



Lakelands

Academy

Behaviour Policy

Next Review
Spring 2024

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

To set a framework in which sanctions may be applied in a graduated way to students who have breached the code of good conduct with varying degrees of severity.

All students have a responsibility to behave well and to be honest and trustworthy. All teachers have a responsibility to try to ensure that good order is maintained. If there is a breach of this policy, then a clearly defined hierarchy of sanctions will be applied depending on the severity of the incident. *This hierarchy is shown in Annex A.*

Parental support for these sanctions, including detentions, is implicit in parents' acceptance of all academy's policies that are agreed by staff and the Board of Governors of Lakelands Academy.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

› [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform
- Lack of equipment

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying or hate crime
- Persistent defiance
- Vandalism
- Theft
- Fighting
- Prohibited use of mobile phone
- Repeated Smoking/vaping on the academy site or on the way to or from the academy
- Racist, sexist, homophobic or otherwise discriminatory behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Fireworks
 - Pornographic images
 - Alcohol

- Legal or Illegal drugs/highs
- Cigarettes, tobacco, cigarette papers, vapes
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Possession of, being under the influence of, supplying or dealing
- Alcohol
- Legal or Illegal drugs/highs
- Cigarettes, tobacco, cigarette papers, vapes

4. Roles and responsibilities

4.1 The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Approving this policy

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Teachers and staff

- Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Think to themselves, is it SMART.....SAFE...KIND....RESPONSIBLE

For further details see Lakelands Code of Conduct Policy (pupils)

6. Bullying and Peer on Peer Abuse

Statement of Intent

Lakelands Academy's anti-bullying policy outlines measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils; (Education and Inspections Act 2006). It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2022, and "Working together to safeguard children" 2018.

At Lakelands Academy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* academy. This means that *anyone* who knows that bullying is happening should tell a member of staff.

Bullying is the use of a range of tactics which have the intention of hurting another person. Bullying results in pain and distress to the victim.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Academies have a responsibility to respond promptly and effectively to issues of bullying.

- All governors, teaching and non-teaching staff, Students and parents should have an understanding of what bullying is.
- All governors and teaching and non –teaching staff should know what the academy policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the academy policy is on bullying, and what they should do if bullying arises.
- As an academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. We will not tolerate bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from academy

- doesn't want to go on the academy/service bus
- begs to be driven to academy
- changes their usual routine
- is unwilling to go to academy
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning – or claims to
- begins to do less well in academy work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- continually ‘loses’ items
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen / food bought for others)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to Form Tutor or HOY / AHOY (Head of Year / Assistant Head of Year)
2. The bullying behaviour or threats of bullying must be investigated and moves made to stop the bullying quickly. SLT members / parents may be involved as appropriate.
3. Incidents of bullying will be recorded on CPOMS. A hate crime reporting form may be completed if appropriate. The Police may also be contacted if appropriate and necessary.
4. An attempt will be made to help the bully understand and change their behaviour.

Outcomes

1. The bully (bullies) will be encouraged to acknowledge and understand their behaviour. Other action may be considered. (E.g., referral to CHAT/school counsellor or mentor/other outside agencies). The victim may be referred to same/similar to help them deal with what they have experienced.
2. Sanctions will be used if appropriate. In serious cases, suspension or even permanent exclusion will be considered.
3. If possible, the students will be reconciled
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Within the curriculum the academy will raise bullying through PSHEE lessons, form time, assemblies and subject areas as appropriate.

HELP IS AVAILABLE FROM:-

<https://www.anti-bullyingalliance.org.uk/>

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

7. Hate Crime

Hate crime is an offence committed against a person or property motivated by the perpetrator's hostility and prejudice towards people because they are seen as being different. By working together schools should try to meet their equality and diversity obligations, particularly in seeking to eliminate discrimination, harassment and victimisation. In addition, working together aims to encourage social inclusion and promotes a resilient and caring society. The Hate Crime Reporting protocol with website links are shown below.

<https://shropshire.gov.uk/crime-and-community-safety/hate-crime/report-a-hate-crime/>

<https://shropshire.gov.uk/media/13407/hate-crime-reporting-form.pdf>

8. Sexual Harassment and Sexual Violence – Zero Tolerance Approach

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care

- Report to the police

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments (including sexting).

Sexual assault -any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Sexist comments are those which discriminate based on sex, particularly against women.

We will not tolerate Physical abuse/harassment of any kind. This includes abuse in intimate relationships between peers.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Contact Parents.
- Report to the Police if the behaviour/offence warrants this.
- Monitor their behaviour for any recurrence
- Apply an appropriate sanction where felt necessary.
- Escalate the sanction if the pupil refuses to apologise in the first instance or repeats the behaviour.

We will support the victim(s) in every case both in school and by signposting to relevant support groups/outside agencies if required.

Our RSE curriculum covers what healthy and respectful behaviour towards one another looks like.

Lakelands operates a zero-tolerance approach to sexism and Sexual harassment.

Please refer to our child protection and safeguarding policy for more information

9. Drugs

Drug prevention is taught mostly within the PSHEE programme. Emphasis is placed upon:

- Providing an accurate factual knowledge about the attraction and dangers of drugs and about the law relating to their use and misuse;
- Emphasising the benefits of a healthy life-style;
- Informing students where they could access support in the community;
- Enabling students to make responsible choices both now and in later life.

DRUG MISUSE AND DRUG PREVENTION

Drug misuse is an educational issue. It is essential the Academy has a drugs education programme; some students will be involved in smoking, vaping* alcohol and volatile substance misuse. Some students, at any given time, may actively be involved in experimenting with legal or illegal drugs and many students are likely to be exposed to the

effect and influence of drug issues in the wider community. Young people who live in Ellesmere and the surrounding community are now more at risk of being involved in drug related activity due to the growing “County lines” and child exploitation problem.

Drug prevention incorporates both primary prevention (stopping people from taking or experimenting with drugs in the first place) and secondary prevention (treatment and rehabilitation to help those who are using drugs to stop).

Vaping*

Vaping is not risk free, and NICE recommends that vaping should be discouraged in children and young people who have never smoked.

Underage vaping among 11-17 year olds has increased in the last two years

If pupils are found vaping or smoking the product can be confiscated

The Academy will educate children on vaping, emphasising that vapes are less harmful than smoking, but that their purpose is to help adult smokers stop smoking.

The Academy needs to explain that e-cigarettes are an age-restricted product because there is potential for users to become addicted to nicotine-containing e-cigarettes, and we do not yet know the long-term effects of vaping on health. And that anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.

(ASH brief for local authorities on youth vaping – August 2022)

JUSTIFICATION

- The Academy is committed to the health and safety of its members and will take action to safeguard their well-being.
- The Academy is committed to a partnership with parents and sharing with them the responsibility for drugs education. This will mean working with them and keeping them informed and involved at all times.
- The Academy neither condones the misuse of drugs and alcohol by members of the Academy, nor the illegal supply of these substances.
- The Academy does everything possible to stop smoking.
- The Academy believes it must provide accurate information about substances and to increase understanding for those experiencing, or likely to experience, substance use.
- The Academy believes it has a duty to inform and educate young people on the consequences of drug use and misuse and through the general ethos of the Academy will seek to persuade young people in need of support to come forward.
- Drug education will enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing skills.

RESPONSIBILITIES

IT IS THE RESPONSIBILITY OF:-

- The tutor team, through PSHEE, to widen understanding about drugs related health and social issues; Crime, HIV and Aids.

- The head of faculty for Science/ PE and the PSHEE lead to ensure that their schemes of work dovetail so that learning is reinforced rather than repetitious. See Procedures below
- All Faculty Leaders to identify where their curriculum content might contribute to, or reinforce drugs education.

PROCEDURES

- Tutors will discuss with students any instances involving substance misuse or supply on the premises and refer to their HOY or SLT. Any suspected drug use/supply/possession should be referred to SLT by the HOY.
- HOY/AHOY will investigate any suggestion of being under the influence/possession, using or supplying substances off the premises and liaise with the SLT regarding appropriate action being taken in line with relevant policies.
- All academy staff, will be made aware of the content of the policy and receive appropriate in-service training to help them in their awareness of drugs and related issues.
- Parents will be invited to appropriately organised discussions to help inform guide and raise awareness of drug related issues.
- All students will be warned of the consequences of being in possession of legal or illegal substances upon Academy premises via assemblies/ tutor team etc.
- The Academy will work closely with the local police, specialist addiction counsellors, social services, the LA, school nurse, health and drug agencies and invited guest speakers.
- All students will receive the drugs education programme which may be taught through a variety of subjects, particularly but not limited to PSHEE, Science/PE and English/Drama. This should include content to widen understanding about drugs related health and social issues such as crime, HIV and Aids.
- Any student involved in using or supplying drugs, being in possession of any illegal substance or being found under the influence of drug/illegal substances, including legal highs, will be subject to the Academy's disciplinary procedures but will also receive appropriate support/counselling/education.
- In the event of an incident involving the use or possession of legal or illegal substances, following investigation, parents will be informed and involved in working with the Academy in relation to the issue.
- In the event of a drugs related incident attracting media interest, the Academy will take appropriate advice from the Shropshire Councils HR Advice or legal team and press officer to ensure the reporting of any incidents remains in the best interest of young people, their families and the Academy.

10. Mobile phones

- Pupils are allowed to have mobile phones with them on-site but they have to be turned off and kept out of sight at all times unless a pupil is given permission by a member of staff to use their phone.
- There will be exceptions to the rules for medical or personal reasons
- The Academy will not be Liable in case of loss or damage.

- Pupils breaking the rules for mobile phones will have their phone confiscated and it will be kept in the safe in the HOY office until the end of the day.
- There may be cases (persistent breaking of rules/safeguarding or criminal acts) where the phone is not returned to the pupil and is returned to the parent/carer instead or in some cases, kept in school until collected by the Police.

11. Behaviour management

11.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines, rules and procedures
 - Communicating expectations of behaviour in ways other than verbally
 - Refer pupils to the “Lakelands 4 rules is it **smart safe responsible kind**.”
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Implementing sanctions fairly and appropriately
 - Using positive reinforcement
 - Maintaining an ‘emotional objectivity’ and a positive mindset
 - Reflect on their own practice and arrange “restorative” conversations with pupils where appropriate, with support from FL/HOY if necessary.

12. Responding to misbehaviour

12.1 When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Role of the Classroom Teacher

- The classroom teacher is the first step of the sanction process and should impose relevant sanctions, including detentions if a student's behaviour is not deemed appropriate. The teacher should inform parents/carers about the situation at an early stage and make the students form tutor aware.
- If the issue persists after these measures have been implemented and a reasonable amount of time given to assess their impact, students should then be referred to the Faculty Leader. Of course, help/advice and support from the FL and HOY could be sought at any time.

Role of the Faculty Leader

The role that the Faculty Leader (FL) has in the sanctioning process is important. A Faculty detention is one of the sanctions available to Faculty Leaders when other measures have been tried. The Faculty Leader should also inform parents of the situation and that it has escalated to them as the leader of the subject team. The FL should also inform the tutor. If not resolved, liaise with the Pastoral Team/HOY re escalation.

Role of the Form Tutor

The Form Tutor is central to the welfare, care guidance and support of students in their tutor group. The tutor's knowledge of students in their group (inc home background) over the five years in school is likely to mean they are very influential on their behaviour and should be involved as fully as possible – monitoring behaviour and progress and communication with home. If their intervention (tutor) is not having the desired impact, he/she should refer any problems to the relevant HOY.

The school may use one or more of the following ~~sanctions~~ in response to unacceptable behaviour:

- A verbal reprimand
- Class report
- Seating plan changes
- Sending the pupil out of the class for a brief 'time-out'
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Friday Headteacher Detention (for behaviour incompatible with the Team Lakelands ethos.)
- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

- Removal of the pupil from the classroom
- Referral to faculty leader or Head of Year
- Referral to a member of S LT
- Subject report, faculty report or daily report
- Letters or phone calls home to parents
- Agreeing a behaviour modification contract
- Isolation (for a specified lesson, a half day or a day)
- Break and/or lunch report
- Referral into the IBM system (Intensive Behaviour Modification)
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Use of CPOMS

Every incident should be logged on CPOMS by the member of staff who was directly involved, including any action taken and interventions put in place.

When an incident escalates to FL/HOY/AHOY/SLT level then they would be responsible for logging any further action taken. Detentions can still be logged on SIMS. From Sanctions

Out-of-class problems

Incidents should be referred to the relevant form tutor in the first instance (depending on the nature of the incident) or HOY, for more serious incidents (e.g., violence, smoking). There are always SLT members on duty every break and lunch who can be contacted via walkie talkie. The incident should be recorded on CPOMS.

Pastoral problems

Should staff become aware of a pastoral problem or have a cause for concern he/she should inform the Form Tutor as soon as possible and inform the tutor of the concern verbally but always via CPOMS so that the tutor has a written record of the concern. If considered more serious then the member of staff can inform the HOY/AHOY.

IF ANY MEMEBR OF STAFF FEELS THAT THERE IS A SAFEGUARDING CONCERN WITH A PUPIL THEY SHOULD MAKE DIRECT CONTACT WITH ONE OF THE SAFEGUARDING OFFICERS IN SCHOOL IMMEDIATELY.

9.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must;

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Training is provided by trained staff (underwritten by The Crisis Prevention Institute)

9.3 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to academy discipline. Such items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones will be returned to pupils at the end of each school day unless the member of staff/HOY feels it is appropriate to keep for longer. This may be the case if there are any safeguarding concerns or concerns that the phone has been used to send or receive inappropriate images or messages.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- At an Alternative Provision placement
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour: Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

9.6. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.7. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team or a member of the pastoral team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

13. Serious Sanctions

13.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. In the first instance, a 5 minute "time out" outside the classroom or maybe a walk with a TA.

Pupils who have been removed to WBC or SLT office will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Emergency referrals – Leadership/Pastoral team "callout" and removal from a lesson

On occasions it may be necessary to remove a student from the classroom immediately. In this case an email message should be sent to SLT, internal admin and Pastoral team ("call

out" email group) asking for a member of the SLT or Pastoral Team to remove the student and arrange the necessary supervision or return the student to the class or a FL's class, if a satisfactory outcome is achieved. The class teacher should record the incident on CPOMS and complete a blue call out form. A suitable sanction should be agreed by the subject teacher/FL or HOY. For more serious incidents resulting in removal from the class, the HOY may have to discuss suitable sanction with SLT.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches/mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS/completion of a blue form, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

13.2 Detention

Pupils can be issued with detentions during break, after school during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

The staffing and supervisory structure to implement these requirements is:

- The Senior Leadership Team (SLT) being responsible for promoting, monitoring and evaluating behaviour and discipline matters across the school
- Faculty Leaders and their staff being responsible for these matters within curriculum areas
- HOYs and their staff (tutors) being responsible for these matters

- Teaching and supervisory staff being responsible for these matters outside the classroom at the start and end of each day, during break and lunch time

We may use the isolation room within the Wellbeing Centre in response to serious or persistent breaches of this policy. Pupils may be brought to the isolation room during lessons where they have been removed through a LT/Pastoral callout, and they will be expected to complete the same work as they would in class.

The Health and Wellbeing Centre (the detention room is part of this) is manned by the HOYs/AHOYs.

13.3 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

These are conducted in accordance with DfE guidance

The formal suspension or exclusion of a student is the strongest sanction available, and one that will never be used without considerable and serious consideration by all concerned. It is a provision to maintain a high standard of behaviour, a harmonious working relationship, a safe and responsible environment and one in which students can develop as valued members of society.

Wherever possible if there is a risk of students becoming excluded, home will be contacted in advance in order to consider the position and strategies that may be used to remedy the situation before the academy has to resort to suspension or exclusion.

Each incident of suspension or exclusion will be recorded in a standard format. This will give:

- the name of the student
- the gender of the student
- the ethnic group into which the student falls
- the type of exclusion
- in the case of fixed term exclusions, the number of days for which the student will be excluded
- the reasons for the exclusion.
- The date of the exclusion

Written statements will be gathered from staff and other students if necessary to inform the decision along with any CCTV footage if accessible and necessary. The AHOY/HOY/Assistant Head will ensure that **the student who is at risk of being excluded will always have the opportunity to give their version of events** (all written evidence to be kept in the students file and/or scanned onto CPOMS). When the Headteacher has decided that there are adequate grounds for excluding a student, the parents will be

informed as soon as possible. A letter will be sent to parents on the day of the exclusion wherever physically possible.

If the exclusion is for 6 working days or more the Headteacher will;

- Plan full-time, offsite, educational provision from day 6 of the exclusion.
- Ensure that work is set and sent home for completion for the first 5 days of the exclusion.
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
- Inform the LA of the details of the exclusion and the provision made for the individual.

The Head Teacher alone will decide if a student is to be suspended. The only exception will be if an Acting Head Teacher is in place. The Headteacher will not make that decision until in possession of all the facts and has given the student an opportunity to express a view. The only exception to this is when there is an immediate safety risk. When a student is excluded the Headteacher will inform the parents, the Chair of the Board of Governors. Thereafter directions laid down by the Board of Governors must be followed.

PERMANENT EXCLUSION

The Head Teacher or Acting Headteacher alone may decide if a student is to be permanently excluded. If the Head Teacher is temporarily absent from the academy and an incident occurs in which the Deputy Headteacher feels that permanent exclusion may be the appropriate response, the Deputy will contact the Head Teacher to allow the Head Teacher to consider the case and authorise an exclusion if appropriate.

Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including suspension, have failed to produce the desired response in the student. It may, however, be an appropriate response to a single incident of extreme misconduct.

Please refer to our Suspension and Exclusion policy for more information

14. Pupil support

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

14.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

14.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority (Shropshire) and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

15. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings/restorative conversations
- Daily contact with FT/HOY/pastoral lead
- A report cards with personalised behaviour goals

- Offering various support (Counselling/anger management and other interventions and possible referral to outside agencies).

16. Pupil transition

To ensure a smooth transition to the next year, Heads of Year have transition sessions, so that information related to pupil behaviour issues is transferred to relevant staff before the start of the New Year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools. 'Pen portraits' are collated for pupils transitioning from primary schools, so staff have a contextual understanding of the children they are going to teach.

17. Responding to good behaviour

Positive behaviour will be rewarded with:

- Praise
- Rewards tokens and points
- Legend of the lesson points/tokens
- Letters, phone calls or postcards home to parents
- Special responsibilities/privileges
- Half termly Rewards assembly prizes / badges / certificates
- Rewards Trips

18. Rewards

Rewards are ~~The Purpose of the policy is to set~~ a framework in which the academic, sporting, social and cultural achievements of students can be recorded and celebrated.

We offer a range of rewards to:

- Recognise the value of students' achievement, effort, service and leadership within the school
- Give encouragement to students to succeed and to make a positive contribution to the school community
- Enhance staff-student relationships within the school
- Improve students' sense of self-confidence and worth
- Encourage students to enjoy school and achieve in their time here
- Raise the ethos of the House system within School

We use the following kinds of ways to do this:

- All staff are encouraged to award House points and Tokens and to praise positive achievement and to display evidence of individual success
- Good work and behaviour can be noted on CPOMS or SIMS in order that Form Tutors and Senior Tutors can be informed.
- Gaining House points for various reasons (Legend of the lesson, outstanding classwork, being a good citizen, representing your House or School etc) can lead to the award of Bronze, Silver, Gold and Platinum awards. Badges are awarded for Gold and Platinum levels in Key Stage 3.

- Form rewards have been introduced to motivate pupils to collect house points. The rewards available have been drawn up with pupil involvement. (As an example, a year 8 group chose as their reward to have a non-uniform day.)
- Displays of students' work are set up in classrooms and corridor areas as examples of good practice
- Certificates for cross-curricular, attainment and progress are awarded to all year groups in half termly rewards assemblies for each year group.
- Awards/Prizes and trophies are awarded at other times throughout the school year (for e.g., after Sports Day and Festival week towards the end of the Summer Term)
- Positive comments may be noted in students' Homework Diaries or on a Postcard sent home for particularly good work.
- Heads of Year use 'positive reports' to motivate pupils with low self-esteem. Positive comments are made throughout the day so the pupil receives rapid and regular positive reinforcement for their achievements.
- Contact with parents through a phone call, brief note or postcard can be made
- Mention may be made of personal achievements in an assembly
- Mention may also be made in the school's newsletter
- Publicity may be arranged for a special achievement in the local media
- Certificates for 100% attendance are presented each term and for a full academic year
- Improvements in attendance are also recognised
- The names of the head students, duty prefects, library prefects, lunchtime reading prefects, house captains, sports council, eco council and school council representatives are displayed publicly in school
- The KS3 Celebration recognises good work and progress in all aspects of school life over the whole of the KS
- Prize winners are nominated by staff and receive their awards at the annual achievements evening in front of parents and invited guests, years 10 and 11 and school leavers
- The head students are named on the Honours Board in the school foyer
Good citizenship actions are also recognised by the award of certificates or by nomination for the (annually awarded) regional Princess Diana awards/High Sheriff of Shropshire awards.

19. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

20. Training

Our staff are provided with training on managing behaviour, as part of their induction process and as part of ongoing CPD sessions.

Behaviour management will also form part of continuing professional development.

21. Monitoring arrangements

This behaviour policy will be reviewed every year. At each review, the policy will be approved by the governing body.

Various methods/data will be used to monitor and evaluate Behaviour such as CPOMS, suspension records call outs from classroom etc

22. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding CP policy
- E-safety policy
- Suspension and Permanent Exclusion Policy

Annex A

Sanctions flow chart

Subject teacher detention



Faculty leader detention



Head of Year detention



Head of Year after school detention



SLT after school detention



Headteachers after school detention



Suspension



Permanent exclusion

Annex B

Classroom incident referral route



