

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
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1. INTRODUCTION AND PURPOSE

1.1 The Academy ethos is based on principles, values and standards established by Leger 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 texts and phone call homes.
- Academy achievement points.
- Twitter stars of the week.
- Departmental/Progress Leader reward schemes e.g. ATL postcards, phone calls home, badges.
- Recognition via assemblies.

- Certificates.
- Formal occasions – Reward assemblies, Principal’s lunch, Performer of the year awards, Presentation Evening.
- End of Year Rewards Trips.

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
- 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 pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. This power 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 pupil 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/reprimand
- Phone call home
- Restorative detention
- Academy report
- Reflection time in Inclusion
- Internal exclusion
- Pastoral Support Plan
- Fixed term exclusion
- Disciplinary placement
- Alternative Provision

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

5.1 For some pupils with particular behaviour needs, the Academy will need to undertake thorough risk assessments to determine how best to support these pupils. This may for example include pupils 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 of time.

5.2 In rare circumstances, a risk assessment may deem that it may be better if a pupil stays at home. If such cases occur they will be kept under review.

5.3 For pupils 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 always unacceptable and will not be tolerated because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- It interferes with a pupil's 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 pupil 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 pupils.

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 pupils to an area where they cannot come into contact with 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 pupils 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 Principal considering issuing a fixed term exclusion.

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

- Verbal: including name-calling, taunting, teasing, insulting, mockery, mimickery, inappropriate banter or lyrics to raps, shaming e.g. fat shaming; e
- 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 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 pupils how to behave to prevent any further incidents.

8. RECORD KEEPING AND MONITORING

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

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

- Every complaint of bullying and poor behaviour will be taken seriously;
- A pupil 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 pupils but it is the victim who will select whether this takes place or not.

8.3 The Academy will, for most but not all, serious incidents, inform parents/carers as to what has happened so that they can give their support. Where the Academy staff feel that the pupil 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. EXCLUSIONS – USE OF FIXED TERM (FTE) 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 upholding statutory guidance it is only the Principal that may exclude a pupil. All parties involved in exclusions, must have regard to statutory guidance. Exclusion proceedings at Campsmount are conducted in a fair and just manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated 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 Principal. Pupils over 18 have to be informed and have the right to appeal on their own behalf.

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

9.5 The normal arrangements and procedures that must follow a decision to exclude 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 pupil 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 pupil/s to a designated area where they cannot come into contact with others
- Administer first aid if necessary
- Ensure that the Principal 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 close proximity that occurred.

10.3 Where physical restraint and positive handling techniques are used by staff, this must be recorded in writing and the pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment.

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

11.2 Staff can search any pupil for any item if the pupil 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 January 2018).

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
- 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 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 pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give

consent. If the pupil 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 Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil 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 pupil, for example, on Academy trips.

11.6 Searches generally - If staff believe a pupil 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 Academy property, e.g. pupils' lockers or desks; 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 pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

11.8 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil, or in the case of a transgender pupil, 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 Principal 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 – REWARDS FLOWCHART



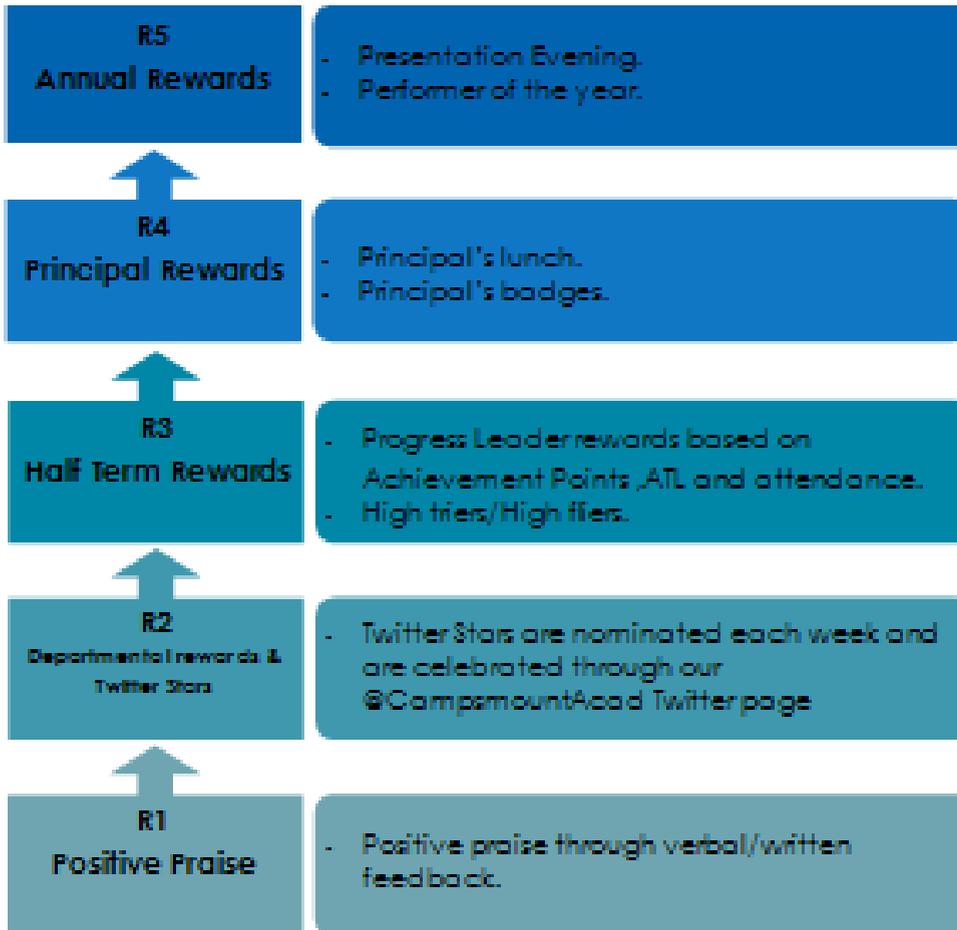
Campsmount Rewards Flowchart



Expectations

- Be responsible for yourself and your learning
- Be polite and respect others
- Be prompt and fully equipped for lessons
- Be presentable with smart uniform at all times
- Listen carefully and follow instructions
- Work hard and have a positive attitude to learning

Students can be entered at any level by PS Ms or SLT if necessary



APPENDIX B – 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.

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 including planner
- Return Campsmount LEARN tasks.
- 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

Student arrives late to school	<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 that it is a stage 2 event.</p> <p>A S2 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3:10pm the same day.</p> <p>This is recorded on SIMS by the pastoral team; 1 behaviour point is added to their record, a 30 minute Academy detention is set for the next day and a message is automatically sent home via SIMS by the pastoral team.</p>
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Sanctions in lessons

Expectation Reminder	<p>The teacher reminds the student of the expectations</p> <p>Name is now on the board</p>
Stage 1	<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>
Stage 2	<p>The teacher clearly states that the student is now at Stage 2 and records this on the board.</p> <p>A S2 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3:10pm the same day.</p> <p>This is recorded on SIMS by the teacher with a comment; 1 behaviour point is added to their record, a 30 minute Academy detention is set for the next day and a message is automatically sent home via SIMS by the pastoral team.</p>
Stage 3	<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. The SIMS alert function is to be used.</p> <p>A S3 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3:10pm the same day.</p> <p>This recorded on SIMS by the teacher with a comment. Teacher to contact home to discuss the reason for inclusion; 2 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 SIMS by the pastoral team.</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.</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 SIMS.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lack of equipment • Confiscation (non-electronic device) • Confiscation (electronic device) • Uniform – missing or incorrect • Mis-use of ICT &/or equipment
<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"> • Being late to lesson/form 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 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3.10pm the same day.</p> <p>This is recorded on SIMS by the teacher with a comment; 1 behaviour point is added to their record, a 30 minute Academy detention is set for the next day and a message is automatically sent home via SIMS by the pastoral team.</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. The SIMS alert function is to be used.</p> <p>Examples of an immediate Stage 3 event include:</p> <ul style="list-style-type: none"> • 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 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3:10pm the same day.</p> <p>This is recorded on SIMS by the teacher with a comment. Teacher to contact home to discuss the reason for inclusion; 2 behaviour points are added to</p>

their record, a 60 minute Academy detention is set for the next day and a message is automatically sent home via SIMS by the pastoral team.

Students have a reasonable amount of time to arrive at Inclusion – if they fail to achieve this they will receive a sanction in line with where they are on the 'Further Sanctions' process.

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.

Be PREPARED, Be RESPECTFUL, Be SAFE

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 Stage 2 to students. There are no warnings for a Stage 2 around the school. A Stage 2 can be issued for the following:

Beyond
the
classroom
immediate
Stage
2

The teacher will clearly state what the Stage 2 event is.

Examples on immediate Stage 2 event beyond the classroom include:

- 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
- Refusal to remove a coat
- 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.

A S2 slip is completed - a copy is provided to the student and a copy placed in the administration box no later than 3:10pm the same day.

This is recorded on SIMS by the pastoral team; 1 behaviour point is added to their record, a 30 minute Academy detention is set for the next day and a message is automatically sent home via SIMS by the pastoral team.

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 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 (Isolation or Fixed-term Suspension). 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 sanction in line with where they are on the 'Further Sanctions' process.

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

<p>Academy detention 30min/1hour Monday, Tuesday, Wednesday, Thursday and Friday</p>	<p>Stage 2= 30 minute detention (Potentially completing two in one afternoon) Stage 3= 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 sanction in line with where they are on the 'Further Sanctions' process (Isolation or Fixed-term Suspension).</p>

Be PREPARED, Be RESPECTFUL, Be SAFE

Further Sanctions and interventions

Stage 4 (Isolation . Six sanctions at Stage 4)	Sanction 1	Student is in normal circulation during PREPARE and periods 1,4,5). Student is booked in Isolation for Period 2-3, (9:40am-1:00pm) (includes ASPIRE and Lunchtime).
	Sanction 2	Student is in normal circulation during PREPARE and periods 1,4,5). Student is booked in Isolation for Period 2-3, (9:40am-1:00pm) (includes ASPIRE and Lunchtime).
	Sanction 3	Student booked in Isolation for 9:40am until 3:00pm for 1 day.
	Sanction 4	Student booked in Isolation for 9:40am until 3:00pm for 1 day.
	Sanction 5	Student booked in Isolation for 9:40am until 3:00pm for 2 days.
	Sanction 6	Student booked in Isolation for 9:40am until 3:00pm for 2 days.
Stage 5 (Partners hip School, Isolation. 4 Sanction s at Stage 5)	Sanction 1	Student booked in Isolation at a Partnership School for 1 day.
	Sanction 2	Student booked in Isolation at a Partnership School for 1 day.
	Sanction 3	Student booked in Isolation at a Partnership School for 2 days.
	Sanction 4	Student booked in Isolation at a Partnership School for 2 days.
Stage 6 Fixed- term Suspensi on (FTS)	FTS 1	x1 day FTS or x1.5 days FTS
	FTS 2	x2 days FTS or x2.5 day FTS
	FTS 3	x3 days FTS or x3.5 days FTS
	FTS 4	x4 days FTS
	FTS 4*	x4.5 days x5 days FTS Meeting held to determine direction of Stage 7.
Stage 7	Managed move or Alternative Provision Placement	
Stage 8** Fixed- term suspensi ons(FTS)	FTS 5 onward s	x5 days FTS for this incident and all following FTS's
Stage 9	Permanent Exclusion	

*Governor's Panel meeting is triggered at 15 days (termly). School reserves the right to introduce a Governors Panel Meeting earlier if in the best interest of all parties.

**Stage 8 may be used before Stage 7 in certain circumstances where timescales arranging a managed move or AP placement dictate.

Be PREPARED, Be RESPECTFUL, Be SAFE

Behaviour		Points	Sanction
Stage 2 - In Classroom		1	30 minute detention
Stage 3 - In Classroom		2	60 minute detention
Immediate in classroom sanctions.	Lack of equipment	1	
	Confiscation of item (non-electrical)	1	
	Uniform issue	1	
	Confiscation of item (electronic device)	1	
	Mis-use of ICT &/ or equipment	1	
	Late to tutor/lesson	1	30 minute detention
	Immediate Stage 2 event	1	30 minute detention
	Immediate Stage 3 event	2	60 minute detention
Stage 2 'Beyond the Classroom' sanction		1	30 minute detention
Stage 4 & 5	Refusal to move to Inclusion	10	Isolation
	Refusal to hand over device/item	10	Isolation
	Smoking/vaping	10	Isolation
	Severe damage to property/grounds	10	Isolation
	Aggressive behaviour towards staff member	10	Isolation
	Truancy	10	Isolation
	Cyber-bullying*	10	Isolation
	Fighting (equal blame)	10	Isolation
	Missed Detention	10	Isolation
	Other	10	Isolation
Stage 6	Refusal at stage 4 or 5	10	Fixed-term suspension
	Homophobic discrimination*	10	Fixed-term suspension
	Racial discrimination*	10	Fixed-term suspension
	Religious discrimination*	10	Fixed-term suspension
	Physical assault (severity dependent*)	10	Fixed-term suspension
	Transphobic discrimination*	10	Fixed-term suspension
	Bringing the Academy into disrepute	10	Fixed-term suspension
	Setting off the fire alarm	10	Fixed-term suspension
	Other	10	Fixed-term suspension
Stage 9	Physical assault of a staff member*		Permanent Exclusion
	Serious malicious allegation against staff*		Permanent Exclusion
	Carrying/supplying/using banned substances (including alcohol)*		Permanent Exclusion
	Carrying an offensive weapon*		Permanent Exclusion

*These incidents will include Police involvement **at all times.**