The ethos at Digitech Studio School is built upon positive relationships and trust, and learning is underpinned by 3 core principles: Ready, Respectful and Safe. The expectations for students resonate with these principles. As a studio school, we place trust in our students.

We are proud of our ethos and are pleased that our students thrive in the environment that we have created together. Students are not expected to wear school uniform, call adults by their first names, and are encouraged to express themselves. As a small school we can form more meaningful relationships than at some larger academies.

Where students respond well and go 'above and beyond' expectations, we reward them. Where they abuse this trust, we sanction them accordingly to help them learn from their mistakes. This approach is supported by our staff body who recently completed a survey:

The current behaviour system (based on positive relationships and not a binary/ready to learn system) works well for the majority of our students.

More Details

🔵 Strongly agree	1
🟠 Agree	11
🟢 Neither agree or disagree	4
🔴 Disagree	1
🟣 Strongly disagree	0

This document is designed to give a clear overview of the system for staff, students, and families. It is supported by the behaviour policy with more detail, which can be found on the academy website:

https://secureservercdn.net/160.153.138.219/umm.342.myftpupload.com/wp-content/uploads/2021/11/Behaviour-Policy-July-2021.pdf

Both documents have been developed in line with statutory Department for Education guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

RRS (Ready, Respectful and Safe) System
Lesson Scoring System

Students are issued a register code for every lesson as below.

Number	Description	Examples (not exclusive)
1	Outstanding contribution to lesson.	Create work that is beautifully presented Answer questions with a full response Contribute to debate and discussion Ask questions Support others to achieve
2	Expected contribution to lesson.	Demonstrate tolerance, kindness of others and mutual respect Are ready to learn Show quality audience
3	Not meeting expectations – may include warnings. Students will always be told if they have received a 3 and cannot earn it back.	Slow to work on the task Not focussing fully on the work Disturbing others from working Not having the right equipment for learning Warnings for talking at the wrong times Mobile phone in class (placed in box) Headphones in class (placed in box)
4	Removed from lesson – able to return	Not completing work Rudeness, re – set appropriately. Refusal to comply with the dress code (coats, hat, hoods) Mobile phone in class (handed into duty member of staff) Headphones in class (handed into duty member of staff) Swearing in class Throwing an item in class
5	Removed from lesson – unable to return (a behaviour point must be added). The teacher will always communicate with the child's family following a code 5.	Refusal to follow instructions Deliberately disturbing the lesson Dangerous behaviour in the classroom Mobile phone in class – not handed in. Headphones in class – not handed in.

Removal from lesson.

A teacher should remove a student from the lesson based on the behaviours above. The student should attend the canteen area where they will be triaged by the member of staff on duty. There are 3 options:

Return to class	If the student can re – set and the teacher agrees (ideal outcome). The teacher should record this as a code 4 on the register. The student will be parked until returned to class.
Parking/Re - set	The student should work (arranged by duty member of staff) for the rest of the lesson in a spare classroom (following our rota) or with the pastoral member of staff on duty. They should focus on work and mobile phones/headphones will not be allowed. This should be recorded as a code 5.
Support	In some cases students may need high level pastoral support. This should be with a member of the pastoral or senior team (at the decision of the duty member of staff). The code awarded should reflect the student behaviour in class but be sympathetic to the situation.

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RRS (Ready, Respectful and Safe) System

All staff can award additional achievement points to students for being:

Ready
Respectful
Safe
Spirit of Digitech

Data is summarised weekly into our 'dashboard', allowing tutors to support students in improving their approaches to learning. Tutors lead a pastoral session every Tuesday. The dashboard summarises:

Lesson scores
Achievement Points
Attendance
Punctuality
Behaviour Points

In addition, families are sent a fortnightly report which details the information above per student, allowing for further supportive conversations (appendix 1).

Rewards

At Digitech, we believe in rewarding students for going above and beyond expectations and acting within the ethos of the academy (ready, respectful and safe).

The following are systematic rewards linked to our lesson scoring system:

Regularity	Criteria	Reward
Weekly	100% attendance for the week - draw	£10 Amazon Voucher
Weekly	Tutor group – best average lesson scores	Sweet treats for the whole group
Twice termly	Highest number of code 1's – Year 10 draw (top 20)	£10 Amazon Voucher
Twice termly	Highest number of code 1's – Year 11 draw (top 20)	£10 Amazon Voucher
Termly	Celebration assembly – staff nominations	Sweet treats

We also offer a termly reward based upon the following criteria (across the term – the term 6 reward is across the year)

Average lesson scores of below 2.0
At least 96% attendance (some allowances may apply dependent on medical situation)
No more than 1 code 4 or code 5 in any one week.
Being late (to lessons) no more than 5 times in the term

The rewards are as follows:

Term 1	Onsite reward – (film, art or games)
Term 2	Local visit – Bowling
Term 3	Onsite reward – (film, art or games)
Term 4	Local visit – Student vote.
Term 5	Onsite reward – (film, art or games)
Term 6	Theme Park (across the whole year)

RRS (Ready, Respectful and Safe) System

In addition to these systematic rewards, we also offer the following:

- Teacher praise
- We have allocated time to making phone calls home, which will include positive calls.
- Postcards home for going above and beyond expectations or/and excellent work
- Shout outs during weekly assemblies
- Positive stories in the fortnightly newsletter – mention of student names.
- Positive text messages home
- Recognition boards (and work displays)

Recognition assemblies

We will continue to celebrate the amazing work of students in the celebration assembly at the end of each term.

Sanctions and support (outside of class)

We will monitor each student via the 'dashboard' on a weekly basis where all students will be supported via a 'ladder' system, based around a graduated response to lesson scores and behaviour points. Students move back down the ladder as they respond positively, and can be removed completely if this feels appropriate, at the discretion of the Deputy Principal. This is managed via a spreadsheet (Deputy Principal).

Steps	Criteria	Support
Step 0	Largely meeting expectations	Supported by tutor
Step 1 (week 1)	(Any of the below) 3 code 5s 5 code 4s 5 lates 4 out of lesson behaviour comments	Morning discussion with pastoral team
Step 1 (week 2)	Second week of above	Parental meeting with pastoral team (in addition to Monday meeting)
Step 2 (week 1)	Third week of above	Monday morning discussion with SJO/BAL
Step 2 (week 2)	Fourth week of above	Parental meeting with SJO/BAL Daily meeting with SJO/BAL
Step 3 (week 1)	Fifth week of above	2-week immersion in another academy

Lates

We place great value on students being on time and learning. Students are expected to be in lessons within 3 minutes of the start of the lesson and will be awarded a code 2 (which can move to a code 1) when doing so. If students arrive after this time, they will be marked with the number of minutes late.

Students will be issued a 15-minute lunchtime detention on the same day (periods 1 – 3) or on the following day (periods 4 – 6)

Failure to attend will result in a 30 minute on Monday after school, of the following week.

Failure to attend this will result in 3 periods of isolation during the week.

Failure to comply will result in the placement at another academy for 1 day.

Deliberate Truancy

We understand that our students may sometimes miss parts of lessons due to challenges they may be having. We are always available to speak with students should this be the case and are pleased that most of our students feel able to have open conversations. Our systems are built on positive relationships and trust, which enables this to happen. Where students break this trust and deliberately miss lessons for no good reason, we are likely to place them into another academy for a short period of time. We want to make sure that all Digitech students abide by our open ethos and culture and will send them a strong message if they choose to go against this.

Other sanctions

We are proud of our ethos and are pleased that our students thrive in the environment that we have created together. Students are not expected to wear school uniform, can use mobile phones during social times (but not lessons) and call adults by their first names, unusual for a secondary setting. If lines are crossed, students may expect to receive a sanction for this. This is not an exhaustive list but is indicative of the level of sanction:

Inappropriate language around the site	Reminder of expectations – behaviour point on SIMS for repeat.
Smoking or vaping onsite	Placement at another academy for a short period of time.
Smoking outside of the academy	Behaviour points and letter home.
Swearing directly at staff	Placement in another academy or suspension
Vandalism	Working with the site team and billed for expense.
Throwing items in the academy	Isolation or placement at another academy
Possession of a banned item	Placement at another academy or suspension
Physically abusive to another pupil	Isolation, placement at another academy or suspension
Deliberate intimidation of staff	Isolation, placement at another academy or suspension
Theft of personal or school property	Dependent on severity of incident

Time Out cards

A small number of students will be given a refocus card (overseen by the triage team). This allows the student to leave each period for a five-minute break. During this time, students must walk directly to the canteen. Once there a timer will be set, then they will be returned to class.

Street pass

Each member of staff will have a street pass. Students must carry the street pass to be out in the corridor. If a student is in the corridor without a pass, they will need to return to class to collect it.

Searching and confiscation

If staff suspect that students possess prohibited items (as set out in the document linked at the start of this document) then we will search and confiscate as necessary. Searches will always be carried out by two people, one of whom (and usually both) will be of the same sex as the pupil. Department for Education guidance in searching and confiscation will be adhered to. Further detail is outlined within our behaviour policy.

Suspension

In rare and extreme circumstances, the principal may uphold the right to suspend students from school. During this decision making, the principal may consider an alternative to suspension and exercise a right to direct education to another academy. Any decisions around directing a student to another academy or suspensions will be made in line with the Department for Education document below.

Permanent exclusion

In extreme circumstances students may be permanently excluded from the academy. Further detail can be found in our behaviour policy, and in the Department for Education document below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

RRS (Ready, Respectful and Safe) System

Weekly Pastoral Summary

Please find below your child's pastoral summary for the past 2 weeks. Please discuss this with your child, praising them for their positive scores, and supporting them with any areas that could be improved. If you have any questions, please email your child's tutor.

Name ……………………………………………………..

Tutor group ……………………………………………………..

Lesson scores

Number	Description	Number this week
1	Outstanding contribution to lesson	
2	Meeting expectations	
3	Not meeting expectations	
4	Removed from lesson – able to return	
5	Removed from lesson – unable to return	

Achievement

Achievement points over the past 2 weeks	

Attendance

% Attendance – Year to date	

Punctuality (over the last 2 weeks)

Lates before registers closed (morning)	
Lates after registers closed (morning)	
Late to lessons	

Behaviour

Behaviour points over the last 2 weeks	

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