# Campsmount Academy

# BEHAVIOUR, ANTI-BULLYING AND EXCLUSION POLICY

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## 1. INTRODUCTION AND PURPOSE

- 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.
- 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 threaten 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.
- 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.
- Our policy is underpinned by our core values, government guidance and encourages the development of students both personally and academically.

## 2. AIMS

**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 high standards 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

- 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.
- 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.

**Range of Rewards:**

- The use of verbal praise and encouragement in lessons and around the Academy as much as possible.
- Supportive and constructive marking and feedback.
- Positive phone calls home.
- Academy House points.
- 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 and Celebrations events.
- Trust Awards

**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.
- Outstanding contribution to the academy and community.

## 4. POOR BEHAVIOUR – USE OF DISCIPLINARY SANCTIONS

- All staff have a statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction.
- In all cases any use of sanctions must always be reasonable and proportionate and must follow the guidance in this policy.
- In applying the Behaviour Policy and determining appropriate sanctions, the Academy will act lawfully, reasonably, fairly and proportionately.
- The Academy will have due regard to its duties under the Equality Act 2010 and will consider whether a student's Special Educational Needs and/or Disabilities (SEND), health needs, communication needs, vulnerabilities or other relevant circumstances may have contributed to the behaviour.
- Where a student has an identified need, the Academy will consider its duty to make reasonable adjustments. Where appropriate, the Academy will consider whether additional support, intervention or reasonable adjustments are required alongside, or instead of, a particular sanction.
- Individual circumstances will always be considered; however, SEND or other additional needs do not prevent the Academy from applying appropriate and proportionate sanctions where these are necessary to maintain good order, safety and an effective learning environment.

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

- Verbal warning
- Phone call home
- Breaktime or after-school detention
- Restorative intervention
- Academy report
- Reflection time in Inclusion or Isolation
- Pastoral Support Plan
- Suspension/Permanent Exclusion
- Offsite Direction Placement

**Campsmount LEARN Homework:**

- Students are expected to complete their Campsmount LEARN homework to the required standard each day.
- Where homework is not completed, or is completed below the expected standard, the following sanctions will apply:

| | |
|---|---|
| **Missed 1 subject** | Subject/faculty follow up with support conversation<br>-5 House Points |
| **Missed 2 subjects** | 30-minute detention Wednesday<br>-10 House Points |
| **Missed 3+ subjects** | 60-minute detention Tuesday<br>-15 House Points |

| | |
|---|---|
| **Failure to attend 'Missed 2' detention** | Upscaled to 60-minute detention Thursday |
| **Failure to attend 'Missed 3+' OR 'Upscaled Missed 2'** | Upscaled to Friday Late detention |
| **Failure to attend Friday 'Late ' Detention** | Failure to attend a Friday Late Detention without a valid reason will result in further disciplinary action in accordance with the Academy's Behaviour Policy. |

- Missed homework will be monitored on a weekly basis. Failure to attend the allocated detention will result in further sanctions in line with the academy's Behaviour Policy.

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

- 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.
- 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

Bullying is unwanted behaviour that causes harm, intimidation or offence. It may be repeated or may involve a single serious incident. Bullying often involves a real or perceived imbalance of power, although this is not always the case.

Bullying can be:

- Physical;
- Verbal;
- Emotional or psychological;
- Discriminatory or prejudice-based;
- Sexual or sexist;
- Online or cyberbullying; or
- A combination of these forms.

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

- Every student has the right to feel safe, respected and included and to enjoy their education free from intimidation, harassment and bullying.
- Bullying can cause significant physical, emotional and psychological harm and can have a lasting impact on a student's wellbeing, confidence, attendance, relationships and ability to learn.
- Bullying can also have a negative impact on those who engage in, encourage or support bullying behaviour.
- Bullying is contrary to the Academy's values, expectations and culture and undermines our commitment to providing a safe, respectful and inclusive environment.
- The Academy will take seriously any concern raised by a student who feels they are being bullied, even where the behaviour does not meet the Academy's definition of bullying.
  Bullying can take place in person, online or through a combination of both. It can take place within or outside the Academy where it has an impact on students or the Academy community.
- Bullying is a safeguarding concern and will be considered alongside the Academy's safeguarding procedures where appropriate.

The Academy recognises that students may describe hurtful or inappropriate behaviour as "banter", "teasing", "a joke" or "a game".

A claim that behaviour was intended as a joke or was "only banter" does not make the behaviour acceptable. Staff will consider the intention of those involved, but will also consider the impact on the student, the context, the nature and seriousness of the behaviour, any imbalance of power and whether there is a pattern of behaviour.

## 7. REPORTING TO & RESPONDING TO BULLYING

**Reporting bullying**
Students are encouraged to report bullying as soon as possible. Students should not be expected to deal with bullying behaviour themselves or wait for it to stop.
Students can report bullying in a number of ways:

- Speak directly to a member of staff they trust;
- Use the **Bully Button** on the Academy website to report a concern;
- Report concerns through the Academy's bullying survey; or
- Ask a parent/carer or another trusted adult to report the concern on their behalf.

Students can report bullying whether they are experiencing it themselves or have seen or become aware of bullying involving another student.

All reports will be taken seriously and will be responded to appropriately. Staff will record concerns in accordance with the Academy's procedures and ensure that appropriate action, support and monitoring is put in place. Students will be encouraged to continue to report any further incidents or concerns, including where they believe that previous action has not resolved the situation.

**Bullying surveys**
The Academy uses regular bullying surveys as part of its approach to identifying, preventing and responding to bullying.

Every student completes a bullying survey once each term. The survey provides students with an opportunity to report concerns about bullying, including concerns that they may not have previously reported to an adult.

Students are asked whether they are currently being bullied. Where a student answers **YES**, this will automatically prompt further investigation by the Academy.

The Academy will:

- investigate the concern and establish the circumstances;
- speak with the student and other relevant students and staff;
- identify and implement appropriate actions to address the behaviour;
- provide appropriate support to the student experiencing bullying;
- address the behaviour of those responsible and provide appropriate intervention;
- inform parents/carers;
- monitor the situation through planned check-ins with the student; and
- review the effectiveness of the actions taken.

A bullying concern identified through the survey will remain open and subject to ongoing monitoring until the Academy has investigated the concern, completed the agreed actions and undertaken appropriate follow-up and check-ins. The concern will only be closed when both the student and their parent/carer confirm that the bullying has stopped and that they are satisfied with the actions taken by the Academy.

The Academy will use information from bullying surveys to identify patterns, trends, locations, groups or types of bullying and to inform preventative work, including assemblies, Life Skills lessons, pastoral interventions and staff actions.

When responding to report of bullying behaviour, the Academy will:

- listen to the student raising the concern and provide appropriate support;
- establish the facts and consider the views of those involved;
- assess whether there are any safeguarding concerns;
- record and monitor incidents appropriately;
- take proportionate action to stop the behaviour;
- provide appropriate support to the student experiencing bullying;
- provide appropriate intervention and support to students responsible for bullying behaviour to help them understand the impact of their actions and change their behaviour;
- involve parents/carers where appropriate;
- monitor the situation following an incident to ensure that the behaviour has stopped; and
- consider further action where bullying persists or where the behaviour is sufficiently serious to warrant a more significant sanction.

Where appropriate, lower-level incidents may be addressed through education, restorative approaches, pastoral support and proportionate consequences. More serious or persistent behaviour will be dealt with through the Academy's behaviour and safeguarding procedures.

Where bullying involves discriminatory behaviour, sexual harassment, sexual violence, threats, assault, exploitation or other safeguarding concerns, the Academy will follow the appropriate safeguarding procedures in addition to its behaviour procedures.

## 8. RECORD KEEPING AND MONITORING

Every report of bullying must be entered and recorded in accordance with the Academy's internal system and process. Staff must ensure that the Designated Safeguarding Lead (DSL) is made aware and all information is recorded on CPOMS.

## 9. SUSPENSIONS AND PERMANENT EXCLUSIONS

**Statutory Guidance:**

- Campsmount Academy will ensure that all decisions and procedures relating to suspension and permanent exclusion comply with current statutory guidance issued by the Department for Education: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (July 2026), and any subsequent statutory guidance or legislation.

**Authority to Suspend or Permanently Exclude**:

- Only the Headteacher, or the Acting Headteacher where the Headteacher is absent, may suspend or permanently exclude a student.
- All decisions to suspend or permanently exclude will be lawful, reasonable, fair and proportionate and will be based on the individual circumstances of the case.
- A suspension or permanent exclusion will not be imposed automatically as a consequence of reaching a particular stage of the Academy's behaviour system.

**Suspension:**

- A suspension is where a student is temporarily removed from the Academy for disciplinary reasons.

- A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.
- A suspension may be for part of a school day and does not have to be for a continuous period.
- Suspension may be considered where behaviour constitutes a serious breach of the Academy's Behaviour Policy or where there have been persistent breaches of the policy.
- The Headteacher will determine the appropriate sanction based on the individual circumstances and evidence available.

**Permanent Exclusion:**

**A decision to permanently exclude a student will only be taken:**

- in response to a serious breach or persistent breaches of the Academy's Behaviour Policy; and
- where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others, including staff or students.
- A permanent exclusion may be considered for a serious first or one-off offence where the circumstances meet the statutory test.
- The Headteacher will make the decision based on the individual circumstances of the case and the evidence available.

**Factors Considered Before a Decision:**

Before deciding whether to suspend or permanently exclude a student, the Headteacher will consider all relevant circumstances and available evidence.

When establishing the facts in relation to a suspension or permanent exclusion, the Headteacher will apply the civil standard of proof, namely the balance of probabilities. This means that the Headteacher will determine that a fact is established where it is more likely than not that it occurred.

**This may include:**

- the nature, seriousness and context of the behaviour;
- the student's account and views;
- relevant witness accounts and other available evidence;
- whether the incident may have been provoked, for example by bullying, including prejudice-based or discriminatory bullying;
- whether the student has SEND or a disability and whether this may have contributed to the behaviour;
- whether reasonable adjustments have been made where required;
- whether the student has known safeguarding vulnerabilities;
- whether the student has a social worker or is looked after;
- the student's age, maturity and individual circumstances;
- relevant previous behaviour and interventions; and
- whether additional support or intervention would be appropriate.

The Academy will ensure that decisions are not discriminatory and that its duties under the Equality Act 2010 and relevant SEND legislation are fulfilled.

**Students with a Social Worker and Looked-After Children:**

- Where a student has a social worker and is at risk of suspension or permanent exclusion, the Headteacher will seek to involve the social worker, the Designated Safeguarding Lead and the student's parents/carers as early as possible.
- Where a looked-after child is at risk of suspension or permanent exclusion, the Academy's Designated Teacher will contact the relevant Virtual School Head as soon as possible and seek advice regarding appropriate additional support.
- Where required by statutory guidance, the student's social worker and/or Virtual School Head will be notified without delay of a decision to suspend or permanently exclude.

**Informing parents and relevant bodies:**

- Following a decision to suspend or permanently exclude a student, the Headteacher will notify the student's parents/carers without delay and provide the required information in writing.
- The Academy will also notify the Local Authority without delay, regardless of the length of a suspension.
- Where applicable, the Academy will notify the student's social worker and/or Virtual School Head without delay.
- The governing board will be informed in accordance with the requirements of statutory guidance.
- Parents/carers will be provided with information about their right to make representations about the decision and the relevant arrangements for consideration by the governing board.

**Education during a suspension or Permanent Exclusion:**

- The Academy will take reasonable steps to set and mark work for a student during the first five school days of a suspension.
- Where a suspension is for more than five school days, suitable full-time education will be arranged for a compulsory-school-age student to begin no later than the sixth school day of the suspension.
- Following a permanent exclusion, the Local Authority is responsible for arranging suitable full-time education from no later than the sixth school day following the first day of the permanent exclusion.

**Cancelling a Suspension or Permanent Exclusion:**

- The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, provided that the governing board has not yet met to consider whether the student should be reinstated.
- Where a suspension or permanent exclusion is cancelled, the Academy will follow the notification and reinstatement requirements contained within statutory guidance.
- Parents/carers will be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the decision being cancelled.
- The student will be permitted to return to the Academy without delay following cancellation.
- Any school days already spent out of school before the cancellation will count towards the maximum of 45 school days of suspension permitted in an academic year.

**Reintegration following Suspension:**

- Following a suspension, the Academy will support the student to reintegrate successfully into school life and full-time education.
- The Academy will arrange a reintegration meeting with the student and their parent/carer.
- Attendance at such a meeting will not be a condition of the student's return to school and a student will not be prevented from returning because a parent/carer is unable or unwilling to attend.
- Parents/carers will be encouraged to attend the reintegration meeting to build a home-school partnership in the best interest of the child.

**Informal or Unofficial Suspensions:**

- The Academy will not use informal or unofficial suspensions.
- A student will not be sent home for disciplinary reasons unless the Headteacher has formally suspended the student in accordance with statutory requirements.

## 10. USE OF REASONABLE FORCE AND RESTRICTIVE INTERVENTIONS

- The Academy is committed to providing a safe, secure and supportive environment for all students and staff.

- Restrictive interventions, including reasonable force, restraint and seclusion, will only be used where they are necessary and proportionate to the circumstances. They will not be used as a punishment, sanction, threat or deterrent.
- Staff should use positive behaviour management, prevention and de-escalation strategies wherever possible before considering a restrictive intervention. There may, however, be circumstances where immediate intervention is necessary to reduce the risk of harm to a student or others.
- Restrictive interventions are considered a last resort.

**Use of reasonable force:**

All Academy staff have the legal power to use reasonable force in appropriate circumstances. Reasonable force may be used to prevent or stop a student from:

- hurting themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among students, whether in or out of lessons.
- Any decision to use reasonable force will depend on the individual circumstances and the professional judgement of the member of staff.
- Where force is necessary, staff must use no more force than is needed and for the least amount of time necessary to reduce the risk.
- Staff must consider whether there is a less restrictive and effective way of managing the situation and whether an intervention could escalate the situation or cause greater harm.
- Staff must take account of the individual student's circumstances, including their age, size, medical conditions, special educational needs and/or disabilities (SEND), communication needs and any other known vulnerabilities.

**Managing an incident:**

Wherever possible, staff should:

- use appropriate prevention and de-escalation strategies before physical intervention;
- communicate calmly and clearly with the student;
- be aware of their body language, the student's personal space and the environment;
- use strategies such as distraction, removing an audience or offering a calm space for the pupil to self-regulate;
- seek assistance from another member of staff where appropriate;
- use the least restrictive intervention necessary for the shortest possible period;
- explain to the student, where possible, what is happening and why;
- continually assess whether the intervention remains necessary and reduce or stop it as soon as the immediate risk has reduced; and
- protect the safety, wellbeing and dignity of the student and others throughout.

**Unacceptable use of force:**

- Force must never be used for the purpose of punishment or as a sanction, threat or deterrent.
- Staff must not restrain a student in a way that affects their airway, breathing or circulation. This includes covering the student's nose or mouth or applying pressure to the neck or abdomen.
- Force must not be used on the ground. If a student is unintentionally held on the ground, staff must release the hold or move into a safer position as quickly as possible.

- Any use of force which may constitute inappropriate practice must be reported immediately to the Headteacher and dealt with in accordance with the Trust's procedures for managing allegations against staff.
- Where the concern relates to the Headteacher, it must be reported to the Trust Executive Team on the same day.

**Seclusion:**

- Seclusion is a non-disciplinary restrictive intervention in which a student is confined to a place away from others and prevented from leaving for their own safety and/or the safety of others.
- Seclusion will only be used as a safety measure where a student is experiencing high levels of emotional or behavioural dysregulation. It will never be used as a punishment, threat or disciplinary response.

**Where seclusion is necessary:**

- the student will be in a safe place that does not feel threatening or intimidating;
- the student will be supervised at all times; and
- the student will be allowed to leave as soon as the immediate risk of harm has reduced.

**Following an incident:**

- As soon as possible following the use of a restrictive intervention, appropriate support will be provided to the student and staff involved. This will include first aid, medical assessment or treatment where necessary and an opportunity to reflect on and talk through the incident.
- The Academy will review the incident to understand what happened, why the intervention was necessary, its impact on those involved and whether any changes to support, preventative strategies, risk assessments or individual plans are required to reduce the likelihood of a similar incident occurring again.
- Where appropriate, follow-up discussions will also seek to repair and rebuild relationships.

**Recording and reporting:**

The Academy will record and report:

- all significant incidents involving the use of force;
- all incidents of restraint; and
- all incidents of seclusion.

All such incidents must be recorded in writing on CPOMS under the category 'restrictive intervention' as soon as practicable following the incident. Staff involved should endeavour to complete the record no later than the same day. This applies even where the use of a restrictive intervention has been anticipated or agreed as part of an individual student's support plan.

Incidents must be reported to the Designated Safeguarding Lead (DSL) and brought to the attention of the Headteacher in accordance with Academy procedures. Any injuries must also be recorded and reported in accordance with the Academy's health and safety procedures.

**Informing parents and carers:**

Parents/carers will be informed of any significant incident involving force, restraint or seclusion as soon as possible by telephone. This will be followed by written notification, which the Academy will endeavour to provide no later than the same day.

## 11. GUIDANCE FOR SEARCHING, SCREENING AND CONFISCATION

The Academy will undertake searches, screening and confiscation in accordance with statutory guidance, safeguarding procedures and the Academy's Behaviour Policy. Searches will be carried out lawfully and with due regard to the dignity, privacy and welfare of students.

### Searching students:

The Headteacher and members of staff authorised by the Headteacher may search a student or their possessions where they have reasonable grounds to suspect that the student is in possession of a prohibited item or an item identified in Academy rules as an item for which a search may be made.

Where appropriate, students will first be asked to cooperate with a search. A search without agreement may be carried out where the statutory conditions are met. Such searches may take place on Academy premises or where staff have lawful control or charge of the student, for example on an Academy trip.

### Prohibited items:

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, e-cigarettes and vapes;
- fireworks;
- pornographic images; and
- any article reasonably suspected of being used, or likely to be used, to commit an offence, cause personal injury or damage property.

### Conducting searches:

Searches will be conducted sensitively and in a manner that seeks to minimise embarrassment or distress. Staff will take account of the student's age, SEND, communication needs, safeguarding concerns and other known vulnerabilities.

A search of a student will normally be carried out by an authorised member of staff of the same sex as the student, with another member of staff present as a witness. The statutory exception to these requirements may apply where there is a reasonable belief that serious harm could occur if an urgent search is not undertaken.

Searches may include outer clothing, pockets and possessions such as bags. Academy property used by a student, including desks and lockers, may also be searched in accordance with Academy procedures.

The Academy may use a handheld metal detector where there are reasonable grounds to suspect that a student may be carrying a weapon or other prohibited item containing metal. The use of a handheld metal detector will be carried out by an authorised member of staff and, where practicable, in the presence of another member of staff. Students will be treated respectfully throughout the process and reasonable adjustments will be made where required. The use of a handheld metal detector does not replace the Academy's statutory powers to conduct a search where the legal conditions for a search are met.

### Recording and informing parents/carers:

Searches for prohibited items, and searches giving rise to a safeguarding concern, will be recorded on CPOMS, including the reason for the search, staff involved, any items found and action taken.

Parents/carers will be informed of any search for a prohibited item and the outcome as soon as practicable. Where appropriate, they will also be informed about confiscated items, sanctions or safeguarding action.

Any safeguarding concerns arising from a search will be referred to the DSL and managed in accordance with the Academy's safeguarding procedures

## 12. MOBILE PHONES AND SMART DEVICES

Campsmount Academy is committed to providing a calm, safe and purposeful learning environment. In line with Department for Education guidance, the Academy operates as a mobile phone-free environment throughout the school day.

**Expectations:**

- From 8:00am, once students enter the Academy building, mobile phones and smart devices must be switched off and out of sight. This includes students attending Breakfast Club.
- Phones and smart devices must not be used or accessed during lessons, lesson changeovers, breaktime, lunchtime or assemblies.
- Headphones and earbuds must also remain out of sight.
- At 3:00pm, once the normal school day has ended, students may use their phones.
- Parents/carers who need to contact their child during the school day should do so through the main school contact number.

**Confiscation:**

Where a student is seen using or accessing a mobile phone or smart device during the school day:

- the device will be confiscated and taken to Main Reception for safe storage;
- the student's parent/carer will be informed;
- the parent/carer will be required to collect the device from Main Reception; and
- the device will not normally be returned directly to the student.
- Only the Headteacher or Designated Safeguarding Lead (DSL) may authorise the return of a confiscated device directly to a student where there is a legitimate reason to do so.
- Refusal to hand over a device when reasonably instructed by a member of staff will be treated as a separate breach of the Academy's Behaviour Policy.

**Safeguarding:**

- Where the use or content of a mobile phone or smart device raises a safeguarding concern, staff must report this to the DSL or Deputy DSL without delay and follow the Academy's safeguarding procedures.
- Any searching of a student or examination of data or files on a confiscated device will be undertaken in accordance with current DfE guidance and the Academy's Searching, Screening and Confiscation procedures.

**Exceptions and reasonable adjustments:**

- The Academy recognises that some students may require access to a mobile phone or smart device because of SEND, disability, medical, safeguarding or other exceptional needs.
- Any exception will be considered on an individual basis and agreed by the Headteacher or DSL.
- The Academy will have due regard to its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled students.
- Any agreed exception will specify when, where and for what purpose the device may be used.

**Responsibility for devices:**

Students who bring mobile phones or other personal electronic devices onto the Academy site do so at their own risk and are responsible for keeping them switched off, out of sight and securely stored throughout the school day.

# 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

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| Student arrives late to school | 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.<br><br>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. |

**Sanctions in lessons**

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| Expectation Reminder | The teacher reminds the student of the expectations<br>Name is now on the board |
| Stage 1 | The teacher clearly states that the student is now at Stage 1 and records this on the board.<br><br>Where appropriate the student is then moved seats within the classroom. |
| Stage 2 | The teacher clearly states that the student is now at Stage 2 and records this on the board.<br><br>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. |
| Stage 3 | The teacher clearly states that the student is now at Stage 3 and is being sent to Inclusion for the remainder of the lesson.<br><br>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.<br><br>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.<br><br>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. |
| Immediate behaviour points | 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. |

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| | Examples include:<br>• Lack of equipment for every lesson following Prepare<br>• *Confiscation (non-electronic device)<br>• *Confiscation (electronic device)<br>• Uniform – missing or incorrect<br>• Mis-use of ICT &/or equipment<br><br>*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. |
| Immediate Stage 2 events | The teacher will clearly state what the Stage 2 event is.<br>Examples of an immediate Stage 2 events include:<br>• Not being prepared for learning – Arriving at Prepare without all necessary equipment, and having not purchased replacements on entry to school: black pen, pink pen, pencil, ruler<br>• Being late to school/lesson/ASPIRE or assembly (including the number of minutes after the bell)<br>• 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<br><br>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. |
| Immediate Stage 3 event | The teacher clearly states what the Stage 3 is and that they are being sent to the Inclusion for the remainder of the lesson.<br>Examples of an immediate Stage 3 event include:<br>• Refusal to borrow PE kit<br>• Significant disruption at any point during a lesson<br>• Safety – not following instructions that keep others safe<br>• Threatening behaviour or aggression towards peers<br><br>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.<br><br>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.<br><br>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:

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| Beyond the classroom | The teacher will clearly state what the BTC event is.<br><br>Examples on BTC event include:<br>• Running on the corridor at any point of the day<br>• Shouting in the corridor at any point of the day<br>• Pushing another student<br>• Pushing into any queuing system (break, lunch, account top up...)<br>• Eating or carrying food out of the dining area<br>• Leaving trays / rubbish at the dining table<br>• Wearing outdoor coat indoors<br>• Littering<br>• Being in a non-designated area (Out of bounds)<br>• Failing to behave appropriately in assembly<br>• Other instances of anti-social behaviour including swearing at peers. |

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## 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 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.

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| Academy detention<br>30min/1hour.<br>(Tuesday-Friday each week) | Exactly 2 behaviour points in a school day from a single Stage 2 event = 30-minute detention<br>Failure to complete 1 homework task per week = 30-minute detention on the Tuesday of the following academic week.<br>Failure to complete 2 homework tasks per week = 60-minute detention on the Tuesday of the following academic week.<br>3 or more behaviour points in a school day from a combination of stage 2 events or a Stage 3 event = 60-minute detention |
| | 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 Friday Late detention. |
| Friday Late detention<br>2hours 30min<br>(Friday each week in B7) | For students who have not attended a detention set Friday-Thursday in the academic week.<br>Failure to complete 3+ homework tasks per week = Friday Late detention on the Friday of the following academic week. |

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Further Sanctions and interventions

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| **Inclusion/Isolation** | 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 Inclusion/Isolation.<br><br>**Separation for Safeguarding Purposes**<br>In rare circumstances, it may be necessary to temporarily separate a student from another student or students for safeguarding purposes.<br>Safeguarding separation is not a disciplinary sanction and will not be used as an informal suspension. |
| **Suspension** | The Headteacher may decide that a suspension is appropriate where a student's behaviour represents a serious breach or persistent breaches of the Academy's Behaviour Policy.<br><br>The decision to suspend will be based on the individual circumstances of the case and will be lawful, reasonable, fair and proportionate.<br><br>Following a suspension, the Academy will support the student's successful reintegration. A reintegration meeting will be offered to the student and parent/carer to review the circumstances of the suspension, identify any appropriate additional support and establish clear expectations for the student's return. |
| **Off-Site Direction** | Where appropriate, the Academy may consider the use of temporary off-site direction as an intervention to support an improvement in a student's behaviour.<br><br>Where the arrangement constitutes an off-site direction, it will be made and reviewed in accordance with the statutory requirements and current DfE guidance.<br><br>Off-site direction is a temporary measure intended to improve a student's future behaviour. It will not be used as a sanction or punishment for previous misconduct or as an informal alternative to suspension.<br><br>Before an off-site direction is made, the Academy will consider the student's individual circumstances, including SEND, health and safeguarding needs, and the support or interventions already provided. The student will be supported to express their views and will be kept informed about how those views have been considered.<br><br>The purpose, objectives and expected duration of the placement will be clearly identified. Appropriate information will be shared with the receiving provision in advance, including relevant safeguarding, SEND, attainment, risk assessment and support information.<br><br>The placement will be monitored and reviewed in accordance with statutory requirements, with the aim of supporting successful reintegration into the Academy or determining an appropriate next step. |
| **Managed Move** | **Managed Move**<br>A managed move is a permanent move to another mainstream school which is agreed in the best interests of the student. |

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| | Managed moves will be considered as part of a planned intervention where it is considered that a permanent move to another school would provide the student with an opportunity for a successful fresh start.<br><br>The Academy will not use a managed move as an informal or unlawful means of removing a student from its roll, and parents/carers or students will not be pressured into agreeing to a managed move.<br><br>Before a managed move takes place, relevant information will be shared between the Academy, receiving school and Local Authority where appropriate. This will include relevant information concerning attainment, SEND, safeguarding, behaviour, risk assessment and effective support strategies.<br><br>Where a student has an Education, Health and Care Plan (EHCP), the Local Authority will be contacted before a managed move is agreed and the appropriate statutory processes for amending the EHCP will be followed.<br><br>Where a student has a social worker or is looked after, the appropriate professionals, including the social worker and/or Virtual School Head, will be involved as required.<br><br>A managed move is a permanent admission to the receiving school. The Academy will not operate a "trial managed move" or "trial admission". Where a temporary placement is required to improve behaviour, the Academy will consider whether an off-site direction is appropriate.<br><br>All managed moves will comply with the School Admissions Code, pupil registration requirements and current DfE statutory guidance. |
| **Alternative Curriculum package** | 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, ensuring the highest standards of education and support for our students. |
| **Permanent Exclusion** | Permanent exclusion is the most serious sanction available to the Academy. A decision to permanently exclude a student can only be taken by the Headteacher, or the Acting Headteacher where the Headteacher is absent, and will be made in accordance with current Department for Education statutory guidance.<br><br>A decision to permanently exclude a student will only be taken:<br><br>• in response to a serious breach or persistent breaches of the Academy's Behaviour Policy; **and**<br>• where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.<br><br>A permanent exclusion may be considered following a serious one-off incident where the statutory threshold is met. It may also be considered where there have been persistent breaches of the Academy's Behaviour Policy and the statutory threshold for permanent exclusion has been met. |

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| | Permanent exclusion will not be an automatic consequence of a particular behaviour or of reaching a particular stage within the Academy's behaviour system. Each case will be considered individually and on the evidence available.<br><br>Before reaching a decision, the Headteacher will consider all relevant circumstances and evidence. This will include, where appropriate:<br><br>All permanent exclusions will be administered in accordance with the current Department for Education statutory guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. |