

Campsmount Academy



BEHAVIOUR, ANTI-BULLYING AND EXCLUSION POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1	Principal	New Policy	Sept 2020	June 2021
1.1	Principal	Covid-19 Amendments	Sept 2021	June 2022
1.2	Vice-Principal	Appendix A & B added	April 2022	June 2022
1.3	Asst Principal	Appendix A & B updated	Sept 2022	June 2023
1.4	Principal	Appendix B updated	March 2023	June 2023
1.5	Asst Principal	Section 3 updated Appendix A – Rewards Flow Chart removed Appendix B updated (now Appendix A)	Sept 2023	June 2024
1.6	Headteacher	Reviewed and updated	Sept 2024	Sept 2025
1.7	Headteacher	Added Friday Late Detention	April 2025	Sept 2025

1.8	Asst Headteacher	Reviewed and updated Section 3 and 4 4.4 added to reflect homework related sanctions	Sept 2025	Sept 2026
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CONTENTS

1. INTRODUCTION AND PURPOSE	3
2. AIMS	3
3. PRAISE AND REWARDS	3
4. POOR BEHAVIOUR – USE OF DISCIPLINARY SANCTIONS.....	4
5. STUDENTS WITH BEHAVIOURAL ISSUES – RISK ASSESSMENT AND DECISION MAKING.....	5
6. BULLYING BEHAVIOUR.....	5
7. INITIAL COMPLAINT ABOUT A BULLYING INCIDENT.....	6
8. RECORD KEEPING AND MONITORING.....	7
9. SUSPENSIONS – USE OF FIXED TERM (FTS) AND PERMANENT EXCLUSIONS (PEX).....	7
10. USE OF REASONABLE FORCE	8
11. GUIDANCE FOR SEARCHING, SCREENING AND CONFISCATION.....	8-9
APPENDIX A – UNIVERSAL PRINCIPLES.....	10

1. INTRODUCTION AND PURPOSE

1.1 The Academy ethos is based on principles, values and standards established by Leger Education Trust and the Governing Body in co-operation with staff, students and parents.

1.2 Our Academy believes that students should be encouraged to adapt behaviour that supports learning and promotes good relationships. We believe poor behaviour and low-level disruption threatens the rights of students to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened. All students have a right to work in a calm, supportive and purposeful atmosphere.

1.3 We recognise that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. Therefore, it is necessary to have a set of practical measures and behaviour strategies to secure a positive learning environment for all.

1.4 Our policy is underpinned by our core values and encourages the development of students both personally and academically.

2. AIMS

2.1 Policy aims:

- Ensure that all teaching staff engage and motivate students and promote the highest standards of behaviour, by tailoring the learning experience and meeting their learning needs.
- Ensure that all staff motivate students and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive contributions, behaviours and achievement
- Enable all adults to use the common language for learning, so behaviour and punctuality are consistently addressed.
- Encourage all students to value themselves, their efforts, their teaching group, tutor group and their Academy.
- Ensure that all staff, students and parents/carers have a clear understanding of the consequences of poor behaviour that affect learning.

3. PRAISE AND REWARDS

3.1 The Academy believes that student achievement and motivation are inextricably linked; that students' positive self-image and feelings of success influence motivation; and that positive self-esteem is actively nurtured through praise and reward. The Academy therefore operates a wide-ranging policy of rewards and praise designed to acknowledge and value the full spectrum of students' efforts and achievements and thus to recognise many forms of success.

3.2 Our aim is to devise a range of rewards for genuine achievement for students of different ages, and to promote and maintain a positive culture in which everyone feels valued for their contributions.

3.3 Range of Rewards:

- The use of verbal praise and encouragement in lessons and around the Academy as much as possible.
- Supportive and constructive marking.
- Positive phone calls home.
- Academy House points.
- Weekly recognition through social media.

- Departmental/Progress Leader reward schemes e.g. ATL postcards, phone calls home, badges.
- Recognition via assemblies.
- Certificates.
- Formal occasions – Reward/House assemblies, Performer of the year awards, Presentation Evening.
- End of Year Reward events.

3.4 Reasons for Rewards may include, although not limited to:

- Full and sustained engagement with learning in the classroom.
- Having a positive ATL.
- Excellent answers and work
- Completion of homework tasks – weekly points and termly rewards.
- Completion of House challenges and participation in House competitions.
- Representing the School - taking part in sports, enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the Academy.
- High Attendance/Most Improved Attendance.
- Community and charity involvement.

4. POOR BEHAVIOUR – USE OF DISCIPLINARY SANCTIONS

4.1 Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. This also applies to paid staff such as teaching assistants and lunchtime supervisors.

4.2 In all cases any use of sanctions must always be reasonable and proportionate and must follow the guidance in this policy.

4.3 The Academy will consider the range of protected characteristics identified in the Equality Act 2010 plus individual student needs such as any special educational needs, parental support/reaction.

4.4 The following range of disciplinary sanctions that may be implemented as appropriate:

- Behaviour logs
- Verbal warning
- Phone call home
- Restorative detention
- Academy report
- Reflection time in Inclusion
- Internal/external Isolation
- Pastoral Support Plan
- Fixed term Suspension/Permanent Exclusion
- Offsite placement
- Alternative Provision

4.4 The academy will sanction students who do not complete their Camspmount LEARN homework each day. The sanctions for non-completion to the expected standard are:

1 missed homework = 30-minute academy detention on Tuesday the following week and a reward point deducted.

2 missed homework's = 60-minute academy detention on Tuesday the following week and 2 reward points deducted.

3+ missed homework's = 2.5-hour headteacher detention on Friday the following week and 5 reward points deducted for non-completion.

5. STUDENTS WITH BEHAVIOURAL ISSUES – RISK ASSESSMENT AND DECISION MAKING

5.1 For some students with particular behaviour needs, the Academy will need to undertake thorough risk assessments to determine how best to support. This may for example include students who will struggle to follow instructions, display significantly disruptive tendencies or for whom a change of environment will be difficult to manage in modifying their behaviour and sustaining this over a period.

5.2 For students with a social worker, the government expectation is that they should attend their education setting unless a risk assessment concludes that they will be safer at home.

6. BULLYING BEHAVIOUR

6.1 Bullying behaviour is unacceptable and will not be tolerated because:

- Bullying can cause significant harm not only to the victim but also to those who engage in or support such behaviour. In some cases, it can lead to long-term psychological and emotional damage.
- It interferes with a students' right to enjoy his/her learning and leisure time free from intimidation.
- It is contrary to all our aims and values, our internal culture, and the reputation of our Academy.

6.2 Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullying will always be taken seriously if a student feels they are being bullied whether it fits into the definition or not.

6.3 The implications for any incident of physical bullying are significant in any circumstance.

6.4 Our Academy will deal with such bullying behaviour robustly and take immediate and necessary action to sanction student.

6.5 Types of physical bullying:

- Physical: including, hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions, barging, hurting, stamping.

6.5 If there is any incident of physical bullying such as those listed above, we will take the following immediate steps:

- Take the students to an area where they cannot encounter others, this may include the application of positive handling.
- Administer first aid if necessary.
- As necessary, remove the possession/s involved in the incident.
- Call the parents/carers of students involved in the incident. In certain circumstances we may request that they collect and remove their child from the Academy building. This may result in the Headteacher considering issuing a Fixed Term Suspension.

6.6 The Academy will also not tolerate other types of bullying which may include:

- Verbal: including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter or lyrics to raps, shaming e.g. fat shaming.
- exclusionary behaviour: intimidating, harassing, isolating, or excluding a person from a group.
- Extortion: threatening to, or taking money, equipment, resources, blackmailing.
- General unkindness: spreading rumours or writing unkind notes, phone texts or emails.
- Cyberbullying: using the internet, games, mobile telephones, social networking sites etc. which upsets someone else.
- Non-verbal sucking teeth, staring at someone, pulling faces, gestures.

- Sexist: making comments or referring in a derogatory way to a person's gender or gender reassignment.
- Racist: regarding someone's culture, heritage, country of birth or nationality.
- Homophobic: related to a person's perceived or actual sexual orientation
- Disability: related to a person's disability or special educational need, medical needs.
- Pregnancy: related to pregnancy, paternity, or maternity
- Marriage/civil partnership: related to someone's marital or partnership status
- Faith: related to someone's faith, belief or no faith, social standing -related to a person's home circumstances, poverty
- Intelligence: related to someone who does as they are told, high achieving, and completing their work.
- Sexual: talking to or touching someone in a sexually inappropriate way, upskirting, asking for photographs or intimate parts or engaging in phone or written sexual conversations.

6.7 Intention - Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.

6.8 If such bullying conduct persists leaders:

- will call and talk to the parents/carers concerned
- may decide to hold a meeting with parents, if it is reasonable to do so, to determine how the pupil must remedy their behaviour.

We will ensure that staff report and monitor any instances where an act of bullying has taken place.

6.9 Legal aspects - A person who makes a physical or sexual assault on another, including "upskirting", or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort", can all lead to legal consequences outside the Academy.

6.10 Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.

6.11 Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

7. INITIAL COMPLAINT ABOUT A BULLYING INCIDENT

7.1 Firstly, respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim, then report the allegation to the appropriate member of staff - this may be a Tutor, Progress Leader, Pastoral Leader and/or Senior Leader.

7.2 A thorough investigation must be carried out and the investigating member of staff must:

- speak with, and take notes from, the alleged bully as soon as possible
- speak with any witnesses without delay and form an initial view of the allegation, can the alleged bully be seen on a no-names basis

7.3 The outcomes of an investigation can be:

- a) There has been a misunderstanding which can be explained sympathetically to the alleged victim and with clear advice given to the alleged bully in modifying their behaviour as appropriate.
- b) Complaint is partially justified:
 - Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate.

- Advice and support to the bully in trying to change their behaviour; this may include clear instructions and a warning or final warning;
- Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the Academy's safeguarding and child protection procedures must be followed.

c) Complaint is justified. Our approach:

- Where possible, the Academy may decide to hold a supervised meeting between the bully and the victim (only with the agreement of the victim) to discuss their differences and the ways in which they may be able to avoid future conflict;
- A disciplinary sanction against the bully, in accordance with the Academy's behaviour and discipline conduct will be issued.

7.4 Importantly, any behaviour or bullying incident must be followed by showing the students how to behave to prevent any further incidents.

8. RECORD KEEPING AND MONITORING

8.1 Every report of poor behaviour or bullying must be entered and recorded in accordance with the Academy's internal system and process.

When implementing this policy, every student should be encouraged to understand that:

- Every report of bullying and poor behaviour will be taken seriously.
- A student who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis.
- The primary aim will be for the bullying/poor behaviour to cease, not the punishment of the bully unless this is necessary.

8.2 The Academy may decide to use a restorative approach to solve the problem between students, but it is the victim who will select whether this takes place or not.

8.3 The Academy will inform parents/carers as to what has happened so that they can give their support. Where the Academy staff feel that the student may be unsafe or vulnerable because of telling parents (for example of transgender or homophobic bullying) the staff will tackle the incident themselves with the help of specialists. The Academy staff must ensure that the Designated Safeguarding Lead (DSL) is made aware in these circumstances and all information is recorded on CPOMS.

9. SUSPENSIONS – USE OF FIXED TERM (FTS) AND PERMANENT EXCLUSIONS (PEX)

9.1 Campsmount endeavours to ensure that all exclusion procedures conform with statutory guidance set by the Department for Education (DfE).

9.2 In accordance with statutory guidance, only the Headteacher has the authority to suspend a student. All parties involved in the suspension process must adhere to this guidance. At Campsmount, suspension proceedings are conducted fairly and justly, ensuring timely notifications, full participation of relevant parties, and compliance with all statutory timelines.

9.3 Duty to inform parents - The parent/carer(s) must be informed immediately and in writing of the length and type of exclusion, and of their right to make representations to the Headteacher.

9.4 Pursuant to the duty of care placed on schools to ensure the welfare of students, parent/carer(s) must be advised of an suspension prior to the student being sent off-site.

9.5 The normal arrangements and procedures that must follow a decision to suspend on disciplinary grounds are described in the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

10. USE OF REASONABLE FORCE

10.1 Force may be used for the purpose of preventing a student from doing (or continuing to do) any of the following:

- Committing a criminal or civil offence.
- Causing personal injury to, or damage to the property of, any person, Prejudicing the maintenance of good order and discipline at the Academy.

10.2 In such occurrences the member of staff should:

- Manage the situation using appropriate techniques
- Escort the student/s to a designated area where they cannot encounter others
- Administer first aid if necessary
- Ensure that the Headteacher is made aware of the incident so that the incident process can be followed to not only record the nature of the incident but also staff will need to record any aspect of physical contact and proximity that occurred.

10.3 Where physical restraint and positive handling techniques are used by staff, this must be recorded in writing and the students' parents will be informed about incidents involving the use of force.

10.4 The Academy will always enter incidents of physical restraint and positive handling techniques on CPOMs and inform parents of action taken to manage a pupil through authorised techniques.

11. GUIDANCE FOR SEARCHING, SCREENING AND CONFISCATION

11.1 The Senior Leadership Team and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

11.2 Staff can search any student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors. The Academy must follow each step in the statutory guidance (Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies, DfE July 2022).

11.3 Prohibited items are:

- Weapons or knives
- An illegal substance or legal substance for which pupils are trading e.g. alcohol, cigarettes, prescription drugs.
- Stolen items
- Fireworks
- Pornographic images
- Vapes, Tobacco and cigarette papers
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person
- The Senior Leadership Team and authorised staff can search for any item banned by the Academy rules and Code of Conduct.

11.4 Informed consent - The Academy staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy and in full adherence with statutory guidance.

11.5 Searches without consent - In relation to prohibited items, the Headteacher, and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Searches without consent will only be carried out on the Academy premises or where the member of staff has lawful control or charge over the student, for example, on Academy trips and visits.

11.6 Searches generally - If staff believe a student is in possession of a prohibited item, it may be appropriate for an authorised, trained member of staff to carry out:

- A search of outer clothing; and / or
- A search of personal property (e.g. bag or pencil).

11.7 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

11.8 Where a student is searched, the searcher and the second member of staff present will be the same gender as the student, or in the case of a transgender student, they may select the gender of the searcher. However, by exception, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex without a witness present.

11.9 When an electronic device, such as a mobile phone, has been seized by a member of staff, the staff member can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. In establishing good reason to do so the Headteacher and authorised staff must refer to the categories stated in the DfE 2018 statutory guidance for Searching, Screening and Confiscation.

11.10 If an electronic device that is prohibited by the Academy Code of Conduct has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible.

11.11 Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police. If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of Academy discipline.

Appendix A - 'Universal Principles'

Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

On the way to and from school, this includes:

Be Prepared:

- Attend regularly.
- Arrive on time.
- Wear the correct uniform.
- Bring all the equipment and work that you need for that day in a school bag.

Be Respectful:

- Show respect to the local community by being polite and well mannered.
- Take care of the local environment e.g. put litter in the bin.

Be Safe:

- Wait on-site for friends.
- Take the most direct route between home and school.
- Take care crossing roads and when riding bicycles. All bicycles must be dismounted on school site

Beyond the classroom, this includes:

Be Prepared:

- Wear uniform correctly.
- Be fully equipped: black pen, pink pen, pencil, ruler.

Be Respectful:

- Show respect to others in school – be polite and well mannered.
- Respect the academy environment and buildings.
- Avoid anti-social behaviour and behaviour that is hurtful or disrespectful to others.

Be Safe:

- Always walk sensibly on the corridor.
- Line up in a sensible manner outside of classrooms.
- Conduct yourself in a safe manner around the building and at social times in your designated area.
- Be in the correct area at social time.
- Mobile phones are switched off and out of sight.

In lessons this includes:

Be Prepared:

- Arrive to lessons on time.
- Have your equipment out ready to put on the desk: black pen, pink pen, pencil and ruler
- Listen intently and wait for instructions from staff.

Be Respectful:

- Follow instructions first time.
- Speak in an appropriate manner and listen carefully to the views of others.
- Respect the classroom environment, keep it tidy and avoid damage to property/equipment.

Be Safe:

- Not leaving lessons unless you are asked to do so.
- Use equipment as instructed to do so.
- When required, move around the classroom sensibly

Campsmount

Student Code of Conduct

Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

- I will follow Campsmount's Code of Conduct in school, whenever travelling to and from school and when involved in extra-curricular activities representing school:
- Attend school regularly and on time.
- Wear full school uniform and be smart in appearance.
- Bring appropriate equipment to every lesson.
- Complete all my classwork and Campsmount LEARN tasks on time and to the best of my ability in terms of content and presentation.
- Be polite, co-operative and respectful to all members of the community.
- Respect school property and buildings, using them sensibly and keeping them free from litter and graffiti.
- Not use my mobile phone on school site.

At Campsmount we **RESPECT** our...'

R – Rules and Routines

- WE thrive in a positive learning environment and in a democratic society.

E – Environment

- WE look after 'IT' and 'IT' will look after us.

S – Students and Staff

- WE are all equally responsible for our actions and the well-being of others.

P – Positive Mind Sets

- WE believe nothing is impossible – 'it's in the word, I'm Possible!' (Audrey Hepburn)

E – Equality

- Together WE are one community.

C – Community

- WE are Active Participants – 'developing young people we would want to live next door to'

T – Talent

- WE have deep admiration for others' abilities, talents and achievements

Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

Punctuality

<p>Student arrives late to school</p>	<p>If there is no valid reason for being late to school, 8:30am, a member of staff will clearly state that the student is late and a 15min breaktime detention is set. Failure to attend this escalates to a stage 2 event.</p> <p>A S2 event is recorded on ClassCharts by the pastoral team; 2 behaviour points are added to their record, a 30-minute Academy detention is set for the next day and a message is automatically sent home via ClassCharts.</p>
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Sanctions in lessons

<p>Expectation Reminder</p>	<p>The teacher reminds the student of the expectations Name is now on the board</p>
<p>Stage 1</p>	<p>The teacher clearly states that the student is now at Stage 1 and records this on the board.</p> <p>Where appropriate the student is then moved seats within the classroom.</p>
<p>Stage 2</p>	<p>The teacher clearly states that the student is now at Stage 2 and records this on the board.</p> <p>A S2 'Alert' is recorded on ClassCharts (0 behaviour points attributed) so that High Profile are aware to support. As close to the time of the incident as possible and before 3pm assuming the event doesn't escalate to a S3, a S2 Event is recorded on ClassCharts by the teacher with a comment; 2 behaviour points are added to their record, a 30-minute Academy detention is set for the next day and a message is automatically sent home via Classcharts.</p>
<p>Stage 3</p>	<p>The teacher clearly states that the student is now at Stage 3 and is being sent to Inclusion for the remainder of the lesson.</p> <p>A S3 'Alert' is recorded on ClassCharts (0 behaviour points attributed) so that High Profile are aware to support. As close to the time of the incident as possible and before 3pm, a S3 Event is recorded on ClassCharts by the teacher with a comment. Teachers will contact home to discuss the reason for inclusion; 3 behaviour points are added to their record, a 60-minute Academy detention is set for the next day and a message is automatically sent home via Classcharts.</p> <p>Students have a reasonable amount of time to arrive at Inclusion – if they fail to achieve this in the reasonable time given, they will receive a sanction in line with where they are on the 'Further Sanctions' process. All logged events are timed through a 'Live' activity feed.</p>

	<p>If a student receives three Stage 3 events on the same day, they will spend the remainder of the day in Isolation and the pastoral team will contact home on behalf of all 3 events.</p>
<p>Immediate behaviour points</p>	<p>The teacher will clearly state what the student has done and will record the event on ClassCharts, 1 behaviour point is added to their record.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lack of equipment for every lesson following Prepare • *Confiscation (non-electronic device) • *Confiscation (electronic device) • Uniform – missing or incorrect • Mis-use of ICT &/or equipment <p>*Any item confiscated must be collected by parents/carers from reception between 8.15am and 4.00pm Monday—Thursday and between 8.15am and 3.30pm on a Friday.</p>
<p>Immediate Stage 2 events</p>	<p>The teacher will clearly state what the Stage 2 event is.</p> <p>Examples of an immediate Stage 2 events include:</p> <ul style="list-style-type: none"> • Not being prepared for learning – Equipment: black pen, pink pen, pencil, ruler • Being late to school/lesson/ASPIRE or assembly (including the number of minutes after the bell) • Failing to place your coat/bag in the designated area as instructed by staff • Swearing – we do not expect students to swear in lessons. If swearing is loud enough to be heard it is loud enough to be sanctioned <p>A S2 'Alert' is recorded on ClassCharts (0 behaviour points attributed) so that High Profile are aware to support. As close to the time of the incident as possible and before 3pm assuming the event doesn't escalate to a S3, a S2 Event is recorded on ClassCharts by the teacher with a comment; 2 behaviour points are added to their record, a 30 minute Academy detention is set for the next day and a message is automatically sent home via Classcharts.</p>
<p>Immediate Stage 3 event</p>	<p>The teacher clearly states what the Stage 3 is and that they are being sent to the Inclusion for the remainder of the lesson.</p> <p>Examples of an immediate Stage 3 event include:</p> <ul style="list-style-type: none"> • Refusal to borrow PE kit • Significant disruption at any point during a lesson • Safety – not following instructions that keep others safe • Threatening behaviour or aggression towards peers <p>A S3 'Alert' is recorded on ClassCharts (0 behaviour points attributed) so that pastoral support is aware to support. As close to the time of the incident as possible and before 3pm, a S3 Event is recorded on ClassCharts by the teacher with a comment. Teachers will contact home to discuss the reason for inclusion; 3 behaviour points are added to their record, a 60-minute Academy detention is set for the next day and a message is automatically sent home via Classcharts.</p>

Students have a reasonable amount of time to arrive at Inclusion – if they fail to achieve this in the reasonable time given, they will receive a sanction in line with where they are on the 'Further Sanctions' process. All logged events are timed through a 'Live' activity feed.

If a student receives three Stage 3 events on the same day, they will spend the remainder of the day in Isolation and the pastoral team will contact home on behalf of all 3 events.

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Beyond the classroom sanctions

It is important the Behaviour for Learning extends around the school. Any member of staff, teaching or support can issue a 'Beyond the classroom' event (BTC) with 1 behaviour point attributed. There are no warnings for a BTC event. A BTC event can be issued for the following:

Beyond the classroom	<p>The teacher will clearly state what the BTC event is.</p> <p>Examples on BTC event include:</p> <ul style="list-style-type: none">• Running on the corridor at any point of the day• Shouting in the corridor at any point of the day• Pushing another student• Pushing into any queuing system (break, lunch, account top up...)• Eating or carrying food out of the dining area• Leaving trays / rubbish at the dining table• Wearing outdoor coat indoors• Littering• Being in a non-designated area (Out of bounds)• Failing to behave appropriately in assembly• Other instances of anti-social behaviour including swearing at peers. <p>A BTC event is recorded on Classcharts by the reporting member of staff, 1 behaviour point is added to their record. When a total of 10pts are reached from BTC events, an intelligence event will automatically set 1 full day in isolation for the next day and a message is automatically sent home via Classcharts.</p>
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Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

Detentions

If a student has received a detention, it is because they have either escalated through the behaviour management process and accrued 2 or more behaviour points failed to complete 2 or more homework tasks per half term or they have immediately arrived at a Stage 2 or 3 event due to the severity of their actions.

If the student is present in school the day of the detention and they fail to attend it, with no valid reason e.g. medical appointment, then this results in a sanction in line with where they are on the 'Further Sanctions' process. If a student is not able to attend, they inform reception, with evidence, before 12:00noon on the day of the detention – **this is not the parents responsibility.**

If a student is absent on the day of their detention, they will complete the detention the following School Day. Students will not necessarily be reminded – it is their responsibility to remember. If the student misses the detention on their return to school then this will result in a further sanction.

If a student is issued with more than 3 behaviour points in combination, two Stage 2 or 3's in one day, then a 60-minute Academy detention will be completed the following day. However, the negative behaviour points that are attributed to all recorded events will still accrue on the student's behaviour log.

Friday Late Detention

Students who fail to attend academy detentions set between Tuesday and Thursday will no longer be automatically placed in isolation, avoiding immediate removal from lessons. Instead, they will be required to attend a late detention on Friday, running until 4:30pm. This approach is designed to encourage students to take responsibility for their behaviour and manage it within their learning environment fostering a more inclusive atmosphere that promotes self-regulation, reflection, and improved outcomes.

<p>Academy detention 30min/1hour. (Tuesday-Friday each week)</p>	<p>Exactly 2 behaviour points in a school day from a single Stage 2 event = 30-minute detention</p> <p>Failure to complete 1 homework task per week = 30-minute detention on the Tuesday of the following academic week.</p> <p>Failure to complete 2 homework tasks per week = 60-minute detention on the Tuesday of the following academic week.</p> <p>3 or more behaviour points in a school day from a combination of stage 2 events or a Stage 3 event = 60-minute detention</p> <p>If students are present in school the day of the detention and they fail to attend it, with no valid reason e.g. medical appointment handed to reception before 12:00noon, then this results in a headteacher's detention.</p>
<p>Headteacher's detention 2hours 30min (Friday each week in B7)</p>	<p>For students who have not attended a detention set Friday-Thursday in the academic week.</p> <p>Failure to complete 3+ homework tasks per week = headteacher's detention on the Friday of the following academic week.</p>

Be **PREPARED**, Be **RESPECTFUL**, Be **SAFE**

Further Sanctions and interventions

Inclusions/Isolation	Stage 4	Our Isolation Unit serves as a temporary withdrawal space for students, primarily due to behaviour concerns, ongoing investigations and lesson removal. Parents and carers will be informed if their child is placed in the Inclusion Unit.
Partnership School, Isolation.	Stage 5	Camps Mount reserves the right to employ an alternative to suspension when deemed suitable. In such cases, students may access another local school's Inclusion Unit. This alternative acknowledges situations where our internal Inclusion Unit may prove insufficient, yet a formal suspension may not be warranted. Student booked in Isolation at a Partnership School for 1 day.
Fixed Term Suspension	Stage 6	<p>The Government supports Headteachers in using exclusion as a sanction where it is warranted.</p> <p>All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.</p> <p>The following are some examples:</p> <ul style="list-style-type: none"> • Failure to comply with a reasonable request from a member of staff • Breaches of health and safety rules • Homophobic discrimination • Racial discrimination • Religious discrimination • Physical assault severity dependent • Transphobic discrimination • Bringing the Academy into disrepute • Setting off the fire alarm <p>Return from Suspension Meeting. The purpose of this meeting is not only to address the immediate concerns related to the suspension but also to outline a proactive plan for the student's future conduct and academic progress. Your participation is vital, as decisions may be made during this meeting under Camps Mount's general powers to ensure a safe and conducive learning environment for all.</p>
Alternative Curriculum	Stage 7 and 8	<p>Managed Move</p> <p>A Managed Move is a voluntary agreement involving two schools, parents/carers, and the student. It initiates a 12-week trial period leading to a potential permanent transfer to another mainstream school. This process is conducted with the best interests of the student in mind, ensuring a supportive and conducive learning environment.</p> <p>Direction offsite</p> <p>Direction Off-site is another intervention method employed when the governing board of a maintained school deems it necessary for a student to attend another educational setting to enhance their behaviour. Academies also have the authority to arrange off-site provision under their general powers. While parental/carer consent is not strictly required, we encourage a collaborative approach to ensure the best possible outcomes for the student.</p> <p>Alternative Curriculum package</p> <p>Alternative Curriculum Packages For students who may face challenges accessing mainstream settings on a full-time basis, we offer tailored alternative curriculum packages. These packages are individually crafted to meet the specific needs of each student. It is essential to note that all alternative providers we work with are approved by the Local Authority,</p>

ensuring the highest standards of education and support for our students.

**Stage 9
Permanent
Exclusion**

A decision to exclude a student permanently should only be taken:

In response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against another student or a member of staff.
- sexual abuse or assault.
- possession of an illegal drug with intent to supply others.
- carrying an offensive weapon with the intent to use or supply others.
- making a malicious serious false allegation against a member of staff.
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.