORTED** appropriately.

See Appendix A for shared language and examples of scripts in managing mobile phone misuse. Staff should use the following phrases consistently:

- "Phones should be invisible at all times in all learning space"
- "Minds on, phones off"
- For Years 7 and 8: "Please hand in your phone to [designated location/staff member]"
- For Years 9-14: "Your phone must be switched off and out of sight"

All mobile phone confiscations must be logged on ClassCharts with clear notation of:

- Date and time of confiscation
- Location of incident
- Whether first or repeat Behaviour offence
- Parent/guardian collection arrangements

See appendix A for shared language and examples of scripts in managing mobile phone misuse.

8. Consequences and Sanctions

8. Consequences and Sanctions

When behaviour falls short of expectations, it can be necessary to sanction students for conduct. The purpose of any sanction is to reinforce expected behaviours, educate students about why the behaviour is unacceptable, and reduce the chances of repeated poor behaviour. Throughout this process, we ensure students continue to feel **WELCOME** in our community despite their mistakes, **KNOWN** in terms of the specific behaviour concern, able to **CONTRIBUTE** positively going forward, **SUPPORTED** in understanding and changing their behaviour, and **CONNECTED** to our school community through restorative approaches.

It is crucial that students understand any misbehaviour was not acceptable and why. Therefore, we focus on the immediacy of sanctions and a restorative justice system to ensure this understanding. We support students with how to correct their behaviour and how to behave next time. The sanction should be appropriate for the behaviour observed and proportionate to the specific circumstances.

Range of Sanctions

Sanctions available to staff include loss of social time, parental contact (including phone, email or meeting), reparation with class teacher, removal from lesson (Emergency Rota, Redirect or Re-education), leadership detentions, and Saturday detentions. Each sanction is applied thoughtfully to maintain students' connection to learning and community while addressing behaviour concerns.

Reparations

A reparation is a sanction whereby students are kept back after the lesson to spend time with staff discussing the conduct or behaviour, what is expected next time, and to repair the relationship between staff and student. This approach embodies our belief that students should feel **KNOWN** in what went wrong, **SUPPORTED** in understanding better choices, and **CONNECTED** through restored relationships.

Reparations may be given because a student has disrupted learning, been late to lesson, avoided work, been defiant, verbally abused a student or disregarded safety (depending on severity). Best practice consists of students sitting silently while the staff member engages them in one-to-one discussion regarding their behaviour and its consequences, decreasing the chances of repeated behaviour.

Staff have additional options beyond reparations, including having a conversation with the student during the lesson, calling home, calling a parental meeting, or arranging a pastoral meeting with the tutor or Head of Year. These varied approaches ensure responses can be tailored to help each student feel **KNOWN** and **SUPPORTED** appropriately.

Loss of Social Time

Some behaviours may lead to the removal of social time. Where this occurs, students will go to rooms 155/156 and will lose their break time or lunch time as specified. Students are expected to attend their reparations, and year teams will support by collecting students where necessary. Even during loss of social time, staff maintain relationships that help students feel **KNOWN** and understand how to **CONTRIBUTE** more positively.

Emergency Rota

Emergency rota may be called when a member of staff has reached step 4 of the behaviour communication process. Beyond this, emergency rota is to be used in genuine emergency situations such as a fight breaking out, emergency first aid (an injury requiring immediate attention), anything posing an immediate risk to anyone in the classroom, or when a student marked present earlier has not appeared in lesson without notification (logged as truancy).

If emergency rota is called for a student, this results in a reparation with their class teacher, maintaining the **CONNECTION** between student and teacher. Fighting or physical/verbal abuse of staff will result in removal from the lesson. Students who request to leave the classroom on grounds of feeling sick or urgently needing the toilet should be supported by additional adults in the classroom or department wherever possible, ensuring they feel **SUPPORTED** in genuine need while maintaining classroom management.

Failed Reparations

A teacher sets a reparation in a lesson if a student breaks one of the three rules. This is logged onto ClassCharts and the teacher tells the student to stay behind. If a student does not stay with the teacher after the lesson, this is deemed a failed reparation. The teacher logs this on ClassCharts and presses the alert function (saved under academy bookmarks) which informs all staff on duty that a student has walked out of a reparation.

Duty staff will then endeavor to find the student and return them to the reparation with the teacher so it can be successfully completed. If a student does not successfully complete the reparation, it will be reset. If a reparation is not successful or the student has failed to attend, this is marked as not attended on ClassCharts and the faculty clerk will reset the reparation for the following lesson. The following escalation ensures students remain **SUPPORTED** while experiencing increasing consequences:

- The Subject leader takes further action such as phoning home and/or meeting in school and/or subject report with reparation reissued
- If faculty interventions fail, Pastoral Leaders support and a Leadership Detention (LDT) is issued, with the faculty leader informing the pastoral leader to request further support
- If this is an issue across multiple subjects, it will be escalated on the behaviour pyramid and raised through RAM (Raising and Monitoring Meetings) for next steps

This graduated approach ensures students feel **KNOWN** in their patterns of behaviour and increasingly **SUPPORTED** with appropriate interventions.

Redirect

Redirect is an intervention that may be a short or long-term placement in an alternative learning space. Students will experience a loss of privileges, social times with friends and lessons with their peers. Students may be placed here if they are awaiting placement at another school, have missed Saturday Detentions, or any other serious situation where it is deemed too serious for the student to return to mainstream classes.

Long-term placements end when the student has clearly reflected on their behaviour and is taking their conduct and education more seriously. Often, this intervention is the last stage (along with 6-week placements) before a Supportive Transfer (ST) or permanent exclusion. The meeting will be held by the Headteacher/CEO and the Parent/Carer/Guardian so they fully understand the gravity of the situation. Students accessing Redirect may be referred to additional learning programmes of support whilst there, ensuring they remain **SUPPORTED** even while experiencing significant consequences and can find a pathway to feeling **CONNECTED** again.

Saturday Detentions

At Sidney Stringer, we try to ensure that suspension is a last resort. Rather than suspend, we often issue a Saturday Detention so students have to give up their own time on a Saturday morning. This consequence maintains students' **CONNECTION** to school while holding them accountable. Saturday Detentions are issued for:

- Staff assault accidental (where appropriate)
- Staff assault intentional (as well as suspension)
- Swearing or verbal abuse towards a member of staff
- Fighting in school or student assault
- Fighting in the community and bringing the school into disrepute
- Hate-related language and behaviours
- Smoking, vaping, or bringing in prohibited items
- Theft
- Truancy on site (3 counts) and Truancy off site (1 count)
- Bullying
- Persistent failure to engage with other Academy sanctions

If students fail to attend:

Missed 1st Saturday Detention: Isolation from peers all day, loss of social time (break and lunch), student meeting with Associate Headteacher & AP Pastoral, Saturday Detention reset. This ensures students remain **KNOWN** by leadership and **SUPPORTED** in understanding seriousness.

Missed 2nd Saturday Detention: Isolation from peers, Pastoral Reintegration Room (PRR), or suspension will be considered on a case-by-case basis depending on the severity of the original incident. The student remains in isolation until the Saturday detention is completed. Parent meeting with Associate Headteacher and AP Pastoral, Saturday Detention reset.

Missed 3rd Saturday Detention: Suspension will be considered on a case-by-case basis depending on the severity of the original incident. Parent meetings with Associate Headteacher/SVP/VP Student will still be required to complete Saturday Detention and student will remain out of circulation until the detention is completed. If the student still fails to attend the Saturday detention, further disciplinary action will be taken. Even at this stage, we seek to maintain students' potential **CONNECTION** to school through resolution.

6-Week Placements

6-week placements are arranged for students if there is a one-off situation so serious it warrants being educated elsewhere (such as an out-of-character serious assault), or there are persistent failures to comply with the Academy's expectations, including in alternative provision. A 6-week placement does not mean a student has left the Academy, but they are educated at a different school for 6 weeks to give them a chance to reflect on their behaviours. If successful, they return to our Academy. If unsuccessful, it could lead to Supportive Transfer.

This is a preventative measure intended to avoid Supportive Transfer or permanent exclusion, maintaining the student's **CONNECTION** to Sidney Stringer while providing space for reflection and demonstrating our commitment to **SUPPORTING** students even in serious circumstances.

Supportive Transfer

Supportive Transfer is arranged for a student when the school has exhausted all options and resources yet their behaviour is still consistently poor. All steps of the behaviour pyramid would need to be exhausted before this takes place. Supportive Transfer means a student will not return to education at Sidney Stringer Academy. If an incident is so serious that the Headteacher judges the student is not safe to be in mainstream education or poses a significant risk to other students, permanent exclusion would be used instead of Supportive Transfer. Supportive Transfer is also used as a deterrent for one-off, very serious, out-of-character behaviours.

Even when relationships break down to this extent, we work to ensure students leave with dignity and support for their next placement, recognising our responsibility to the wider educational community.

Permanent Exclusion and Suspension

When making the decision to permanently exclude or suspend a student, the school follows DfE guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement' (DfE, September 2022). These decisions are made with full consideration of the individual student's circumstances while prioritising the safety and wellbeing of the wider school community.

9. Rewards, Recognition and Praise

Our school aim is for every pupil to be recognised and praised consistently, authentically and to recognise effort, achievement and ambition. Our rewards system ensures students feel **WELCOME** and celebrated, **KNOWN** for their individual achievements, valued for how they **CONTRIBUTE**, **SUPPORTED** in their development, and **CONNECTED** to our positive school culture.

Daily Rewards

Every day, staff members issue ClassCharts points to students for displaying the expected behaviours and values. In lessons, teachers issue the Stringer Star award as part of the exit routine for a pupil who they believe has excelled expectations. This daily recognition helps students feel consistently **KNOWN** and **WELCOMED** for their positive contributions.

Weekly Recognition

Every week, 'Jingle and Praise' takes place. A tannoy announcement informs staff to stop what they are doing and praise a pupil against any of our DRIVE values. These pupils are issued with the Stringer Star award and entered into a weekly draw. The Leadership Award then recognises a pupil each week publicly by announcing them on the tannoy and awarding them a prize. Additionally, weekly awards are given out by the Heads of Year in assembly, ensuring students feel **KNOWN** and **CONNECTED** to their year community.

Half-Termly Celebrations

Every half term, faculty heads and year teams distribute postcards to pupils displaying the school values and expected behaviours. ClassCharts top earners are rewarded in assembly with prizes and certificates by the Academy Leadership Team. These celebrations recognise students who consistently **CONTRIBUTE** positively to our community culture.

Termly Recognition

Every term features the top earners rewards trip. There are different focuses for selection such as being the most improved, having the most ClassCharts points, or being nominated by tutors. We also have the Stringer Scholars pizza party recognising students with the best Attitude to Learning (ATL) scores after each of the three data sets.

For Year 7 and 8 pupils, there are hot chocolates with the Head, while Years 9, 10 and 11 can earn lunchtime queue jump passes. These varied rewards ensure all students can feel **KNOWN** for different strengths and **CONNECTED** to leadership.

Annual Celebrations

Every year, an Awards event celebrates successes across the school, held in Coventry Cathedral. All departments and year teams have the opportunity to nominate students excelling in their area. We also have the SSA Extravaganza event as a summer reward for pupils who consistently exceed expectations. These prestigious events help students feel profoundly **KNOWN** for their achievements and **CONNECTED** to the wider Sidney Stringer community.

SSA Rewards Shop

Points make prizes in the online rewards shop where pupils can buy items or save their points for bigger prizes. Prizes are distributed weekly in tutor time sessions. This system gives students agency in how they are rewarded, ensuring they feel **KNOWN** in their preferences.

Faculty and Tutor Recognition

In addition to whole school rewards, we have faculty-specific rewards and praise and recognition within tutor families during year business time. This layered approach ensures students are recognised in multiple contexts where they feel most **CONNECTED**.

Assembly Certificates

Reward certificates are issued to students who consistently go above and beyond. These are handed weekly to Heads of Year to present in assembly or other formal settings. Excellent behaviours at Sidney Stringer Academy are expected; therefore, we place emphasis on behaviours that go above and beyond such as:

- Excellent home learning or completing extra home learning
- Helping a member of staff or peer
- Being an excellent role model
- Outstanding academic achievement or fantastic classwork

- Demonstrating our DRIVE values
- Excellent resilience
- Enrichment participation

These recognitions celebrate students who exemplify what it means to feel **WELCOME**, be **KNOWN**, actively **CONTRIBUTE**, seek **SUPPORT** appropriately, and strengthen **CONNECTIONS** within our community.

10. Anti-Bullying: Prevention, Identification and Response

Sidney Stringer Academy is committed to creating a culture where bullying in any form is unacceptable. We recognise that bullying undermines our core values of DRIVE and prevents students from feeling **WELCOME**, **KNOWN**, able to **CONTRIBUTE**, **SUPPORTED**, and **CONNECTED**. Every member of our community has the right to learn and work in an environment free from intimidation, harassment, and harm.

Definition of Bullying

Bullying is Behaviour that is intentional (deliberately aimed at causing distress or harm), repeated (or has the potential to be repeated over time), and involves power imbalance (the person being bullied finds it difficult to defend themselves). Understanding this definition helps us ensure all students feel **SAFE** and **SUPPORTED** in our community.

Bullying can take many forms:

Physical bullying includes hitting, kicking, pushing, taking or damaging belongings, and physical intimidation. **Verbal bullying** encompasses name-calling, insults, threats, offensive remarks, and mocking. **Social/Relational bullying** involves deliberately excluding someone, spreading rumors, public humiliation, manipulation of friendships, and isolation that prevents students from feeling **CONNECTED**.

Cyberbullying represents harassment through digital devices including sending threatening, abusive, or humiliating messages via social media, gaming platforms, or messaging apps; sharing embarrassing photos, videos, or information without consent; creating fake profiles to impersonate or humiliate others; excluding someone from online groups or activities; spreading rumors or lies online; encouraging others to engage in online harassment; sharing private information or images ("doxing"); and using AI to create fake content about someone. Our "Minds On, Phones Off" policy serves as a protective factor against cyberbullying, creating phone-free social spaces that promote face-to-face interaction and **CONNECTION**.

Prejudice-based bullying targets someone because of their race, ethnicity, religion, or cultural background; sexual orientation or gender identity; disability or special educational need; physical appearance; family circumstances; or any other protected characteristic under the Equality Act 2010. This form of bullying particularly undermines students' sense of feeling **WELCOME** and **KNOWN** as valued members of our diverse community.

Important distinctions: Single incidents may be serious and require intervention but are not bullying unless there is potential for repetition. Conflict or arguments between students of equal power are not bullying, though they still require resolution. Falling out between friends is not necessarily bullying, though it may develop into bullying Behaviour .

Our Multi-Layered Approach

We address bullying through prevention, early intervention, and response, ensuring at every stage that students feel the presence of our Five Pillars.

Prevention ensures all students feel **WELCOME** in an anti-bullying culture through explicit teaching about bullying, its impact, and how to respond through The Stringer Way Behaviour curriculum. PSHE lessons and assemblies focus on respectful relationships, digital citizenship, and diversity. Online safety education is integrated across the curriculum, with visible anti-bullying messaging throughout the school and annual Anti-Bullying Week with targeted activities.

Student leadership through our Anti-Bullying Council ensures students feel **KNOWN** and **CONNECTED** through peer support. Clear expectations reinforced through our three school rules (Be Ready, Be Respectful, Be Safe) create the foundation. Staff training on identifying and responding to all forms of bullying ensures adults can **SUPPORT** students effectively. Promotion of our DRIVE values in all interactions helps students **CONTRIBUTE** to an anti-bullying culture.

Early Intervention helps students feel **SUPPORTED** before situations escalate through staff vigilance to changes in student Behaviour , attendance, or engagement. Regular student voice surveys identify concerns before they escalate, while tutor check-ins and mentoring conversations help students feel **KNOWN**. Monitoring of online Behaviour through our acceptable use policy and swift response to any concerning Behaviour that could develop into bullying ensures students feel **SAFE** and **CONNECTED** to adult support.

How to Report Bullying

We want students to feel confident reporting bullying, knowing they will be **WELCOMED** seriously, **KNOWN** in their experience, **SUPPORTED** through the process, and remain **CONNECTED** to our community. Students can speak to any trusted adult including their form tutor (first point of contact), subject teachers, Head of Year or Year Assistant Principal, Learning Mentors, any member of pastoral or support staff, any member of the Senior Leadership Team, or Designated Safeguarding Leads.

Students can also use our formal reporting systems by speaking directly to Anti-Bullying Council representatives, asking a parent/carer to contact the school via phone or email to the pastoral team, or reporting via email to safeguarding@sidneystringer.co.uk. For cyberbullying specifically, students should save evidence (screenshots with dates/times visible) before reporting, not delete messages or block the person until evidence is preserved, and report to both the school and the relevant platform.

While we encourage students to identify themselves so we can provide support, we recognise that some students may initially want to report anonymously through the Anti-Bullying Council, a worry box location, or online form.

Important message to students: Reporting bullying is not "snitching" or "grassing"—it is showing courage and helping to keep our community safe. You will be taken seriously, you will be **SUPPORTED**, the situation will be handled sensitively, and bystanders who witness bullying should also report because your voice matters in keeping everyone **SAFE** and **CONNECTED**.

How We Investigate and Respond

Our response ensures both the targeted student and the student who bullied feel **KNOWN** in their individual circumstances, **SUPPORTED** with appropriate interventions, and remain **CONNECTED** to our school community where possible.

Initial Response (within 24 hours): The report is logged immediately on CPOMs by the staff member who receives it, with the Designated Safeguarding Lead or pastoral team notified. Immediate safety measures are put in place if needed, and the targeted student is offered immediate support, ensuring they feel **WELCOME** to report and **SUPPORTED** from the outset.

Investigation Process: Led by the Head of Year or Assistant Principal (Conduct), the investigation includes individual conversations with the targeted student, alleged perpetrator(s), and any witnesses; review of relevant ClassCharts Behaviour logs and CPOMs records for patterns; examination of any evidence (screenshots, messages, witness statements); consideration of context, including any SEND, safeguarding, or wellbeing factors; and determination of whether the Behaviour meets the definition of bullying or is another Behaviour concern.

All incidents are documented on CPOMs (full investigation details, actions taken, communications with families, monitoring arrangements) and ClassCharts (sanctions applied, Behaviour patterns, follow-up actions). This documentation ensures students are **KNOWN** in the full context of their situation.

Outcomes and Actions: The response will be proportionate to the severity, frequency, and impact of the bullying, ensuring throughout that students experience our Five Pillars.

For the student who has been bullied: We provide immediate emotional support and reassurance, helping them feel **WELCOME** and **SAFE**. We develop a safety plan if needed, conduct regular check-ins with pastoral team, provide access to Learning Mentor or counseling support, make adjustments to routine/timetable if necessary (though we avoid removing the targeted student from lessons where possible), communicate with family about support in place, and involve external agencies if appropriate (CAMHS, social care, police). Throughout, students feel **KNOWN**, **SUPPORTED**, and **CONNECTED** to caring adults.

For the student who has engaged in bullying: We deliver a clear message that the Behaviour is unacceptable and must stop while investigating to understand underlying factors (Is the student also experiencing difficulties? Are there unmet SEND needs? Is there a safeguarding concern?). We provide age-appropriate explanation of the impact of their actions and apply sanctions as outlined in Appendix C, along with re-education sessions focusing on empathy, consequences, and alternative Behaviour s.

We use restorative approaches where appropriate and safe for the targeted student, monitor Behaviour through ClassCharts, provide support to address any underlying issues, establish clear consequences if Behaviour

continues, and communicate with family about concerns and expectations. This approach ensures even students who have been bullied feel **KNOWN** in their full humanity, **SUPPORTED** in changing Behaviour , and offered pathways to remain **CONNECTED** through accountability and growth.

For cyberbullying specifically, additional consequences may include confiscation and examination of mobile devices (see mobile phone policy), restrictions on device use in school, requirement to block/delete social media content, requirement to delete harmful posts or images, online safety re-education program, loss of privileges related to technology use, and reporting to police where criminal Behaviour has occurred.

Restorative Approaches

We use restorative justice practices where appropriate, recognising this is not suitable in all cases. We consider the severity and impact of the bullying, whether the targeted student wants to participate, whether there is a genuine power imbalance that would make restorative work unsafe, and whether the student who bullied shows genuine remorse and understanding.

When used appropriately, restorative approaches help students understand the impact of their Behaviour , take responsibility, make amends, repair relationships, and learn alternative Behaviour s. This process can help both students feel **KNOWN**, **SUPPORTED**, and **CONNECTED** through genuine reconciliation. Restorative conversations are facilitated by trained staff and may involve individual preparation meetings with each student, mediated conversation between students, development of agreements about future Behaviour , and follow-up to ensure agreements are upheld.

Sanctions for Bullying

Sanctions are applied in line with our Behaviour pyramid and the severity/frequency of the bullying. Every case is considered individually with full context. Sanctions may be adjusted based on SEND, safeguarding factors, or other mitigating circumstances. Students who engage in bullying may themselves be experiencing difficulties—we balance consequences with support. For students with SEND, reasonable adjustments are made while maintaining clear expectations about Behaviour .

Our approach to sanctions ensures even when students experience consequences, they can understand them as opportunities to remain **CONNECTED** through accountability, feel **SUPPORTED** in changing Behaviour , and ultimately feel **WELCOME** back into full participation in our community.

First incident - low level (e.g., name-calling, brief exclusion from group): Investigation by Head of Year, restorative conversation, re-education session on impact and respect, Leadership Detention (LDT), parental phone call/meeting, Behaviour monitoring for 6 weeks, logged on CPOMs and ClassCharts.

First incident - moderate (e.g., sustained verbal abuse, spreading rumors, persistent exclusion): Investigation by AP Conduct, restorative conversation (if appropriate), re-education session, Saturday Detention, formal parental meeting, 6-week monitoring plan with weekly check-ins, possible report card, logged on CPOMs and ClassCharts.

First incident - severe (e.g., physical violence, severe cyberbullying, coordinated group bullying): Investigation by AP/VP, Saturday Detention or suspension depending on severity, formal parental meeting, possible placement in Redirect Room, external agency involvement if needed, intensive 6-week monitoring, consideration of 6-week placement at another school, logged on CPOMs and ClassCharts.

Cyberbullying (all levels): As above for appropriate severity level, PLUS confiscation of devices, restrictions on technology use in school, online safety re-education program, requirement to delete/block content, reporting to social media platform, police involvement where criminal, family support with online safety, logged on CPOMs and ClassCharts.

Persistent bullying (student has been previously addressed for bullying Behaviour): Escalation up Behaviour pyramid: Saturday DT, suspension, PRR/Redirect, 6-week placement, Supportive Transfer (ST) depending on severity and response to interventions. Involvement of external agencies, intensive support to address underlying issues, regular family meetings, logged on CPOMs and ClassCharts.

Prejudice-based bullying (racist, homophobic, transphobic, disablist, etc.): Treated as severe. Investigation by AP/VP, re-education specific to the discrimination, Saturday DT minimum, may include suspension, external agency involvement, restorative approach where appropriate, monitoring, family meeting, reported to governors, logged on CPOMs and ClassCharts with hate incident marker.

Monitoring and Follow-Up

For all bullying incidents, we maintain a minimum 6-week monitoring period with regular check-ins, documented on CPOMs with review dates set, ClassCharts tracking of Behaviour patterns, communication with families about progress, and adjustments to support or sanctions if needed. The pastoral team monitors that the bullying has stopped, the wellbeing of the targeted student, the Behaviour of the student who bullied, any further incidents or concerns, and the effectiveness of interventions.

If bullying continues despite interventions, we escalate to more serious sanctions, consider separation of students (timetable changes, movement between tutor groups), provide more intensive support for both students, involve external agencies, and consider managed move or Supportive Transfer. Throughout, we maintain our commitment to helping all students feel **WELCOME, KNOWN**, able to **CONTRIBUTE, SUPPORTED**, and **CONNECTED** where possible.

Supporting Vulnerable Students

We recognise that some students are more vulnerable to bullying, including students with SEND (particularly those with social communication difficulties), LGBTQ+ students, students from minority ethnic backgrounds, students with caring responsibilities, looked after children and previously looked after children, students experiencing difficulties at home, and students who are socially isolated.

We provide additional support through targeted work by Learning Mentors, small group social skills interventions, identified key adults for regular check-ins, monitoring through CPOMs and ClassCharts, involvement of specialist services where appropriate, reasonable adjustments to help students report concerns, and additional pastoral

support during transition periods. This ensures our most vulnerable students particularly feel **KNOWN**, **SUPPORTED**, and **CONNECTED**.

Role of Parents and Carers

We ask parents/carers to talk to children about bullying, its impact, and how to respond; encourage children to report bullying to school; model respectful Behaviour in their own interactions; monitor children's online activity and discuss digital citizenship; ensure children understand the school's Behaviour expectations extend to online spaces; contact the school immediately if they suspect their child is being bullied or is bullying others; work with the school on agreed strategies and support; not contact other parents directly about bullying incidents (let the school investigate); and not encourage their child to "fight back" physically.

We will take all reports seriously and investigate promptly, communicate openly with families about concerns and actions, provide regular updates during investigations and monitoring periods, listen to parents' concerns and perspectives, work in partnership to support students, respect confidentiality while keeping families informed, and provide guidance on supporting children at home. This partnership ensures students feel **SUPPORTED** by aligned home-school approaches and **CONNECTED** across contexts.

Staff Training and Responsibilities

All staff receive training on identifying signs that a student may be experiencing bullying, how to respond to reports of bullying, how to record incidents on CPOMs and ClassCharts, restorative justice approaches, understanding different forms of bullying (particularly cyberbullying), supporting vulnerable students, and the difference between bullying and other Behaviour concerns.

All staff are responsible for remaining vigilant to signs of bullying, taking all reports seriously and acting immediately, never dismissing concerns or telling students to "sort it out themselves," recording all incidents on CPOMs and ClassCharts, following up with students after reports, modeling respectful relationships, challenging discriminatory language and Behaviour, creating inclusive classroom environments, and reinforcing anti-bullying messages. This ensures students feel consistently **WELCOME**, **KNOWN**, **SUPPORTED**, and **CONNECTED** to adult care across the school.

11. The Behaviour Pyramid

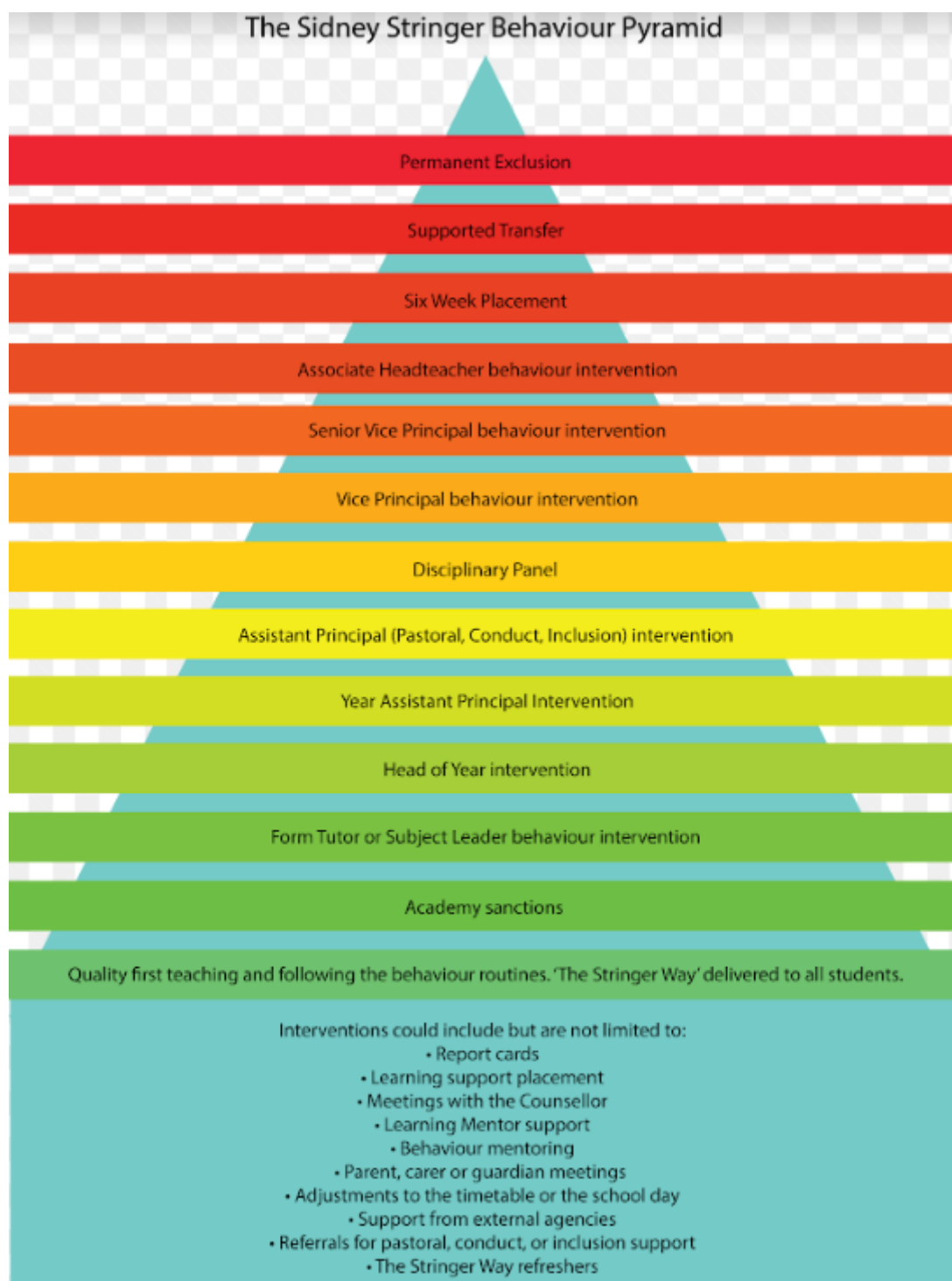
All negative behaviours carry one point. The number of points are reviewed weekly to determine which students enter which stage of the pyramid. This ensures persistent low-level behaviour that negatively impacts learning is addressed in the same way as higher-profile behaviours. The pyramid represents our graduated approach to support and intervention, ensuring students feel increasingly **KNOWN** in their needs and **SUPPORTED** with appropriate responses.

At the foundation of the pyramid, quality-first teaching and following the behaviour routines of 'The Stringer Way' are delivered to all students, helping everyone feel **WELCOME**, **KNOWN**, able to **CONTRIBUTE**, **SUPPORTED**, and **CONNECTED**. Academy sanctions are applied as needed for all students.

Interventions available at various stages include report cards, learning support placement, meetings with the Counsellor, Learning Mentor support, behaviour mentoring, parent/carer/guardian meetings, adjustments to the timetable or school day, support from external agencies, referrals for pastoral, conduct, or inclusion support, and The Stringer Way refreshers.

As students move up the pyramid, interventions become more intensive through Form Tutor or Subject Leader behaviour intervention, Head of Year intervention, Year Assistant Principal intervention, Assistant Principal (Pastoral, Conduct, Inclusion) intervention, Disciplinary Panel, Vice Principal behaviour intervention, Senior Vice Principal behaviour intervention, Associate Headteacher behaviour intervention, Six Week Placement, Supportive Transfer, and ultimately Permanent Exclusion.

Throughout this progression, we maintain our commitment to ensuring students feel **KNOWN** in their individual circumstances, **SUPPORTED** with appropriate interventions matched to need, and wherever possible, **CONNECTED** to our school community. Even serious consequences are applied with the intention of maintaining dignity and supporting positive change.



12. Additional Support Structures

Logging and Monitoring Patterns of Behaviour

At SSA we use ClassCharts as the means to log positive and negative behaviours. This serves as a tool to record incidents so it is vital that all occurrences are logged on ClassCharts so that Assistant Principals and Heads of Year can see patterns of behaviour. These are discussed in RAM (Raising and Monitoring Meetings) so pastoral teams can intervene in a timely fashion in line with the behaviour pyramid.

Staff are expected to log incidences of poor behaviour and follow up with a sanction where appropriate. This systematic approach ensures every student is **KNOWN** in their behaviour patterns and can be **SUPPORTED** proactively.

Pupil Support and Reasonable Adjustments

Students with SEND (special educational needs and disabilities) status or traits will be provided with additional support from SENCOs (SEN coordinators), LSAs, teachers, tutors and, where appropriate, autism specialists. Some of these students will also access outside agencies, supported by the school.

Through faculty meetings and steal and shape sessions, all teaching and some support staff will be shown how to access the student support information and the expectations will be outlined. Students with SEND will access additional support, although the expectations regarding behaviour will be the same.

Staff are expected to commit to providing and making reasonable adjustments for these students which will involve, amongst other things, taking more time and care to explain the consequences of behaviour and actions on themselves and others. This approach ensures students with SEND feel **WELCOME** in our community, **KNOWN** in their specific needs, able to **CONTRIBUTE** with appropriate adjustments, **SUPPORTED** through additional provision, and **CONNECTED** to the school community.

Communication for Staff

Today's Press is updated daily and available for staff to view on academy bookmarks. This lists provision and follow-up for students who are not in lessons following poor conduct, including which students have reached which stage of the behaviour pyramid by year group, students who received a Saturday detention and those who have attended, and students who have been suspended with parents met.

In addition, there are regular updates from AP Conduct on whole school priorities for conduct, and updates from AP Pastoral on next steps for identified students. This communication system ensures staff feel **SUPPORTED** in understanding and responding to student needs.

Child-on-Child Abuse

Child-on-child abuse refers to harmful behaviour or actions between students that involve physical, emotional, or sexual abuse, including bullying, harassment, and exploitation. It is crucial that all staff members are vigilant and respond quickly with the utmost urgency and sensitivity.

Any suspected or reported incidents of child-on-child abuse must be immediately documented and reported to the Designated Safeguarding Lead (DSL). Our commitment to a safe and supportive learning environment requires that every instance is addressed promptly and effectively, ensuring that all students are protected and receive the necessary support.

Examples may include bullying (physical abuse, emotional abuse, cyberbullying, prejudice-based bullying, and discriminatory bullying); sexual abuse (sexual violence, sexual harassment, and causing someone to engage in sexual activity without consent); upskirting (taking a photo under someone's clothing without their permission); initiation/hazing (activities involving harassment, abuse, or humiliation); and sharing of nude and semi-nude images (consensual or non-consensual).

Our response to child-on-child abuse ensures that victims feel **SAFE, KNOWN, SUPPORTED**, and **CONNECTED** to protective adults, while those who harm are held accountable within a framework that still offers pathways to remain **CONNECTED** through changed Behaviour where appropriate

•

13. Student Voice and Leadership

At Sidney Stringer, we have Student Leaders who, along with school staff, help ensure that the school runs well. Our student leadership structures embody our commitment to ensuring students feel **KNOWN** as leaders, valued for how they **CONTRIBUTE, SUPPORTED** in their development, and **CONNECTED** to school decision-making.

Student Leadership Teams

Head and Deputy Head Students (Year 13) lead the student leadership team (4 students), ensuring student voice is **CONNECTED** to senior leadership.

SLT - Student Leadership Team (Years 12 & 13) lead the year councils, prefects and academy council, helping ensure all students feel **KNOWN** and represented.

Academy Council (Years 10 & 11) wear striped ties and support all years, modeling what it means to **CONTRIBUTE** positively to school culture.

Prefects (Years 10 & 11) wear striped ties and model above-and-beyond behaviour at all times, helping younger students feel **WELCOME** and **SUPPORTED**.

Year Councils (Years 7-13) support and represent their year group, ensuring every year community feels **KNOWN** and **CONNECTED** to decision-making.

Anti-Bullying Council (Years 7-13) lead anti-bullying initiatives and provide peer support, ensuring all students feel **SAFE, SUPPORTED**, and **CONNECTED** in an anti-bullying culture.

Healthy Minds Council (Years 7-13) provide support, information and representation on mental health, ensuring students' wellbeing needs are **KNOWN** and students feel **SUPPORTED**.

In addition, we have 16+ school leaders who support the running of the school in a whole range of different ways including undertaking duties and supporting year teams. Student voice is gathered by both the student leadership team and through surveys completed during mentoring time. The team then reports and suggests findings to the Academy Leadership Team, and actions are made based on recommendations.

Name of Council	Year Groups	Information
Head and Deputy Head Students	13	Lead the Student Leadership Team (SLT) (4 students)
Student Leadership Team (SLT)	12 & 13	Lead the year councils, prefects and academy council
Academy Council	10 & 11	distinguished by striped ties, supports all year groups and contributes to whole-school initiatives.
Prefects	10 & 11	with striped ties, model exemplary behaviour at all times and serve as positive role models for younger students.
Year Councils	7-13	support and represent their specific year groups, ensuring age-appropriate representation and advocacy.
Anti-bullying Council	7-13	develops anti-bullying initiatives and provides peer support
Healthy Minds Council	7-13	supports mental health initiatives, provides information and ensures representation on mental health matters.

House and Year Competitions

There is one house sports competition per term. These competitions allow students to represent their houses within a team and compete against other students in the same year group. Students have the opportunity to compete in year team competitions such as the 'Spelling Bee', 'Bake Off' and 'Stringer's Got Talent'.

Points from termly sports competitions and sports day contribute to the yearly House Cup. These competitions help students feel **CONNECTED** to their house and year communities, **KNOWN** for diverse talents, and able to **CONTRIBUTE** in varied ways.

Enrichment and Extra-Curricular Activities

All students have the opportunity to participate in enrichment activities, extra-curricular activities and trips. Students are expected to take advantage of the opportunities provided and will be **SUPPORTED** to develop their character and capital through these activities. These experiences ensure students feel **WELCOME** to explore interests, **KNOWN** in their diverse talents, able to **CONTRIBUTE** beyond the classroom, **SUPPORTED** in personal development, and **CONNECTED** to the wider school community.

14. Policy Intent and Outcomes

This Behaviour and Rewards Policy embodies our commitment to ensuring every student at Sidney Stringer Academy experiences our Five Foundational Pillars in all aspects of school life.

WELCOME: Through clear expectations, consistent routines, explicitly taught behaviour curriculum, and recognition of positive contributions, every student experiences belonging and acceptance from the moment they arrive and throughout their journey with us.

KNOWN: Through individualised responses to behaviour, monitoring systems that identify patterns and needs, reasonable adjustments for students with SEND, restorative approaches that understand context, and graduated interventions matched to individual circumstances, every student is seen as an individual with a unique story and needs.

CONTRIBUTING: Through our DRIVE values, opportunities to demonstrate our school rules, student leadership structures, house and year competitions, enrichment activities, and comprehensive rewards system, every student is valued for their gifts and perspectives and given opportunities to contribute positively to our community.

SUPPORTED: Through our behaviour curriculum, clear communication of expectations, reparative rather than purely punitive sanctions, monitoring and check-ins, additional support for vulnerable students, external agency involvement where needed, and graduated interventions up the behaviour pyramid, every student is held through challenges with appropriate interventions that address underlying needs.

CONNECTED: Through restorative approaches, maintaining relationships even through consequences, student voice structures, anti-bullying work, partnership with families, tutor relationships, year team support, and

consistent adult care, every student experiences being part of a community that genuinely cares about their wellbeing

The success of this policy will be measured not only in improved behaviour data but in the extent to which every member of our community—students, staff, and families—experiences these Five Pillars as lived reality rather than aspirational statements. Our behaviour and rewards systems are ultimately in service of our core mission: enabling every student to believe, achieve, and succeed in all aspects of their lives, now and in the future.

Appendices available:

- Appendix A: The Behaviour Curriculum Shared Language
- Appendix B: Scaffolds to Support the 4-Step Process
- Appendix C: Suggested Sanctions Associated with Our Three School Rules
- Appendix D - Suggested sanctions associated with bullying

Appendix A - The Behaviour Curriculum shared language.

The table below lists some examples of the shared language staff use as part of our behaviour curriculum. Students are taught what they can expect staff to say and how they are expected to respond to staff directions and instructions.

<i>Staff shared language</i>	<i>Expected behaviours</i>
<i>First time, everytime</i>	Follow instruction with pace and purpose; do it immediately
<i>Check and correct</i>	Remove your coat. Check your lanyard, tie, shirt and blazer.
<i>Pace and purpose</i>	Move <i>quickly</i> towards where you are expected to be.
<i>Stop, acknowledge, do it, thank you.</i>	Stop when a member of staff instructs you, do what is asked and wait for the conversation to be ended by the staff member.

<i>phones should be invisible at all times in this learning space.</i>	Phones should be turned off and placed in your school bag. Not in your pocket or on you in any other way.
<i>"phones shouldn't be visible at any time in this learning space. I will now take your phone. You will have it back at the end of the lesson. Thank you.</i>	Hand phone over to the teacher.
<i>"Your phone will remain out of sight in this learning space. We all need to use chromebooks. Please sit next to _____ so you can use/share their chromebook. Please make sure you bring yours next lesson to avoid a reparation."</i>	Ensure chromebooks are fully charged to use for the purposes of learning. Move seats as required.

Appendix B - Scaffolds to support the 4 step process when communicating expected behaviour with children.

Scaffolds to support conversations - these can be used wherever deemed appropriate by any Academy staff (classroom, corridor, restorative conversations etc)

The intended purpose of the scaffolds is to contribute to the school's culture and not to inhibit the unique characters and approaches of the wide range of staff we have at Sidney Stringer. Staff across the school should follow the spirit of the four step behaviour routine (see page2) and scaffolds (even if they do not follow the exact words) wherever possible.

Scaffolds - sentence starters and examples for young people not meeting our expectations in or out of the lesson:

1. I notice you are <<insert specific behaviour>>
2. This is not in line with our <<insert rule / school value / routine / individual teacher expectation here>>
3. Do you remember last week when you <<insert example of positive behaviour>>?
4. That is who I need to see today
5. Thank you for listening (give the student take up time)

For example:

I notice you are talking over me. This is not in line with our rule about being ready to learn or our school value of respect. Do you remember last lesson when you listened well and wrote that really good paragraph on Macbeth's character? That's who I want to see today. Thank you for listening.

Sentence starters and examples for dealing with young people you may not know well who are angry or emotional:

1. I understand you are <<insert emotion>>
2. and I need you to <<insert action required>>

For example:

I understand that you are angry about what has happened and I need you to come into this office with me so you can tell me more about it and we can resolve it.

I understand you are very passionate about this issue but I need you to lower your voice and engage in a conversation with me so I can help you resolve this.

If students argue or complain about the action or try to divert your attention onto another student's behaviour, these phrases and sentence starters may be helpful:

- Maybe you are right. Maybe I do need to speak to her as well. I can do that as soon as we are finished here.
- Be that as it may, I still need you to <<repeat action required>>.
- I've often thought the same but right now we need to focus on you and your actions.
- I hear you but my priority right now is you. There are other staff helping that student.

Phrases and examples for adults unsure of how to deal with a particular behaviour or what the next steps should be:

1. I need to check this with someone who knows you a bit better. I will come and speak to you later about what will happen next.
2. I am going to walk away to give you a chance to calm down and reflect on what's happened.
3. I am going to ask you to go to your lesson now to give us both a chance to think about and reflect on what's happened then we can pick this up later.
4. I don't have enough information to make a decision right now. I will need to speak with you later.

Reminder examples:

You are speaking when I'm speaking. Remember, one of our rules is to be respectful so instead of interrupting, please can you listen respectfully when I speak?

You have used your mobile phone without permission. Your mobile phone should be invisible during learning times and in learning spaces. Which one of our 3 rules have you broken? Please can you hand me your phone. It will be returned at the end of the lesson. I need you to put the phone away to show me you are ready to learn.

Caution examples:

You are still speaking when I'm speaking and you know this is disrespectful. Please can you check and correct your conduct. I would prefer you to not have to sit a reparation. If this continues, I may rearrange the seating plan next lesson so you won't be sat near your friend. Please think carefully about your next steps.

Last chance example:

I'd like you to step outside with me for a moment, please. I am going to give you one final chance to stop talking when I'm talking and listen respectfully. If you are able to do this, I can still consider you for an achievement point at the end of the lesson. If it happens one more time, you will be removed from the lesson and be required to sit a reparation.

Appendix C - Suggested sanctions associated with our three school rules.

The table below lists suggested sanctions that may be applied in the event of conduct that falls short of our school rules. *All sanctions to be recorded onto classcharts*

<u>School rule</u>	<u>Behaviours</u>	<u>Sanctions</u>
	Disruption to learning	Class teacher reparation
	ER - Disruption to learning	Class teacher reparation

Ready	Lateness to school	Breaktime reparation (same day whole school)
	Lateness to lessons, tutor or assembly (after start bell and no more than 9 minutes)	Class teacher sanction
	Late to lesson, tutor or assembly - 10 minutes or more	Class teacher Reparation Count 3-Saturday Detention
	Work avoidance in class and at home (including device misuse)	Teacher to decide on an appropriate sanction from a conversation to a reparation.
	Formal mock exam disruption (PPEs, GLs)	LDT (Leadership detention)
	Uniform concerns/Equipment concerns	Logged and corrected. Contact with home made by the pastoral team or subject teacher.
	No Chromebook	3 counts referral to Year Team
	Mobile phone misuse	Class teacher removes phone and is returned at the end of the lesson. Refusal will result in HOY removal and same day year team detention.

<u>School rule</u>	<u>Behaviours</u>	<u>Sanctions</u>
Respectful	Hate-related language and behaviours - racism, misogyny, homophobia, sexual harassment/violence	Re-education followed by sanction (From LDT to Saturday detention depending on severity)
	So-called 'casual' discrimination - racism, misogyny, homophobia.	Re-education followed by sanction (From LDT to Saturday detention depending on severity)
	Bullying	Re-education followed by Saturday DT
	ER -Defiance (Persistent) in the classroom	Class teacher reparation or loss of social time.
	Defiance (outside classroom)	Same day reparation with HOY/Leadership
	Overheard swearing	Conversation and correction. Logged.
	Swearing at a member of staff or verbal abuse towards staff	Sat DT ALT reparation meeting VP/SVP reparation meeting.
	Verbal abuse towards students in lesson	Class teacher reparation and escalation where required.
	Verbal abuse towards students out of lesson	HoY reparation
	Chewing gum	Logged and corrected.

		Count 3: Community Service collected by Pastoral Support Team
	Graffiti or damage to school property	Community service
	Staff assault accidental	Class teacher or HoY reparation and potential further sanction. Final decision by SVP AHT/HT.
	Malicious false accusation of staff	HoY reparation and potential further sanction. Final decision by AHT/HT
	Unsafe behaviour during social time.	Staff member on duty to escort student to the social lockdown room.
	Unkind Comments/behaviours	Class teacher or subject/faculty reparation.
	Poor behaviour in tutor sessions	count 1: phone call home by tutor. count 2: phone call home by tutor & HOY letter sent home. count 3: phone call home by tutor and loss of social time (lunch)

<u>School rule</u>	<u>Behaviours</u>	<u>Sanctions</u>
Safe	Disregard for safety in lesson	Class teacher reparation/conversation/removal from lesson/Saturday detention/Suspension depending on severity. Final decision by AHT/HT
	Disregard for safety (including running) out of lesson	Loss of social time
	Prohibited items (including smoking, vaping, substances, weapons, fire-starting equipment and snaps).	As appropriate: PEX (permanent exclusion), suspension, loss of social time for 1 week, Saturday DT Final decision by AHT/HT
	Playfighting and water fights	Loss of social time (this will be immediate so they will lose social time on the day of the incident as well as all social time the following day). Same day reparations may be applied.
	Staff assault intentional	Removal from that staff member's lessons or interventions in line with the 'Incidents that affect staff well-being' policy until RJ completed. Suspended from school. Parental return meeting with AHT. Final decision by AHT/HT

	Fighting in school	HoY reparation and Saturday DT or suspension
	Fighting in the community/bringing the school into disrepute (including inappropriate filming)	Saturday DT or suspension and community service
	Student assault	HoY reparation and Saturday DT or suspension.
	Fire alarm misuse	Final decision by AHT /HT
	Truancy on site	Loss of social time.Count 3-Saturday Detention
	Truancy off site - Leaving the premises	Saturday DT
	Theft	Head of year reparation. AP conduct / inclusion / pastoral / VP / SVP / AHT will support conversations where needed
	Balcony offence	HOY reparation - Saturday detention (dependent on severity)

Appendix D - Suggested sanctions associated with bullying

Type of Bullying	Sanctions
First incident - low level (e.g., name-calling, brief exclusion from group)	Investigation by HOY restorative conversation, re-education session on impact and respect, LDT (Leadership Detention), parental phone call/meeting, Behaviour monitoring for 6 weeks, logged on CPOMs and ClassCharts
First incident - moderate (e.g., sustained verbal abuse, spreading rumors, persistent exclusion)	Investigation by AP Conduct, restorative conversation (if appropriate), re-education session, Saturday Detention, formal parental meeting, 6-week monitoring plan with weekly check-ins, possible report card, logged on CPOMs and ClassCharts
First incident - severe (e.g., physical violence, severe cyberbullying, coordinated group bullying)	Investigation by AP/VP Saturday Detention or suspension depending on severity, formal parental meeting, possible placement in Redirect Room, external agency involvement if

	needed, intensive 6-week monitoring, consideration of 6-week placement at another school, logged on CPOMs and ClassCharts
Cyberbullying (all levels)	As above for appropriate severity level, PLUS: confiscation of devices, restrictions on technology use in school, online safety re-education program, requirement to delete/block content, reporting to social media platform, police involvement where criminal, family support with online safety, logged on CPOMs and ClassCharts
Persistent bullying (student has been previously addressed for bullying Behaviour)	Escalation up the Behaviour pyramid: Saturday DT, suspension, PRR/Redirect, 6-week placement, Supportive Transfer (ST) depending on severity and response to interventions. Involvement of external agencies. Intensive support to address underlying issues. Regular family meetings. Logged on CPOMs and ClassCharts
Prejudice-based bullying (racist, homophobic, transphobic, disablist, etc.)	Treated as severe. Investigation by AP/VP, re-education specific to the discrimination, Saturday DT minimum, may include suspension, external agency involvement, restorative approach where appropriate, monitoring, family meeting, reported to governors, logged on CPOMs and ClassCharts with hate incident marker