



**NETHERWOOD
ACADEMY**

Astrea Academy Trust

INSPIRING BEYOND MEASURE

BEHAVIOUR POLICY

“Inspiring Minds, Shaping Futures”

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Ethos

We believe that all members of the Netherwood community have the right to feel safe, secure and respected to enable everyone to flourish. We have a firm commitment to “Inspiring minds, Shaping Futures”. To achieve this aim we need to create an ethos where good discipline and respect for others is what we expect as the norm and where students accept that good discipline is an expression of what society sees as acceptable behaviour. Student compliance is imperative in creating and maintaining an effective and efficient learning environment.

Co-operation and trust between parents, students and the Academy is the best method of dealing with any problems which may arise; coupled with a pastoral care system where early intervention is the key to success.

The Academy uniform policy and our individual expectations system play a vital role in creating a well organised and disciplined community. The former creates a unity of spirit where there is no distinction between students in terms of wealth or background and supports our belief that wearing uniform does affect standards of behaviour and therefore academic performance. The latter is designed to encourage students to take responsibility. The framework ensures students meeting expectations receive regular praise and reward, whilst poor behaviour choices result in consistent sanctions being applied across the curriculum.

Regular attendance and punctuality are also seen as an important facet of Academy discipline. Students who do not attend without authorisation put themselves at risk and truancy is often a major indicator of disaffection or other problems. Parents have the primary responsibility to ensure their children attend the Academy but we treat unauthorised absence very seriously and we are particularly concerned about the rare incidents of parentally condoned absence.

Specifically students have the right:

- To access high quality teaching in stimulating learning environments
- To achieve to the very best of their abilities in all subject areas
- To develop their social and emotional aspects of learning as well as their academic skills
- To be best equipped to move onto the next stage in their career, be that further education, employment or training

It is therefore intended the Behaviour Policy will:

Ensure teaching and learning comes first Provide a consistent whole Academy approach to behaviour management

Assertive Discipline

Assertive Discipline (AD) operates at Netherwood Academy and underpins this policy. AD provides the Academy with a shared and consistent language that promotes a supportive, non-confrontational, yet direct approach to managing student behaviour. AD is not just used by teachers; it is a whole Academy approach used by everyone who comes into contact with students. The AD language is intended to provide clarity and consistency for students, in terms of expectations and behaviour choices.

We will:

1. Praise the students meeting expectations
2. Give assertive instructions
3. Relate to the Academy expectations
4. Instigate the behaviour for learning pathway when required explaining the choice and consequence.
5. Recognise positive choices with praise

Staff are expected to use the AD language when students are not meeting expectations (see below). Behaviour is a choice. Students will always be reminded of what they should be doing even when a consequence has been issued. Examples of statements used are below:

- 'Thank you for...' rather than 'please can you...'
- 'James, you have been given a direct instruction...'
- State 'I want you to...' Refrain from asking 'why' or 'are you'.

Praise and Reward

The Behaviour Policy aims first and foremost to recognise the importance of the use of rewards to motivate students and to recognise students whose efforts meet our expectations.

Whole Academy reward activities are based on conduct points; conduct points are achievement points minus behaviour points. The use of this system allows praise and reward to be fair for all students. The system requires students to take responsibility and make informed choices. In Key Stage 4, categories also link to prom points.

The rewards policy outlines the specific criteria and level of rewards given to students who meet and exceed expectations on a regular basis. These rewards are tailored to their Key Stage and the student's overall achievement and commitment to Netherwood's key philosophies.

*See Appendix A and Rewards Policy for further rewards outline

Behaviour for Learning Pathway

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.

Pupils are given 3 warnings in the classroom, (C1, C2 and C3) to make good decisions and follow academy expectations.

A C4 (failed classroom expectations) detention is always a 30-minute detention and always the following day. Should a pupil accumulate more than one C4 in a day, their detention will be 60 minutes the following day. Should a pupil receive 3 or more C4 sanctions they will spend the following day in isolation. If a student fails to attend their detention, then they will spend the following day in isolation with an extended day (1 hour detention at the end of the students usual finish time)

The behaviour system is designed to give the student the choice at each stage of the system. This will be supported with restorative practices by staff to help the students make the correct choice and build positive relationships with staff and other students. If behaviour choices are having a negative effect on the teaching and learning or is infringing on the Academy's inclusion philosophy, students can expect the following consequences and processes to take place. All staff will follow the Behaviour for Learning Pathway; this is a consistent system that enables staff and students to understand the process of behaviour management and take ownership of the escalation of situations from minor incidents to more serious incidents.

All detentions take place the following day in a central location, usually the Auditorium. Parents will be informed of an after-school detention by text/app message on the day of the incident – This will usually be around 15:00 after detention registers are collated. Attendance to the detention is mandatory and, in cases where a student catches the Academy bus or collects siblings, alternative arrangements will need to be made.

We have basic expectations for students which are:

1. Planner and equipment on the desk at the start of every lesson (pen, pencil, purple pen and ruler)
2. Correct uniform
3. Follow all reasonable request from any member of staff
4. Attending lessons on time

There may be occasions when it is necessary to escalate straight to a C4 or beyond e.g. direct verbal abuse or threats of violence towards staff, physical assault of any nature, failed removal from lessons due to further disruption of learning or internal truancy. This list is not exhaustive and the decision on what sanction is appropriate will be made by the senior leadership team once the seriousness of the incident and the extent to which it breaks the academy behaviour policy have been identified.

Daily Report

Students involved in persistent low level disruption will be placed on Daily Report.

Daily monitoring is done so that standards are upheld throughout the day. This is achieved by setting individual targets. The Daily Report system also gives students concerned the opportunity to break the cycle of disruption by giving them an 'excuse' to change in light of peer pressure or peer expectation. Parents are also kept informed and, as a result, can play a major role in modifying patterns of behaviour. Daily reports are a great means of catching students being good, and therefore, can be a very positive form of early intervention. Students placed on daily report will be expected to continue for a minimum of two weeks. To ensure consistency across all year groups, the pastoral team use an intervention report pathway that highlights success criteria and sanctions should a student fail to respond. The pathway starts with a Form Tutor report before progressing through to the respective Student Manager and then Head of Year monitoring. A Senior Leadership Team report will follow should behaviour not improve.

In some instances, if there is an issue in a particular curriculum area, subject leaders will initiate a similar report prior to the intervention from the pastoral team.

Punctuality

It is expected that all students are to be inside the main building by 08.25. If students arrive after this time, then they will be classed as late and as such sanctions will be put in place. We understand that, in exceptional circumstances, students may be late to the academy because of situations beyond their control. Staff will use their discretion to waive the detention if they think that this is appropriate. If a student is late then a text message will be sent to the priority contact. Parents and carers should ensure that their contact details are kept up to date to ensure swift and appropriate levels of communication.

Detention

The Education Act 1997, supported by the Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives academies the legal backing to detain students after the end of the academy session on disciplinary grounds. Parental consent is not required for detentions.

The law safeguards the rights of individuals and ensures reasonable limits on detention for children who misbehave. Detentions must be reasonable and proportionate to the offence and only be imposed by a teacher or member of

support staff authorised to do so. Section 91 of the Education and Inspections Act (2006) states that 'the penalty must be reasonable in all circumstances' and that staff should take account of:

1. Special educational needs and disability.
2. Religious requirements.
3. Student's age.
4. Safeguarding concerns.

After school detentions are used where staff know that by doing so would not compromise a student's safety. We will consider the following points:

1. Whether the detention is likely to put the student at risk.
2. Whether the student is known to have a caring responsibility.
3. Whether the parent ought to be informed of the detention. For instance, notice may not be needed for a short after school detention where the student can get home safely.
4. Whether suitable travel arrangements can be made by the parent for the student – we will not take into account if making these arrangements is inconvenient for the parent.

Isolation

Isolation is used when a pupil is involved in a serious incident or has multiple breaches of the behaviour policy. Isolation is a learning environment and pupils are expected to complete all work set. Whilst in isolation restorative practice sessions take place to reduce the probability of repeating sanctions for similar incidents and to build positive relationships. Isolation is used when pupils are at risk of exclusion and facilitates prompt and swift reintegration without the need for further sanctions or loss of quality learning time.

Exclusions

Suspensions (Fixed term-exclusions) are used as a last resort only when all other options have been exhausted the academy ensures that the use of these, the most serious of sanctions, is reasonable in all circumstances. Any decision, including the use of exclusion will be taken in line with the principles of administrative law, i.e. that it is: lawful, rational, reasonable, fair and proportionate and the decision to exclude for any period of time is the responsibility of the principal.

Fixed Term Exclusion

A decision to exclude a student for a fixed period of time from the Academy is carefully considered given the following circumstances:

- A breach of the Academy's policies.
- When allowing a student to remain in the Academy would seriously harm the education or welfare of the student concerned, or the education and welfare of others in the Academy.

The decision to exclude rests with the Principal.

Parents have a duty to ensure their child is not in a public place during the first five days of any exclusion. In the rare instance of a student being excluded for a fixed period of more than five days the student will receive educational provision in an alternative setting from day 6 of their exclusion. We will ensure that reasonable steps are taken to set and mark work during the first 5 days of an exclusion.

Following a fixed term exclusion, a 'Reintegration to the Academy' meeting involving the student, parent/carer and a member of the Senior Leadership Team will take place preceding re-admission. The meeting will review the reasons for the exclusion and consider the need for further intervention to support the student in making better choices on their return to the Academy. The consequences of further exclusions will be explained. Importantly, student voice will be collected on each return from exclusion.

Permanent Exclusion

All permanent exclusions follow the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England' September 2017.

Where a student is permanently excluded the arrangement for the student to receive full time education from day 6 of the exclusion is the responsibility of the Local Authority. However, the Academy works pro-actively with other secondary schools in the locality (through monthly attendance at the Fair Access Panel) to make alternative provision for students at risk of permanent exclusion. Permanent exclusion is only used as a last resort and is usually the final step in the process of dealing with disciplinary offences. Permanent exclusion is an acknowledgement that the student has taken themselves beyond the care and control of the Academy. However, the Principal does have the right to permanently exclude for a 'one off' offence where a serious breach of discipline has been committed. The Pupil Disciplinary Committee will consider the re-instatement of permanently excluded pupils.

Good discipline is essential to ensure that all students can benefit from the opportunities provided. The Government supports Principals in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others.

The decision to exclude a student must be lawful, rational and proportionate. We have a statutory duty not to discriminate against students on the basis of protected characteristics such as a disability or race. We will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

Disruptive behaviour can be an indicator of an unmet need. Where we have concerns about a student we will try to identify whether there are any factors where early intervention will reduce the need for further exclusion. In this situation we will give consideration to an Early Help Assessment to develop a multi-agency approach to support the student and their family.

Managed Moves

In an attempt to avoid repeat fixed term exclusions and potential permanent exclusion, we work closely with neighbouring schools to implement a Managed Move provision. The Principal is entitled to direct students to alternative provision should it be deemed appropriate. The Academy works pro-actively with parents/ carers and colleagues across the borough, and beyond, to seek this provision when options at Netherwood Academy have been exhausted. A Managed Move may be arranged for one of the following reasons:

1. Respite to prevent a Fixed Term Exclusion whilst external support is sought.
2. Pre-Fair Access Panel move prior to a full referral to try to re-engage student in mainstream provision.
3. Contemplation period – time out to reflect away from primary placement.
4. A fresh start to prevent a Fair Access Panel referral.

Behaviour around the academy

1. The same high standards of behaviour are expected from students in the Academy. In particular, movement around the corridors and stairs should be conducted in an orderly and quiet manner.
2. Students are expected to refrain from entering any 'out of bounds' areas.
3. Students must be polite to each other, staff and any visitors to the Academy.

Students who do not conform to expectations will be subject to the same consequences that apply to classroom behaviour.

Mobile Phones

Any mobile device that is seen being used within the academy will be confiscated, taken to the reception, and stored in the safe until collection has been arranged with parents / carers. Mobile devices should be turned off and placed in bags before students arrive onsite. Should a student need to contact home, a member of staff should be informed and they will arrange contact to be made via the school communication system.

Behaviour Outside of the Academy (Including outside the Academy day and Academy gates)

The Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives Academies the power to discipline students for misbehaving outside the Academy premises to such an extent that is reasonable.

This power gives Netherwood Academy the right to discipline students when they are:

1. Taking part in any Academy organised or Academy related activity.
2. Travelling to and from the Academy (including behaviour on buses).
3. Wearing Academy uniform.
4. In some other way identifiable as a student at Netherwood Academy.

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

1. Could have repercussions for the orderly running of the Academy.
2. Poses a threat to another student or member of the public.
3. Could adversely affect the reputation of the Academy.

Any students whose behaviour is deemed inappropriate whilst on a trip/educational visit will be banned from further visits in the future (the length of which will be decided by the Senior Leadership Team). Likewise, students with excessive behaviour points will not be permitted on visits outside of the Academy. Students will be made aware of this at the start each term. When students are wearing uniform they are ambassadors for the Academy and the student's behaviour can be considered as grounds for an exclusion.

The Power to Search and Confiscate

There are two sets of legal provisions within The Education Act 1997 (supported by the Department for Education guidance 'Behaviour and Discipline in schools', January 2016), which enable Academy staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” including:

1. Knives and weapons
2. Alcohol
3. Illegal drugs
4. Stolen items
5. Tobacco and cigarette papers
6. Fireworks
7. Pornographic images

Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the Academy rules which has been identified in the rules as an item which may be searched for. Staff will only search students where there is reasonable justification or concern that they may be carrying a prohibited item. Students found with any such item could result in a permanent exclusion from the Academy.

The Misuse of Drugs and Illegal Substances

Staff must always refer any suspicions concerning the misuse of drugs to a senior member of staff. All such reports will be investigated by a member of the Senior Leadership Team. The academy will review any incident which somebody deems reportable, recordable or that needs intervention. This could include finding a student under the influence of drugs, finding suspected drugs paraphernalia or the substances themselves. This could also be students disclosing information.

This may occur on academy premises, including travelling to and from the academy e.g. students seen taking substances near the local shops then proceeding to/leaving the academy, or on Academy trips or visits including residential. Incidents will also be referred to the proper authorities (youth service, community drug advisers, police liaison officers, social care etc.

The Academy adopts a zero tolerance approach to incidents associated with drugs and any breach will result in a permanent exclusion.

Remember that complete confidentiality cannot be offered

Teachers have the right to ask students to turn out their possessions. If they refuse to do this when asked by senior staff, the police may be contacted. SLT members, under the direction of the Principal also have the right to search for suspected drugs, alcohol and tobacco.

If a student is under the influence of drugs they should be escorted to a member of SLT or if incapacitated, the member of SLT and the first aider / 999 should be called urgently. If the drug, drug paraphernalia or the container of the drug is apparent, this should be ‘seized’ with another staff member as a witness.

If a student is found incapacitated, a first aider will be sent for immediately. If a non-trained member of staff is the first responder, they will use their best endeavours to ensure the casualty is safe until a first aider arrives. First aid help should be administered by a trained first aider only and immediate contact should be made with parents/carers. Containers, paraphernalia and remains of substances should be ‘seized’ with another member of staff as witness and sent to the member of SLT and/or the first aider if the student is to be sent to hospital. Full details and names of witnesses should be recorded and sent to the member of SLT.

Information received regarding any drug misuse will be dealt with according to circumstances. The student's safety will always take priority over the finding of the source of the drug. Drug related incidents will be reported to parents/ carers as well as the police. Students involved in drug related incidents will be offered counselling and support where appropriate.

Smoking

All students caught smoking, or in association with, in and around the Academy premises or on the Academy buses will be investigated by a member of staff and appropriate sanctions will be put in place. Please note, the 2001 Tobacco Products Directive was updated in May 2016 so that e-cigarettes will be classified as a tobacco related product. In this way, Netherwood Academy will deal with incidents of vaping in the same manner in which we deal with the smoking of tobacco products.

Bullying

Netherwood Academy is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the Academy community feel safe, respected and valued. All children have a right to be protected from others who may wish to harm, degrade or abuse them. Bullying of any kind is unacceptable at our Academy. Bullying may be verbal, physical or psychological. Any action which makes a child feel uncomfortable, insecure or threatened may be defined as bullying. The Academy disapproves of bullying in all its forms and considers it a serious offence. We have a separate policy that explains our approach and sanctions in greater detail (this can be viewed on the Academy website or be made available to parents/carers upon request).

Assault

1. Sexual Assault

The Academy will not tolerate any acts of sexual abuse or sexual assault. Parents/carers will be involved in all such cases, which may also be referred to the police and other outside agencies, for example Social Services. The exclusion procedures will be initiated in all such cases. Consideration will be given for permanently excluding any student responsible for carrying out such an assault.

2. Sexual Harassment

Any cases of sexual harassment or alleged sexual harassment will be investigated thoroughly. All students involved in sexual harassment will be subject to serious sanctions including exclusion and all proven incidents will necessitate parental involvement.

3. Physical Assault

Netherwood Academy will not condone any form of physical assault for any reason and when assaults occur the students concerned will always be subject to serious sanctions. Parents/carers will be involved in all such cases, which may also be referred to the police. Pastoral and senior members of staff will use CCTV footage to investigate incidents occurring within the Academy grounds and on the Academy buses.

4. Abuse of Staff

Any abuse of staff will not be tolerated. All students who verbally abuse and/or threaten staff will be subject to serious sanctions and all reported incidents will necessitate parental/carer involvement.

Academies Procedures

- All cases of harassment, assault or abuse will be recorded on the student(s) individual file(s) and the academy's bullying tracker / CPOMS.
- The victim(s) and perpetrators will be asked to record events in writing.
- All cases of sexual harassment, assault or abuse will be dealt with by a senior member of staff.
- Support will be provided for the victims of sexual harassment, assault or verbal abuse.
- Parental complaints will always be investigated and interviews arranged whenever possible.
- Perpetrators will be subject to serious sanctions, ranging from an internal exclusion to a permanent exclusion dependent upon the severity of the offence.

Racism

The Academy is determined to eliminate racial discrimination, racial harassment or any other form of racial behaviour from the institution. In the case of all forms of racist behaviour where students are victims the formal procedures of the Academy will be strictly adhered to and all cases of racist behaviour or alleged racist behaviour will be investigated thoroughly. All students involved in any form of racist behaviour will be subject to serious sanctions and all proven incidents will necessitate parental involvement.

Academies Procedures

Where a student is subject to racist behaviour from a fellow student(s):

- All cases of racist behaviour reported to the appropriate member of staff.
- All incidents will be officially recorded on CPOMS.
- The victim will be asked to record events in writing.
- All proven cases of racist behaviour will be dealt with by a member of SLT via a formal interview.
- Support will be provided for all victims of racist behaviour
- Parental complaints will always be investigated
- Perpetrators of any form of racist behaviour will be subject to some form of exclusion. Repeat offenders of serious racist incidents (assault, abuse, damage to property etc) are likely to be permanently excluded.

Where a member of staff is racially abused by a student:

- The student concerned will be formally interviewed by the Assistant/Vice Principal and/or Principal with parents/carers present.
- The incident will be recorded as above and exclusion of the perpetrator will be the likely outcome.
- The pastoral team will organise a restorative justice meeting/programme with the perpetrator and the member of staff.

Theft

Theft of property, either belonging to Netherwood Academy or to other students or staff will not be tolerated. In any proven cases of theft serious sanctions will apply. All incidences of theft will be recorded and all cases of reported theft will be investigated thoroughly. Parents/carers of both the perpetrator and the victim will be informed. Outside agencies (such as the police) will be involved if appropriate and in instances where the victims of theft or parents of victims involve the police, the college will co-operate fully in any investigation.

Vandalism/Damage

Vandalism or causing damage to property will not be tolerated and acts of wilful damage to property in the Academy will be subject to serious sanctions. All acts of damage/vandalism will be recorded and all reported cases will be investigated and parents involved. The Academy will seek reparation where serious and/or deliberate damage occurs.

Offensive Weapons

Students must not bring into the Academy, or carry on the way to and from the Academy, any dangerous and/or offensive weapon. This includes knives, guns of any description (for example air pistols) or any item that the Academy considers its purpose being to threaten or cause injury to a student or adult, including fireworks. Any student caught in possession of any such item (whether used or not) will be excluded, and in most instances permanent exclusion will be considered. The Academy may also refer the incident to the police.

Radicalisation

In today's modern world, children may be exposed to radical and extremist views, both through the people they meet and through a wide range of media.

Section 26, in conjunction with Schedule 6 of the Counter-Terrorism and Security Act 2015 places a duty on schools in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism. This includes 'The Prevent Duty' and a schools 'due regard to prevent students being drawn into terrorism. "Due regard" means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. We have an internal referral process which allows staff to flag up any concerns they have around radicalisation and extremism through DSL escalation and CPOMS logs. Any colleague with concerns will complete a Cause for Concern form and forward it immediately to the Assistant Principal for behaviour and Designated Safeguarding Leads.

Use of Reasonable Force

'Use of reasonable force guidance' (July 2013) outlines the use of reasonable force within schools to prevent students from hurting themselves or others from damaging property or from causing a criminal offence. Examples where we may use reasonable force would include separating students who are fighting or to prevent a student causing harm to themselves. Any such use of force will be reasonable, proportionate and necessary. Within the Academy we have a group of staff who have been Team Teach trained - they are skilled in using de-escalation techniques, but will use positive handling techniques if reasonable force is required to resolve a situation. Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All incidents where positive handling is required will be logged.

Appendix A – Achievement Points

Positive behaviour example	Reward	Proposed approx.. frequency	Outcome
Positive on task behaviour or contribution to lesson.	Verbal praise given	Very regular, most students at least once per lesson	Positivity about continued educational and social success.
Making consistently good progress or meeting target grade in (significant) assessments, exceptional in lesson effort or effort with homework.	Achievement point	Most students should have the opportunity to gather 1 or 2 achievement points each lesson (across all subject areas not per subject area).	Single achievement point logged on SIMS.
Consistent , outstanding or exceptional attitude in lessons. Exceeding target grade of significant assessments. Rapid and sustained progress towards target grades.	Departmental Achievement Points	Departments to meet to discuss students worthy of departmental awards approx. 2 per teaching group as indicated under “Outcome”. Exceptional performances also to be considered. Both pastorally and departmentally, teachers can refer students to CL as they feel appropriate.	Departmental or pastoral awards sent home. 3 Achievement points logged on SIMS. Rewards / celebrations at the end of each term.
Consistently exceeding the expectations of the Netherwood values. 100% termly attendance.	Pastoral Achievement Points and recognition in assembly / Form	Per tutor to recommend 2 students per term for consideration for pastoral recognition, taking into account effort data and aggregate point scores. Exceptional performances also to be considered. Both pastoral team and departmental teachers can refer students to HOY as they feel appropriate.	
Exceptional behaviours that act as a role model to others. Consistent, exceptional effort or achievement over a significant period of time.	SLT Achievement Points	HOY recommendations (supported by tutors) to SLT 3 times a year. If CL or HOY feel a student is worthy of a SLT achievement then they can refer individuals to SLT.	Letter written by HOY outlining the reason for the achievement (signed by SLT). SLT to meet with students and congratulate and complete 5 achievement points on SIMS.
Outstanding model student taking into account, behaviour, achievement, attendance and support of the school and its values.	Student of the Year Award	Awarded on merit	Recognised at Celebration of Achievement assembly. 10 Achievement points on SIMS.