Cabot Learning Federation

Behaviour Policy

Date Approved:
Approved By:
Last Reviewed: August 2026
Date of Next Review: July 2027

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
August 2026	Whole document	Created	As part of the CLF & Broadoak Academy Behaviour policy

Contents

History of most recent changes 2

Section A - Aims and Objectives

1 Introduction

2 Aims and Objectives

3 Rights

4 SEND

5 Legislation and Statutory Requirements

Section B – Rights, Responsibilities and Training

6 Roles and responsibilities

7 Commitment and Entitlement to Training

Section C – Rewards

8 Recognition and Rewards for Effort and Achievement

Section D – Basic Expectations

9 The Journey to and from the Academy

10 Attendance and Punctuality

11 Academy Uniform

12 PE Uniform

13 Equipment

14 Mobile Communication Devices (Phones/Smartwatches/Tablets/Earphones)

15 Behaviour in Corridors and around the Site

16 Conduct in lessons

Section E – Conduct in the Academy Generally

17 Child-on-Child Abuse

18 Smoking

19 Searches

20 Confiscation

21 Using reasonable force and restraint

Section F – Discipline and Consequences

22 The Legal Context

23 Workspace and Reset

24 Detentions

25 Staged Consequence Procedure – Alternatives to Suspension

26 Suspensions and Permanent exclusions

27 Graduated Response

28 Behaviour Stages

29 Behaviour Report and Behaviour Contracts

30 Restorative Practice

31 Off-site Directions

Section G – Communicating, Implementing and Monitoring the Policy

32 Communicating the Policy

33 Implementing the Policy

34 Monitoring and Review

35 Equality Impact Assessment

Appendix A – Managing Incidents of Sexual Violence and Sexual Harassment.
Appendix B – Managing Incidents of Discrimination
Appendix C – Guidance on Responses to Behaviour Incidents

SECTION A Aims and Objectives

1. Introduction

By joining Broadoak Academy, every student, parent/carer and member of staff is accepting our behaviour policy. This means that they agree to follow our expectations and understand the consequences of not doing so (as outlined within this policy). This policy is rooted in our Academy Values:

- We Value Time
- We Show Courage
- We Make the Right Choice

These Values sit within the Cabot Learning Federation's (CLF) wider core purpose:



Academy Staff commit to:

- Create a positive climate with high yet realistic and achievable expectations.
- Emphasise developing positive relationships and behaviours for learning through:
    - Listening to others, developing awareness, and understanding the needs of others
    - Promoting positive resolution of conflict through restorative approaches
- Encouraging, through example, honesty, courtesy, and resilience
- Ensuring fair treatment for all regardless of age, disability, gender reassignment, pregnancy, race, religion/belief, sex or sexual orientation

2. Aims and Objectives

This policy sets the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces appropriate behaviour.
- Delivers consistent consequences for inappropriate behaviour.
- Develops students' understanding of what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century.
- Supports students in developing strong dispositions and attitudes to their own and others' learning and well-being.
- Outlines a system where the roles and responsibilities are clear, and staff take responsibility for students' learning.
- Seeks to ensure that all students are treated fairly in the implementation of rewards and consequences.
- Enables staff to teach effectively, promoting respect and positive attitudes to learning.
- Supports and promotes other relevant policies including SEND, Anti-Bullying, Attendance, Safeguarding, Exclusions and Suspensions and e-safety
- Address unacceptable behaviour whilst also aiming to correct that behaviour so that students can learn from their actions.

Through this approach we can:

- Create a positive, productive, and safe learning environment at all times of the Academy Day.
- Enable every child to learn in an environment that allows everyone to fulfil their potential.
- Ensure that every member of our Academy community is treated fairly, equally, and with respect, and without threat, fear, or intimidation.
- Enable staff to deliver engaging and creative lessons safely.
- Work with parents/carers to support their young person to learn from mistakes and celebrate successes.

3. Rights

- All students and staff have the right to always feel safe in the Academy. There should be mutual respect between staff and students and between each other.
- All visitors to the Academy should always feel safe and free from the effects of poor behaviour in all parts of the Academy.

The Academy promotes inclusion. All members of the community should be free from discrimination of any sort. We have a clear and comprehensive age-appropriate anti-bullying policy that is known and understood by all, consistently applied, monitored, and where

appropriate, incidents recorded. Any incident of discrimination is recorded and is acted upon in line with this policy. All protected characteristics are covered when referring to discrimination.

The Academy's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and Disabilities (SEND) and all vulnerable students are detailed in the Safeguarding and Child Protection Policy and made known to all staff. Measures to protect children from bullying and discrimination are also detailed and regularly monitored for their effective implementation.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.

4. SEND

Students who have an Educational Health Care Plan (EHCP) or an identified additional need(s) will also be expected to follow the Behaviour Policy. However, reasonable adjustments will be made for some individuals. Advice from our Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at SEND review meetings or during bespoke meetings/correspondence. Alternative strategies as indicated below will be implemented under the direction of the Senior Leadership Team in consultation with the SENDCo in line with the approach indicated below:

- Reduced time tariff for consequences.
- Adjusted consequence
- Adjusted time of day for consequence e.g. lunchtime detention instead of after school detention or vice-versa.
- Adjusted location for consequence/sanction
- Extra explanation to student and/or parent/carer as to what the incident was that led to the consequence.
- Tactical ignoring of some behaviours.
- Pastoral Teams/SLT consult with SEND Team before deciding sanction.
- Advising parents/carers when consequences have been adjusted considering the student's need.
- Collaborative and proactive discussion with parents/carers and where appropriate the student from the outset regarding consequences.

Staff can refer to the SEND register and Pupil Passports or support plans for further information. Some students may need an adapted approach to break down their individual barriers to learning and understanding. Further guidance is available from the SEND Team.

The aim of our reasonable adjustments is to enable all students to succeed. There will be situations where the Principal will deem it appropriate and necessary to apply the measures and consequences as detailed in the following sections of this policy:

- Staged Consequence Procedure - Alternatives to Suspension
- Suspensions and Permanent Exclusions
- Behaviour Stages

The intent of such decisions will be to safeguard the safety and wellbeing of stakeholders and/or uphold the good order of the Academy and prevent the Academy from being brought into disrepute.

5. Legislation and Statutory Requirements

This Policy has due regard for the following advice and guidance from the Department of Education (DfE):

- Behaviour in schools - Advice for headteachers and school staff
- Equality Act 2010
- Keeping children safe in education
- Positive Environments Where Children Can Flourish
- School suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to suspension
- Searching, Screening and Confiscation
- SEND Code of Practice
- Use of Reasonable Force within schools

SECTION B Rights, Responsibilities, and Training

6. Roles and Responsibilities

All staff at this Academy stand alongside colleagues when supporting, guiding, and modelling Positive relationships and promoting high standards of behaviour.

Local Governing Body/Academy Council

- To expect students and parents/carers to cooperate with the Academy in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults
- To expect staff to adhere to the Code of Conduct.
- To enforce this policy, including rules and disciplinary measures.
- Not to tolerate violence, threatening behaviour, or abuse by students, parents/carers, or staff.
- Be responsible for holding senior leaders to account for monitoring and implementation of this Policy.
- Support the Academy in implementing and reviewing this Policy including attending parent/carer meetings as required.

Principal

- To implement the Policy and to establish and maintain a Behaviour Policy that promotes the Academy's Vision and Values.
- Support and model good behaviour across the Academy.
- Be responsible for holding leaders and staff to account for monitoring and implementation of this policy.

Senior Leadership Team

- Actively support the Principal in implementing and upholding this policy.
- Support and advise staff in upholding this policy.
- Support and model good behaviour across the Academy.
- Meet and greet stakeholders in all areas of the Academy.
- Be a visible and available presence around the site and especially at changeover of lessons and periods of mass movement.
- Celebrate staff, leaders, and learners whose efforts go above and beyond expectations.
- Regularly share good practice.

- Support middle leaders in managing learners with more complex behaviours.
- Use behaviour data to target and assess Academy wide Behaviour Policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Work with leaders to ensure effective training for all staff is accessed and applied.

Heads of Department

- Proactively support, guide and model good behaviour within their curriculum area.
- Wherever possible, meet and greet learners to department areas and be a visible presence in the department (including change over time between lessons).
- Ensure consistent implementation of this policy.
- Use behaviour data to target and assess student interventions and guide staff training.
- Proactively support classroom staff in managing behaviour, administering rewards, and consequences.
- Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation, including communicating with home.
- Proactively support classroom staff in meetings with students, and parents/carers as required.
- Be responsible for holding staff to account for the implementation of this Policy within their area.
- Manage and or facilitate restorative conversations and practices between subject staff and students as required.
- Support staff in returning learners to learning by supporting restorative conversations and parental communications.
- Use behaviour data to target and assess student interventions and guide staff training.
- Communicate with parents/carers as required.

Pastoral Leaders

- Promote the Academy's ethos and ensure Academy policies are adhered to (including through assemblies and tutor teams for Heads of Year and PPLs).
- Support colleagues in a Year Leader capacity to ensure that the Behaviour Policy is implemented. This includes ensuring that incidents are managed at the correct level. e.g. subject/teacher level when issues or trends are subject specific.
- Proactively engage with/signpost to the relevant provision within our SEND Team and outside agencies, in relation to student behaviour and welfare.
- Issue students with consequences for more serious Academy behaviour violations in liaison with the Senior Leadership Team (SLT).
- Ensure compliance with processes and procedures that underpin our consequences as outlined in this policy.

- Lead/contribute to the writing, monitoring and review of Individual Behaviour Plans and support plans.
- Proactively support, guide, and model good behaviour within their student and staff team.
- Meet and greet learners and be a visible presence around the Academy (including change over time between lessons).
- Encourage the use of the praise systems and regularly celebrate staff and learners whose efforts go above and beyond expectation. Including communicating with home.
- Proactively support classroom staff in meetings with students, parents/carers as required and appropriate.
- Be responsible for holding staff to account for the implementation of this Policy within their area.
- Manage and/or facilitate restorative conversations and practices between subject staff and students as required.
- Support staff in returning learners to learning by supporting restorative conversations and parental communications.
- Use behaviour data to target and assess student interventions and guide staff training.
- Communicate with parents/carers as required.
- In collaboration with relevant colleagues, provide students with strategies to enable them to take responsibility for their own behaviour.

Tutors

- Create a climate in which Tutor Time is held in the same high regard as lesson time.
- Champion the tutor group and tutees.
- Work to create positive ethos during Tutor Time.
- Follow the pastoral curriculum/tutor time programme
- Celebrate positive behaviour and take action to improve poor behaviour.
- Monitor behaviour and achievement of tutees and give feedback to students and parents/carers using the designated systems (e.g. Bromcom).
- Create a high-quality learning environment - tutor bases should be tidy and well organised.
- Communicate regularly with parents/carers and subject staff.

All Staff Within and Outside of the Classroom

For teaching staff the points below should be read in conjunction with the Teacher Standards and Staff Code of Conduct.

- Be a role model.
- Ensure that this Policy is followed and applied consistently and fairly.
- Create a high-quality learning environment - classrooms should be tidy and well organised.
- Complete follow up actions as appropriate.
- Promote and demonstrate our Academy values.

- Model positive behaviours and build appropriate relationships.
- Use appropriate language when speaking to students and colleagues.
- Meet and greet learners at the classroom door and ensure calm entry to classrooms.
- Plan lessons/sessions that engage, challenge, and meet the needs of all learners.
- Remain calm and use stepped consequences appropriately to enable students to reflect and modify their behaviour before a final consequence is applied.
- Follow up all incidents (seeking support when required). The standard we walk past is the standard we accept.
- Never ignore or walk past students who are behaving poorly (unless this is part of an agreed modified approach for specific students as outlined in a Support Plan/Pupil Passport) as shared by Academy leaders; the standard we walk past is the standard we accept.
- Reward and celebrate student successes.
- Manage their spaces, including the classroom and the areas around them, to ensure that students are supervised, behaviour and safety is prioritised and students are able to make the right choices

Parents/Carers

- Ensure all communication is respectful and courteous.
- To be prepared to work with the Academy to support their child's positive behaviour.
- To attend meetings with the Principal or other Academy staff, if requested to discuss their child's behaviour.
- To adhere to the terms of any Individual Behaviour Plan or support plan relating to their child's behaviour.
- Celebrate their child’s successes and offer support if things go wrong.
- Support the Academy’s values.
- Inform the Academy of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher and/or tutor promptly.
- Work in collaboration with the Academy to support their child to strive to be the best that they can be.

Students

- Get the basics right - uniform, equipment, attendance, and punctuality.
- To take responsibility for their behaviour choices in line with this Policy.
- To follow instructions by staff at the first time of asking.
- To act as positive ambassadors for the Academy both on and off the premises.

7. Commitment and Entitlement to Training

Leaders

- Leaders are trained on using Academy/Trust data systems to ensure behaviour monitoring is robust and effective.
- Leaders enable staff to have access to high-quality provision e.g. Trauma Informed Practice, de-escalation, Positive Handling (where appropriate), NPQs as well as routine CPD
- Leaders have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.
- Leaders are committed to ongoing behaviour professional development for all and are relentless in providing opportunities for all staff in pursuit of this goal.
- Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
- Leaders' role-model engagement in research around behaviour and work to disseminate best practice and key knowledge to all staff.
    - Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own Academy.
    - Leaders make effective use of a range of internal, local, trust-wide and national expertise to:
        - Monitor standards
        - Access best practice
        - Help secure more rapid improvements in the quality of students' pastoral care and learning
    - Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.

All Staff

- To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.
- Engage with expert/specialist training where relevant and necessary including training/development opportunities specific to the role of the tutor.

SECTION C Rewards

8. Recognition and Rewards for Effort and Achievement

Positive motivation lies at the heart of effective education and our system in the Academy is designed to recognise and celebrate effort, achievement, and success at all times. Rewarding positive effort and achievement is a vital component of the learning experience within each phase of Academy life. We want to reward frequently and consistently in a structured way that staff, students, and parents/carers all value and support. We recognise and reward students who go 'over and above' our standards. Informing parents/carers of successes is fundamental to home/Academy partnership.

Although there are formal awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Praise and positive feedback is key to developing effective relationships and to creating a positive learning atmosphere in the classroom and across the Academy.

Rewards

The Purpose:

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals, tutor groups and Houses.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

The System

- Students can receive positive points at any time. These can be awarded by any member of staff and are recorded on the Bromcom system. Examples of what students should be rewarded for are:
- High-quality work in class or at home.
- Helping others.
- Showing determination and effort.
- Successful achievement in tests or competitions.
- Putting themselves out for others.
- Representing our Academy
- Outstanding attendance.

- Demonstrating our Academy Values

The Rewards

Students receive positive points for getting things right every day. We communicate the awarding of positive points through the MCAS. In addition, we also recognise and celebrate students' achievements with specific acts. These include (this is not an exhaustive list):

- Communication with home through phone calls and postcards.
- Certificates for excellence in attendance.
- Recognition of improvement and effort over periods of time.
- One-off events, awards, or treats.
- House rewards

N.B Students are not awarded positive points for good behaviour as this is a normal expectation of everyday behaviour. They are given to reinforce good behaviour expectations.

SECTION D Basic Expectations

9. The Journey to and from the Academy

Students are expected to demonstrate a high standard of conduct on the journey to and from the Academy as each person is an ambassador for our Academy. Students are expected to:

- Adhere to the conduct outlined in this Policy and not bring the Academy into disrepute.
- Arrive at and leave the Academy in full uniform.
- Use the traffic lights and crossings where possible to cross the road safely.
- Use the cycle lanes/pedestrian zones safely.
- Take any litter home or dispose of it properly.
- Respect our neighbours and all local residents.
- Travel to the Academy safely. Electric scooters, e-bikes, and any item with battery packs that have not been approved by the Academy must not be brought to the Academy site.

Breaches of this Policy to and from the Academy will incur appropriate consequences. Teachers have the power to discipline students for misbehaving outside of the Academy premises 'to such an extent as is reasonable' (Education and Inspection Act 2006). This will include where students participate in any form of discriminatory incident either in person or using digital technology. The Academy will respond to behaviour incidents which occur off the Academy premises and which are witnessed by a staff member or reported to them. Criminal behaviour will be reported to the police, and we will assist them with any inquiries.

We are very proud of our students who act as responsible citizens and like to be made aware so that we can recognise this.

10. Attendance and Punctuality

The Academy target for attendance is that every student will have 95% attendance or above.

We also believe it is important that students establish good routines and habits in preparation for adult life. Good punctuality is a key attribute that employers expect and together we need to ensure our young people secure this life skill as early as possible. The Academy's expectations are:

- Students will be expected to be in the Academy no later than 8.40am to enable them to be in tutor for 8.45am.
- Any student arriving at their tutor room after 8.45am will be marked as late.
- Students must arrive at lessons within 5 minutes of the start time. Any student arriving after this time (signalled by a 'late' bell) will be referred to the 'Workspace'

A staged approach will be taken to students who are persistently late to the Academy or lessons involving intervention from Tutors, Heads of Year, PPLs and Senior Leaders.

- Students who demonstrate a pattern of poor punctuality will receive intervention including:
- Communication with parents/carers.
- Being placed on a report card.
- Having meetings with parents/carers and key staff.
- Progressing on to a Behaviour Stage if appropriate

If punctuality issues persist, the Academy will use procedures to ensure that students' behaviour changes so that they are in the right place, at the right time. Students who are repeatedly late may lose the right to go on school trips or visits as their inability to be punctual could put other students at risk.

Any student truanting a lesson or tutor will receive a consequence, typically referral to 'Reset'.

The Academy is open from 8.30am to students. We understand that there may be rare occasions when lateness is unavoidable due to unforeseen circumstances. On these occasions parents/carers will need to contact their child's Tutor to inform the Academy of when their child will arrive and the reason for the lateness. However, patterns of lateness will lead to the consequences outlined above.

11. Academy Uniform

Uniform expectations apply to all students. We want students to be smartly and appropriately dressed for our busy environment.

Our Uniform Policy is clear and simple and will help prepare students for future employment where dress codes will need to be adhered to. We allow for adaptations to our policy on the grounds of equality, including SEND needs.

For our students, wearing their uniform with pride shows they are part of our Academy community. Students' uniform must be correct every day and ensure that it conforms to our uniform expectation list If a student has incorrect/missing uniform:

- They will be offered replacement items on loan. The expectation is that all students will comply with this
- If it is not possible to loan an item, the student will be provided with a uniform pass by their Head of Year for that day

- If the issue cannot be resolved immediately e.g. uniform is out of stock, a uniform pass will be issued for a longer period of time. This will only be agreed following parent/carer communication to outline the reasons for non-uniform
- If a student refuses to accept loan uniform items or correct incorrect uniform, they will face consequences, typically referral to 'Reset' until the issue is resolved

Our Uniform Policy can be found on the Academy website. Please see these for full details.

12. PE Uniform

PE uniform must be worn. Clothes that are not specified in our PE kit list must not be worn. See our website for a current list of PE Uniform.

If parents/carers experience any difficulty in sourcing uniform, including affordability, they should contact their child's Head of Year. The Academy will endeavour to provide support in accessing suitable, good quality uniform.

13. Equipment

Students must come to the Academy ready for the day. Firstly, and most importantly, this means they must have a copy of their timetable, so they know exactly what lessons they have that day. If a student arrives without their timetable, they can ask their tutor or student reception to provide one. If students do not have a timetable and are therefore late to lessons, we will sanction this in the same way we would do a normal late. Not having a timetable will not be tolerated as an excuse for lateness or truancy.

Students must also have all the equipment they need for the Academy day. As a minimum this means they need to bring:

- A pencil
- A timetable
- A pen
- A ruler
- A calculator
- Any textbooks they need for lessons that day
- PE equipment / uniform if they have PE that day

14. Mobile Communication Devices (Phones/Smartwatches/Tablets/Earphones)

Our mobile phone policy/procedure is available on the website. Students who do not comply with the policy will receive disciplinary measures. Once on site, mobile phones, smartwatches, and headphones should not be used, seen, or heard. This includes all areas of the school site: classrooms; toilet areas; corridors and other rooms; and the playground and other outside areas.

15. Behaviour in Corridors and around the Site

Transitions between lessons

Rationale

The underlying principle is that it is vital that every member of our community feels safe and happy whilst at the Academy. For some students with particular needs, noisy corridors and/or physical behaviours can cause considerable distress. Meanwhile, it is right for staff to expect to be able to work in a calm, ordered and safe environment.

Expectations

The expectation for behaviour in the corridors and areas of transition between lessons, is that it is calm, quiet, and orderly. Staff and students should be moving purposefully to lessons, remaining respectful and considerate of others. This so that public spaces remain well-regulated and safe.

This means that we are absolutely clear on what we DO and DO NOT expect to see:

We do expect	**We DO NOT expect**
Students to move quietly between lessons	Shouting, screaming, swearing or excessive noise
Students to move calmly between lessons	Running Physical behaviour towards others, including pushing, shoving, gripping, fighting, etc.

Students to move purposefully to lessons,	Loitering or gathering in groups between lessons
Following one-way systems where/when applicable Students to arrive punctually (by the 5 min bell)	Slow movement between lessons

Students to follow staff instructions Students to be respectful and considerate of others between lessons	Staff being ignored when respectfully challenging students Students answering back or being rude to staff
Consequences of not meeting expectations: Sanctions will be applied in proportion to the behaviour and the extent to which this is repeated behaviour.	

During transitions between lessons (going from one lesson to another) students will act appropriately. That means no running along the corridors or loitering in corridors. To avoid congestion, we expect students to keep to the left. It is essential that all students are aware of the time, and the need to arrive promptly to every lesson to avoid any consequences. Students must not raise voices in corridors or engage in any physical behaviours (e.g. pushing etc.).

The expectation is that staff teams support each other by owning their spaces and actively supervising their corridors during transition times between lessons. This includes Heads of Department directing their teams to:

- Implement orderly dismissal of classes from lessons with clear expectations of how they proceed to their next location
- Supervise students' departure from rooms, so that they are ready to meet-and-greet incoming classes wherever possible
- Sweep corridors to ensure students are directed quickly into classrooms
- Be stationed at congestion points, e.g. water fountains/ toilets
- Model the expected behaviours and be positive and assertive in directing students
- Work collectively, reinforcing expectations and supporting colleagues when necessary.

Consequences

Staff are empowered to sanction students according to the seriousness of breaches of this aspect of the policy and to assign these as Behaviour Incidents on Bromcom.

Frequently, a conversation may be enough to 'Remind' students of key expectations and issues warnings, particularly in instances that students were quick to adjust their behaviour after minor indiscretions.

For more significant incidents, there is an escalating scale from After School Detentions to referrals to Reset or Suspension. The latter are reserved for serious incidents of dangerous behaviour or rudeness, or failure to respond to staff, thus putting themselves outside the care and control of the Academy.

During social time

- To sit/stand with their friends before school, break, lunch, and after-school in the designated areas of the Academy.
- Food is to be eaten in the designated areas only i.e. The Dining Hall and outside.
- Clear away their own litter and maintain an orderly environment at all times.
- Use the bins provided to place their litter. Students who are seen dropping litter will be asked to pick it up and place it in one of the bins provided. Refusal to do so will lead to a consequence.
- To remain in designated areas where staff are timetabled to be on duty. This includes the Dining Hall and outside spaces. Students must not gather in the atrium or in corridors
- Students must line up sensibly for the toilets. Vandalism of the toilets, multiple occupancy of a cubicle or infringing upon the privacy of other people using the toilets will lead to a consequence.
- Only play ball games in allocated areas e.g. the astro and the field.
- Refrain from unnecessary physical contact with peers.
- The above expectations should be followed by all students and will be rigorously upheld. The full range of consequences may be applied to students who fail to meet these expectations and conduct themselves appropriately moving between lessons and in unstructured times.

16. Conduct in Lessons

- Line up quietly outside the classroom prior to the start of the lesson or enter immediately if staff member is present and gives permission. Routines will be established based on the department and nature of the space outside the classroom.
- Sit silently whilst the register is taken.
- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Allow other students to learn.
- Complete the work set

If a student fails to meet any of these simple expectations:

A 1st ‘Rule Reminder’ is given to the student

▼

If negative behaviours continue?

▼

A 2nd ‘Rule Reminder’ is given to the student and student

▼

If negative behaviours continue?

▼

Student will be referred to the ‘Workspace’ until the next social time/end of school + 15 mins social time/after school detention

When a student is referred to the ‘Workspace’, staff will log this on Bromcom as ‘Lesson Removal’. Staff will also log when students have received 2 ‘Rule Reminders’ to allow the Academy to track students who are being disruptive in lessons without being removed. This will allow us to track patterns in behaviour and put appropriate support in place.

This rationale of this response is rooted in the recognition that young people will make mistakes and deserve the opportunity to put this right. Nevertheless, all students have the right to learn in disruption free environments. The immediacy of consequence is in-line with research evidence which indicates that this is the most impactful way to apply consequences.

Failure to engage with this, or acts of extreme defiance, will lead to further consequences i.e. full day ‘Reset’ referral or Suspension from the Academy.

Contacting Parents/Carers for Support

We value the relationship between the Academy and parents/carers, recognising the vital role they play in supporting their child’s behaviour. On this basis, we may contact parents/carers for support, should their child not be making the right choices. This can facilitate a conversation on the telephone or parents/carers being invited to the Academy site to support. Doing so is at the discretion of Academy staff.

If a student is removed from a particular lesson on 3 occasions, the teacher will make contact with parents/carers to discuss the issues. The expectation is for parents/carers to work with the Academy to help address them. If a student is removed from a lesson on 5 occasions, a meeting will be arranged involving the student, parent/carer, class teacher and Head of Department. During this meeting, a plan will be put in place to help improve the student’s behaviour. Should the issues persist, members of SLT will become involved. It is likely that this will result in a wider plan around the student’s behaviour e.g. individual behaviour plan, behaviour stages etc…

Pupil Priority Passports, Time Out, and Interventions

Students who need additional support beyond the universal offer may require Targeted Intervention through a range of support and intervention relating to behaviour, attendance, or SEND needs. This will be documented in their Pupil Passport and communicated with their key staff.

SECTION E Conduct in the Academy Generally

17. Child-on-Child Abuse

There is a zero-tolerance approach to child-on-child abuse in our Academy and it will never be passed off as 'banter', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The Academy is fully committed to ensuring learners know how to report any incidents of child-on-child abuse and that they feel supported throughout the process.

- All child-on-child abuse is unacceptable and will be taken seriously.
- The Academy follows the statutory KCSIE guidance in relation to sexual violence, sexual harassment, and wider child-on-child abuse. This sets out the procedures we will follow to respond to any incidents.
- Our Safeguarding Policy should be read for further information regarding child-on-child abuse.
- The Academy uses the consequences and interventions processes detailed in Appendix A.

18. Smoking

'Smoking' is defined to include any tobacco-based product, e-cigarette, and vaping products.

No student will smoke on the Academy site or when dressed in the uniform of our Academy either on the way to or from the Academy. If a student smokes or chooses to associate with smokers, the consequences will be as outlined below:

- Smoking on-site will lead to a one-day suspension.
- Extended suspensions may be applied for repeat offending
- Associating with smokers may lead to suspension or referral to Reset
- Refusal to hand over smoking (or vaping) paraphernalia when asked by any member of staff will lead to a high-level consequence.

19. Searches

As an Academy we are mindful of our duty of care to our students. This informs our approach to searches alongside the DfE Guidance.

Designated members of the Academy Leadership Team, Pastoral Leaders and Safeguarding Team can search a student for any item if the student agrees.

Only the Principal and authorised staff can utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept
- Searches without consent are only carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on trips in England or in training settings.
- The powers to search for prohibited items in the Education Action 1996 are compatible with Article 8 of the European Convention on Human Rights.
- Prohibited items include:
    - Knives or weapons
    - Alcohol, illegal drugs, or other chemical substances that produce similar effects to alcohol or drugs
    - Stolen items
    - Tobacco, cigarettes, and other smoking paraphernalia including vaping paraphernalia.
    - Fireworks
    - Pornographic images/literature
    - Discriminatory images/literature
    - Images/literature appertaining to radicalisation or extremism.
    - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

20. Confiscation

Any prohibited item found as the result of a search will be confiscated. Teachers can confiscate students' property where it is being misused or prohibited within the Academy. Items confiscated will be handled according to the DFE Guidance

21. Using Reasonable Force and Restraint

There is no requirement to have a policy on the use of force, and the Academy operates within the framework set out in the 2013 guidance from the DFE regarding the circumstances where force might be used. For example, teachers may physically separate students found fighting. We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) and do so as necessary.
Where circumstances require physical intervention for the safety of themselves or those around them, the immediate priority is to de-escalate any situation. However, if this is not possible, staff follow positive handling procedures, deploying specifically trained staff to deal with physical altercations or situations with techniques that are recognised as best practice. It is important that situations are dealt with calmly and effectively.

The legitimate intent of physical interventions is to safeguard the safety and wellbeing of all stakeholders and/or uphold the good order of the Academy.

Any incidents of physical intervention by staff are recorded to maintain detailed records of the incident, the methods of restraint required, the reasons for this approach, and the outcomes. These records are maintained by the Principal/Vice Principal. Parents/carers will be informed of incidents of physical intervention.

SECTION F Discipline and Consequences

22. The Legal Context

Teacher's Powers to Discipline is set out within the legal framework. This section should be read in association with:

- Education and Inspections Act (2006)
- Education Act (2011)
- Behaviour in schools - Advice for headteachers and school staff February 2024

Although this Policy refers to teachers, the power to discipline applies to all paid staff with responsibility for students, such as Learning Support Assistants (LSAs) and the pastoral team.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of the school, including visits.

Teachers can also discipline students in certain circumstances, including when in uniform or representing the school, when a student's misbehaviour occurs outside of the Academy.

Teachers have the power to impose detention outside of school hours.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student must be made by a paid member of the school staff or a member of staff authorised by the Principal.
- The decision to punish the student and the punishment itself must be made on the Academy premises or while the student is under the charge of the member of staff (e.g. trips and visits).
- It must not breach any other legislation (for example in respect to disability, SEND, race and other equalities and human rights) and it must be reasonable in all circumstances. This includes taking into consideration their age.

The Principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example when accompanying a school trip. Corporal punishment is illegal in all circumstances. Schools will consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant

harm. Where this may be the case, Academy staff should follow the school's safeguarding policy They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is appropriate.

23. Workspace and Reset

Workspace

Workspace operates to provide an internal sanction for students who have been unable to meet the expectations of the Academy in lessons or by arriving more than 5 minutes late to lessons

There are a number of things that will happen once a student has been referred to Workspace.

The student arrives at Workspace:

- The student completes assigned work in silence, as directed by the supervising member of staff.
- The student remains in Workspace for:
    - P1, P2 and 15 minutes of break or
    - P3, P4 and 15 minutes of lunch or
    - P5, P6 and 15 minutes at the end of the day
- Failure to comply with this will result in a Full day in Reset (+ 15 mins end of day).
- If the student does not engage with expectations including any form of disruptive behaviour, they will receive a 'Rule Reminder'.
- If they fail to engage on a second occasion, they will receive a second 'Rule Reminder'.
- If they fail to engage on a third occasion, they will be referred to Reset for the remainder of the day + 15 minutes at the end of the day

Reset

Reset operates as an escalated internal sanction for students who have been unable to meet the expectations of the Academy. This may include failing to comply with Workspace expectations, truancy or more serious breaches of the policy e.g. defiance, rudeness to staff, aggressive behaviour or any conduct deemed serious enough by Academy staff to warrant an escalated response.

A student referred to Reset will remain there for a full day/the remainder of the day + 15 minutes at the end of the day
When a student arrives at Reset:

- They will complete a reflection activity where appropriate
- They will complete assigned work in silence as directed by supervising staff

- If the student does not engage with expectations, including any disruptive behaviour, they will receive a ‘Rule Reminder’.
- If they fail to engage on a second occasion, they will receive a second ‘Rule Reminder’.
- If they fail to engage on a third occasion, the matter will be referred to the Principal (or Vice/Assistant Principal in their absence) for a decision on suspension

24. Detentions

All staff are encouraged to use break and lunch for restorative conversations/resetting of expectations where a low-stakes consequence is appropriate. Notification of parents/carers in advance is not necessary.

Formal Detentions may be set by any member of staff for any reasonable reason they deem appropriate. This may include (but not limited to):

- Failure to complete classwork
- Failure to complete homework
- Low-level disruptive corridor behaviour
- Social time behaviours
- Lack of respect for the Academy site

Detentions will typically take place after school except where alternative arrangements are made in exceptional circumstances. If there is a genuine and exceptional reason why a child cannot attend the detention, parents/carers should discuss this with the Academy in advance so that an alternative date can be arranged if appropriate. It is the expectation of the Academy that parents/carers will reinforce the importance of serving sanctions that have been given for poor behaviour. Refusal to attend detention is likely to result in more serious consequences i.e. referral to Reset or Suspension. Each detention set will last 15 minutes and a student may be asked to sit a maximum of two detentions consecutively i.e. a maximum of 30 minutes. This situation would arise if a student failed to meet expectations on two separate occasions in a day e.g. failed to complete homework and then running in a corridor. Students who are sent to the Workspace or Reset will complete their detention automatically as part of that sanction (see section on Workspace and Reset)

Attendance at detentions

It is the student’s responsibility to attend their detention, and they will be supported in this process in several ways:

- MCAS will notify parents/carers of detentions.
- Students with detentions will appear red on registers and with a detention icon on their profile page.

- In the instance that a student fails to attend a detention, they will get one further opportunity to complete it the following day. This will automatically become a 30-minute detention and may take place after school or at lunchtime
- If a student refuses to attend a detention for the second time, their detention will be escalated to a further sanction. This may include referral to the Reset Room.
- Parents/carers will be informed of non-attendance and intended escalation.
- Repeated failure to attend detentions indicates a refusal to acknowledge or respect the rules of the Academy and therefore will result in use of further sanctions and behaviour stages.

As with all disciplinary consequences, a member of staff must act reasonably given all the circumstances when imposing a detention. Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside Academy hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent/carer of the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

25. Staged Consequence Procedure - Alternatives to Suspension

Measure	Academy Action	Student Action	Normal Escalation Route
Different Day Structure Students whose behaviour is persistently disruptive, or a significant cause for concern, may be placed on to a 'Different Day'. This means that they will start later than other students and make up the missed hours after their normal day has ended. Students on a 'Different Day' do not attend their lessons; they work independently in Reset under the supervision of staff.	**HoY as directed by SLT will:** Coordinate provision of work for the student. Facilitate restorative conversation meeting with class teacher/member of staff. Monitor repeat referrals. Attend meeting with parent/carer. **Supervising member of staff will:** Oversee completion of work. **Member of staff will:** Attend restorative conversation as required, supported by Head of Dept as required.	**Student will:** Arrive at the location for 'Different Day'. Ensure phone is never used, seen or heard. Complete the work in silence. Follow instructions and be respectful. Attend the restorative conversation meeting with the relevant member of staff. Attend any meeting with parent/carer.	Behaviour stages
Internal Suspension/Reset Students will spend up to 6 periods of learning in the Reset Room. They will have break and lunch separate from their peers and will work in silence. They may be kept for up to 15 minutes at the end of the day. Students will be provided with appropriate work and may spend some time reading. They will be expected to complete work to a high standard and follow expectations.	**HoY as directed by SLT will:** Facilitate restorative conversation meeting with class teacher/member of staff. Monitor repeat referrals. Attend meeting with parent/carer. **Supervising member of staff will:** Oversee completion of work. **Member of staff will:** Attend restorative conversation as required, supported by Head of Department as required.	**Student will:** Arrive at the location for internal suspension promptly. Ensure phone is never used, seen or heard. Complete the work in silence. Follow instructions and be respectful. Attend the restorative conversation meeting with the relevant member of staff.	Behaviour stages

		Attend any meeting with parent/carer.	
Off Site Directive (OSD) In liaison with the parent/carer, the Academy will arrange a placement at another Academy/school as a 'circuit breaker' for repeated poor behaviour	SLT and Pastoral team will source a placement at an alternative Academy/school. When in place, the Academy will remain in contact with the host Academy/school and plan for a successful reintegration.	**Student will:** Uphold the values of our Academy whilst on placement Behave in a manner that helps to reduce their behaviour stage • Plan for reintegration to demonstrate a change in behaviour	Behaviour Stages

This list is not exhaustive. In consultation with parents/carers, the pastoral team, the leadership team, our partners within the CLF, external support agencies and the Local Authority, we will seek, where possible, alternative and appropriate options which support a young person in continuing successfully with their education, whilst also imposing a consequence because they have breached our values and Behaviour Policy.

26. Suspensions and Permanent Exclusions

All students are expected to take responsibility for their actions and their choices at all times. We do not take the decision to suspend or exclude lightly

- A student is highly likely to receive at least a Suspension for a serious or persistent breaches of our Behaviour Policy.
- There may be occasions when it is deemed more appropriate to utilise one of our formal alternatives to Suspension.
- The Principal has the authority to Suspend or Exclude any student who is in breach of the Behaviour Policy.
- There are incidents in which the Academy is duty bound to contact the police

These are examples of incidents which would/could warrant a Suspension from the Academy. This is not intended to be an exhaustive list.

Verbal or Physical abuse of staff	This May include: Pushing past staff Swearing at staff Rudeness and name calling Swearing/verbally abusing a member of staff (even under their breath) Refusing to follow the instructions of the Principal/SLT
Truancy	Students may only be out of lessons with permission. Truancy can include extreme lateness to lessons.
Violent or dangerous behaviour	This may include fighting or threatening behaviour towards anyone in the community
Possession or use of alcohol or drugs	This is against the law and may result in a Permanent Exclusion. We will engage with the Local Authority for guidance and access to intervention programmes. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. If a student refuses a parent/carer will be called
Possession or bringing a weapon or dangerous item on to the Academy site	This is against the law, is extremely dangerous, and may result in Permanent Exclusion. We will engage with Local Authority for guidance and access to intervention programmes

Unnecessary or malicious setting off the fire alarm	This is against the law, causes significant disruption to the whole Academy and may result in a Suspension
Deliberate damage to or theft of property	This may include: Deliberate vandalism of display boards, doors, and windows etc Deliberate vandalism of the toilets

Smoking/vaping and association with smokers/vapers	Smoking/vaping is not permitted anywhere on the Academy site. Students are not permitted to have any smoking/vaping paraphernalia in their possession. Contravention of these expectations can lead to an internal consequence or a Suspension. For example, if a student is seen smoking, has the clear intent to smoke or vape on site, or whilst they are under the care of the Academy or whilst travelling to or from the Academy, or is caught in possession of smoking/vaping paraphernalia. The same consequences of an internal consequence or Suspension can apply to those students associating themselves with a student(s) whilst those student(s) have chosen to smoke on the Academy site or at any time whilst they are under the care of the Academy and/or travelling to or from the Academy.
Bullying or prejudicial language directed at another person	This may include: Physical or verbal abuse/bullying of others. Offensive message or misuse of social networking or other internet sites. This may be both in and out of the Academy but impacting on the Academy community. Physically attacking another student. Abuse or bullying of a student or member of adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic.
Defiance	Failure to follow reasonable requests from any member of Academy staff at any point during the Academy day.

The Principal can rescind any suspension/permanent exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing body has not yet met to consider whether the student should be reinstated.

Where a permanent exclusion is rescinded:

- The Principal must notify the parents/carers, the governing board, the LA and the student's social worker and VSH as applicable, without delay. The notification must also provide the reason for the exclusion being rescinded.
- The Governing Body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement
- Parents/carers should be offered the opportunity to meet the Principal to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay.
- The student must be allowed back into the Academy from which they were excluded without delay. Any days spent out of Academy as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any academic year.
- A permanent exclusion cannot be rescinded if the student has already been excluded for more than 45 days in an academic year or if they will have been so by the time the cancellation takes effect.

27. Graduated Response

Students are expected to behave and achieve well; this is the normal expectation for all students. Students should not be accumulating a large amount of negative behaviour points. We recognise that behaviour sanctions may be a reflection of other unmet needs. For this reason, the Academy adopts a graduated response to ensure that all possible support measures are explored. This may include a range of interventions to address learning, pastoral or mental health needs. These support measures work alongside the Behaviour Stages, ensuring that the academy is taking all reasonable steps to support students with their behaviour. It is important to note that these support measures are not exclusive to students demonstrating poor behaviour/on a behaviour stage as they may be of benefit to a range of students.

28. Behaviour Stages

In instances where a student consistently fails to achieve the Academy expectations, they are placed on a Behaviour Stage.

A Behaviour Stage is designed to work flexibly for individual students and affords the Academy the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs. Behaviour Stages are allocated based on a 'best fit' model using the table below:

Behaviour Stage	**Description**	**Potential Support (Staff Responsible)**	**Lead Staff**
No Stage	Student consistently displays positive behaviours for learning. Negative behaviour incidents/detentions are very rare	• Tutor check-ins • Positive Points • Rewards	Tutor
A	Occasional incidents of poor behaviour (typically 1 or 2 weekly), typically lower-level incidents e.g. low-level disruption, lateness, incorrect uniform. Occasional detentions and/or referrals to 'Workspace'. *2 Week Review*.	• HoY Check-ins (HoY) • Tutor Report (Tutor) • Positive Report (Tutor) • Attendance/Punctuality Report (Tutor/HoY) • Parent/Carer Contact (Tutor) • Round Robin (HoY) • Pupil Pursuit/Classroom Observation (PPL) • Clubs/Activities (HoY) • MHST (HoY)	Tutor
B	More frequent incidents of poor behaviour (typically more than 2 incidents weekly). Behaviour is disruptive to their/others' learning. Frequent lateness, repeated incorrect uniform. Several referrals to 'Workspace' and/or 'Reset' termly. A more serious one-off incident resulting in suspension. Failure to respond positively to interventions at Stage A. *4 Week Review*	• HoY Report (HoY) • SEND Screeners (SEND Team/HoY) • Reading/Literacy Intervention (HoY/SEND Team) • Social Stories (HoY/SEND Team) • Fortnightly Parent/Carer Contact (HoY)	HoY

		• Adaptive teaching review inc. work/book review (PPL) • Timetable review (PPL) • SEMH Interventions (SEND/HoY) • ELSA (SEND/HoY) • Nurture Hub Sessions (SEND) • Early Help Referrals (HoY/DSL) • Parental Workshops/Family Support (DSL) • Timetable Review (PPL/AAP) • Learning Mentor (HoY/AP)	
C	Multiple incidents of poor behaviour (typically daily). Multiple referrals to 'Workspace' and/or 'Reset' weekly. More than 1 suspension or 1 suspension of 3+ days for a very serious incident. Habitual lateness, refusal to engage with academy uniform expectations. Failure to respond positively to interventions at Stage B. **Any decision to place a student on Stage C must be authorised by the Assistant Principal** (Behaviour). *6 Week Review*	• PPL Report (PPL) • External Mentoring (HoY) • North Somerset Panel Referral (VP) • Individual Behaviour Plan (HoY) • External Agencies (HoY/AP) • Weekly Parent/Carer Contact (HoY/AP) • Consider Options Stream (KS4) • Consider college placement (PPL) • Safety Plan and Risk Assessment (HoY) • Counselling referral (HoY) • CAMHS Referral (HoY)	HoY/PPL
D	Multiple incidents of poor behaviour daily. Referral to 'Workspace' and/or 'Reset' on almost a daily basis. Repeated	• SLT Report (AAP/AP/VP) • ALP Provision (HoY)	AP (Behaviour)

	suspensions or 1 suspension of 4+ days for a very serious incident. Active disengagement from academy expectations e.g. uniform, lateness. Failure to respond positively to interventions at Stage C. At risk of permanent exclusion. **Any decision to place a student on Stage D must be authorised by the Vice Principal.** *8 Week Review.*	• Personalised Timetable (VP) • Off-site Direction at another Academy (VP) • SEND Assessment Pathways (SENDCO) • 2x Weekly Parent/Carer Contact (AP) • Tuition (AAP) • Bespoke Timetable (SEND/AAP) • Emergency Annual Review (SENDCO)	
E	Permanent Exclusion. This may be for a number of reasons including but not limited to: • Persistent Disruptive Behaviour • Use/Possession of Prohibited Items/Material • Physical Assault • Sexual Misconduct (including online) • Persistent Bullying Failure to respond positively to support offered at previous stages. **Only the Principal may make the decision to permanently exclude**		Principal

29. Behaviour Report and Behaviour Contracts

Where there is a pattern of behaviour which causes concern over time, students can be placed onto a monitoring report. These are graded by staff each lesson and will be monitored by either the Tutor, Head Year, PPL or member of SLT. Monitoring cards are taken or communicated home each day for parents/carers to also monitor.

For more serious concerns, students will be placed on a Behaviour Contract which will be signed by the student and a representative of the Academy. If, despite the interventions and support, a student's behaviour continues to cause concern, then the Academy will progress as necessary through the Behaviour Stages

30. Restorative Practice

Restorative Practice processes bring those harmed and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

If a student is referred to the Workspace or Reset Room, the member of staff who referred them should look to attend during the day or at an appropriate time to facilitate restorative conversation. The Restorative Conversation should be recorded on Bromcom.

31. Off-Site Directions

An Off-Site Direction (OSD) is used as a short term respite or 'circuit breaker' for an agreed period of time, usually 4, 8 or 12 weeks. Where interventions or targeted support have not been successful in improving a student's behaviour, OSDs should be used to arrange time limited placements at an alternative provision or another mainstream Academy/school. An OSD will be clear in its aims, include regular review points and effective reintegration. An OSD is usually agreed with all parties' voices heard, however the Academy is able to insist on a student and family engaging in an OSD where appropriate.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student or if a student has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside an Academy's duty to safeguard and support children and their duty to provide an education.

Schools and Academies have a statutory duty to make arrangements for safeguarding and to promote the welfare of their students. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State for Education and must have regard to Keeping Children Safe in Education (KCSIE).

In certain circumstances, a school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require

physically separating a student from one or other students. In this scenario, the local authority must arrange education for the student if the school itself or the student's parent does not do so. This is not an exclusion on disciplinary grounds and therefore is not included in the sanctions set out in Appendix A, although may be used as a method to manage complex safeguarding circumstances.

The school should inform parents of the reason why the student has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The governing board should also be notified without delay and ensure this is used for rare circumstances and only when separating students is essential and cannot practicably be done in a way that lets one or more students remain on school premises

SECTION G Communicating, Implementing and Monitoring the Policy

32. Communicating the Policy

The Principal and Senior Leadership Team will be responsible for ensuring that this Policy is implemented and for reporting to Governors on its impact. The full written Policy will be available on the Academy's website. Students and parents/carers who are new to the Academy will be made aware of the Policy prior to admission. If a student or parent/carer feels that the measures or consequences applied in the Behaviour Policy are unfair or have been unfairly applied, then they can lodge a complaint

33. Implementing the Policy

The Senior Leadership Team and staff will ensure that we achieve a consistent approach to behaviour management, and teaching and learning. The Academy believes that in order to support students and staff we must have a whole Academy approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities, and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning, and staff are regularly trained in a wide range of strategies to manage students' behaviour effectively. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.

34. Monitoring and Review

The Academy will evaluate the impact of this Policy by analysing relevant data on:

- Number and range of rewards for good behaviour each term.
- Suspensions and Permanent Exclusions – number, frequency, and reason.
- Reset and Workspace referrals by students – number, frequency, and reason.
- Instances of bullying and action taken.
- Interventions provided to support students.

Prior to any review of the Policy, feedback will be sought from stakeholders on the effectiveness of the Policy.

The Governing Body should routinely challenge and evaluate what the Academy's data indicates about student movement. This includes carefully considering the levels and characteristics of students leaving the Academy, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of student movement to ensure that such actions are taken only, when necessary, as a last resort.

35. Equality Impact Assessment

This policy has been assessed for its impact on equality and does not unlawfully discriminate against individuals or groups on the basis of any protected characteristic as defined by the Equality Act 2010.

In developing and implementing this policy, the Academy has given due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Academy is committed to ensuring that this policy is applied fairly and consistently to all members of the community, taking account of individual needs and circumstances where appropriate.

The Governing Body and Principal will monitor the implementation and impact of this policy to ensure it remains compliant with equality legislation and supports the Academy's commitment to inclusion, diversity, and equal opportunity.

Appendix A - Managing Incidents of Sexual Violence and Sexual Harassment

Online Social Media Behaviours

Non-consensual sharing of sexual images or videos with the intent to cause distress is illegal. Sec 33 of the Criminal Justice and Courts Act 2015.

Cases should be considered on a case-by-case basis in terms of criminalising young people using the guidance here Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The NSPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding.

The Academy should also use the Brook Traffic Light training to respond to harmful sexual behaviours and/or underage sexual activity.

DSLs (Designated Safeguarding Leads) should always consider risk of harm in all decision making and records of all behaviours and actions should be within CPOMS and clearly categorised.

An immediate referral to police and/or children's social care through the Multi Agency Safeguarding Hub (MASH) or equivalent should be made if when sharing nudes or semi nudes:

The incident involves an adult.

There is reason to believe that a child or young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).

What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.

The images involve sexual acts and any student in the images or videos is under 13.

You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

Behaviour	**Consequence**	**Assessment and Action**
Sending a sexual picture or video to another student (nudes/semi-nudes) fully consenting. Experimental - romantic, sexual attention seeking or there is no evidence of sharing.	• Not appropriate.	DSL must assess risk. Education and support must be provided on identifying healthy and unhealthy behaviours within relationships, understanding consent and how to give it. Referral to external support may be appropriate

Live streaming with sexual content/nude or semi-nude through social media, game platforms, chat apps or forums – fully consenting	• Not appropriate.	DSL must assess risk. Conduct and record review to establish the facts, referring back to the relevant assessment tools. Education and support as above to be delivered. Referral to external support may be appropriate

haring a picture or video of a sexual nature (nudes/semi- nudes) more widely without the persons consent and with clear intent to harm and/or reckless misuse.	1st Offence: Multiple Day Suspension. Behaviour Stage D. Review of interventions. Possible OSD or 2nd Offence: Permanent Exclusion	As above Police Referral External Agency Support Referral
igitally manipulating an image of a young person into an existing nude online.	1st Offence: Internal suspension (Reset) and placed onto Behaviour stage/escalated stage. 2nd Offence: Alternative to Suspension/Suspension and increase of discipline stage. 3rd Offence: Suspension for multiple days and increase of stage to include review of Intervention or OSD	As above
aking sexually inappropriate photographs of someone without their knowledge or consent which may be viewed as harassment.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD 2nd Offence: Permanent Exclusion.	• As above
Circulating sexually inappropriate pictures of someone without their knowledge or consent.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD 2nd Offence: Permanent Exclusion	• As above

Sexual Harassment		
Behaviour	**Consequence**	**Assessment and Action**
Unwanted touching towards someone.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD 2nd Offence: Permanent Exclusion	• As above
Pressurising someone to do sexual things they do not want to do.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Permanent Exclusion 2nd Offence: Permanent Exclusion	• As above
Offering rewards for sexual favours.	1st Offence: Multiple Day Suspension. Stage D. Review of interventions. Possible OSD or Possible Permanent Exclusion 2nd Offence: Permanent Exclusion	• As above
Making sexual and degrading comments towards someone.	1st Offence: Internal suspension (Reset) and placed onto formal Behaviour stage/escalated stage 2nd Offence: Alternative to Suspension/Suspension and increase of Behaviour Stage 3rd Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD	• As above
Staring or leering at someone's body and objectification.	1st Offence: Intervention/ Education via /Year teams. 2nd Offence: Internal suspension (Reset) and placed onto formal Behaviour stage. 3rd Offence: Alternative to Suspension/Suspension and increase of Behaviour stage. 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD	• As above

preading rumours or making comments about the sexual activity of someone.	1st Offence: Intervention/ Education via /Year teams. 2nd Offence: Internal suspension (Reset) and placed onto formal Behaviour stage/Increased stage. 3rd Offence: Alternative to Suspension/Suspension and increase of discipline stage. 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD	• As above
Sexist/Sexual name-calling, including cat calling.	1st Offence: Intervention/ Education via Year teams. Possible Reset Referral or Suspension. 2nd Offence: Internal suspension (Reset) and placed onto formal Behaviour stage/increased stage. Possible suspension. 3rd Offence: Alternative to Suspension/Suspension and increase stage. 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD	• As above
exual jokes likely to harm/upset someone.	1st Offence: Intervention/ Education via Year teams. Possible Reset Referral or Suspension 2nd Offence: Internal suspension (Reset) and placed onto formal Behaviour stage. Possible suspension 3rd Offence: Alternative to Suspension/Suspension and increase of Behaviour stage. 4th Offence: Suspension for multiple days and increase of stage to include review of Intervention, OSD or	• As above
Sexually exploiting someone.	st Offence: Multiple days suspension. Possible Permanent exclusion	• As above

Sexual Assault and Rape		
Behaviour	**Consequence**	**Assessment and Action**
Sexual assault and rape are sexual acts carried out without consent. This includes forcing or manipulating someone to watch or be part of sexual activity. Sexual assault by penetration, not just with a penis - it could be an object.	The Principal will consult with the DSL and use the guidance below to decide on the immediate consequence based on the information they have. Follow the guidance set out in Keeping Children Safe in Education guidance.	Police and Social Care involvement, child protection strategy and multi-agency response. Police investigation will help inform the Academy's response. Joint risk assessment with the Police and Social Care. Academy will make it clear in writing to parents/carers that they may consider a Permanent Exclusion once the police investigation is concluded and finds the perpetrator guilty. Perpetrators should be removed from the Academy whilst the investigation is on-going.

Appendix B – Managing Incidents of Discrimination

Behaviour	Consequence	Assessment and Action
Using language that is not offensive towards another person regarding their protected characteristics	Educational conversation as first approach in early intervention Communication with home Log on CPOMS	Pastoral leaders to determine whether, based upon age and stage of learning, there is intent to harm. If no, NFA (after consequences are in place), if yes, Academy sanctions applied. If repeated, Academy sanctions and behaviour contract put into place.
Using discriminatory language about or towards someone	Academy sanctions (Reset, suspension, behaviour contract, Stages) used to restore expected standards of behaviour Communication with home Educational conversation and resources Consider referral to outside agencies for structured intervention If repeated behaviours, escalate sanctions and refer to outside agencies	Pastoral leader to consider the victim and the impact upon community in making assessment. Restorative practice to be used when the victim feels safe and with appropriate support. Parents/carers of victim and perpetrator informed at earliest point possible. Consider Prevent referral in liaison with DSL
Act of violence towards someone based upon discrimination	Academy sanctions; Behaviour Stage D, Off-Site Direction or possible permanent exclusion	Academy to inform Governing Body. Referral to outside agencies for support for victim and perpetrator. Consider Prevent referral in liaison with DSL.

Appendix C – Guidance on Responses to Behaviour Incidents

The nature of any Academy means it is not possible to cover all behaviours. Furthermore, many behaviours will be nuanced. The below is designed as a *guide* for staff, both in terms of deciding how to respond to an incident and what to expect if they are the victim of poor behaviour.

Non-verbal cue/Teacher Toolkit	Rule Reminder (In Classroom)	Detention	Reset Referral	Suspension
Fidgeting Swinging on Chair Gentle tapping Leaving Seat Inappropriate Language Calling out in over-exuberance Head on Desk	Talking over teacher Talking over others Disruptive Noises Not Working Calling out to deliberately disrupt	Running in Corridor Shouting in Corridor Homework incomplete Rudeness to Staff	Truancy (15 mins out of lesson) Defiance Damage to Property Failing Workspace Persistent Running/Shouting in corridors Refusal to Follow Mobile Phone Policy Refusal to Correct Uniform Issue Shouting at staff Extreme Rudeness to Staff Multiple Occupancy of toilets Aggressive Behaviour	Swearing at staff directly Threatening Behaviour towards staff Theft Assault Persistent Disruptive Behaviour