SIR ROBERT PATTINSON ACADEMY

BEHAVIOUR POLICY

Date updated: August 2025

Date approved by Trustees: 15 September 2025

Review Date: August 2026

Contents

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1. Aims

1.1 This policy aims to:

> Provide a consistent approach to behaviour management that is applied equally to all students
> Define what we consider to be unacceptable behaviour, including bullying and discrimination
> Outline how students are expected to behave
> Identify any safeguarding concerns that are the root of any unacceptable behaviour
> Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management
> Outline our system of rewards and sanctions
> Consider what extra support can be offered to groups of students who are at a higher risk of exclusion, or students who are particularly vulnerable to the impacts of exclusion

1.2 Basic Rights

Sir Robert Pattinson Academy believes that all members of its community (adults and students) have the right to be treated with respect and valued as individuals. Basic expectations (in the form of a simple code of conduct) of students are displayed in all teaching rooms and in other relevant areas. Students are frequently reminded of their responsibilities and behaviour expectations. The Academy is sensitive to the needs of all students including those with SEND in line with the Equality Act 2010 while ensuring standards of behaviour across our Academy remains high.

The aim of this document is to set out expectations of behaviour, how good behaviour will be encouraged, set out how inappropriate behaviour will be corrected and promote a consistent and shared approach for the whole Academy community.

The way that students and staff feel about themselves and the Academy environment affects the way they behave.

2. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Academy suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Mobile phones in schools

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 Academy Standards) Regulations 2014; paragraph 7 outlines a Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

This policy should be read in conjunction with our:

- Suspension policy
- Screening, searching and confiscation policy
- Anti-bullying policy
- Allegation of abuse against staff policy
- Use of force to control or restrain policy
- Banned items policy

3. Definitions

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

Serious misbehaviour is defined as:

➢ Repeated breaches of the Academy 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

Any incidents of child-on-child abuse will be dealt with in conjunction with our safeguarding team where appropriate and with reference to our child protection and safeguarding policy.

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited and/or banned items.

These are:

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- 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 student)

Banned items

- Chains
- Catapults
- Knife/Blade
- Drugs
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes/vapes, including refills
- Stink bombs/sprays
- Solvents
- Chewing gum
- Energy drinks
- Super Glue

- Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and our drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium) Refer to SRPA social media policy)
- Rope, cable ties

4. Key Points

- Behaviour in and out of lessons is crucial in creating the best environment for learning.
- Students need to behave well in order to maximise their achievement and attainment at the Academy
- All staff model expected behaviour
- All staff are expected to be able to manage behaviour – have high expectations and follow procedures
- A reward system exists to encourage students to behave and have the right attitude to learning
- A set of sanctions exist to correct unacceptable behaviour including where students do not follow the code of conduct and movement around the Academy site.
- Learning and teaching including their interests and needs of students – well planned and resourced lessons ensure engagement and enjoyment in learning

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • 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)

TYPE OF BULLYING	DEFINITION
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

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy Policies | Sir Robert Pattinson Academy (srpa.co.uk)

6. Roles and Responsibilities

6.1 Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students. Operationally, this is delegated to Deputy Head Teacher, Mrs R Gilbert.

The Head Teacher will ensure that this behaviour policy works alongside the child protection and safeguarding policy to offer students both sanctions and support where necessary.

The Head Teacher will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of students are being disproportionately impacted by this policy.

6.3 Students

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 academy
- That they have a duty to follow the behaviour policy
- The academy'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 explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the academy's behaviour policy and wider culture.

At timely points, 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

6.4 Staff

All 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
- Imposing relevant sanctions according to the nature of the incident
- Communicating the academy'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 academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Role	Responsibilities
Ready to Learn Tutors	- Check uniform and equipment every day. - Be the first point of contact for parents. - Consistently apply and adhere to the Academy behaviour policy and systems.
Subject Staff	- Meet and greet students at the door. - Be visible during changeover and promote positive corridor conduct. Consistently apply and adhere to the Academy behaviour policy and systems. - Establish and maintain good relationships with students; - Exercise appropriate authority and act decisively when necessary. - Ensure seating plans promote positive behaviour
Heads of Department	- Meet and greet students in your faculty area. - Be visible during changeover and promote positive corridor conduct. - Support the faculty to deal with any behavioural issues. - Monitor behaviour incidents that take place within the department and follow up as appropriate. - Communicate specific behaviour concerns to House Team Leaders and pastoral support workers to develop coordinated support strategies. - Communicate behaviour concerns and staff training needs via SLT link - Harness parental support by contacting parents when issues arise.
House Teams	- Set high standards and expectations during tutor time. - Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within their House. - Facilitate restorative conversations. - Prepare and participate in exclusion reintegration meetings. - Provide appropriate documentation to support the Head Teacher/Behaviour Lead in making decisions on exclusion. - Monitor incidents of all natures including antagonistic behaviour, bullying, racist and homophobic incidents. - Counsel, support and mentor vulnerable students. - Investigate behaviour incidents. - Set targets with students to support their Behaviour for Learning. - Communicate with home following behaviour incidents. - Manage rewards to recognise student efforts and achievements.

SLT	• Support middle leaders in ensuring positive behaviour is consistent. • Support staff with serious incidents through call out system. • Carry out reintegration meetings following suspenion. • Ensure staff are provided with continuing professional development to support positive behaviour. • Monitor incidents.
Trustees	• Monitor rewards and behaviour trends. • Attend meetings for students who are issued final warnings for behaviour.

The senior leadership team will be a highly visible presence around the Academy, during lessons, social times and start/finish times as well as supporting staff in responding to behaviour incidents.

6.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor 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 academy directly, whilst continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

6.6 Behaviour Curriculum

At Sir Robert Pattinson Academy, strong behaviour systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectations
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the academy following the movement structures that have been implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors - good morning and good afternoon is the standard response that should be expected

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Student Code of Conduct

	DO	DON'T
Respect	- Show respect for each other regardless of race, culture, gender, sexuality or religion - Show respect for adults including following instructions when asked - Show respect for property belonging to others and to the Academy - Show respect for student's right to learn - Be polite to others - Ask permission from a member of staff before leaving a classroom.	- In any way verbally or physically mistreat anybody else - Show disrespect towards adults - Engage in bullying and/or teasing
Environment	- Look after all Academy property and treat their surroundings with respect - Use Academy ICT facilities sensibly and safely	- Eat or drink during lessons including the chewing of gum - Drop litter/food anywhere in the Academy - Use any mobile device on site
Aspiration	- Seek support from teachers when it is required - Be fully equipped for lessons	Ignore homework expectations

Reflection	• Reflect on behaviour choices, making appropriate changes	• Repeat actions; learn from previous experiences.
Engagement	• Be punctual to the Academy and to lessons • Work to the best of their ability during lessons • Participate fully in Academy life • Attend the Academy ready to learn with the correct equipment; bring in notes explaining any absences • Hand in all work on time, including homework • All pupils to get changed for PE into full kit, including if they are not participating.	• Disrupt the learning of others • Be late to the Academy and lack punctuality when on Academy premises • Leave classes without permission • Fail to hand in homework on time
Community	• Wear the full Academy uniform in line with the uniform policy	• Damage other people's property, including that belonging to the Academy • Engage in any other activity in or out of the Academy which could bring the Academy in to disrepute e.g. smoking/anti-social behaviour whilst in Academy uniform. • Steal Academy property or that of other students • Access other students' files and documents on the Academy ICT network premises • Use mobile phones, iPads, AirPods or other electrical items in the academy

7.2 Mobile Phones and Devices

Mobile phones and other smart technology with similar functionality to mobile phones can be used to seriously undermine Academy standards and the safety and welfare interests of our students. Due to this, the Academy has a responsibility to regulate the use of phones on the Academy site. Phones can be brought into the Academy but must remain turned off in a student's bag for the duration of the school day, including break and lunch time. If phones are heard or are seen, the Academy will confiscate the phone and take it to reception and issue an after school detention. Phones will be returned to students at the end of the school day. Failure to hand over the phone may result in increased sanctions such as internal reflection and an expectation that the phone is handed into the school office daily.

7.3 Responding to Misbehaviour from Pupils with Special Educational Needs and/or Disabilities (SEND)

The academy 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 academy 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 academy'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 academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, 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 and may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy 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 SEND?

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENDCo) 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.

Pupils with an Education, Health and Care (EHC) Plan

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

If the academy 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 academy may request an early review of the EHC plan.

8. Rewards and Sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive. The House team will often adopt both at the same time.

Teachers can sanction students whose conduct falls below the standard we could reasonably expect from them. The Academy will apply this policy where required and having fully investigated so that the sanction can be fair, reasonable and proportionate. All sanctions applied are visible on the Go for Schools App.

When considering the behaviour of any student with SEND, the Academy will carefully consider whether the student understood the rule or instruction, and whether they were unable to act differently on account of their SEND.

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

8.1 List of rewards and sanctions

Sanctions

Where required, the following sanctions will be applied:

- Verbal warnings
- Low level disruption
- Class teacher detention/Head of Department detention
- Head of Department after Academy Friday detention
- After School Detention (Behaviour or Punctuality)
- Departmental reports
- Social isolation for lunch time
- Last resort call out which may result in removal from the classroom
- Isolation from the Academy day
- BSP (Booster Support Plan)/A2L Booster/A2L Booster+
- SLT reports

- Isolation (including while investigating an incident or allegation)
- Use of external support agencies including Alternative provision
- Internal suspension
- Suspension
- Permanent exclusion
- Confiscation: In the event of a confiscation of an item not permitted within our behaviour or uniform policy, the item will be returned at 3.15pm the same day, unless there have been repeat confiscations where it will be returned on Friday (unless collected by a parent)
- In the event of an act which contravenes a law such as the Sexual Offences Act 2003 or Equality Act 2010 or with the use or possession of a banned item, the Academy will refer to all appropriate agencies such as Police, Early Help, Children's Social Care or Channel. (This list is not exhaustive and our referrals will depend on the nature/severity of the incident).

We welcome parent/carer support with this matter to minimise disruption to the Academy with managing students' property.

In the event of a confiscation, in respect of our banned items policy, the item may be turned over to the local police.

In accordance with Behaviour in Schools February 2024, parental consent is not required for detentions but we will always look to work with families and ask for your support.

We may use our behaviour hub in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive, and they will be set independent work to complete.

Any length of sanction in the hub includes a 4:15pm, same day finish for each day the student is serving. In line with the DfE policy – Behaviour in Schools, the parent/carer is expected to make arrangements for the young person to get home at 4:15pm. Should a student be issued with an After School Detention, this finishes at 4:15pm, the arrangements for collection are as above. An internal suspension finishes at 4:30pm for each day of suspension.

Students who do not attend a given detention will be issued with an escalated sanction.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list.

Lateness	Disruption	Forgetting or failing to complete homework;
• Arriving late for the start of the Academy day or late to lessons during the Academy day.	• Talking or chatting • Not listening • Refusing to work/producing an inadequate work • Shouting out • Inappropriate language • Using a mobile phone • Chewing, eating or	

Non-compliance	Damage to Property	Uniform/Jewellery
	drinking Making noises, tapping, and throwing things, • Wandering around the room	
• Talking over a teacher • Answering back • Not following instructions • Being rude • Arguing with a teacher • Not wearing correct uniform • Walking out of lesson • Not following Academy rules	• Deliberate misuse or damage to the property of another student or a member of staff. • Deliberate damage to Academy buildings, fittings or equipment • Vandalism.	• Failure to wear the correct uniform. • Wearing jewellery other than that permitted as set out in the Uniform Expectations.
Litter	**Swearing**	**Bullying**
• Dropping litter within the building or anywhere on the Academy site.	• Using unacceptable language particularly when directed at another student or staff member.	• Cyber/online bullying • Physical bullying • Verbal bullying • Threatening behaviour
Racist or Prejudice incident	**Theft**	**Smoking/Vaping**
• Using racially offensive language or gestures, particularly towards a student or staff member.	• Taking an item without permission from the owner.	• Smoking/vaping or carrying materials on the Academy site, whilst in Academy uniform, travelling to or from Academy/on visit
Drinking	**Drugs**	**Offensive Weapons**
• Drinking or carrying alcohol on the Academy site, whilst in Academy uniform, travelling to or from Academy or on an Academy visit or activity.	• Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from Academy/on a visit. • Any involvement in illegal drugs	• Carrying any offensive weapon on the Academy site, whilst in Academy uniform, travelling to or form Academy or on an Academy visit or activity.
Verbal Assault	**Physical Assault**	**Abuse of Technology**
• Any outburst of aggressive, violent or threatening language directed at a student or staff member.	• Any physical, aggressive or violent attack against another student or staff member; • Fighting between students;	• Use of any mobile device without permission

Lack of Equipment	Sexual Violence & Sexual Harassment	Any other extreme behaviours including inciting others to extreme behaviours.
• All student should have basic equipment as follows: A strong sensible bag and Equipment from our equipment list • Forgetting or failing to complete homework	• Could occur online, offline, both physically and verbally and is never acceptable.	

8.2 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The Academy's response will be:

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

The Academy 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

Please refer to our child protection and safeguarding policy for more information on our website.
Any sanctions will be in line with our sanctions escalator.

8.3 Zero-tolerance approach to prejudice-based and discriminatory conduct

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

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

The Academy's response will be:

- ➢ Proportionate
- ➢ Considered

- ➢ Supportive
- ➢ Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

8.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This means misbehaviour:

- ➢ Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips or events)
- ➢ During the time travelling to or from Academy, including on school or public transport
- ➢ Wearing our uniform

Sanctions may also be applied where a student has misbehaved off-site, if the misbehaviour:

- ➢ Could have repercussions for the orderly running of the Academy
- ➢ Poses a threat to another student or member of the public
- ➢ Could adversely affect the reputation of the Academy

In line with page 26 of the statutory Behaviour Guidance 2024 'The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.'

8.5 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, where relevant) will consider whether the student 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 Academy will also consider the needs of staff and students 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 students.

Online misbehaviour

The academy 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 academy
- ➢ It adversely affects the reputation of the academy

➢ The pupil is identifiable as a member of the academy

8.6 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the academy 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 or a designated member of staff will make the report.

The academy will not interfere with any police action taken. However, the academy 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.

8.7 Praise And Reward Systems

Praising students, rewarding achievement and a structured system of reward, raises self-esteem. It encourages students to attain high standards by raising expectations, recognising achievements and increasing confidence and self-belief.

Praising students is something teachers do all the time in lessons. Verbally acknowledging students' efforts, achievements, attitude and behaviour is an integral part of every successful lesson or interaction between staff and students in all aspects of Academy life.

Examples of rewards include:

- House points
- Exceptional Effort
- Star of the lesson
- Star of the term
- Invitations to reward events

9. Behaviour management

9.1 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 students to be engaged
➢ Display the code of conduct
➢ Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons (GUSTO)
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour including through the issuing of rewards

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

9.2 Removal from classrooms

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal such as risking the health and safety of the classroom.

9.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

➢ Causing disorder
➢ Hurting themselves or others
➢ Damaging property

Incidents of physical restraint 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

9.4 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Please refer to our policy on searching, screening and confiscation for further details (available on our website) Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.5 Responding to Bullying

Procedures:

- Pupils should report bullying incidents to a member of staff or someone who they can trust.
- Parents reporting any bullying incidents can do so online, emailing the school office, or by contacting the relevant House Team in school.
- In cases of bullying, the incidents will be recorded by staff and addressed initially by the House Team
- In cases of bullying, parents of the pupils accused of bullying will be informed and will as necessary be asked to come into a meeting to discuss the problem.
- Appropriate feedback will be given to parents reporting bullying in a timely manner.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

Outcomes:

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The academy will aim to sort out differences and encourage the pupils to reconcile.
- In serious cases, suspension or even exclusion will be considered.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place, but the incident/incidents themselves will be considered closed. The academy strongly believes that all children can be bullied or bully and as such, once an issue has been addressed, all parties should be allowed to move on from the issue at hand.

Prevention:

We will use various methods for helping children to prevent bullying. This will include:

- Having a listening and caring ethos
- Encouraging discussion and avoiding premature assumptions
- Adopting a problem-solving approach
- Exploring issues through the curriculum, assemblies and Anti-bullying week
- Supporting the bully and the victim in modifying behaviour
- Providing information through noticeboards and posters
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encouraging parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.

The anti-bullying policy works alongside the behaviour policy. This is discussed with pupils so they are informed of the procedures.

9.6 Safeguarding

The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9.7 Reasonable Force

Authorised staff may use reasonable force when conducting a search for items covered under our Banned Items policy and Search, Screening and Confiscation policy in the Academy.

10. Student Transition

To ensure a smooth transition in the Academy, a full transition programme is offered. This allows all stakeholders to be clear on the expectations and support in place for all students.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Key staff also receive enhanced training in restraint, positive handling as well as the National professional Qualification in leading Behaviour and Culture.

12. Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units/off-site directions/alternative provision
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantaged status, SEND