

# Sanctions Policy

## The Bishop of Winchester Academy



Sapere Aude

<b>Approved by:</b>	ALT Governors	<b>Date:</b> 07.11.24, Student Experience Committee
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## Document Control Table

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<b>Linked Policies (if any)</b>	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• Suspensions and Exclusions Policy</li> </ul>
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### History

V	Date	Author Code	Revision Summary
1		SLE/SHA	Reviewed and adopted by the board 09.11.21.
2	Oct 24	SLE	Control panel added. Addition of a numbering system Section 3, addition of 'allowing others to learn' Section 6, addition of bringing TBOWA into disrepute; referral to ALC changed from '1 day or more' to '4 lessons and a break'; replacement of students staying in ALC for 'whole school day' to 4 lessons and a break. Section 7, additional reference to use of planner; monitoring of attendance via SIMs Parent App. Section 9; reference to link with Suspensions and Exclusion Policy.

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# Sponsors' Statement

All The Bishop of Winchester Academy ("TBOWA" or "academy") policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long-term running of the academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all academy activities.

## 1. Introduction

As a Church of England Academy, the Christian ethos of love, respect, care and forgiveness for all members of the community, will be promoted throughout The Bishop of Winchester Academy. All students should be provided with the opportunity and the support to learn, enabling to achieve their full potential, as well as receive reward and recognition in response to success and effort. Parental involvement is expected, welcomed and encouraged in supporting the aims of the sanctions policy.

## 2. What are the principles behind this policy

This policy sets out the sanctions for behaviour that does not meet the expectations of behaviour at The Bishop of Winchester Academy in keeping with our core aims and values of High Expectations - no Excuses.

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

This policy should be read in conjunction with the academy Behaviour Policy, Uniform Statement, Exclusions Policy and Anti-Bullying Policy.

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

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- <https://www.gov.uk/government/publications/school-uniform>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

## 3. Aims

### Learn and allow others to learn

- Learn and helping others to learn is designed to **eliminate low level disruption**, and it is a policy which allows everyone to be treated the same through **clear consistent boundaries**.
- Gives **students** a chance to reflect on their behaviour and strengthen their desire to **meet expectations in the future**.
- Minimise and remove low level disruption from lessons to **allow higher levels of engagement** and **more progress** to be made in lessons.
- To drive **good standards** of discipline through **consistency** across the academy
- To **maximise the teaching** so that it inspires, motivates and challenges students
- Address students who are disaffected and disinterested – to **improve the attitude to learning**.
- Create a **calmer** academy community and **smart** uniform
- High degree of **consistency in approaches** and responses of all adult staff within academy community.

- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- Plan to ensure that the academy keeps abreast of new legislation and guidance in relation to behaviour and discipline
- Ensure that appropriate sanctions are implemented fairly and consistently where appropriate
- To promote self-discipline, regard for authority and a fair, safe learning environment for all
- Monitor and provide information regarding sanctions, action and impact based on data

#### **To achieve these aims we will:**

- Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of relevant improvement plans for sanctions, procedures and policies
- Provide analysis of sanctions in order to ensure all students are being well supported in keeping with the academy's ethos and expectations
- Employ systems to maintain a high standard of behaviour and respect for others throughout the academy
- Ensure that any incidents of discrimination / unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported to other stakeholders where appropriate
- Engage parents at every opportunity by phone, interview, email etc. so that both staff and parents/carers can work together to support students in behaving appropriately and in a way that does not impact on achievement or safety

## **4. Procedures**

All staff to:

- Be consistent with the process
- Respond to behaviours and situations effectively, with calm professionalism
- Be part of a team that teaches boundaries, clear parameters and expectations that everyone has to adhere to.

## **5. Culture for Learning in Class**

**3 Cs** (*Strategy for managing low-level disruption in class*)

- All teaching staff to use the consistent approach of choice (C1), chance (C2) and consequence (C3).
- Staff to ensure students are made aware of behaviours that do not meet the expectations of the classroom which disrupt the learning of the student and their peers
- Staff should indicate on the classroom board the names of the students who have reached C1, C2 and C3
- Students who reach C3 will be informed in a calm, professional manner of the consequence of their actions and that they are required to leave the classroom and need to make their way immediately to the Alternative Learning Centre

## **6. Alternative Learning Centre (ALC)**

- Students will be referred to the ALC by classroom staff as a consequence of reaching 'C3'
- Students may also be referred to the ALC, for a period of four lessons and a break, for behaviours in the classroom which do not meet the expectations of the academy which include:
  - Swearing in class
  - Fighting / aggressive behaviour
  - Dangerous / inappropriate behaviour
  - Putting themselves or others at risk
  - Mobile device (or speaker) being seen or heard
  - In possession of banned items

- Students may also be referred to the ALC, for a period of four lessons and a break, for behaviours in the community which do not meet the expectations of the academy which include:
  - Swearing / fighting / aggressive behaviour
  - Dangerous / inappropriate behaviour
  - Putting themselves or others at risk
  - Bringing the academy into disrepute in the wider community
  - In possession of banned items
- Students will remain in ALC for a minimum of four lessons and a break
- Students will work in ALC under exam conditions and will be supervised by a member of staff at all times
- Where, possible, restorative meetings will be held between the student and a member of staff (classroom teacher who has sanctioned C3) within the time the student is in ALC, or as soon as reasonably possible, to support students effective return to class

## 7. Culture for Learning Community

- Students will all be provided with a 'Community Card' which they should have with them at all times, as in the academy planner.
- Any student who does not uphold the high expectations of the academy for:
  - Conduct (e.g. Running/eating in corridors, pushing, shouting, inappropriate use of the lifts)
  - Uniform (e.g. Untucked shirt, no tie, additional items such as hoodies, non-academy scarf, inappropriate hair cut)
  - Punctuality (e.g. Late arrival – after 8.30am, late to lesson)
  - Defiance (e.g. Refusal to follow request of a member of TBOWA staff) will receive a strike to their 'community card'
- Students who receive 3 strikes on their 'community card' will be informed in a calm, professional manner of the consequence of their actions - they will be expected to attend the next 'Community Contribution' session.
- Punctuality is monitored through the register and parents can access through the SIMS Parent App.

## 8. Community Contribution

- Students will be referred to 'Community Contribution', by any staff member, as a consequence of receiving 3 strikes on their community card
- They will be expected to attend the next after school 'Community Contribution' session

## 9. Suspension and Exclusion (see Suspension and Exclusion Policy)

Only the Principal, or, in the Principal's absence, the Vice Principal, can suspend or exclude a student from school. A permanent exclusion will be given only if alternative punishments would not be appropriate.

A decision to suspend or exclude a student will be taken only:

- In response to a serious or persistent breaches of the school's behaviour policy, and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Serious breaches of the school's behaviour policy include (but are not limited to):

- Threatening behaviour
- Any form of bullying (see Anti-Bullying policy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Vaping Equipment
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Other actions of a similar level of seriousness at the Principal's discretion

## 10. Policy Review

This policy will be reviewed annually by the academy Leadership team as part of the academy annual review process.

This policy will be submitted to the Governing Body for review every 2 years. This will allow the Governors to assess its implementation and effectiveness.

This policy will be actively promoted and implemented throughout the academy.