

# Behaviour Policy



**Review Date:**

November 2025

**Ratified:**

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May 2026

**Responsible Directorate**

Safeguarding

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment to Education**

**Transparency and Integrity**

**Innovation and Improvement**

**Dedication to Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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# 1 | Introduction

- 1.1 The Academy Transformation Trust's (the Trust's") behaviour strategy is aimed at creating a warm strict culture with high expectations of behaviour and establishing calm, safe and supportive learning environments across its academies. We will model, explicitly teach and reinforce high expectations and routines to the young people in our care. Positive language and reinforcement will be used to create a culture where all can thrive. Setting high behavioural standards is key to upholding our Trust's core values and mission statement of transforming lives. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the consequences that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Exclusions and Suspensions policy, Alternative Provision policy, Anti-COCA policy, Drugs policy, SEND policy, Safeguarding policy, and Child Protection policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

# 2 | Aims and Objectives

- 2.1 By setting high standards of expected behaviour, the Trust and its academies aim to:
- Uphold the Trust's core values and commitment to transforming lives
  - Promote a warm/strict approach to behaviour
  - Implement a Behaviour Curriculum that explicitly teaches behaviour and codifies the expectations
  - Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
  - Maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
  - Enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
  - Ensure every member of the Trust community feels valued, respected and treated fairly;
  - Provide an ethos and environment within which everyone feels safe;
  - Foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
  - Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;

- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

## 3 | Application of Policy

3.1 This policy applies to all members of the Trust community. The Trust uses management information systems, to track behaviour data for each academy. Each academy within the Trust will apply consequences within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the academy, staff will consider:
- Whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
  - The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

## 4 | Roles and Responsibilities

4.1 All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

### 4.2 Board of Trustees

The Trustees will work with the Central Team and the academy's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

### **The Chief Executive Officer**

**4.3** The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

### **4.4 Local Governing Body**

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural consequences and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Principal. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

### **4.5 Principal**

Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### **4.6 Staff**

All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this through the academy Behaviour Curriculum, assemblies, tutor time and Morning meetings, Reconnection programmes, PSHE lessons, pastoral programmes, induction to the school including at non-standard entry points or reintegration
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- Make reasonable adjustments for disabled pupils as required
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- Model positive behaviour and mutual respect

- Not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct through positive framing and de-escalation techniques
- Record incidents of poor behaviour and any given consequences in the pupil's behavioural log
- Provide simple affirmative, precise and positive praise, rewards and reinforce positive behaviour
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively
- Focus on de-escalation and preventative strategies rather than being solely reactive
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils
- Contribute to the development of systems which support and reinforce positive behaviour, such as The ATT way)
- Recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need whilst still maintaining high expectations for all
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - More frequent engagement with parents
  - Home visits
  - Mentoring and coaching
  - Report cards
  - Time in a pupil support unit
  - Engaging with local partners and agencies to address specific challenges
  - Consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan
  - Designing and implementing an Individual Behaviour Plan with set targets and support strategies embedded within.
- Contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour
- Set, mark and monitor homework and provide facilities for children to do homework in the academy if required
- Send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed
- Engage with and attend regular training and development sessions to continually improve behaviour management and learn from best practice.

#### 4.7 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- Support the academy in the application and enforcement of this policy;
- Sign and reinforce the Acceptable Use Policy and Home-Academy Agreement
- Inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- Work with the academy in support of their child's learning;
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- Inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- Support their child in homework and other opportunities for home learning;
- Attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

#### 4.8 Pupils

The rights and responsibilities of pupils are set out at the Appendix to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are communicated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves and others. Pupils are expected to sign and adhere to the Acceptable Use Policy (from KS2) and Home Academy Agreement.

## 5 | Rewards

- 5.1 The academies believe that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and reflecting the ethos of the academy. There will be opportunities in place for character development, as well as the issuing of rewards for exceeding expectations, overcoming challenges and adversity, attendance and making significant

progress. Academies will recognise and celebrate individual success and significant personal achievements.

## 6 | Consequences

6.1 Consequences are used as part of an intervention to prevent escalation or repeated misconduct. Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include de-escalation techniques, non-verbal intervention, positive reframing, positive intervention, lightning quick public intervention and private intervention. The academy will impose consequences (also known as 'disciplinary penalties') in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of consequence will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of consequences in response to incidents of poor behaviour. Consequences are meaningful and relate to the outcome that is required, they are linked to the behaviour and not the child. These consequences include:

- Verbal reprimand
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- The setting of written tasks as reflection of behaviour and choices, such as writing lines or an essay
- Reflection time (detention)
- A Restorative conversation
- Loss of social time
- Requiring a written apology
- Confiscation of a pupil's property
- Extra work or repeating unsatisfactory work until it meets the required standard
- Academy-based community service or imposition of a task to take responsibility for actions, although this must not be done in a way that is humiliating, such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom

- Internal exclusion – removal from classes or group
- Removal from a class or groups
- Education off-site for a designated period
- Suspension or permanent exclusion.

6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead, SENDCO or Pastoral Lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining their choices and consequences, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Academies recognises that behaviour is communication and can indicate an additional need. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children or social worker, where appropriate, regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed through one of the Academy's communication methods, such as text message, MIS system, phone call, face-to-face conversation.

6.4 The academy encourages restorative justice and pupils are encouraged to apologise as part of this process for rudeness or a lack of respect, but this will not be used as a method of humiliation.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Any form of bullying (to the extent not covered above)
- Indecent behaviour
- Damage to property
- Gambling on academy property
- Recording or taking images of pupils or staff without their express consent

- Consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which academy consequences and other interventions have not been successful in modifying the pupil’s behaviour
- Malicious allegations against staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent truancy/lateness
- Possession of items prohibited under the academy rules (see Appendix).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- Allow the pupil to emotionally regulate in a safe space.

6.8 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- The detention may put the pupil at increased risk or compromise their safety
- The pupil has known caring responsibilities or religious requirements
- The detention timing conflicts with a medical appointment
- Parents ought to be informed of the detention
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

Off-site direction, managed moves and Alternative Provision may be considered as part of a planned intervention to support a pupil.

- Off-site direction is used as a short-term measure to improve a pupils' behaviour where in-school intervention and/or outreach have been unsuccessful or are deemed inappropriate
- A managed move takes place in agreement between the school, parents and new school. It initiates the process which leads to the transfer of a pupil to another mainstream school permanently. The academy will follow the local authority's procedures.

6.9 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## 7 | Pupils with SEND

7.1 In the context of this policy, a child is considered to have Special Educational Needs or Disabilities (SEND) if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- Have a disability which prevents or limits them from accessing the curriculum; or
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy on the facts of the situation.

7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored

and reviewed. Please read the Trust's SEND policy and SEND Information Report for more information.

7.4 The respective academy will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## 8 | Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that an appropriate adult is present at all times and will inform the pupil's parents of what is happening ahead of time, if possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

## 9 | Search, Seizure and Confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by nominated academy staff or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 9.2 Each academy Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). Each academy Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary action so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as consequence and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the academy may impose a consequence for failing to follow a reasonable instruction.
- 9.5 Each academy Principal and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching

incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, e-cigarettes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Before calling police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of

concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils on CPOMs and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 Some academies may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

## 10 | Use of Reasonable Force

10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan reviewed and parents will be informed as a matter of course. For further information see the Reasonable Force Policy.

## 11 | Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The Trust has a separate Anti-Child on Child Abuse Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does arise, the respective academy will:
- Take it seriously
  - Investigate as quickly as possible to establish the facts
  - Record and report the incident; depending on how serious the case is, it may be reported to the Principal
  - Provide support and reassurance to the victim
  - Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important

that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions

- Discuss the matter with both parties, bring them together and, where appropriate, educate the perpetrator on seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes consequences
- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

## 12 | Child-on-Child Abuse

12.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy. See our Anti Child on Child Abuse Policy for more information.

## 13 | Complaints

13.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## Appendix 1 - Rights and Responsibilities of Pupils

<b>Rights</b>	<b>Responsibilities</b>
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any <b>consequences</b> that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

### Academy Rules

1. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
2. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
3. Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
4. Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
5. Do not use rude, derogatory, racist or defamatory language.
6. Do not bully, belittle, or intentionally harm other pupils or staff.
7. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.

9. Complete academy work and homework on time and to the very best of your ability.
10. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
11. Take care of academy equipment.
12. Follow staff instructions (including, moving around the academy site in accordance to specific instructions).
13. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
14. Report to the academy office if you arrive late, feel unwell or need to leave for an appointment.
15. Follow the academy expectations for break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
16. Do not bring into the academy under any circumstances:
  - Alcohol and drugs including “legal highs”;
  - Vapes, e-cigarettes, cigarettes, matches, and lighters;
  - Chewing gum;
  - Weapons of any kind or instruments/substances intended to be used as weapons;
  - Material that is inappropriate or illegal for children to have such as racist or pornographic material;
  - Non-authorized electronic or recording devices;
  - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
  - Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

# Appendix 2 – Academy Behaviour Principles

## Behaviour for Learning Procedures

Behaviour for Learning (BfL) is a transparent, focused, whole academy discipline policy and lies at the heart of our academy ethos. It has been introduced to enable excellent learning to take place.

The system emphasises to learners the consequences of their actions. It highlights the vital role of praise and rewards as well as setting clear boundaries with four levels of consequences if rules are broken.

It is a fair, clear and consistent approach to improved learning. Our aim is to set a relatively low threshold for entry into the discipline system that reflects our aspirations of good behaviour.

**It is our intention that the Bfl system:**

1. Provides the platform for learning and teaching.
2. Is simple, easy to explain and understand for learners, staff and parents.
3. Brings learners together and encourages goodwill for the team approach.
4. Provides a unified and consistent approach.
5. Provides support to all who work here and must be transferable and applicable to any situation within the academy environment.
6. Emphasises reward and encourages a positive praise system with rewards and celebrations.

### 1.1 Principles

1. The system is based upon assertive discipline which means it is progressive.
2. There is a clear line for learners between their actions and the consequences of them.
3. It must be applied consistently. All teachers, including those who have good classroom management skills must use BfL language and procedures. The system as it progresses will place great emphasis on teacher language in the classroom.
4. It must work alongside a rewards system which should become the dominant influence in the classroom or academy. (see appendix A)
5. It will become progressively more ICT driven.
6. It should reduce staff workload by removing the individual punishment regime and offering opportunities to reduce paperwork.
7. It must be applied by all staff (not just Teaching) anywhere in the academy.
8. The single main consequence is the 30 minute detention which must not be compromised.

9. The detention is a formal sanction, rigorously pursued once awarded.
10. There is a willingness to prioritise BfL resource needs in terms of staff time and commitment and a determination to recognise and respond to classroom disruption.
11. No consequence can be changed unless agreed with SLT or Year leader

### **BfL in the Classroom**

The system begins with a verbal warning responding to low level interruption to LEARNING and TEACHING. It is particularly important to highlight that the interruptions are an issue for the other learners and reduces their learning opportunities. Equally important are prompt starts to the learning and the use of positive language with plenty of praise for 'doing the right thing'. A prescriptive list would be difficult but could be characterised as anything that 'disrupts learning'. The following list gives some examples but it is expected that colleagues will use discretion, common sense and apply common practice.

#### **Interruptions to Learning and Teaching**

- a) Defiance
- b) Disrespect
- c) Disruption to Learning

The sequence is as follows:-

A high standard of behaviour, manners and work is expected from all students. This is developed by cultivating in students an acceptance from within rather than an imposition from without by the encouragement of self-discipline, which is promoted through our Behaviour for Learning Policy. Sanctions should be based initially on the withdrawal of approval but where necessary more serious action may be applied as itemised below in order of severity:

It must be stressed that although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may need to enter the process earlier for a more serious level of action for severe breaches in discipline.

In exceptional circumstances, it may be necessary to permanently exclude a student for a first or 'one off' offence if in the Principal's judgement it is appropriate. Exclusions for a "one off" or first "serious misbehaviour offence" may have involved either threatening verbal behaviour or physical actions towards students or staff.

## Appendix 3 – Procedure for Rewards

1. Bromcom positive points are awarded to students for the following positive learning behaviours. These can be awarded by any member of staff at PHA. A maximum of 4 positive points can be awarded during a lesson.

### 1.1.1 Positive points mat be given for:

<b>Respect</b>	<b>Resilience</b>
<b>Excellence</b>	<b>Aspiration</b>
<b>Conformity</b>	<b>Strong Homework</b>
<b>Improved Attitude</b>	<b>Being Polite</b>
<b>Good Leadership</b>	<b>Safe Practical Work</b>
<b>Supporting Others</b>	<b>Intervention Session</b>
<b>Taking Initiative</b>	<b>Team Player</b>
<b>Dedication to subject</b>	<b>Strong Piece of Classwork</b>
<b>High Standards</b>	<b>Great assessment</b>
<b>Improved Effort</b>	<b>Extra Curricular Involvement</b>
<b>Sought Advice</b>	<b>Contribution to Whole Class Discussion</b>
<b>Improved Outcomes</b>	<b>Answering Questions</b>

2. Positive Points are collated and students can work towards earning a key, which can be pinned onto the lapel on their blazer.

**CERTIFICATE OF MERIT = 1000 positive points**

**BRONZE = 1200 positive points**

**SILVER = 3000 positive points**

**GOLD= 5000 positive points**

**Platinum Bar = 10000 positive points**

Certificates and keys will be presented at regular intervals during the term during Heads of year Assembly.

3. Pool Hayes Academy will also post **Praise** postcards home to parents for outstanding work, effort or kindness.
4. Attendance certificates are awarded for 100% attendance

5. Rewards trips and the Year 11 Prom will take place at least annually. These trips will have criteria that must be met in order for students to be eligible for a place on the trip.

## Appendix 4 – Procedure for Sanctions

Our vision:

Pool Hayes Academy has high expectations of Behaviours and Attitudes. This includes whilst at the academy, on trips/fixtures and when representing our Academy and/or Trust in any capacity, including walking to and from the academy and on the internet.

The quality of the learning experience at Pool Hayes Academy is paramount. The opportunity to concentrate in the classroom and enjoy the learning experience must be the main aim of all involved at the academy.

Our vision is of a system which:

- Allows all learners to exercise their right to learn
- Provides a stimulating, supportive and safe learning environment for learners and staff
- Enables learners to maximise their learning opportunities and realise their high aspirations
- Provides a framework which clearly defines acceptable and unacceptable behaviour, rewards and sanctions
- Emphasises reward and encourages a positive praise system with rewards and celebrations
- Prepares students to be responsible individuals for life outside of the academy community

All students, without exception, are expected to be polite and well mannered. This includes being friendly, kind, saying 'Good Morning', opening doors and making a conscious effort to get along with others. We expect our students to:

- Be polite and respectful to everyone
- Show care and consideration for others
- Always show cooperation with all adults in the academy
- Always do their best
- Wear their uniform correctly to show pride in themselves and their academy
- Take care of their academy environment and help make it a pleasant place for all members of the community to work

The principles of our sanctions are:

- They are most effective when applied fairly and consistently by all staff.
- All staff must consistently use Behaviour for Learning language and procedures, focusing on the de-escalation of any potential situation.
- Based on reflection so that the student knows and understands the reason for the sanction and how to improve their behaviour.
- They must work alongside our rewards system which should become the dominant influence in the classroom or academy.
- The outcome of the sanction is to ultimately improve the relationship between teacher and student, using the principles of restorative justice, so that effective learning can continue to take place afterwards.

- The classroom teacher is responsible for maintaining high standards of behaviour and ensuring the behaviour policy is applied consistently.
- They will be applied by all staff (not just teaching) anywhere in the academy.
- The single main sanction is the same day half hour Student Reflection which must not be compromised.

#### Our Behaviour Steps:

The main principle behind our approach to low level disruption is that students have a choice how they behave. They also have the opportunity to make a choice to change their behaviour. However, if the learning is disrupted the student will be informed of the next step without discussion and the lesson moves on. If the student argues with the decision, they then move to the next step automatically. Each lesson should be treated as a fresh start, and behaviour steps should not be carried over from one lesson to the next.

When arriving at a lesson, students will:

- Be greeted positively at the door by their teacher
- Enter the classroom quietly
- Quietly place equipment for learning on their desk (pencil case, exercise book, knowledge organiser)
- Be welcomed and introduced to the lesson by the teacher
- Complete the retrieval practice quiz or “do now” task.

At the end of each lesson, students will:

- Stand behind their desk and chair in silence
- Be thanked for their work by the teacher
- Thank the teacher for the lesson
- Be released row by row in silence
- Move quietly and calmly to their next lesson

We classify the following behaviours as low-level disruption:

<ul style="list-style-type: none"> <li>- Distracted during the lesson</li> <li>- Distracting others during the lesson</li> <li>- Lack of work</li> <li>- Negative attitude towards learning</li> <li>- Poor concentration during learning</li> <li>- Not bring the correct equipment to the lesson, including homework</li> </ul>	<ul style="list-style-type: none"> <li>- Swinging on the chair</li> <li>- Calling out in the lesson</li> <li>- Out of seat without permission</li> <li>- Talking over the teacher</li> <li>- Using inappropriate language</li> <li>- Failure to follow instructions given</li> </ul>
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For one of the above behaviours, a verbal warning (T1) will be issued to the student by the member of staff. A warning may simply be stating the student’s name and a positive reminder to encourage them to settle or desist from the behaviour. If a second reminder is needed, this will trigger a T2 sanction being given (see table below). If the student continues to disrupt the learning, the behaviour steps in the table below will be applied. Behaviours not categorised above as low-level disruption will need a sanction in their own right as a one-off instance. These are also outlined in the table below.

## Sanctions – Consequence System

T1 – verbal warning	T2 – Second warning (detention)	T3 – Lesson removal (Parked)	T4 – Internal Suspension (Reflection / BMR)	T5 – External Suspension	T6 – Permanent Exclusion
<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Not meeting learning expectations</li> <li>• Talking over teacher</li> <li>• Poor choice of language</li> <li>• Uniform infringement</li> <li>• Not meeting transition expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous disruption to learning</li> <li>• Answering back</li> <li>• Not meeting deadlines</li> <li>• Lack of equipment or correct uniform</li> <li>• Refusal to follow instructions</li> <li>• Lack of punctuality</li> <li>• Unkindness to others</li> <li>• Unstructured time incident</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Refusal to comply to a reasonable request</li> <li>• Inappropriate language including swearing and derogatory language</li> <li>• Persistent unkindness</li> <li>• Damage to property</li> <li>• Loud and disruptive corridor behaviour</li> <li>• Unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent behaviours</li> <li>• Physical behaviours</li> <li>• Unacceptable language</li> <li>• Discrimination</li> <li>• Truancy</li> <li>• Child on Child abuse (COCA)</li> <li>• Deliberate damage to property</li> <li>• Bringing prohibited items into the academy including smoking / vaping</li> <li>• Theft</li> <li>• Repeated failure to attend detentions</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent defiance</li> <li>• Serious physical behaviour towards others</li> <li>• Deliberate discrimination under the Equality Act</li> <li>• Repeated incidents of COCA</li> <li>• Swearing at a member of staff</li> <li>• Failed internal suspension</li> <li>• Harmful Sexual Behaviour</li> <li>• Serious damage to property</li> <li>• Absconding off the school site</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Gross Misconduct</li> <li>• Serious breach of the behaviour policy</li> <li>• Physically aggressive behaviour</li> <li>• Dangerous behaviour</li> <li>• Illegal actions / behaviour</li> <li>• Sexual assault / violence</li> </ul>

Level 1 –Low level behaviour – <b>VERBAL WARNING</b>		
Behaviour Step	Behaviours	Consequence
<b>T1</b>	<p>Inside/outside the classroom.</p> <p>A student demonstrates one of the low-level behaviours listed above.</p> <p>UNSATISFACTORY BEHAVIOUR MAY INCLUDE:  <i>Defiance</i> - Not following instructions/adhering to school rules).  <i>Disrespect</i> - Talking over the teacher.  <i>Disruption</i> - Distracting to oneself, to others, or to the teacher.</p>	A T1 verbal warning will clearly be given by the member of staff and logged on the system
Level 2 – Persistent behaviour ( <b>DETENTION</b> )		
Behaviour Step	Behaviours	Consequence
<b>T2</b> (-2 Behaviour Point)	<p>One of the low-level behaviours listed above has continued despite a verbal warning given.</p> <p><u>A T2 to be issued immediately for:</u></p> <ul style="list-style-type: none"> <li>- Late to lesson without reason (more than 5 minutes).</li> <li>- Uniform worn incorrectly</li> <li>- Chewing gum</li> <li>- Refusal to comply to a reasonable request</li> <li>- ‘Hands on’ rough play or being unduly physical</li> <li>- Loud and disruptive behaviour in the corridor</li> <li>- Littering</li> <li>- Swearing (not direct at student/teacher).</li> <li>- Mobile phone / electronic device out.</li> <li>- Out of bounds</li> <li>- Continuous disruptive behaviour in lesson</li> </ul>	<p>30-minute detention set for after the academy day:</p> <p><i>Tues– Thurs: 3:30 – 4:00pm</i></p> <p>Parents/carers are informed of 30-minute detention time via a text message. Information regarding the detention will be added to Bromcom / MCAS app</p>
Level 3 – Persistent / serious incident - Parked		
Behaviour Step	Behaviours	Consequence
<b>T3</b> (-2 Behaviour Points)	<p>Persistent T2 Behaviours</p> <p><u>A T3 to be issued for:</u></p> <ul style="list-style-type: none"> <li>- Persistent disruption to learning</li> <li>- Refusal to comply to a reasonable request</li> <li>- Inappropriate language including swearing and derogatory language</li> <li>- Persistent unkindness</li> <li>- Damage to property</li> <li>- Loud and disruptive behaviour</li> <li>- Unsafe behaviour</li> </ul>	Student will be parked into a nearby classroom.

Level 4 - Internal suspension		
Internal Inclusion		
Behaviour Step	Behaviours	Consequence
T4 - (-10 Behaviour Points)	<p>To be issued immediately for:</p> <ul style="list-style-type: none"> <li>- Persistent behaviours</li> <li>- Physical behaviours</li> <li>- Unacceptable language</li> <li>- Discrimination</li> <li>- Truancy</li> <li>- Child on Child Abuse (COCA)</li> <li>- Serious physical incident</li> <li>- Refusal to co-operate with on-call member of staff</li> <li>- Deliberate damage</li> <li>- Bringing prohibited items into the academy including smoking / vaping</li> <li>- Theft</li> <li>- Repeated failure to attend detentions</li> </ul>	<p>A member of the Pastoral Team or SLT will be called to collect the student either from lesson or social time.</p> <p>The student may in some cases be placed in the Inclusion Room to work for 5-6 consecutive periods.</p> <p>Plus</p> <p>30-minute detention set for after the academy day: <i>Tues– Thurs: 3:30 – 4:00pm</i></p>
Level 5 / 6 – External Exclusion		
Behaviour step	Behaviours	Consequences
<b>T5 / T6</b>	<ul style="list-style-type: none"> <li>- Bringing the academy or Trust into disrepute</li> <li>- Damage to property/ vandalism/ graffiti</li> <li>- Dangerous behaviour which jeopardises safety</li> <li>- Discrimination of the grounds of membership of a protected group under the Equality Act</li> <li>- Drug or alcohol related incidents</li> <li>- Failure to comply with the expectations of the Inclusion Room</li> <li>- Threat of violence / Physical assault on staff</li> <li>- Harmful Sexual Behaviours</li> <li>- Malicious accusations</li> <li>- Peer on Peer Abuse</li> <li>- Physical assault</li> </ul>	<p>The student will be given the opportunity to write their statement of events.</p> <p>The member of staff will complete a staff statement emailed / handed to LCJ for filing</p> <p>Parents will be contacted informing them of the exclusion</p>

The list of incidents above is not exhaustive. The examples above give a range of scenarios, but it is expected that colleagues will use discretion, common sense and apply common practice.

### **PE kit and consequences**

PE Kit is required for all lessons. If students are injured or unable to take part in PE, a note is required from parents / carers. PE kit is still required as the student can still play an active part in the lesson, i.e. coaching or officiating. Due to times when we have adverse weather, PE kit is required when injured to prevent the students uniform becoming wet/muddy.

The following consequence procedures are in place:

1<sup>st</sup> time no kit – T1 and message home via Bromcom

2<sup>nd</sup> time no kit – T2 and teacher phone call

3<sup>rd</sup> time no kit – T3 and HOD phone call

4<sup>th</sup> time no kit – T4 (reflection) and HOF phone call

Following this, a parental meeting will be organised and continued no kit will lead to the student spending time in reflection

#### *Please note:*

If a student receives multiple T2 incidents within any one day, this may result in them being placed in the Inclusion Room.

Students in the Inclusion Room will not be able to represent the academy in extra-curricular events that evening.

At Pool Hayes, our first priority is to ensure students are safe and feel safe whilst learning. Our goal is for all of our students to make continuing progress and to achieve their potential. We can only meet these goals if our academy is orderly, and our classrooms are calm.

Our inclusion rooms treat each and every student as an individual. They are non-judgmental and will always endeavour to support students whilst imposing clear boundaries. Students can only be referred to the rooms by senior members of staff or Heads of Year (or Assistant HOY). Whilst in the room, it is our aim to support your child with restorative practice to ensure they reflect on their chosen behaviours. There will be work provided for students in which the expectation is that they complete to the best of their ability. Should a student be in an inclusion room, it is our aim to inform parents of this the day before. Students should bring a drink with them into the academy.

Whilst in the inclusion rooms, students will be expected to show our academy values of Respect and Resilience by:

- *Following instructions given by staff.*
- *Handing in their mobile phone to be stored in a safe place whilst in the room*
- *Showing respect to others in the room.*
- *Sitting at designated desks as instructed by staff.*
- *Being focused when completing work.*

- *Following the routine of the day in the room.*
- *Not leaving the room without permission from a member of staff.*

Should a student's behaviour not meet the academy expectations, then they will repeat the day in the room. This could lead to suspensions from the academy if a more serious failure to comply is displayed.

The Principal's decision with regards to uniform decisions is final.

#### Placements and Off-Site Direction.

Should a student's behaviour persistently fail to adhere to our behaviour policy, a placement or off -site direction at a local academy will be discussed; this will be put in place as a planned intervention. Our inclusion manager will contact parents / carers to inform them of details of this intervention.

A typical critical incident could be, but is not limited to:	At the discretion of the Principal and SLT the sanction could be:
Refusal to hand over their mobile phone	Confiscation / Inclusion Room
Truancing school	Inclusion Room and placement at another school if repeated.
Smoking or vaping on the academy site or in uniform outside of academy	Inclusion Room and Suspension if repeated
Intentionally swearing in or outside a lesson	T2 / Inclusion Room
Abusive or aggressive language towards others	Inclusion Room/ Suspension
Repeated or severe uniform infringements	Inclusion Room
Refusal to follow instructions	Inclusion Room/ Suspension
Extreme rudeness to adults/ threatening behaviour to staff	Inclusion Room/ Suspension
Vandalism (including setting off a fire alarm/ fire extinguishers)	Inclusion Room/ Suspension
Threatening other students (physical/ verbal)	Inclusion Room/ Suspension
Bullying or prejudicial behaviour (including racism and homophobia)	Inclusion Room/ Suspension
Bringing the academy into disrepute	Inclusion Room/ Suspension
Harmful Sexual Behaviours	Inclusion Room, which could lead to Suspension
Sexual misconduct	Suspension
Deliberate involvement, instigation, filming or sharing of misconduct	Inclusion Room/ Suspension
Alcohol related incidents	Inclusion Room/ Suspension
Drug related incidents	Suspension which could lead to Permanent Exclusion at the discretion of the Principal (refer to Drugs Policy)
Theft	Inclusion Room, which could lead to Suspension
Fighting or physical aggression (peer to peer)	Inclusion Room/ Suspension
Continued persistent disruptive behaviour	Inclusion Room/ Suspension
Bringing onto school premises or being found in possession of an offensive weapon or banned item	Suspension/ Permanent Exclusion
Physical assault on a member of staff	Suspension/ Permanent Exclusion
Serious incident of misbehaviour	Inclusion Room/ Suspension/ Permanent Exclusion

STEP 1	FORM TUTOR REPORT (GREEN REPORT)	6 detentions given over a 2-week period student to be placed on Form Tutor report.	Agreed targets. Daily monitoring.  Form tutor to contact home.  Negative comments = time lost at social time
STEP 2	YEAR TUTOR REPORT (ORANGE REPORT)	Continued unsatisfactory behaviour 12 detentions given over a 2-week period student to be placed on Year Tutor report.	Agreed targets. Daily monitoring. Head Of Year to contact home.  Negative comments = Loss of social time - Year tutor.
STEP 3	SENIOR LEADER REPORT (RED REPORT)	Continued unsatisfactory behaviour or returning from a suspension.	Agreed targets. Daily monitoring. Targeted behavioural plan. Parental meeting  Negative comments = Loss of social time and/or time spent in the inclusion room.
STEP 4	FIXED TERM SUSPENSION SHORT TERM PLACEMENT AT ANOTHER ACADEMY  MANAGED MOVE	Serious and repeated behavioural issues.	Parental meeting.  Restorative practice and reintegration to follow on return to school.
STEP 5	PERMANENT EXCLUSION		

As previously stated, the list is not exhaustive. These tables are indicative and are not a guarantee as to the sanction that will be imposed for a particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors. The academy also reserves the right to involve the police should evidence of a criminal act be discovered.

## Appendix 5 Reintegration process

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start
- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the school culture
- foster a renewed sense of belonging within the school community
- build engagement with learning.

The meetings are designed to prevent further suspensions. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

We can outline the pupils' behaviour and attitude to learning during the period of suspension and relevant information from the 1:1 meetings.

A reintegration back into the Academy will include 1 day in the Inclusion Room.

The Academy has the opportunity to outline future expectations of the pupil.

It is important the pupil feels welcomed back to their school and that it is a positive process.

## Appendix 6 – Mobile phones and electronic devices

If a student's mobile phone is seen or heard, whether they are using it or not, it will be confiscated immediately and taken to student support. Students must hand their phone to the member of staff who has asked for the phone.

Compliance:

- If the student is compliant when handing in their phone, it will be taken to student support, contact made with the parent/carer to organise collection of the phone – no further sanction will be given.
- 

Non-compliance:

- If the student fails to follow procedure and refuses to hand in their mobile phone, they will be sent to student support for a supportive call to parents / carers. If successful, the phone will be handed in and collection arranged. Due to failure to follow instructions, a 30-minute detention will be awarded.

- If no contact is made or the support is unsuccessful, then the student will be sent to the behaviour room. If contact is made and successful, then the student will hand in their mobile phone, receive their 30-minute detention and return to timetabled lesson.
- Following an unsuccessful response from parent / carer, the student will remain in the behaviour room and receive a same-day detention – communicated via text message to parents / carers.
- Repeat offenders for failing to hand over their mobile phones will lead to placement at another academy or suspensions. Students and parents/carers will meet with the Head of the Academy and will be required to hand in their mobile phones daily if parents request that their child needs to have a phone with them on the way to and from the academy.

## Appendix 7 – Banned items

The law recognises three categories of offensive weapon:

Those where objects are made for use for causing injury to the person. These items are legally classified as ‘offensive weapons per se’ and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.

Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.

Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone’s face to cause injury, sharpened nail scissors or a baseball bat.

We class weapons as anything that has been designed or adapted to inflict harm upon others.

Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites. Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys. Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

Confiscated weapons are given to the police as soon as reasonably practicable.

Parents are informed of their child’s involvement in any activity related to weapons.

## Appendix 8 – Search and confiscated log

Date:			
Pupil Name:			
Searched Y/N			
Reason for Search:			
Searched by (Confirm 2 staff members present):			
List Items Found (Or state nothing found):			
List Items Confiscated:			
Confiscated by:			
Follow up action taken:			
Where Items are Stored:			
Police Informed Y/N (Record date, time and person making report)			
Date Item Returned: (If collected, record who by)			