CITY OF LONDON ACADEMY
ISLINGTON
WHERE STUDENTS SUCCEED

Behaviour Policy

Behaviour Policy

Aim

Positive behaviour underpins all aspects of a student's education. Good behaviour enables students to make outstanding progress and enables them to become socially responsible citizens, preparing them for life after education. At COLAI we believe that all students have the right to an outstanding education, to fulfil their potential and feel safe at school. Therefore, we expect outstanding behaviour from all our students all the time. We expect good behaviour from students because we care about them.

Roles and responsibilities

All staff will:

- Expect high standards of work and behaviour
- Have unconditional positive regard for all students, holding a belief in every individual's capacity to succeed
- Always follow Academy procedures and policies
- Reward good behaviour and challenge poor behaviour
- Communicate praise or concern to parents and carers
- Model the behaviours they expect to see demonstrated by students

Tutors will:

- Work to create a cohesive identity and a positive ethos in their tutor and year group
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral and reporting systems
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate

Curriculum Leaders will:

- Ensure staff in their department follow strategies for effective classroom management
- Monitor classroom practice through regular observations and data analysis
- Support teachers in maintaining discipline and following up incidents
- Support the professional development of staff regarding their classroom and behaviour management skills and practices

Heads of Years will:

- Lead and implement the behaviour policy with their year group
- Manage the tutor team and provide support strategies for tutors and parents/carers
- Monitor the behaviour of students through data, referrals, reports and discussions, and provide help to tutors in co-ordinating support for students where required
- Implement and monitor the anti-bullying policy and procedures
- Liaise with internal and external stakeholders as appropriate to support improvements in students' behaviour

The SEN and Inclusion Department will:

- Work closely with all relevant stakeholders to identify where there may be undiagnosed SEN
- Co-ordinate the development and implementation of support plans for students with SEN, including those with social, emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support
- Co-ordinate support for students in lessons
- Liaise with relevant internal and external stakeholders and agencies to ensure that information is shared appropriately
- Communicate with parents and carers to ensure effective home-school liaison

The Senior Leadership Team will:

- Be visible, active and involved in managing behaviour and supporting others to do the same
- Recognise and reward positive behaviour
- Provide training for all staff on understanding and managing student behaviour
- Design and implement a curriculum that allows students to develop their character
- Take appropriate and timely action in relation to serious incidents and persistent disruption
- Oversee liaison with outside agencies
- Identify and provide for staff development needs
- Monitor referrals and exclusions
- Report key data such as exclusions and referrals to the Local Board Members
- Develop well-informed, strategic approaches to secure outstanding behaviour

All students will:

- Do their best to manage and take responsibility for their own behaviour
- Follow Academy rules and comply with Academy procedures
- Work positively and respectfully with adults and peers

Parents and carers will:

- Work in partnership with the Academy to support their child's positive behaviour and attitude
- Support the Academy's behaviour policy
- Attend meetings with teachers to discuss their child's progress and conduct

Local Board Members will:

- Support rewards and reward ceremonies
- Regularly review behaviour and exclusions data
- Monitor behaviour, suspension, exclusion and safeguarding data for vulnerable groups including SEND students, disadvantaged students, looked-after children and students with protected characteristics.
- Sit on exclusion panels as required (non-staff Local Board Members only)
- Monitor and review the effectiveness of the behaviour policy

<u>Rules</u>

General rules at CoLAI:

Students should:

- Arrive to school **on time**
- **Wear the full Academy uniform correctly**, including when travelling to and from school
- Be **polite** to all students, staff, visitors and the wider community
- Follow staff instruction, at the **first** time of asking
- Respect other students' learning by **not talking whilst in the corridors, on the stairs or in the atrium**
- **Not make physical contact** with other students, other than hand-to-hand greetings
- **Not run** inside the building and always follow the one-way system
- Always use the bins provided; **never leave litter** anywhere else
- Other than water, **only consume food and drink at break and lunch times in the canteen or playgrounds**
- Not use or have in their possession a mobile phone **at any time** whilst on site, or whilst wearing Academy uniform to and from school
- Make their way **straight home at the end of the day**, and **not congregate in public spaces or shops whilst in the Academy uniform**

Classroom rules:

Students should:

- Be **punctual** to all lessons
- **Always** bring the **correct equipment** to lessons
- **Remain seated** unless given express permission by the teacher to get up
- Use toilet facilities before school, during break or lunchtime and after school, **not during lessons.** Permission to leave lessons to use the toilet may be granted where there is a **medical need** or other **exceptional circumstances**
- **Not talk** if someone else is speaking
- Put their **hand up** if they have a question
- **Complete all work set** to the best of their ability
- **Enter all homework** into their planner
- **Not consume any food or drink** except water

Prohibited items

The following items are not permitted on the Academy site:

- Personal electronic devices, including mobile phones, smart watches, MP3 players and gaming devices.
- Non-Academy clothing, including hoodies (plain blackjackets are allowed outside) and hats or scarves of any colour
- Fizzy drinks and energy drinks
- Sweets
- Chewing gum
- Toys/gadgets (including fidget toys)
- Jewellery, other than a single plain gold or silver stud in each ear
- Make up, including false nails, nail varnish or other covering, false eyelashes and fake tan
- Cigarettes, tobacco, cigarette papers, e-cigarettes, vaping devices or any other similar products
- Lighters or matches
- Alcohol and so-called “legal highs”
- Fireworks
- Stolen items
- Pornographic images or text
- Material that promotes or incites violence or hatred towards others
- Illegal drugs
- Knives, weapons, or any item that staff suspect has been/may be used to commit an offence, or to cause personal injury, or damage to property

If students are found to have brought any of the above items onto the Academy site, or are seen using them whilst wearing the Academy uniform to and from school, the item(s) will be confiscated, and the relevant sanction applied. Non-Academy clothing and jewellery may be collected from reception at the end of the school term in which they were confiscated. Personal electronic devices will be confiscated for a week in the first instance, and then until the end of term for any subsequent incidents. If the end of the first week falls within a holiday, the phone may be collected on the relevant date during holiday time, dependent on staffing. All other items will be disposed of, and police notified where necessary.

Under exceptional circumstances, students may be permitted to bring their mobile phones onto the school premises, on the understanding that they must hand their phone into the main reception at the beginning of the day and collect it at the end. These requests will be considered on a case-by-case basis and must show that there is an immediate and significant safeguarding or health concern that can only be mitigated by your child carrying a mobile phone to and from the Academy; the phone will still be confiscated if found on the student during the school day. If the phone must remain on the student for medical reasons, then the student must not use it for any other purpose; this will also result in confiscation, if it is safe to do so.

Behaviour Outside School

The Academy's expectations for behaviour apply at all times when students are:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the Academy uniform or otherwise identifiable as a student of the Academy;
- in circumstances where their behaviour could have repercussions for the orderly running of the Academy;
- where their behaviour poses a threat to another student, member of staff, or member of the public; or
- where their behaviour could adversely affect the reputation of the Academy.

The Academy may investigate and respond to incidents that occur outside of school where it is reasonable to do so and where there is a clear link to the Academy or the welfare of its students and staff. This includes inappropriate conduct online, including the misuse of social media, where such behaviour impacts upon the Academy community. Responses will be fair, proportionate and take account of students' individual circumstances

Child-on-child abuse

The Academy recognises that children can abuse other children. This may include bullying, physical abuse, sexual violence, sexual harassment, online abuse, initiation or hazing-type behaviour, discriminatory behaviour, coercive control and harmful sexual behaviour. Such incidents will always be treated as safeguarding concerns and will be managed in accordance with the Child Protection and Safeguarding Policy.

Routines

The Academy has several routines that all staff and students are expected to follow. They are used to teach students good habits, demonstrate the Academy's high expectations, provide consistency and support students to display good behaviour.

Line-up:

At the start of each day, at the end of break and at the end of lunch, students in years 7 to 11 are expected to line up in their respective playgrounds:

Students should:

- Move to their lining up point promptly when the whistle is blown
- Stand in a straight line
- Face the front at all times
- Remain silent
- Ensure their uniform is worn correctly: blazer on, shirt tucked in, tie the correct length and knot over the top button, bags on both shoulders on their backs, lanyards and student cards visible
- Leave the playground in silence and remain in a straight line on their way to their classroom

Teachers should:

- Ensure they are in the playground before the whistle for line-up is blown
- Stand in the correct position so that students know where to line up
- Once students start to line up, move down the line to check that students' uniform is correct and that they are in silence and facing the front
- Once the countdown has finished, record the names of any student who are late to line, talking, not in their correct line or otherwise disrupting line up, and pass these names to the Pastoral Support Manager to log
- Stand at the middle of the line supervising students whilst the line up lead addresses the playground
- When the class is dismissed from the playground, remain in the middle of the line as the class goes up to their classroom, ensuring students move silently in a straight line and on the left of the stairs/corridor, giving clear instructions of where students should stop along the route
- Issue students talking on the way up to class with a detention
- Model the behaviour expected of the students, and not engage in non-essential conversations with either staff or students

Entrance to the classroom:

Students should:

- Line up outside of the room in single file and in silence
- Enter the classroom silently when instructed to
- Go straight to their allocated seat, get their equipment out on the desk and put their bag underneath the desk and their coat on the back of their seat
- Stay standing behind their chair and greet the teacher in response to the class being greeted – "Good morning/afternoon Mr/Ms X."
- Take a seat, open their exercise book, write down the title and date
- Start the Do Now task in silence

Teachers should:

- Ensure students enter the room in silence
- Greet/welcome each student individually as they enter
- Check the uniform of each student as they enter
- Greet the class when they are all in the room and have their equipment on the desk – "Good morning/good afternoon, Year X."
- Instruct students to take a seat
- Ensure that a Do Now activity is on the board
- Take the register within the first 5 minutes and log late detentions for any students arriving after this (or later than the rest of the class if coming from line up).
- Give verbal prompts to remind of the expectations throughout the entry routine e.g. 'remain in silence', 'put your equipment on the desk', 'title and date at the top of the page, please'

During the lesson – teacher-led phase:

Students should:

- When the teacher counts down to **STAR**:
    - On **5** sit up straight in their chairs
    - On **4** track the speaker
    - On **3** have their arms folded and resting on the desk in front of them
    - On **2** be ready to contribute
    - On **1** be in STAR
- Only answer questions when asked to by the teacher
- Put up their hands if they want to ask a question or contribute

Teachers should:

- Use the countdown to **silence**, narrating the expected behaviour.
    - "**Five**, everyone sitting up straight in their chairs, facing forwards"
    - "**Four**, track the speaker"
    - "**Three**, arms folded and resting on the desk in front of you"
    - "**Two**, ready to contribute"
    - "**One**, we are in STAR"
- Be explicit with the word **silence,** don't use "quiet" or "shhhhh".
- Name the students who are still speaking rather than addressing the whole class.
- Use RWD for any students who do not follow the instruction.
- Ensure the entire class is silent before talking
- Ask questions before naming the student required to answer it
- Let students know if 'hands up' are required for a response

During the lesson – Practice Phases:

Students should:

- Listen carefully to, and follow, the instructions
- Work to the best of their ability
- Present their work neatly

Teachers should:

- Explain what the students will be doing
- Explain how the students will do it
- Be specific as to whether tasks should be completed independently or in groups, and with or without silence
- Be clear that all talk, when permitted, must be about the work
- Give a specific timeframe for each task
- Check for understanding at regular points during the task
- Recognise and reward positive effort and attitudes

Dismissal from the classroom:

Students should:

- Stay in their seats and pack away equipment calmly and quietly when asked to
- Ensure table area is clean and tidy for the next class, place any rubbish in the bin as they leave
- Tuck chairs in and stand behind them in silence when asked to by their teacher
- Ensure their uniform is correct, including wearing blazers
- Wait in silence to be dismissed in small groups
- Walk silently in a single file line
- Take most direct route to next lesson, or nearest staircase if at breaktime, lunchtime or the end of the day

Teachers should:

- Ask students to stay in their seats and pack away their equipment
- Delegate responsibility to one or two students to collect in books/resources – minimise the number of students who are moving around the room.
- When the students have packed away, ask them to stand, tuck chairs under desks and stay behind their chairs
- Countdown to silence
- Move towards the door and stand in the corridor ready to monitor exit from the classroom
- Ensure that student uniform is correct **before** the students leave the classroom
- Dismiss the class in small groups and direct them towards their next lesson
- Narrate the expected behaviour on transitions and acknowledge students getting it right and/or those that have had a good lesson
- Use RWD for any students not meeting expectations as they leave
- At the end of the lesson before break, lunch and the end of the day, lead their class in a silent, single file line down the nearest stairs to the playground, lining the students up if required

End of the day line up:

Students are also expected to line up at the end of each day

Students should:

- Walk silently in a single-file line to their correct playground, taking the agreed route through the building
- Line up in silence in the playground where instructed
- Stand in a straight line
- Face the front at all times
- Remain silent
- Ensure their uniform is worn correctly: blazer on, shirt tucked in, tie the correct length and knot over the top button, bags on backs
- Leave the playground in silence and remain in a straight line on their way to the relevant exit point

Teachers should:

- Ensure they escort their classes down to line up at the end of the day, following the agreed route
- Ensure their class remains in a silent, single-file line
- Ensure their classes line up at the correct point in the playground
- Supervise students in their line whilst the line up lead addresses the playground
- When the class is dismissed from the playground, supervise students and ensure they move silently in a single file line to the agreed exit
- Use the behaviour policy to sanction any student who is not following expectations
- Model the behaviour expected of the students, and not engage in non-essential conversations with either staff or students

Managing behaviour in the classroom

Teachers narrate the behaviours they expect to see in the classroom. They should give first attention to those students getting it right, and praise and achievement points where this is the case. A "Legend of the Lesson" should be awarded each lesson.

For low-level misbehaviour/disruption, all teachers should use RWD:

- **Reminder**
- **Warning**
- **Detention**

This should be recorded on the board during the lesson. Students who reach the detention stage will be issued with a 20-minute detention. Should the student continue to misbehave, they will be parked (removed) from the lesson, and will be taken to a supervised parking room, by SLT, for the remainder of that lesson. All students who are parked from a lesson will receive a 1-hour SLT detention. The class teacher who parked the student will follow-up with a phone call home to discuss the poor behaviour and how it can be avoided moving forward. If a student is parked twice in one day, they will be issued with a 1-day internal suspension in our Reflection Room for six consecutive periods from the point of entry and will receive a 1-hour SLT detention for persistent disruptive behaviour. If a student continues to misbehave, or walks out of the room after the decision to park has been made, the sanction will be escalated to a 1-day internal suspension.

Students may be removed from classes for single incidents of more serious behaviour, including but not limited to:

- Swearing in class
- Aggressive behaviour
- Defiance
- Leaving the room without permission

Patrol

A member of senior or middle leadership will be on patrol each period to support with any incidents that occur during that time. If a student needs to be removed from a lesson, staff should contact patrol byemailing the behaviour admin email account

Further support

Report cards

The Academy uses a system of report cards to support students in improving their behaviour. There are four levels of report:

1. Tutor report: students will need to show their report card to their form tutor each day for two weeks
2. Head of Year report: students will need to show their report card to their Head of Year each day for two weeks
3. SLT report: students will need to show their report card to the relevant member of SLT each day for two weeks
4. PSP report: these are for students who are on a Pastoral Support Plan

The tutor report, Head of Year report and SLT report will have the same three targets:

1. Arrive on time to all lessons
2. Remain focussed on your learning and complete the work set to a high standard
3. Speak politely to all staff and students

Students will receive a tick or cross for each target in every lesson, depending on whether or not they have achieved the target. Four or more crosses in one day will result in a failed day. Four or more failed days will result in a failed report. A failed report will result in an escalation to the next level of report and an associated sanction.

The Academy uses a range of interventions with targeted students with the aim of reducing incidents of poor behaviour, including those that lead to suspension. A summary of these is as follows:

- **Regular check-ins with members of the pastoral team** to ensure students are prepared for the day's learning and give them a chance to share any concerns they may have
- **City Year**: A team of volunteers who work four days a week providing pastoral and academic mentoring to students
- **XLP**: Mentors providing weekly mentoring sessions
- **RUN outreach**: Counsellor who provides weekly sessions
- **ThinkForward**: Long-term coaching supporting young people at risk of being Not in Education, Employment or Training (NEET)
- **Child and Adolescent Mental Health Service (CAMHS)** clinicians who work within the school to offer therapeutic support to students and also advice and guidance to parents and carers
- **School counsellor** who provides counselling sessions for individual students
- **Report Cards** with clear targets that support student success. Students on report should show their report to their parent / carer at the end of each day
- **Regular meetings with parents of students causing concerns**
- **Regular liaison with external agencies who support students**, e.g. Children's Social Care, Islington Targeted Youth Support and Young Hackney.
- **Individual and Pastoral Support Plans** designed to support any student for whom the normal, school-based strategies have not been effective. This usually runs for a minimum of six weeks

Rewards

- Students should be rewarded achievement points for **exceptional** behaviour, effort or quality of work.
- Staff should aim to give out **at least five achievement points per lesson** they teach.
- Staff will also award **'Legend of the Lesson'** to one student per lesson that they teach. This is given in the form of a postcard to the student who wins this accolade. The student who has received 'Legend of the Lesson' will receive three achievement points.
- Staff are also expected to use verbal praise, both directly to the student and via **phone calls home** to parents and carers.
- On a weekly basis, one student per tutor group is awarded with an '**Academy Tutee of the Week**' award, which is selected by their tutor and Head of Year, based on progress, attainment, behaviour and attendance.
- **End of term awards** are given out in each year group at the end of each term to recognise those students who have demonstrated outstanding progress, attainment, attendance and effort. These rewards are in the form of certificates and prizes.
- The Academy will also recognise excellence, when hosting an annual **Awards Evening** to celebrate exceptional students in each year group.

Sanctions

Detentions

The Academy runs detentions of 20 minutes and 60 minutes

- Ready To Learn (RTL) Detentions take place at lunch time and are 20 minutes in duration
- Senior Leadership (SLT) Detentions take place after school at 3:10pm and are 60 minutes in duration

Students will sit their SLT detention after school on the same day if it is set before 2.20pm. 20-minute detentions for lateness to school are also sat on the same day, whilst other RTL detentions will be sat the following school day. Whilst the Academy can legally detain students at the end of the school day without notifying parents and carers, wherever possible parents and carers will be informed by a My Child At School notification of all detentions their child receives during the day.

Detentions can only be moved to an alternative day if the student has a pre-planned appointment with a professional, for example a medical or dental appointment. Having after school classes, clubs or tuition, or having to pick up a sibling from school are not valid reasons to miss a detention. If a student refuses to attend an after-school detention, and no valid reason is provided by parent/carer, the student will be placed in the Reflection Room the following day. Repeated refusal to attend detentions may result in suspension.

The Parking Room

The Parking Room is used as a space for students who have been removed from their lesson due to disruptive behaviour. Students will remain in the parking room until the end of the lesson from which they were parked. If they have a double lesson, they will remain in the room for the double. Whilst in the Parking Room, students will be provided with work which they are expected to complete in silence. If students are parked from their lessons twice in one day, they will be referred to the Reflection Room for six full periods and will sit a 60-minute SLT detention on the same day.

The Reflection Room (Internal Suspension)

The Reflection Room is used as a sanction when student behaviour means they cannot be in lessons for a period of time. Whilst in the Reflection Room, students will be provided with work which they are expected to complete in silence. Teachers of their lessons for that day must provide independent work for them to complete. Students will also complete a reflective task. Students will be provided with lunch whilst in the Reflection Room.

Students who are in the reflection room will attend school at normal time but will be escorted to the reflection room upon arrival, where they will remain for the day. At the end of the day, all students sitting an internal suspension, will sit a 1-hour SLT detention after school, finishing at 4.10pm. If a student enters the Reflection Room after the start of the school day, they must remain in there for six periods, which may result in them completing their time the next school day.

Where a student receives three or more internal suspensions within a term, senior leaders will review the effectiveness of previous interventions and determine whether a suspension or an alternative intervention is the most appropriate and proportionate next step. In reaching this decision, the Academy will consider the student's individual circumstances, previous support provided, safeguarding considerations and any SEND or disability.

Offsite Provision

If a student persistently refuses to follow the Academy's rules, the Academy may direct a student to continue their education off-site to improve their behaviour and prevent suspension. Parents and carers have a legal responsibility to ensure their child attends this provision for the duration of the referral. Off-site direction will be reviewed regularly, remain time-limited and be used in accordance with current statutory guidance.

Suspensions

Suspensions are used as a sanction when student behaviour means they cannot be in school for a period of time. Only the Principal, or a Vice Principal in the Principal's absence, can decide to suspend a student.

Parents and carers are expected to attend a **reintegration meeting** with their child following every suspension.

The purpose of the reintegration meeting is to:

- rebuild positive relationships;
- identify any underlying factors that may have contributed to the behaviour;
- consider whether any additional pastoral, safeguarding or SEND support is required;
- ensure that the student understands the Academy's expectations moving forward; and
- agree strategies to support a successful return to learning.

Students will attend this meeting before returning to mainstream lessons. Where this is not immediately possible, the Academy will make appropriate interim arrangements, which may include supervised education within the Reflection Room until the meeting can take place.

Students will be expected to engage positively in the reintegration process and demonstrate a willingness to work with staff to improve future behaviour. Where significant concerns remain regarding the student's readiness to return safely to mainstream lessons, senior leaders will determine the most appropriate temporary arrangements whilst ensuring the student's education continues.

Where appropriate, restorative meetings with staff or other students may also be arranged before a full return to lessons. If the suspension is for more than five school days, the Academy will arrange for the student to spend time at an alternative provision from the sixth day onwards. Students must not come near the Academy site for the duration of their suspension.

Previous suspensions and behaviour history will be considered when determining the appropriate length of any future suspension. Whilst repeated serious breaches of the Behaviour Policy are likely to result in progressively more serious sanctions, each decision will be made on its individual merits, taking account of the circumstances of the incident, any mitigating or aggravating factors, safeguarding considerations and any reasonable adjustments that may be required.

Permanent Exclusion

The Principal may take the decision that it is reasonable and proportionate to permanently exclude a student from the Academy. A student may be permanently excluded from the Academy for:

- Being in possession of an item that could be/has been used as an offensive weapon
- Being in possession of, supplying or selling banned substances, such as alcohol, illegal drugs or legal highs, or bringing these items on site
- Being under the influence of alcohol or other mood-altering drugs resulting in a serious risk to student and/or staff safety
- Serious and ongoing bullying, including cyber-bullying
- Serious physical and/or sexual assault on a student or member of staff
- Sexual harassment of a student or member of staff
- Verbally or physically threatening a member of staff
- Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media
- Serious abuse or misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas
- Bringing a dangerous and threatening situation to the Academy e.g. coordinating other people to attend the Academy or its local area for the purpose of causing confrontation with members of the Academy or local community
- Extreme behaviour on the way to and from the Academy or in the community outside of Academy hours which brings the Academy into disrepute e.g. involvement in the selling or distribution of banned substances,

involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy or wider community.
- Making serious false allegations against a member of staff
- Serious breach of GDPR by sharing data of other members of the Academy community without permission, including inappropriate images
- Extremely serious damage of Academy property or building
- The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views

Persistent disruptive and defiant behaviourSix or more suspensions in an academic year will prompt a formal review by the Principal. Where the Principal concludes that there have been persistent breaches of the Behaviour Policy despite appropriate interventions and support, permanent exclusion may be considered as a last resort.
This list is not exhaustive, and other serious incidents could be considered grounds for a permanent exclusion.

Appeals

The parent(s)/carer(s) will be informed in writing by the Principal of their right of appeal against a decision to exclude permanently. Appeals should be made in writing to the Chair of the Student Discipline Committee via the Clerk to Local Board Members, within ten school days of notification of the exclusion. For permanent exclusions, the Student Discipline Committee will meet to consider the appeal between the sixth and fifteenth school day after notification by parent(s)/carer(s) of their wish to appeal.

Inclusivity and Equity

The Academy is committed to creating a safe, respectful, and inclusive environment where every member of the community feels valued and able to succeed. We recognise diversity in all its forms and are committed to promoting equality of opportunity for all students, staff, parents, and carers.

Behaviour expectations apply consistently to all students; however, the Academy recognises that some children and young people may require additional support, reasonable adjustments, or differentiated approaches in order to meet these expectations. This may include students with special educational needs and disabilities (SEND), students with medical needs, students who have experienced trauma, and those facing social, emotional, or mental health challenges.

Before determining an appropriate sanction, staff will consider whether reasonable adjustments are required in accordance with the Equality Act 2010 and the SEND Code of Practice. When making decisions regarding behaviour, staff will consider: whether the student's behaviour may have arisen as a consequence of their special educational needs, disability, medical condition or other vulnerability; whether reasonable adjustments have already been implemented or should be considered; whether additional support or intervention is required alongside any sanction; and whether safeguarding concerns, trauma or adverse childhood experiences may be contributing factors. Having SEND or a disability does not prevent the Academy from applying sanctions where appropriate. However, sanctions will always be lawful, reasonable, proportionate and take account of the student's individual circumstances.

The Academy will take account of individual circumstances when considering behaviour incidents and sanctions, ensuring that responses are fair, proportionate, and non-discriminatory. The Academy recognises that behaviour may sometimes be a communication of unmet need; however, this does not remove accountability. Support and consequences will be applied together. Where behaviour may indicate an unmet safeguarding need, exploitation, trauma or deteriorating mental health, staff will follow the Academy's Child Protection and Safeguarding Policy alongside this Behaviour Policy.

The Academy will not tolerate discrimination, bullying, harassment, or victimisation related to any protected characteristic, including age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity. Incidents motivated by prejudice or involving a protected characteristic may be treated as aggravating factors when determining an appropriate response.

Behaviour Pathway

The Behaviour Pathway sets out the Academy's normal response to behaviour incidents. Senior leaders will always consider the individual circumstances of each case, including any mitigating or aggravating factors, safeguarding concerns, reasonable adjustments required under the Equality Act 2010 and previous interventions before determining the most appropriate and proportionate sanction. The Academy therefore reserves the discretion to depart from the Behaviour Pathway where this is justified.

BEHAVIOUR PATHWAY		
Behaviour	**Action**	**By Whom**
Consistent good behaviour	Achievement Points, Legend of the Lesson, letters home, rewards trip, weekly shout-outs, certificates, rewards ceremonies	All staff
Outstanding attendance		
Outstanding contributions to the community		
Attendance to extra-curricular club		
Representing the Academy at public events		
Outstanding progress and/or attainment		
Demonstrating the Academy values of respect, integrity and responsibility		
Late to School (up to 10 minutes)	Ready To Learn (RTL) Detention 20 minutes	Pastoral Staff/SLT
RWD in class		
RWD out of class		
Failure to complete or submit homework (not including maths)		
Late to lessons by less than 4 minutes		
Lack of equipment/Incorrect PE kit		
Possession of and/or consumption of food or drink in the classroom (except water)		
Not wearing uniform correctly		
Disruptive behaviour during line up		
Eating or drinking where/when not permitted		
Possession of prohibited food or drink		
Talking on the corridors		
Not following the one-way system		
Inside the building during break or lunch		
Late to School (more than 10 minutes)	Senior Leadership Team (SLT) Detention 60 minutes	SLT
Swearing out loud at no one in particular		
Littering		
Failing a 20-minute detention		
Failure to attend a 20-minute detention		
Two or more 20-minute detentions in the same day		
In the reception area without permission		
Deliberate physical contact		
Disruptive behaviour in public places		
Parked (removed) from a lesson due to poor behaviour		
Playfighting in or out of lessons		
Leaving the lesson without permission		
Defiance		
Rudeness to staff		
Inciting or encouraging an altercation		
Unkind comments (not including discriminatory comments)		

Failure to attend line-up		
Failure to complete Maths homework		
Detention as part of a Reflection Room sanction		
Refusal to attend detention when asked to by staff	Reflection Room	SLT
Failing an SLT Detention		
Parked twice in a single school day		
More than 90 minutes late to the Reflection Room		
Aggressive behaviour towards other students or staff		
Three or more 1-hour detentions in one day		
Truancy		
Refusal to be parked		
Swearing at other students		
Serious or persistent defiance		
Failing a Head of Year report		
Failing an SLT report		
Discriminatory behaviour including homophobia, racism and misogyny		
Disruptive behaviour in the Parking Room		
Inappropriate use of social media and online abuse, including creating, sharing or possessing AI-generated or digitally manipulated images intended to humiliate, harass, threaten or exploit another person.		
Other serious incidents		
Refusing or failing the Reflection Room	Suspension	Principal
Physical assault against another student		
Swearing at a member of staff		
Threatening behaviour towards a student or member of staff		
Refusal to attend the Reflection Room		
Leaving the Reflection Room without permission		
Persistent poor behaviour in the Reflection Room		
Three or more referrals to the Reflection Room in an academic term		
Repeat refusal to attend an SLT detention		
Refusal to hand over prohibited items		
Persistent disruptive and/or defiant behaviour		
Serious racist, homophobic, sexist, misogynistic or other forms of discriminatory behaviour		
Harmful sexual behaviour		
Being under the influence of alcohol or other mood-altering controlled or illegal drugs		
Serious inappropriate use of social media and online abuse, including creating, sharing or possessing AI-generated or digitally manipulated images intended to humiliate, harass, threaten or exploit another person.		

Persistent refusal to follow the Academy's rules	Off-site Provision	Principal
Being in possession of an item that could be/has been used as an offensive weapon	Permanent Exclusion or Direction of Education to another Educational Setting	Principal
Being in possession of, supplying or selling banned substances, such as alcohol, illegal drugs or legal highs, or bringing these items on site		
Being under the influence of alcohol or other mood-altering controlled or illegal drugs resulting in a serious risk to student or staff safety		
Serious and ongoing bullying, including cyber-bullying		
Serious physical and/or sexual assault on a student or member of staff		
Sexual harassment of a student or member of staff		
Verbally or physically threatening a member of staff		
Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media		
Serious abuse or misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas		
Bringing a dangerous and threatening situation to the Academy e.g. co-ordinating other people to attend the Academy or its local area for the purpose of causing confrontation with members of the Academy or local community		
Extreme behaviour on the way to and from the Academy or in the community outside of Academy hours which brings the Academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy or wider community.		
Making serious false allegations against a member of staff		
Serious breach of GDPR by sharing data of other members of the Academy community without permission, including inappropriate images		
Extremely serious damage of Academy property or building		
The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views		
Persistent disruptive and defiant behaviour		
Six or more suspensions in an academic year		

Please note that:

- These lists are not exhaustive but are designed to indicate categories of behaviours and the likely sanctions that will arise in response.
- Cases of repeated incidents of the same nature will result in an escalation of the level of sanction listed above.
- Consideration will be given, where appropriate, to mitigating or aggravating factors and this may influence the decision reached about an appropriate sanction.

<table>
<tr><th>Number of suspensions</th><th>Likely Length</th><th>Reintegration</th><th>Intervention</th></tr>
<tr><td>1</td><td>3 days</td><td>Head of Year</td><td rowspan="3">• Behaviour Report
• SEN review/input (where applicable)
• SEMH intervention referral (if applicable)
• CAMHs Referral (if applicable)</td></tr>
<tr><td>2</td><td>4 days</td><td>Head of Year and SLT Year Link</td></tr>
<tr><td>3</td><td>5 days</td><td>Head of Year and SLT Year Link</td></tr>
<tr><td>4</td><td>10 days</td><td>Head of Year and Vice Principal for Behaviour</td><td>As above and/or:
• Implementation of Individual Support Plan
• Early Help Referral Offer
• New River College Outreach service referral Offer</td></tr>
<tr><td>5</td><td>15 days</td><td>Head of Year and Vice Principal for Behaviour</td><td>As above and/or:
• Short-term Offsite Direction
• TAC/TAF/Professionals Meeting
• Implementation of Pastoral Support Plan</td></tr>
<tr><td>6+</td><td>Imminent Risk of Permanent Exclusion</td><td colspan="2">As per the Behaviour Policy: If a student receives six suspensions within one academic year, the Principal may, at their discretion and after careful consideration of all relevant circumstances, consider permanent exclusion as a last resort for persistent breaches of the Behaviour Policy.</td></tr>
</table>

Author:	Mr L Glees/Mr C Kavanagh
Principal:	Mr L Glees
Approved by Local Board Members:	June 2026
Next date of review:	June 2027

Appendix

Appropriate Use of Force

The Academy is committed to maintaining a safe and secure environment for all students and staff. The use of reasonable force is a last resort, used only where necessary to prevent harm and in line with Department for Education (DfE) guidance and the Education and Inspections Act 2006.

The Academy emphasises:

- Prevention, de-escalation, and positive behaviour support
- Respect for students' dignity and rights
- Proportionate, reasonable and lawful interventions

Definition of Reasonable Force

"Reasonable force" is a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Reasonable force includes:

- Control: passive or active contact, e.g. guiding a student away
- Restraint: holding a student to prevent harm in more serious situations

Force must always be:

- Necessary
- Proportionate
- The minimum required in the circumstances

Use of force must never be for punishment.

Who May Use Reasonable Force

All members of school staff have a legal power to use reasonable force.

This includes:

- Teachers and support staff
- Supply staff
- Others authorised by the Principal (e.g. volunteers on trips)

When Reasonable Force May Be Used

Reasonable force may only be used to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disruption or disorder

Examples include:

- Separating students fighting
- Restraining a student at risk of harming themselves
- Preventing a student from leaving the classroom where this poses a safety risk

Staff must use professional judgement, taking account of:

- The individual circumstances
- The student's age, understanding, and needs
- Any SEND, medical or mental health needs

Expectations Prior to Use

Staff should:

- Use de-escalation strategies first, wherever possible
- Give clear verbal instructions and warnings
- Seek assistance where appropriate

The Academy promotes early intervention and prevention to minimise the need for force.

Prohibited Practices

The following are not permitted:

- Use of force as punishment
- Any technique that restricts breathing or circulation
- Use of force that is excessive, disproportionate, or avoidable
- Seclusion or isolation as a disciplinary sanction

Any restrictive intervention must prioritise safety and welfare at all times.

Recording and Reporting

In line with DfE statutory guidance and the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025, the Academy will record and report as follows:

Recording

All significant incidents involving the use of reasonable force must be recorded.
Records must include:

- Names of student(s) and staff involved
- Date, time, location and duration
- Reason for the use of force
- What de-escalation strategies were attempted
- Type of intervention used
- Any injuries sustained
- Follow-up actions and support

Records will be completed as soon as practicable and ideally on the same day, using the Academy's Use of Reasonable Force digital form.

Informing Parents

Parents/carers will be informed as soon as practicable after the incident, normally on the same day, and normally by the Senior Leadership Team link for student's year group.

Exceptions apply only where informing parents may result in:

- Serious harm to the student

In such cases, concerns will be escalated in line with safeguarding procedures.

Parents/carers will also receive written confirmation of the incident.

Post-Incident Actions

Following any use of reasonable force, the Academy will:

- Ensure the immediate safety and wellbeing of all involved
- Provide first aid or medical support where required
- Offer pastoral support to the student
- Allow staff and student to debrief
- Consider whether behaviour plans or risk assessments need updating

Incidents will be reviewed by senior leaders to:

- Identify patterns or triggers
- Reduce the future need for interventions
- Ensure compliance and best practice

Complaints and Allegations

If a complaint is made:

- It will be investigated in line with the Academy's complaints and safeguarding procedures
- Staff will be supported where they have acted lawfully and in line with policy

Use of reasonable force provides a legal defence where applied appropriately. Suspension of staff is not automatic following an allegation.

Training and Support

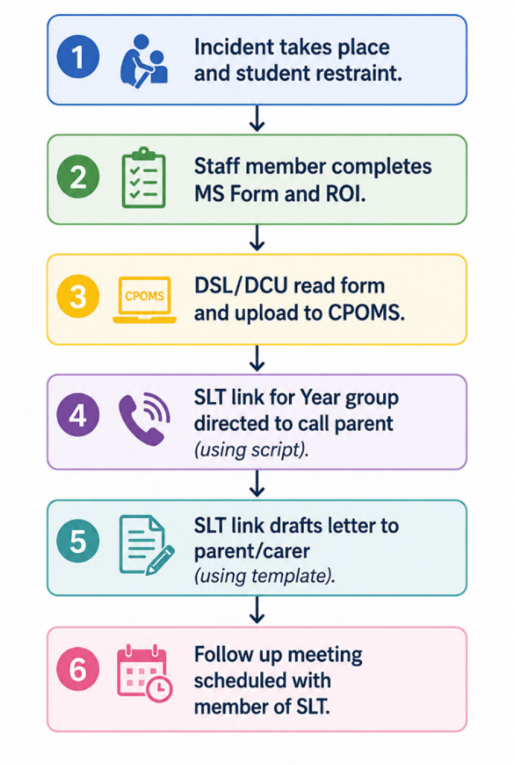
The Academy will:

- Provide staff with training on behaviour management, de-escalation and safe intervention
- Ensure staff understand their legal powers and responsibilities
- Provide additional training for working with students with SEND

Monitoring and Governance

The Local Board will:

- Have regard to DfE statutory guidance
- Ensure procedures are in place for recording and reporting incidents
- Monitor data to improve practice and safeguard students



Searching, Screening and Confiscation

Purpose and Principles
The Academy uses its powers of **searching, screening and confiscation** to maintain a **calm, safe and supportive environment** for learning and work.

These powers are applied to:

- Protect students, staff and visitors from harm
- Prevent disruption to learning
- Support safeguarding and early identification of risk

All actions will be:

- **Lawful, reasonable and proportionate**
- **Respectful of dignity and privacy**
- **Safeguarding-led and child-centred**

Possession of prohibited items—particularly weapons, drugs or stolen goods—may indicate that a student is at risk of harm or exploitation, and may trigger safeguarding intervention.

The Principal, supported by the **Designated Safeguarding Lead (DSL)**, oversees the use of these powers to ensure they are safe, proportionate and compliant with statutory guidance.

Legal Framework
This policy reflects:

- Education and Inspections Act 2006
- Education Act 1996
- Schools (Specification and Disposal of Articles) Regulations 2012
- DfE *Searching, Screening and Confiscation* guidance (2022)

Staff **must have regard to DfE guidance**, particularly where it states "must".

Definitions

- **Searching:** Inspecting a student or their possessions to locate items
- **Screening:** Use of detection systems (e.g. metal detectors) without physical contact
- **Confiscation:** Seizing, retaining or disposing of items

Authority to Search

With Consent

- All staff may search a student or possessions **with informed verbal consent**
- Staff must explain the purpose, process and location so consent is informed

Without Consent

- The Principal and authorised staff have a **statutory power to search without consent** where there are **reasonable grounds for suspicion**

The Academy **does not require parental consent** to conduct a search.

Prohibited and Banned Items

Prohibited Items (Statutory)

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence, cause injury, or damage property

School Banned Items

The Academy may also search for items prohibited under school rules (e.g. vapes, mobile phones), where specified in this policy.

Deciding to Search (Pre-Search Procedures)

Where staff suspect a student has a prohibited or banned item:

- A member of the **pastoral team should be contacted immediately**
- Risk and urgency will be assessed
- The student will be **supervised and separated** from others where appropriate
- CCTV may be reviewed where relevant

Before any search:

- The reason, process and location must be explained
- The student must be given the opportunity to ask questions
- **Cooperation should always be sought first**

Refusal to Cooperate

If a student refuses:

- Sanctions may be applied (including suspension or permanent exclusion)
- Senior leadership (Principal/Vice Principal) must be consulted
- The student must remain supervised

Reasonable force may be authorised **only for prohibited items**, and only where necessary to prevent:

- Harm
- Damage
- Serious disorder

Conduct of Searches

Location and Timing

Searches must:

- Take place in a **private, appropriate space**
- Be carried out **on school premises or where the school has lawful charge of students (e.g. trips within England)**

Search powers apply **only in England** and not on international visits.

Staffing Requirements

- The searcher must be the **same sex as the student**
- Only the **Principal** or a **Vice Principal** usually has the authority to conduct a search of an individual student

- A **second staff member must be present as a witness**

Exception:

- A search without a witness, or by a member of staff who is not the Principal or a Vice Principal is permitted only where there is **risk of serious harm** and it is not reasonably practicable to arrange one
- This must be **reported immediately to the Principal**

Permitted Search Actions

Staff may:

- Search outer clothing (e.g. coats, hats, scarves, shoes)
- Search bags and possessions
- Ask students to remove outer garments (e.g. blazer, jumper)
- Ask students to turn out pockets
- Use a metal detector

Prohibited Search Actions

Staff must not:

- Remove or require removal of core clothing (e.g. shirts, trousers, skirts)
- Conduct strip searches (police only)
- Conduct intrusive physical searches not permitted by law

Staff may decline to conduct a search and seek senior guidance if needed.

Screening

Use of Screening

The Academy may use screening (e.g. metal detectors):

- Without consent
- With or without suspicion

Screening may be used where:

- A **risk assessment identifies ongoing risk**, or
- There is **reasonable suspicion**

Risk assessments will be overseen by the **Vice Principal (Behaviour and Systems)**.

Refusal

If a student refuses screening:

- Entry to the site may be refused
- The Academy will record attendance in accordance with current statutory attendance guidance

Confiscation Powers

Staff may confiscate:

- Any prohibited item
- Any item harmful to discipline

Disposal

Items will be handled in line with DfE guidance:

- Illegal items → passed to police
- Other items → returned, retained or disposed of as appropriate

Electronic Devices

Student Expectations
Years 7–11:

- Personal electronic devices are not permitted (unless Principal-approved exception)

Sixth Form:

- Devices permitted under Academy rules
- Use is a privilege and may be withdrawn

Searching Electronic Devices
Staff may search devices where there is reasonable belief that data:

- Could cause harm
- Could disrupt learning
- Breaches school rules

Staff may:

- Examine data
- Delete data
- Retain evidence

Students may be required to provide passwords; refusal may lead to sanctions.

Serious Concerns
Where illegal or harmful content is suspected (e.g. exploitation material, criminal content):

- Staff must refer to **DSL and/or police immediately**
- Staff should **not view or delete illegal material unnecessarily**
- Material may need to be preserved for investigation

After a Search
Recording

- **All searches for prohibited items must be recorded centrally**, regardless of outcome
- Records should include rationale, outcome, and actions taken

Safeguarding

- Staff must consider safeguarding implications following every search
- Concerns must be referred to the DSL immediately

Informing Parents
Parents/carers will be informed of:

- The reason for the search
- The outcome
- Any actions taken

Contact will be made **as soon as practicable**, unless it would place the student at risk.

Outcomes
Following a search:

- Behaviour sanctions may apply
- Safeguarding referrals may be made
- External agencies (including police) may be involved

Complaints
Any complaints will be managed in line with the Academy's complaints procedure.

Equality, Dignity and Proportionality
The Academy will ensure that:

- Searches are based on **reasonable grounds, not assumptions or bias**
- Students are treated with dignity and respect
- Vulnerable students (including SEND) are supported appropriately

Training, Monitoring and Review

- Staff will be **authorised and trained appropriately**
- This policy will be **communicated annually** to staff, students and parents
- The use of these powers will be monitored to ensure fairness and compliance