



THE ACADEMY OF
**ST FRANCIS
OF ASSISI**

Behaviour and Relationship Policy

Review Period:	Annually
Date Policy Last Reviewed:	March 2023
Person Responsible for Policy:	Headteacher
Governing Committee:	Full Governing Body
Date of Governing Committee Approval:	March 2023
Date for Review:	March 2024

I. Introduction

The Academy of St Francis of Assisi is a Restorative Practice academy and concentrates on building positive and respectful relationships within the school community. Our behaviour policy is centered around our vision of creating a community where everyone can flourish and thrive. Our students are at the heart of everything we do. We believe that every member of our community deserves to be successful, and it is our mission to ensure that everyone achieves this.

The guiding principle that underpins our approach to student behaviour is that appropriate attitudes for learning are built on positive, respectful relationships amongst all members of our school community. The quality of relationships at the academy is vital to create a purposeful learning culture with positive attitudes to learning. Students are expected to take responsibility for their own behaviour and the choices that they make. They are expected to manage their own behaviour and they are asked to enact our core Christian values of: Respect, Ambition, Pride, Happiness, and Peace and Reconciliation, in all that they do.

Students have a responsibility to model positive behaviour for others in our community and beyond. We believe from the moment our students are wearing their Academy uniform they are representing our values, standards and expectations wherever they are, including in the wider community outside of school hours.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage all students to always achieve their best. We use an electronic system, Arbor, as the driving force to record, monitor and inform students, staff, and parents of positive practice in the Academy. Restorative approaches are implemented to build respectful relationships, used to moderate and to raise awareness of acceptable behaviours which will enable everyone to learn and flourish.

Our distinct Christian ethos underpins every aspect of life at The Academy of St Francis of Assisi. Each child is treated and valued as a unique individual with their own specific needs and talents. We believe that we should work together for the good of all.

Learning is at the forefront of all aspects of Academy life. All members of our community will be rewarded for their positive contribution. As a community, we will thrive and flourish and that relies on every student following high standards and expectations. Good behaviour underpins every aspect of school life, and our students tell us that they do not like behaviour that gets in the way of their learning and disrupts their lessons.

- Our approach is fostered in classrooms and around the academy by promoting our ethos of a calm, orderly and purposeful environment;
- Ensure that all members of our community are shown respect and show respect for others;
- When inappropriate student behaviour is displayed, clear consequences and restorative practices are used effectively;
- Staff are supported and systems are in place enabling a consistent, fair and transparent process to be applied;
- There is a proactive approach of sharing information, between staff to ensure that all are

fully aware of any barriers to learning for students;

- Internal and external expertise are sought allowing for a coordinated approach to be initiated and a key avenue of support are identified for students and staff where necessary.

This policy should be read in conjunction with the Academy's other policies. This policy takes into account the revised Department for Education guidance (2022) for schools about behaviour and school exclusions (<https://www.gov.uk/government/publications/school-exclusion> <https://www.gov.uk/government/publications/behaviour-in-schools--2>).

1.1 *Definition of Parents – DFE Advice on School Attendance

A parent means:

- All natural parents, whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person i.e. lives with and looks after the child

1.2 Misbehaviour is defined as:

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

1.3 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

1.2 Roles, Rights and Responsibilities

The Academy of St Francis of Assisi is a restorative school and believes that all members of our community have a role to play in ensuring relationships are positive and student behaviour meets the high standards and expectations that are set. As part of our **Community Promise**, all members of our community are expected to demonstrate their **Personal Best**.

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.

The Local Governing Body will:

- establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of positive behaviour and keep it under review;
- ensure that the policy is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear;
- support the Academy in maintaining high standards of behaviour of pupils and staff.

The Headteacher and Senior Staff will:

- ensure the whole Academy community is consulted about the principles of the Academy's Behaviour Policy;
- work with all members of the Academy community to ensure high standards of behaviour at all times;
- work with all members of the Academy community to tackle disrespectful language and abuse against a student (child on child abuse), including issues of sexual violence and harassment;
- be responsible for the communication, implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the Academy's statutory power to discipline pupils;
- expect pupils' and parents' cooperation in promoting an outstanding climate for learning;
- co-operate and agree appropriate protocols that are in the best interests of the Academy involving requirements of external bodies where appropriate including Fair Access Panel and In Year Transfer allocations.
- expect pupils to respect the rights of other pupils and adults in the Academy;
- ensure the Academy's Behaviour Policy does not discriminate against any pupil on grounds of race, disability, sexual orientation or gender assignment and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not behave himself/herself properly, the Academy may ban them from the premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- take firm action against pupils who harass or denigrate teachers or other Academy staff on or off premises; engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on restorative practice;
- support, praise and, as appropriate, reward students for their positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;

- take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying / child on child incidents and dealing effectively with reports and complaints about bullying including online bullying;
- ensure staff model positive behaviour and never denigrate pupils or colleagues;
- promote positive behaviour through active development of students' social, intellectual, emotional and behavioural skills;
- keep parents/carers informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety;
- make alternative provision from day six for suspended pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period suspension .

All Staff in the Academy will:

- behave in a restorative manner towards all members of the Academy;
- be able to contribute to the development of the Academy's Behaviour Policy;
- report abuse against a student (peer on peer/child on child abuse), including issues of sexual violence and harassment;
- ensure that teaching and learning is engaging, challenging, and meets the needs of students;
- ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
- Challenge inappropriate/unacceptable behaviour and take ownership of the restorative process to resolve issues in the classroom;
- Inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly, using appropriate reporting procedures;
- have the responsibility, both in the classroom and around the Academy, for maintaining the high-quality learning environment which encourages positive behaviour;
- support, praise and, as appropriate, reward every student's positive behaviour including using agreed Academy procedures regularly and consistently;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents/carers to maintain high standards of behaviour;
- ensure that lessons start and end on time;
- ensure that students are emotionally and physically safe in Academy;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- be an outstanding role model in the Academy;
- ensure that the concerns of students are listened to, and appropriately addressed;
- keep parents/carers informed of their child's behaviour, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- contribute ideas and recommendations to senior leadership on the effectiveness of the policy and procedures.

Students will engage with and understand the importance of our Academy values demonstrating respect, ambition, pride, happiness, and peace and reconciliation. All students will:

- engage with all aspects of the Academy in an acceptable manner;
- be fully aware of the Academy's policy, procedure and expectations;
- take responsibility for their own behaviour;
- follow reasonable instructions by Academy staff, obey Academy expectations and accept sanctions in an appropriate way;
- be kind to others and ensure they do not abuse their peers in anyway, including issues of sexual violence and harassment;
- attend the Academy each day, on time;
- wear full Academy uniform, and have the appropriate equipment for lessons (see below)
- have ambition and demonstrate resilience by always trying their best,
- take pride in their work, value education and develop a love for learning;
- be taught in environments that are safe, conducive to learning and free from disruption;
- take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- show respect, compassion, care and consideration to others;
- listen when teachers and others are talking;
- follow the Academy's expectations and procedures;
- engage proactively in Restorative Practice
- act as positive ambassadors for the Academy when off Academy premises;
- accept appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- not bring inappropriate or unlawful items to Academy;
- show respect to Academy staff, fellow pupils, Academy property and the Academy environment;
- never harm or bully members of our Academy community;

Parents/Carers will:

- be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of the Academy;
- be able to contribute to the development of the Academy's behaviour policy;
- ensure their child understands that it is not acceptable to abuse their peers in anyway, including issues of sexual violence and harassment;
- respect the Academy's policy and the disciplinary authority of Academy staff;
- ensure that their child attends the Academy (with a minimum expectation of 97%) and arrives on time.
- be kept informed about their child's progress, including issues relating to their behaviour;
- ensure that their child wears full Academy uniform and has the correct equipment;
- expect their child to be safe, secure and respected in the Academy;
- contact the Academy if their child is absent (each day) or late;
- help ensure that their child follows all instructions by Academy staff and adheres to Academy standards and expectations;
- engage with Restorative Practice to cultivate positive Home-Academy relationships;
- support the Academy if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure Academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- have any issue raised about their child being bullied taken seriously by the Academy and investigated as part of the Academy's restorative processes;
- be prepared to attend meetings and work with the Academy, if requested, to discuss and

- support their child's behaviour;
- adhere to the terms of Home-Academy Agreement relating to their child's behaviour.

2. Academy Uniform Expectations

- Outdoor Coats** - These may be worn to and from the academy. Outdoor coats are not allowed to be worn inside the building.
- Scarves** - These may be worn to and from the academy. Scarves are not allowed to be worn inside the building.
- Bags** - Students must bring a bag to the academy each day. Bags must be able to hold an A4 folder and the required stationery.
- Academy Blazers** - The academy blazer is compulsory and must be worn every day and to all lessons. Students may ask their teacher for permission to take their blazer off inside a classroom.
- Academy Jumpers and Cardigans** - Academy jumpers and cardigans are optional. If worn, they must have the academy logo on them.
- Shirts** - White shirts are compulsory. These can be long sleeve or short sleeve. Shirts must be tucked in to a student's trousers or kilt.
- Ties** - The academy will issue all students with a new tie at no cost to parents/carers. Clip on ties are compulsory. They must be clipped into position at the top of the shirt's collar. If a child loses their tie they must pay £5 to replace it.
- Trousers** - Black school trousers are compulsory. No other colours e.g. grey or charcoal are permitted. Chino / Jeans style are not allowed. Trousers can be worn by boys and girls.
- Kilts** - Girls may wear academy kilts which must be worn so that the hem sits just above the knee.
- Headscarves** - Girls may wear a headscarf for religious or cultural reasons. Headscarves must be plain navy or black.
- Turbans** - Boys may wear a turban for religious or cultural reasons. They must be plain navy or black.
- Socks / Tights Girls** – Navy socks must be worn. Socks must be shin height. One small navy bow on each sock is permitted. If a child wears tights, they must be plain navy or black.
- Socks Boys** – Black socks must be worn.
- Shoes Girls** – Plain black leather / leather look or patent leather flat shoes are compulsory. Boots and heeled shoes are not allowed. Trainers of any description are not allowed. Pumps or plimsolls of any description are not allowed. Brand names and accessories e.g. plastic bows are not allowed.
- Shoes Boys** – Plain black leather / leather look flat shoes are compulsory. Trainers, boots, plimsolls, pumps of any description are not allowed.

3. Key members of staff:

Headteacher	Ms Leech
Deputy Headteacher	Ms Bleasdale
Deputy Headteacher	Mr O'Doherty
Standards and Operational Safeguarding Lead (Temporary)	Mrs Jones
Assistant Headteacher	Mrs Thompson
Assistant Headteacher	Mr Hepke

Assistant Headteacher	Mr Bonnesen
SENCO	Mrs Riley Ms Warrior

Pastoral Team

		SLT link
Year 7	Mrs Mitchell (HOY)	Mrs Thompson
Year 8	Ms Williams (HOY)	Mrs Thompson
Year 9	Mr Docherty (HOY)	Mr Bunting
Year 10	Vacant position	Mr Fox
Year 11	Vacant position	Mr Hepke

4. Classroom Behaviour

Students are required to show our Academy values in all lessons. Staff will maintain an atmosphere in which positive teaching and learning can take place. Positive student behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and act in a consistent and positive way. It is expected that students will act in the same way.

All of the adults in the Academy will adopt a restorative practice culture with a positive regard for all students and parents. We will create a positive climate with realistic expectations, giving attention to high quality attitudes to learning. Staff are reminded that they should act as a welcoming figure but be willing to set clear boundaries of acceptable student conduct.

If staff display this restorative approach in both words and actions, we will build our positive relationships further within the Academy.

At the Academy we ‘sweat the small stuff so the big stuff doesn’t happen’ (Phil Beadle).

4.1 Expectations for staff in every lesson:

- Greet students at each lesson
- Be visible on doors and corridors
- Welcome students into the classroom quietly
- Sit students in designated seating plan (put on Arbor)
- Greet class with good morning/good afternoon
- Have clear and specific **ROUTINES**
- Set a **DO NOW** task at the start of every lesson
- Complete the register on Arbor every lesson within the first 10 minutes
- Display **CONSISTENCY** when applying the Behaviour Policy in every lesson
- Engage students with a plethora of Teaching and Learning tools to ensure positive behaviour is displayed.
- Ensure students clear equipment/resources and rubbish before leaving the classroom.
- Ask students to stand behind chairs and end the lesson with ‘Good morning/Afternoon. Peace be with you’. Students respond with ‘And also with you’
- Dismiss students in a calm and orderly manner **WITHOUT** coats on.

4.2 Expectations for students in every lesson:

- Be on time and enter the lesson in a calm and orderly manner.
- Have all necessary equipment and put on the desk, ready to learn
- Say 'Good morning/afternoon' to their teacher and peers
- Follow instructions/guidance from staff, first time, every time
- Accept the **CHANCE** they are given to learn each lesson
- Make the right **CHOICES** when it comes to their learning
- Listen to others and not talk over people. Put hands up to answer a question.
- Take responsibility for their actions and **RESOLVE** any issues that arise
- Tidy the classroom and stand behind their desks at the end of each lesson
- Say 'Good morning/afternoon and 'Peace be with You' at the end of every lesson
- Leave the room quietly and orderly **WITHOUT** coats on

4.3 Red Card Buddy System

Sometimes there are occasions when a pupil is not following the expectations above and may need to be removed from a classroom due to inconsistent behaviour and attitude. When this is the case, departments should use their 'buddy system' rota to allow teaching and learning to remain positive in their classroom. A pupil should be given a 'red card' and sent to another teacher on the same corridor to sit in their lesson and complete work. The red card should be given to the teacher immediately on entry to the classroom. Classroom teachers in some instances may need to use the red card buddy system with a different department to ensure the pupil stays on the corridor.

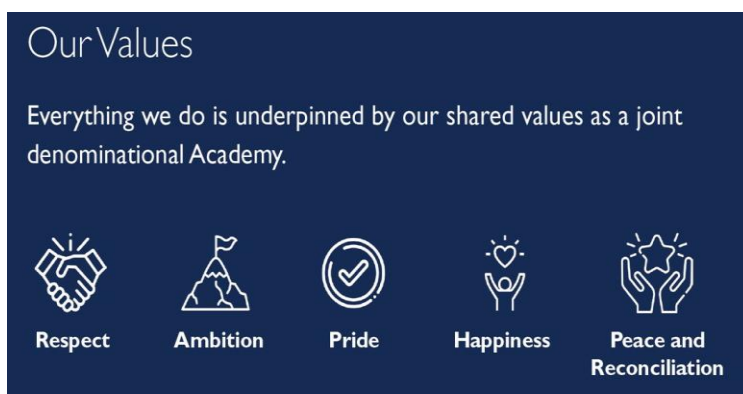
4.4 On Call System

If the red card buddy system has been used and/or the behaviour is deemed dangerous or persistently disruptive then staff should use the 'On Call' system and log this on Arbor. HOY/SLT on call will look at notifications sent directly to them on Arbor and the office staff will also radio for on call assistance where staff on call will use radios. The on call process is to: ASSIST, DE ESCALATE and ultimately place the student back into the classroom once a situation has been resolved. In extreme circumstances the staff on call may take the student to the reflection room or away from the classroom for further sanction.

5. Rewards

The rewards given to students link to the core values of the Academy and to the expectation that all

students should enact the Academy's core values:



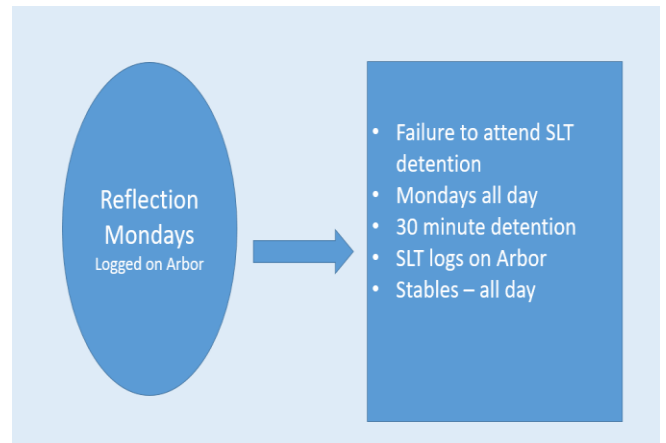
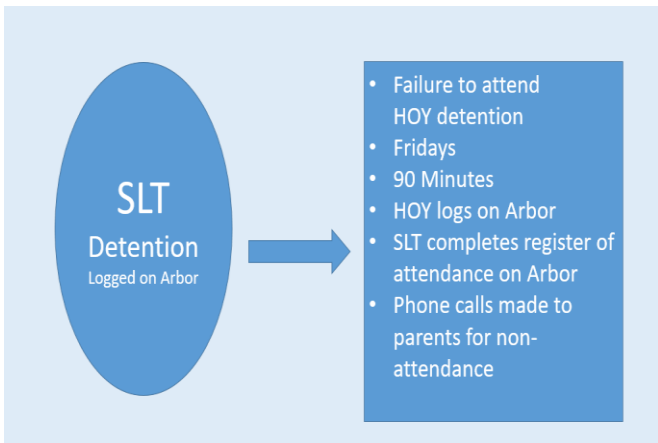
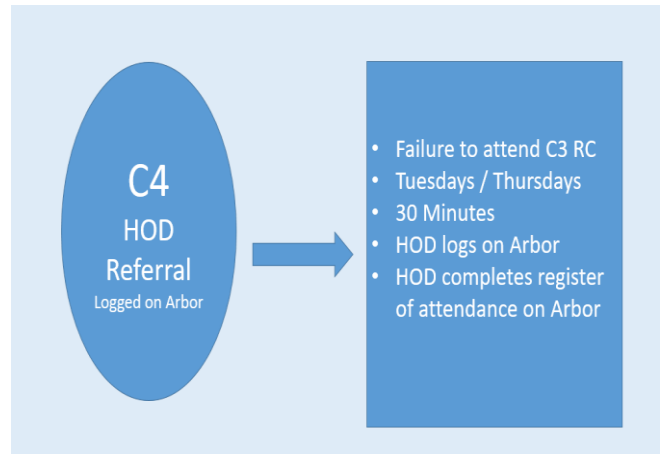
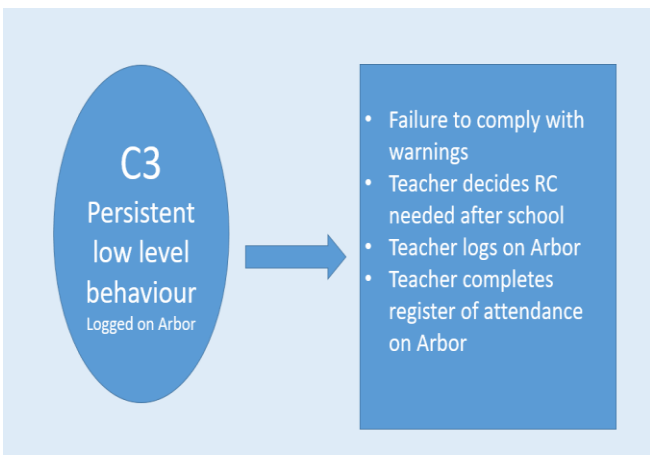
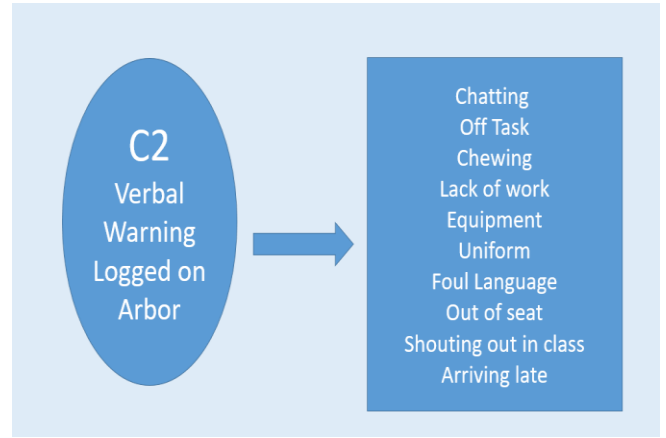
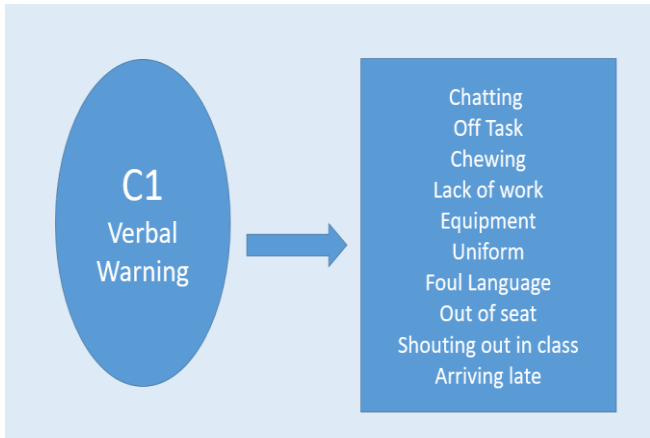
Our ethos of creating a community with 'Success for All' is why we promote our high standards and expectations of students. Rewards are an integral facet of the Academy's culture. It is important that students are recognised when they live out our **Core Values**, empowering our students to achieve their personal best. Rewards are more effective than punishments and the Academy promotes an ethos of celebrating success at every opportunity. Rewards will be recorded on Arbor by ALL staff and operate with a clear policy of equal opportunities for all. This is the primary resource for recognising positive attitudes to learning and for staff to reward our students.

Positive behaviour will be rewarded and recognized with:

1. Verbal praise
2. Communicating praise to parents via a phone call or written correspondence
3. Certificates, postcards, prize ceremonies or special assemblies
4. Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
5. Whole-class or year group rewards, such as a popular activity
6. 'Citizenship Certificates' will be awarded to the top five pupils each week in each year group with the most positive Arbor points. It is imperative that ALL staff use positive behaviour for learning in their classrooms and engage in our reward system.

6. Sanctions

Sanctions will be applied by the classroom teachers should standards and expectations fall short of what is required of our students. When students attend a detention, it will provide students and staff with the opportunity to repair and rebuild the situation. We operate a **CONSEQUENCE** based system which is outlined below:



7. Outside of Classroom Behaviour

Students are expected to always demonstrate our core values and show respect towards the learning of others and daily operations of the Academy. All staff members are expected to calmly challenge students that are not meeting standards and expectations; give chances to make the right choices and engage in the restorative process as required.

Students should always:

- Walk on the left-hand side of the corridor
- Wear correct uniform and not have coats on
- Go to from lesson to lesson as quickly as possible – no more than 3 minutes to move from one room to the next
- Walk calmly and quietly with respect for all our school community.

Students must travel to and from the Academy wearing the full uniform. When in uniform ALL students are deemed to be representing the Academy. The governing body and the Headteacher expect students and parents to refrain from acting in such a way as to bring the Academy into disrepute or endangering themselves and/or others. Any such conduct will lead to disciplinary action.

Whilst representing the Academy, either formally or during extra-curricular activities, we expect students and staff members to be positive role models, ensuring that the Academy is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the Academy may be subject to appropriate sanctions and parents will be informed and expected to support the Academy's decision. We will always endeavor to support the resolution of any issues through restorative practice procedures.

All students are expected to represent the Academy in a positive light in the digital world. Students should conduct themselves over the internet and particularly social media in such a manner that the Academy is not brought into disrepute and the wellbeing of staff and students is protected. Parents/carers of students on roll at the academy are also required to refrain from producing any negative content online in such a manner that the academy is not brought into disrepute and the wellbeing of staff and students is protected. The Academy will respond appropriately to incidents of unacceptable behaviour or bullying online. Any such behaviour may lead to disciplinary action and/or police involvement.

Our community is clear that sexual harassment and sexual abuse are not tolerated. Where issues are identified staff intervene early to protect children and young people. Staff will take any such behaviours seriously and have been trained to respond with dignity and respect to any disclosures. Staff will not promise confidentiality as the concern may need to be shared further.

- **How students should report any concerns**
- Students should raise their concern to any appropriate adult that they are comfortable with. This may be their Form Tutor, Head of Year, Chaplain, Safeguarding Team or senior member of staff. Staff will respond in the ways outlined above.

- **How incidents link to the Academy's behaviour policy**
- Incidents will be logged in the first instance through our behaviour management system, Arbor and, where appropriate, our Safeguarding system, CPOMs. Through close monitoring by pastoral staff and Safeguarding staff, the Academy will be able to identify trends and patterns and educate and/or sanction accordingly.
- **Creating a positive and healthy culture**
- Our Curriculum for Life and PSCHE work offers a carefully sequenced programme based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'. The CfL/PSCHE curriculum covers these topics as part of half term 3's 'Relationships and Society' theme. As part of our CfL/PSCHE provision we also use 'drop down' theme days to fully explore and supplement these vital areas so that students are fully educated about the harmful effects of child on child abuse.
- In general, students are required to take responsibility for their own actions and will be made consistently aware of the Academy's standards and expectations. Students have a responsibility to behave appropriately at all times as they are members of the Academy of St Francis of Assisi and we always think of others when considering our own actions.

8. Detentions and further Sanctions

Our approach is supplemented from the outset with a clear Chance and Choice environment. All students are expected to take responsibility for their actions through taking their CHANCE to learn in the classroom and making the right CHOICE to learn. Our language around the Academy is about promoting responsibility, understanding how we feel in different situations and being able to communicate that with our peers.

The daily message we promote to all members of the Academy community is that **"it's your responsibility"** and particularly in ensuring that where behaviour is not to the minimum standards and expectations it is addressed through the detention system to support behavioural change.

The Academy's response to all behaviour incidents will be:

- **Lawful**
- **Reasonable**
- **Proportionate**
- **Fair**
- **Considered**
- **Supportive**
- **Decided on a case-by-case basis**

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- 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

Other sanctions may be used as outlined below:

8.1 Detentions

C3 Restorative Conversation	Classroom Teacher Failure to respond to a C1 or C2. 15 minutes This RC will take place with the teacher that issued the RC on the SAME DAY
C4 Detention	Head of Department Failure to attend a C3 RC. 30 minutes This detention will take place the next TUESDAY/THURSDAY
	Head of Year This detention 60 minutes will take place with the Head of Year on TUESDAY/THURSDAY for students that fail to attend their C4
	SLT This detention will take place with SLT on a Friday for 90 minutes .

**** where applicable the Academy will expect students to stay after the school day for a maximum up to one hour. There is no legal requirement for the Academy to notify Parents or Carers but in cases of one hour staff will endeavor to notify relevant parties. Parents/Carers can track this information through the Arbor App**

8.2 Reflection Room provision is utilised where students are not meeting the standards and expectations in the Academy, have been involved in incidents having a detrimental effect on the learning of others or need support in a smaller environment to address the responsibility of their actions. Education is received away from the main body of the Academy. The Academy will endeavor to inform parents/carers if students are to be allocated reflection time for more than one day. A referral to this facility can be initiated by HOY but only Senior Leaders will have the final authorisation.

8.3 Report Cards are utilised if a student is continually not meeting the standards and expectations of the Academy. The plans are drawn up to monitor the student across three target areas where the Academy expects to see improvement. The report cards range from: Form Tutor, Head of Year and Senior Leader report card. Targets and timeframes for the report should be agreed with all parties. Targets are reviewed by teaching staff throughout the day to provide an evidence base to judge behaviour improvements. Parents/carers are expected to sign the report card each day.

8.4 Behaviour Support Plans (BSP)/Pastoral Support Plans (PSP) are utilised if a student is continually not meeting the standards and expectations of the Academy and has failed to show improvements on report. The PSP procedure and process is designed to support any pupil for whom the normal Academy based strategies have not been effective. It is a structured, coordinated, 16-week intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion.

8.5 Governor Disciplinary Panel will be convened when, despite the interventions above, a student continues to display behaviour that is below our standards and expectations. The purpose

of these meetings is to allow the governors to discuss a student's profile including the behaviours of concern and the interventions that have been offered with the student and parent/carers in attendance. The governors will seek to support and to draw up a contract of agreed behaviours moving forwards.

8.6 Fixed period suspensions may be put in place for serious incidents or where there is a series of incidents in which the learning of others is impacted upon negatively. Where it is clear students are not engaging with the behaviour policy, the Academy will work with students and families to seek appropriate intervention.

Where appropriate, we may refer students to alternative provision at appropriate organisations. Students may be permanently excluded (see Exclusion Policy) due to a serious breach or persistent breaches of the Behaviour policy and whereby allowing the student to remain in the Academy would seriously harm the education and welfare of the student in question or others in the Academy. Examples of a serious breach/persistent breaches might include:

- Persistent disruptive behaviour in class and around the Academy;
- Having illegal substances/solvents on Academy premises;
- Serious bullying incident(s);
- Assault on a member of staff (physical/verbal);
- Assault on a fellow student (physical/verbal);
- Possession of an offensive weapon which is defined as a tool made or adapted for the purpose of causing injury, mental or physical, to another person.

Students who persistently behave in such a way that they are not demonstrating the core values may be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. The Academy will offer support for the student and their family, if necessary, in order to provide the best opportunity for progress to be made. Learning support services within the Academy are recognised widely as high quality and provision is sought with external agencies for learning needs, mental health, and behavioural support.

In accordance with DfE guidance, the Academy will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students.

9. Mobile phone - Code of Conduct. The Academy wishes for all students to be learning in the Academy and free from the distraction of mobile phones (and social media) and for this reason, whilst students are in Academy, phones must be switched off and placed in a school bag.

If a student is seen with a mobile phone out of their school bag the procedure below will be followed:

- **Stage 1:** Your son/daughter's mobile phone will be confiscated and held in a secure place on reception until the end of the Academy day.
- **Stage 2:** Further confiscation of your son/daughter's mobile phone will result in a phone call home requesting that a parent/carer collect the mobile phone from the relevant Head of Year.
- **Stage 3:** If there are further reports of your son/daughter using a mobile phone on site will result in a meeting with a member of the Senior Leadership Team and your son/daughter could receive a formal suspension.

10. 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
- Daily contact with the pastoral team
- A report card with personalised behaviour goals
- A Pastoral Support Plan

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

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 consider the specific circumstances and requirements of the pupil concerned.

10.2 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.

10.3 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.

10.4 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 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.

11. 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 on Arbor and to the Headteacher, 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.

12. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12.1 Confiscation

- Any prohibited items (listed in section 1.3) found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

12.2 Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
 - The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
 - It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

- Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 1.3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

12.3 Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does

not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

12.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 1.3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 1.3), including incidents where no items were found, will be recorded in the school's safeguarding system.

12.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 1.3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

12.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13. Training

Our staff are provided with regular training on managing behaviour, for example training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

I4. Monitoring arrangements

I4.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of the Reflection Room, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

I4.2 Monitoring this policy

- This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour.

I5. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- SEN policy

I6. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and 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

- Special Educational Needs and Disability (SEND) Code of Practice.