



Sutton Community Academy

Behaviour Policy

2019-2020

(This policy is currently under review working in partnership with Notts CC Educational Psychology Service)

A decorative graphic at the bottom of the page consists of a grid of purple hexagons. The letters 'S', 'C', and 'A' are prominently displayed in white within three of the hexagons, forming the start of the words 'Successful', 'Confident', and 'Ambitious'.

Successful
Confident
Ambitious

BEHAVIOUR POLICY 2019-2020

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place i.e. The Behaviour Pathway (Appendix 1), the emphasis in establishing whole Academy policy should be on praise, recognising positive behaviour, and the development of self-discipline.

This Policy are therefore supported and enhanced by the following policies:

- The Anti-Bullying Policy
- The E-Safety Policy
- The Race Equality Policy
- The Equal Opportunities Policy
- The Equality Act 2010
- The Safeguarding and Child Protection Policy and Procedures
- The PSHCE Policy
- The Praise and Reward Policy
- The Physical Intervention Policy (LEA)
- Keeping Children Safe in Education 2019
- Sexting in Schools and Colleges 2017(UKCCIS)
- Searching, screening and confiscation at school 2018 DfE

It is based on the following:

Core Principles and Values

- **The belief that the education and success of all students is of equal value.**
- **Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life chances.**
- **A belief that bullying in any form is completely unacceptable and will always be taken very seriously.**
- **Respect for the dignity of ourselves and others.**
- **Students are proud of themselves and our school.**
- **Recognition that all members of our community have rights, with complementary responsibilities.**
- **Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical**

or emotional needs, the Academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.

- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that students learn and achieve their potential in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that student high self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any Academy policies depend on the understanding and support of parents/carers and as such, should be shared with them and their commitment to it sought.

Implications for the Academy Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour.
- The Academy has a clear guide and pathway to behaviour interventions to enable students to be fully supported and to provide robust opportunities linked to research to develop students' social, emotional and behaviour skills and resilience.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum using our Consistency 'Red Line' expectations see appendix 5.
- The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the academy, should establish good behaviour as the norm.
- Students also learn by example. We have a responsibility to model what we expect.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. Ambassadors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. Student Council.
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported.
- The Academy's Inclusion Team and Learning Support Department should provide the means by which vulnerable students are identified, monitored and supported.
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, Student Council discussion, and the like.
- The Academy will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice.

- In its practical strategies for intervention the Academy will make full use of support from the wider community, including Targeted Support, partner colleges, police, social services, etc.
- The communication systems of the Academy will ensure that parents/carers are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

This policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

The Governing Body

- Defines the principles underlying the Academy's behaviour and attendance policy.
- Ensures that all aspects of the policy promote equality for all students and address individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents/carers when there are serious concerns
- Supports with mentoring pupils who are at risk of exclusion.

The Principal and the Senior Leadership Team

- Frame policy, which promotes positive behaviour and good attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents/carers and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.

Learning Manager

- Based on the Primary model, it is important that Learning Managers take the first line of responsibility for pastoral issues. This includes regular communication with parents/carers when there are concerns regarding a student.
- If the Learning Manager considers that their efforts to gain support from parents/carers is no longer working then a referral should be made to the Leader of Learning and Achievement who can then decide on what further action should be taken.

- The Learning Manager will act accordingly using the Learning Manager pathway. (Appendix 2)
- On own initiative or on guidance from LOLA monitor pupils on white tutor report.

Leader of Learning and Achievement

- The Leader of Learning and Achievement should deal with medium level to serious level misbehaviours on a day-to-day basis. This may involve use of yellow LOLA report or if a serious incident the red LOLA report.
- They should also support Learning Managers where efforts have been made to gain parental support but have not proved successful.
- Use of Behaviour Intervention Waves which targets key pupils with fortnightly parental meetings

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded.
- Model in their own actions the expectations the college has for students.
- As Learning Managers or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through tutor programmes and lesson content encourage the development of social, emotional and behavioural skills.
- Report serious behaviour incidents using the Behaviour Referral System with LOLA reporting action taken for feedback.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models for students in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward policy by providing clerical and administrative assistance

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Sign the Pupil's Contract.
- Support the Governing Body's statement of principles and beliefs on positive behaviour management.
- Support the Academy in carrying out sanctions and celebrating success.
- Communicate with the Academy when concerns arise

Payback System

Teachers can detain students for a brief period, e.g. during break or start of lunchtime, sending a referral to the Leader of Learning and Achievement to record this as action taken.

Each department will hold a 30 minute weekly detention at lunchtime or after school, with students being put in by department members or by the head of department. An hour long detention will then be organised by HOD if there is absence. The latter will ensure that a list of those attending is forwarded to the Academy office on that day. If students do not attend for no good reason or do not behave appropriately, then their names are forwarded to the Academy office to be placed in the whole school payback.

Each Leader of Learning and Achievement will detain students as deemed necessary for incidents out of lesson time and will also inform the Academy office of the names of those attending and put in to whole school payback those not attending for no good reason.

SLT will staff and organise the twice weekly whole school payback for one hour after school. Those students attending can only be put in by SLT, LOLA's and/or Heads of Department. The list of names of those attending will be organised by the Academy office. Those pupils will have one chance to attend the next Whole School Payback but if they miss this then they will be placed in the Internal Exclusion Unit for one day. Likewise, failure to behave accordingly will result in pupils being placed in Internal Exclusion Unit for one day. If pupils fail to attend and seem to favour being placed in the Internal Exclusion Unit, then one day will be completed but also the whole school payback will have to be attended the next available time.

With all detentions;

- They will be held in silence
- They will be organised on the basis of students being given work to do where applicable
- The office will give the parents/carers 24 hours' notice by post and/or a text on the day for whole school payback

Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The college will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

The Student Support Team:

- Will identify students at risk and decide the most suitable course of action for their support. This may include referral to an outside agency.
- The team will act on information and referrals from other staff through the LOLA/Curriculum area. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made.
- Will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management within the Inclusion Unit.
- Will liaise with parents/carers and other agencies.
- Will advise on appropriate alternative curriculum.
- Will advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations.
- Will monitor individuals to measure the impact of support and progress.
- Will act on possible signs of abuse through behaviour by informing the Designated Person for Safeguarding immediately.

Outside Agencies

The college will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy. This will mainly involve collaboration with the SBAPS group.
2. Assessment leading to statement or a planned programme within the college

The support outlined above will be provided within the following context:

- The Academy will contact parents/carers sooner rather than later. Early intervention should help to avoid exclusion.
- The Academy will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEND where appropriate and the college will therefore act in accordance with the policy for SEND.
- Heads of Department/Leaders of Learning and Achievement will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage.

- All support programmes will contain targets for improvement and regular review. The Academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

Staff Support

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the Academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom.
- Identify the way in which more senior staff will support behaviour issues.
- Provide regular training, particularly for staff either new to the Academy or the profession, on positive teaching strategies.
- Provide staff with training on issues of racial harassment, and other forms of bullying so that they are best able to respond appropriately.
- Use other professionals and consultants from outside the Academy to give advice and training.
- Employ a range of staff within the Academy, as identified below, to support the work of teachers in creating a positive learning environment.

The Academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation.
- Support from Student Support Team in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary.
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEND etc and provide, through the Student Support Team, the process for further referral when required.
- Liaison, through Children's Services, and identified staff with other agencies.
- Lesson observation and 'drop ins' by the SLT, LOLA's and HOD and to provide feedback on how classroom management can be improved on an individual basis.
- Opportunities for staff to observe good practice in other lessons.
- A Staff Development Programme that is closely linked to individual performance management targets.
- Opportunities in subject/pastoral meetings to discuss issues and share ideas.
- The allocation of resources to provide staffing levels and expertise to support teachers.

Support for Parents/Carers

- Expectations of parents/carers' involvement in supporting attendance and good behaviour should not be taken for granted but made explicit. The Academy will therefore make this policy clear to all parents/carers at all Open Evenings and Induction events before new pupils join the Academy. The Pupil Contract will play an important part in harnessing parental agreement and support and will help parents/carers to understand their own role in this part of their child's education.
- The Behaviour and Attendance Policy will be issued to all parents/carers annually with opportunities for them to comment.
- All reports and communications to parents/carers about progress will also stress behaviour and attendance so that parents/carers are kept up to date.
- Staff from Children's Services and LOLAs will work to support parents/carers particularly those who find it hard to come to the Academy.
- Parents/carers will always be contacted as soon as there is any concern so that they are involved immediately.
- Parents/carers will also be contacted when praise for achievement or improvement has been made.
- First day calls will be made to ensure absence of a child is known to the parent immediately.
- Arrangements will be made to communicate in the home language where this might be necessary.

Unacceptable Substances and Objects

Any substance or object that presents either a danger, is illegal or may have an undesirable effect on others or property must not be brought into the Academy. This includes items/substances such as chewing gum, tobacco, illegal drugs, alcohol, pornographic material, aerosol cans, fireworks, knives and firearms/imitation guns, though this is not a definitive list. Any property of a pupil may be searched with the pupil present and another member of staff present if there is any suspicion of unacceptable substances and objects.

Mobile Phones are banned from the Academy site and as such will be confiscated. After a pupil's mobile phone has been confiscated twice then parents/carers are asked to collect it.

Guidance from the DfE in 2018 proposes that staff may lawfully search electronic devices, without consent or parental/carer permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm
- Disrupt teaching
- Break school rules
- Commit an offence
- Cause personal injury, or
- Damage property

E-Cigarettes are banned from the Academy site and as such will be confiscated and can be destroyed due to their explosive nature

If pupils ignore or break this rule this can lead to:

- Internal Exclusion
- External Exclusion
- Permanent Exclusion
- Referral to Police and/or other External Agencies

Behaviour and Sanctions outside the Academy

Staff members may sanction a pupil for any misbehaviour when the child is:

- Taking part in an Academy-organised or Academy-related activity
- Travelling to and from the Academy
- Wearing Academy uniform
- Identifiable as a pupil at our Academy
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the Academy

This will normally involve sanctions taking place when pupils return to the Academy.

Malicious Accusations against Academy Staff

Each case will be judged on an individual basis by the Senior Management Team with a thorough investigation. When a malicious accusation has been proved as false against a member of staff then due to the severity of this nature the Academy may externally Exclude.

The use of Reasonable Force

In rare circumstances and in the absence of a planned response, staff may have little option but to adopt emergency strategies which may include the use of reasonable force. This may take the form of restrictive physical intervention whereby the minimum amount of reasonable force is applied for the shortest possible period Staff will acknowledge they may have to make reasonable adjustments for disabled children and children with SEND.

Emergency strategies such as the use of reasonable force on a pupil will result in possible sanctions such as Internal and External Exclusion as well as possible Permanent Exclusion. Such action will also result in the development of planned responses in the likelihood of similar behavioural incidents in the future in

Line with the Physical Intervention Policy as outlined by the LEA.

<http://www.suttonacademy.atrust.org.uk/academy/about-us/policies>

Staff members should complete a "Recording of Reasonable Force Form" which can be found in the Safeguarding section of Staff Documents and this should be passed to the Principal.

Consultation

Staff, students and parents/carers will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In Department and Pastoral Meetings
- In Academy Student Council meetings, at least annually.
- Through annual postings to parents/carers and at parental consultation evenings through questionnaires

Monitoring and Evaluation

Rewards and sanctions will be monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:-

- Gender
- Ethnicity
- SEN
- Age

Behaviour and attendance data will be monitored by:-

- comparing termly statistics, and annual totals for rewards, sanctions and attendance
- comparing group attendance data over time
- monitoring individual's rewards and sanctions to identify progress or cause for concern.
- observation of lessons and pupil response

Evaluation of the behaviour policy will be based on the above data and will inform the Academy's development planning. Evaluation will take the form of termly reports to Governors.

This policy is to be reviewed annually including the use of the Student Council and will be published on the Academy website. Any updates on behaviour will be sent to parents/carers via the Academy's newsletter.

The isolation room is for internal exclusion in order to reduce exclusions and to prevent further poor behaviour.
Failure to co-operate with the isolation system will lead to parents/carers immediately being called in and warnings of exclusion given.

The Behaviour Pathway 2019-2020

1st incident 1 DAY	Persistent crossing the red line, persistent absconding (5 whole school paybacks), fighting, persistent bullying, racist language, homophobic, transphobia, repeat micro aggressions, failure to co-operate, smoking for the second time, damage to school property/graffiti, responsive swearing and persistent refusal of basic expectations e.g. uniform and failure to complete whole school detention	Letter home showing this pathway Tutor/LOLA telephone call
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Repeated incident 2 DAYS	Physical Assault including spitting.	Meeting arranged with parents/carers
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3rd incident in a H/T 3 DAYS	Big incident e.g. inappropriate sexual comments to staff/pupils, repeat offender, verbal direct abuse to a member of staff	Meeting arranged with parents/carers
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4th incident in a H/T 4 DAYS	Threatening/aggressive behaviour towards a member of staff	Written warning of external exclusion
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1 Day FTE	1 Day External Fixed Term Exclusion Admittance meetings held following each exclusion	Written notification and phone call
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1 Day FTE	1 Day External Fixed Term Exclusion Failure to co-operate in any isolation (SCA or Partner School)	Written notification and phone call
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2-3 Days FTE	2-3 Days External Fixed Term Exclusion Governors Meeting and SBAPS Referral	Written notification and phone call
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4-5 Days FTE	4-5 Day External Fixed Term Exclusion Governors Meeting	Written notification and phone call
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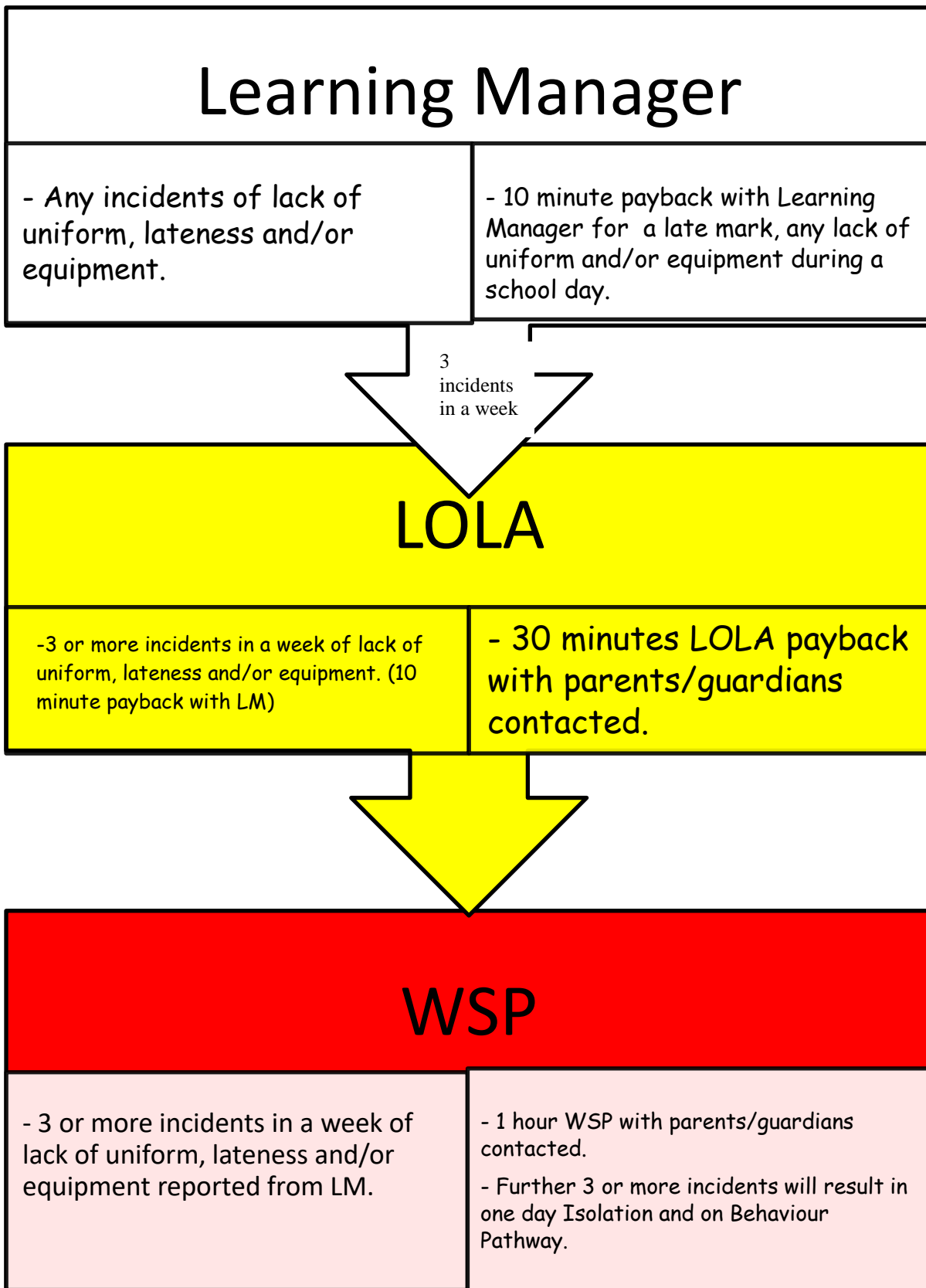
5 Day FTE	5 Day External Fixed Term Exclusion Governors Meeting	Written notification and phone call
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Permanent Exclusion	Weapon/Arson/Drugs/Persistent Serious Peer on Peer Sexual Incident	Written notification and Meeting
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Re-admittance meetings held following each exclusion

Reset after each half term
Repeat after each half term
Students may be required to attend behaviour resilience mentoring
Students may be required to complete a period of external isolation at a partner school

Behaviour contracts may be used at any times
Managed move referral may be sought
May be viewed on a contextual basis (e.g. reasonable adjustments)
Breach of risk assessment may result in consequences decided on a case by case basis



Appendix 3



Sutton Community Academy Guide to Behaviour Related Interventions

Student Name: _____

Identification:	Behaviour referrals Logged Duty Calls	LOLa / SLT Behaviour Panel	Observation External Information	Parental information ARNA /none engagement	SLT			
Behaviour Pathway— Resets each half term (may not be reset if individual context does not warrant it)	Teacher Behaviours and Student Behaviours Defined							
	All staff use: Consistency None negotiables Seating Plans DR ICE Praise	Staff build positive relationships Teacher Paybacks Dept isolation Removal to another Dept Whole School Payback	HOD discussions with SLT Link—‘status of the class’ conversations between class teacher/HOD and student LOLa + HOD liaising on strategies Parent meetings Student meetings Refer to SENCO - identification flowchart	use of lesson time coordinate classroom resources manage students’ behaviour with clear rules are consistently	Refer to tutor GAT or ABw Upgrade to LOLa Upgrade to SLT Link Upgrade to DJS Upgrade to DMY	Curriculum adapted/ tailored for student		
	Restorative Approaches: The right conversation has taken place with the student —Must be before the student attends the next lesson (Teacher/Tutor/LOLa/SLT Link)							
	Department support is offered to keep student engaged in learning Parental engagement/communication/face to face meetings Student report card (white/yellow/red) + conversations Isolation with another Dept/teacher	Tutor time / Votes for Schools Year Team Meetings Rewards—classroom and school level	PIXL Edge Character Education GROW FAR	ATL Report Progress Report Student/Parent Portal Positive Reports				
Wave 1: Internal Pathway for Alternative Provision Curriculum								
Wave 1: High Skilled Teaching	Review and analysis of behaviour data/incidents and other relevant information by LOLa / SLT and SENCO							
	Bespoke Bridge Unit Input With JRR 1:1 or small group work	1:1 Subject Boost sessions with specialist tutors	1 Year Programme DANCOP 2 hrs per week	Counselling Mentoring	ELSA 1:1 ELSA Small Group	6 week Anger Management Course	Bespoke Cycle Maintenance	Support Plans Risk Assessments Movement Plans PEEP Plans
	Additional in class support i.e. with JRR	Duty Support / student support service	6 or 12 week Boxing	Bespoke careers support	Mental Health First Aider	EWO Input/ monitoring	Allotment	Small steps
Wave 2: Targeted interventions for specific groups or individual students.	Longer term bespoke Bridge Unit support	Longer term tutoring/bespoke internal package Construction Area	P/T timetable 6 weeks	HRET Usually 12 week programme	External Referrals CAMHs/IMARA/ CASI	Educational Psychologist	Pollyteach First Class Offsite 1:1 Groupwork	Offsite CAST 1 or 2 days per week
	Students in the dark green section have a personalised tracking, monitoring folder - Bridge Unit Manager leads the QA and family liaison							
Wave 3: Personalised support for key students.	Springboard referral							
	Agency Support e.g C&L/ HI Managed Move Referral TET team referral PC Knighton referral SBAPs Partnership Sexions Referral Attendance Procedures EHAF							
Wave 2 and Wave 3 interventions logged for each student								

= Behaviour and Resilience Programmes

SAFEGUARDING ... SAFEGUARDING ... SAFEGUARDING ... SAFEGUARDING ...

Appendix 4

A bespoke, group-based mentoring programme

1 Reduce internal isolations

2 Tackle challenging behaviour and reduce offences

3 Build aspiration and resilience

4 Reduce Repeat offending

Red Behaviours = extreme behaviours such as aggression towards staff, persistent refusal to engage, continually repeat offending, no goals/dreams

Orange Behaviours = Aggression and unkindness to other students and rudeness to staff, relationship issues, answering back,

Yellow Behaviours = minor behaviours including uniform, jewellery, lateness, not attending payback

<p>Year long Programme Mon and Weds</p>	<p>Introduction</p>	<p>Dealing With Emotions</p>	<p>Relationships & Communication</p>
<p>50 to 60 students Bespoke programme from 1-7 Lasts all year Students come out for sessions 8am to 4pm: AM: Meet and greet Detention night for this cohort</p>	<p>About me Anger Actions have consequences Taking Responsibility Outbursts Decisions and choices Consequences</p>	<p>Emotions Outbursts Positive mindset Anger Emotions and the brain Happiness Coping with change</p>	<p>Communication Kindness Relationships and emotions Respectful Relationships Managing expectation Honesty Trust and barriers Think before you speak Appropriate conversations</p>
<p>Self</p>	<p>Goals & Dreams</p>	<p>Resilience & Empathy</p>	<p>Social World</p>
<p>Failing Appearance Actions have consequences What is the point Understand responsibility Blame Positive thinking Concentration</p>	<p>Dreams Overcoming barriers Goal setting Motivation and will power 1:1 Goal setting Smart goal setting The future</p>	<p>Building resilience Building empathy Failing and mindset Fear Peer pressure and resilience Coping mechanisms Will power</p>	<p>Kindness Social media Bullying Social topics: gangs Social topic: crime Social topic: drugs Discrimination Life after school</p>



CONSISTENCY

at Sutton Community Academy

- ✓ Correct Uniform
- ✓ On-Task Behaviour
- ✓ Complete all Homework
- ✓ Have Equipment
- ✓ Always Work Hard
- ✓ Always be Polite
- ✓ Positive Attitude
- ✓ Attend & be Punctual
- ✓ Plan for your Future

NEVER CROSS THE RED LINE

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- ✗ Answering Back
 - ✗ Unkindness
 - ✗ Refusing to Work
 - ✗ Refusing Requests
 - ✗ Phones at any time
 - ✗ Rudeness to Staff