



# BEHAVIOUR POLICY

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## LCT Vision for Academy Behaviour

The below principles are adopted by all LCT academies. These values form the very pillars of LCT and provide academies with a spine and foundation to attach their own, specific approaches to behaviour dependent on their vision and academy context.

It is the role of the Academy improvement team, external advisors to agree the specific approaches by each Academy and importantly, the implementation of the systems and structures. The monitoring of the specific policy will be through immersion sessions, trust reviews and the monitoring of key metrics. It is the role of the CEO and the LCT Standards Committee to have oversight of Academy implementation and the effectiveness of approach.

### LCT Behavioural Intent:

The Learning Community Trust passionately believes that behaviour in our schools is inseparable from academic achievement, safety, welfare, well-being and all other aspects of learning. It is key to all other LCT aims, and therefore crucial. LCT schools will create a 'clarity of culture' where all members of the school's community will hold the LCT principles at the core of their actions, thus optimising their learning, civility, good character and most importantly, enabling them to flourish in all aspects of life.

Proactive				Reactive
Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
<p>To know and understand our young people and their influences to create an inclusive school community and culture where they belong, feel safe, happy and confident.</p>	<p>Teach positive learning behaviours alongside managing misbehaviour. Where our young people, community and staff recognise the importance of being respectful, kind, well-mannered and accepting of others.</p>	<p>Install research driven, consistently applied behavioural policy that is embedded into our young people and staff habitual behaviour. A policy that drives and maintains a culture of high expectations and social norm at all times.</p>	<p>To know and understand how to use effective and consistent classroom management strategies to support good classroom behaviour. Ensuring that all of our young people engage in a full curriculum offer alongside behavioural support strategies.</p>	<p>To create a school structure that enables the use of targeted and flexible approaches that meet the needs of individuals.</p>
<p><b>Required Strategies:</b></p> <ul style="list-style-type: none"> <li>Clear strategies and methods of working that drive the LCT principles</li> <li>To have robust systems to support deprivation, SEND, CIC and other subgroups</li> <li>To use all support networks, especially parental, to ensure that our young people have the appropriate support</li> <li>Fully compliant safeguarding culture</li> <li>Strong student &amp; parent voice mechanisms with clear actions</li> </ul>	<p><b>Required Strategies:</b></p> <ul style="list-style-type: none"> <li>To provide a wider Personal Development, PSHE &amp; Enrichment curriculum where behavioural expectations can be reinforced</li> <li>Consistent application of core values such as manners, respectfulness</li> <li>Creating young people that hold the skills needed to be successful within society</li> <li>Clear strategies that promote respect, kindness, manners and acceptance</li> </ul>	<p><b>Required Strategies:</b></p> <ul style="list-style-type: none"> <li>Staff CPD programme that all staff and wider stakeholders champion the vision of LCT behaviours</li> <li>Reflective practice to secure relationships</li> <li>Embedding a culture of reward for meeting behavioural expectations</li> <li>Agreed language approaches by all staff and students</li> <li>Robust induction programmes for staff joining the LCT</li> <li>Robust CPD programmes and supervision systems</li> </ul>	<p><b>Required Strategies:</b></p> <ul style="list-style-type: none"> <li>Clear non-negotiables for lesson structures</li> <li>Clear school-based strategies for low stage and heightened behaviours</li> <li>CPD for specific pedagogical approaches depending on student/group need</li> <li>Effective behavioural data tracking to support all staff</li> <li>Reduction to below national stages of modified timetables, alternative provision and suspensions</li> </ul>	<p><b>Required Strategies:</b></p> <ul style="list-style-type: none"> <li>Clear intervention gateway/criteria that identifies when and who accesses programmes of support</li> <li>All schools to have the capacity to offer a core intervention menu that supports Learning behaviours, community influences, mental health and SEND.</li> <li>To demonstrate creativity in approaches to behaviour inclusion interventions to keep students in the classroom settings</li> </ul>
Implementation				
<b>Consistency is key</b>	<ul style="list-style-type: none"> <li>Consistency and coherence at a whole school stage are paramount</li> <li>Use of simple approaches as part of regular routines</li> <li>Effective communication and consistent use of language by all staff through scripting and practice</li> </ul>			

### New Road Academy Behavioural Intent:

Our Academy aims to drive the ethos and vision of the Learning Community Trust through a considered, reflective approach to create a culture within our building and beyond, where our students are engulfed in an environment that enables them to make the mature decisions needed in order to be successful both in education and life.

Our students will have the ability to mould themselves to the environment they find themselves within, that being the walk to and from school, the classroom, our corridors and within breaks and lunches. The ability to self-regulate their behaviours based on key expectations will be developed through the consistent application of a firm, fair and above all transparent reward and consequence system. A system that is to be applied to all whilst recognising specific needs so that future life skills can be embedded. We will pride ourselves in our support of those with additional needs and barriers so that they are able to enjoy and succeed in their education in line with their peers through outstanding pastoral support.

Our Academy will be proud of their students conduct and this will be reflected in a stage of trust which in term will create a happy, positive, warm environment where our entire community will know the boundaries and the impact on themselves and others for not fulfilling the Academy expectations.

There will be a habitual culture of reward where all students are recognised for their achievements, that being through meeting set standards of learning and conduct, through to the sports fields and theatres. Our students will feel appreciated and valued through constant recognition of basics through to excellence.

Where needed, clear and transparent sanctions will be applied consistently and our students will have a clear understanding of why and importantly, what they could have done to avoid the incident. There will be a culture of honesty within our young people that uphold the culture of the academy. Positive behaviours will be the norm and negative actions a minority that triggers significant pastoral and educational support.

### New Road Academy Behavioural Implementation:

Our Academy will deliver the expectations through a consistent approach that students, parents, staff and the wider community understand and apply. The application of the below strategies will fulfil our intent.

- Our students, families and staff will have a clear induction into the academy. This will include sessions explaining our expectations and teaching our stakeholders how to meet those standards. This will be done individually, small group or through whole year briefings.
- Our academy will apply this clear and transparent policy with consistency whilst taking into consideration students with additional needs. The policy will be taught to all stakeholders, will be highlighted at all times and become part of the language of the academy through staff, displays and assemblies.
- It is vital that our community of parents supports the policy and this will be achieved through its fair and transparent application. Parents, alongside their children, will always understand why a sanction or reward has been given through open and honest communication, supported by appropriate evidence when required
- There will be honesty and a culture of accountability of all who do not apply or meet the demands of the policy
- Data analysis will be fundamental to meeting the expectations of the policy and also in being proactive to support our students to be successful. Accurate data monitoring will support academy staff and students to uphold the policy, drive interventions and highlight success.
- There will be a clear commitment of training our students, our staff and wider stakeholders on our expectations through a wide range of programmes and initiatives. Our staff will be confident in the application of our policy and our students will be trained on how to meet the high expectations.
- There will be a robust, research driven graduated approaches to supporting our students who are failing to meet the culture of the academy. Interventions to support students with additional needs will be embedded quickly and effectively.

### New Road Academy Behavioural Impact:

Our Academy will meet the LCT principles for behaviours through having a daily culture of inclusivity where our students belong, feel happy and play positive role within the school community. Safeguarding systems will be robust to create the environment where students can prosper.

Our stakeholders will support the application of our reward and behavioural approaches because it will have been taught, will be transparent and importantly, delivered with openness and honesty, whilst the foundation being one of training. Our curriculum will support the implementation of the policy alongside the constant reinforcement of our key values such as manners and respectfulness.

### New Road Academy Behavioural Intent:

Our staff set the weather within our building and through their conduct they create the positive culture of the building that leads to positive, engaged and happy students. Without hierarchy, our staff at all stages, have an obligation to uphold the behaviour policy of the Academy and ensure the culture mirrors the Academy intent.

Our staff will be relentlessly positive in their approach to behaviour management and consistently demonstrate an understanding of the child at the heart of the behaviours. Every day will be a new day in our staff approach to supporting the behaviours of our young people. These interactions will be professional, in line with policy but also demonstrate a warmth that constantly shows our students that we care.

Our staff will demonstrate an understanding of each individual and will challenge behaviours outside those expected respectfully. They will hold a line of accountability towards colleagues and students to uphold the standards that the Academy community expect to see on a daily basis.

Our staff will go the extra mile to support our young people's behaviours through transparent lines of communication. It is an expectation that communication internally is strong but most importantly, the link between staff and parents/carers will be a robust and a key strategy to engaging our young people.

### New Road Academy Behavioural Implementation:

To deliver our intent, our staff will demonstrate the following strategies at all times:

- Demonstrate a full understanding of the behaviour policy and apply with consistency and fairness.
- Promote the culture of reward over sanction, positivity over negativity in order to create strong relationships and a respectful culture.
- Positively welcome our children as they enter the school and classroom and upon exit, ensure that they say goodbye to as many students as possible. This should be linked to positive conversations to build strong relationships.
- During corridor movement, staff body language should be positive, engaging with students and staff as often as possible. Staff will model the 'hello, how are you?' expectation. Staff will hold doors for staff and students and there is an expectation for others to do the same.
- The language used by staff should be in line with the professional development provided.
- Staff will apply the LCT code of conduct at all times.
- Staff on duty should conduct their role professionally to ensure behaviours are as expected but also must engage in conversations with students.
- The classroom environment will be created through the consistent application of policy. In addition, there is a minimum expectation that dovetails into the Quality for Education policy:
  - Clear welcome into the class for all students, engage in conversation where possible
  - Seating plans that consider behaviour and additional needs
  - Planning of sessions to consider behaviour, additional needs, ability of students
  - Staff will be mobile around their rooms whenever possible
  - Identification of low stage of behaviours with immediate action taken
  - Constant reinforcement of positive behaviours
- Staff will be knowledgeable in all safeguarding approaches
- Staff will be updated on wider behaviour issues within the academy, within our community and nationally
- Staff will report and record behaviours in line with Academy systems
- Staff will proactively engage in CPD and personal research on behaviour approaches
- Consistency of application will be driven through a CPD calendar as identified by the Academy, bespoke feedback and training identified through data analysis, consistent reinforcement through approaches such as posters, video and SLT feedback

### New Road Academy Behavioural Impact

Our staff will be confident in the application of the policy due to extensive induction, CPD and support systems. Their verbal and body language will exude positivity and warmth to every member of the community. Consistency will be a fundamental pillar of the Academy approach to behaviour and this will be monitored in the following way:

- Appraisal and professional conversations
- Learning walks and subject reviews
- External reviews
- Use of internal data for positive and negative behaviours at subject, year group, sub-group stages

### **New Road Academy Behavioural CPD for staff:**

Our Academy is committed to ensuring that our staff have the toolbox of skills and approaches to create the culture the Trust and Academy expect. Our staff will be comfortable to hold such high expectations of themselves and our Academy community through the following CPD:

- Clear induction programme for all new staff so they are fully aware of the LCT/Academy expectations of behaviour culture, to include a minimum of:
  - Meeting with Principal and Behavioural lead
  - Meeting with SENDCO to discuss application of policy for those students with additional needs
  - Shared duties with SLT to review morning welcome, break, lunch and after school
  - Shadowing of pastoral staff
  - Observation of positive classroom behaviour management
  - Attendance to parental/reintegration meetings to observe process
- Access to the latest behaviour research shared via a LCT Behavioural newsletter
- Restorative approach training



### **New Road Academy Student Behavioural Intent**

#### **New Road Academy Behavioural Intent:**

Our students are the beating heart of our academy and will be role models of the culture that all stakeholders want to create. They will understand the importance of positive behaviours both in the short term and how those traits will support them in later life. Respect, politeness and manners will be core qualities of our young people and this will be evident in all interactions between each other, staff and the wider community. In addition, they will have high expectations of others to uphold the behavioural, cultural values of the academy.

Our students will understand the expectations placed upon them within the academy and beyond. They will have been taught through a variety of methods how to approach their school day, respond to different situations with maturity and how to communicate their concerns. Importantly, they will know why the systems and expectations are in place, having a strong voice in the design and implementation of strategies. This knowledge will lead to an understanding that our staff care for them and are embedding these expectations to keep them safe and happy.

Our students will have an honesty centred around their behaviours and take ownership of when they have deviated away from expectations. An acceptance and understanding from our young people of what is right and wrong will support incidents being resolved quickly and effectively.

Importantly, our students will embrace the praise culture, be comfortable within the environment to excel and have achievement recognised by peers and wider community. Our students will be proud of what they do and expect recognition from our staff for 'doing their job' in the academy and beyond.

#### **New Road Academy Behavioural Implementation:**

To deliver our intent, our students will demonstrate the following strategies at all times:

- Students will understand the academy expectations for reward and behaviour through regular assemblies, individual and small groups programmes, displays and other lines of communication from the academy.
- Students will understand the importance of uniform standards and will promote the expectations within the school and the community to uphold the reputation of the academy.
- When travelling to and from the academy, our students will understand that they are promoting the standards of the academy and that they are key to the building of our reputation. This will be shown through uniform standards, when communicating with members of the community they will use appropriate language and manners. They will also consider the communities perceptions and how they can manage those views positively.
- Our students will develop outstanding communication with their peers and adults. It is the expectation of the academy that they should acknowledge each other, for staff a good morning/afternoon, how are you? The use of please and thank you will demonstrate clear lines of respect that will be reciprocated by staff.
- Students will model maturity in movement around the building, replicating the behaviours of staff by holding doors open for each other, giving way to others when appropriate, understanding that safety is important at all times.
- In class behaviours will be the responsibility of the student. The minimum expectations are:
  - To acknowledge the member of staff at the door by saying hello.
  - Sit in the seat the member of staff has identified for them.
  - Place their bag, coat in the appropriate place.
  - Have their exercise book and equipment ready to learn.
  - Follow the teacher's expectations for conduct, specifically, when to verbally participate or when it is appropriate to listen and work.

- Contribute positively to the lesson and complete the work to the highest standard.
- Leave the room in an orderly way showing consideration to the corridor movement.
- The academy wants our students to use their breaks to social with maturity and enjoy school life, having a release from the academic pressures and learning how to forge relationships with peers. It is important that our students learn how to self-regulate their behaviours and will act appropriately for the setting they are in with a specific understanding of others and health and safety.
- During breaks and lunches, our students are expected to sit and eat, demonstrating manners expected within restaurants.
- When challenged for negative behaviours, our students will show an acceptance of sanction following the explanation of why it has been given. They will understand that they have not met the expectations and because they understand the sanction system will not challenge staff decision. It is expected that they have the voice to explain any mitigating factors but this will be done in a mature, adult way.
- Our students will feel comfortable and safe in their academy, feeling secure to report negative behaviours. Clear reporting systems will be fully understood for child on child, online safety, CSE, radicalisation and areas such as homophobia. Our children will know that action will be taken by our staff and all reports will be thoroughly investigated.
- Students will engage in behaviour interventions because they know that staff are being supportive. Our learners with additional needs will want to support the culture of the academy and therefore access specific programmes to support their development.

### **New Road Academy Behavioural Impact**

Our students will meet the principles as outlined by the LCT because they want to be the best they can be. They will embrace a positive, supportive culture where respect and manners result in mature interactions.

Both within and outside of the academy our students will represent the values of the academy because they genuinely want to and recognise its importance.

They will understand the behaviours required to maintain an orderly building within our corridors, our eating areas and importantly, our classrooms. This understanding of the why, will result in honesty and acceptance around sanctions that eliminates confrontation and avoids damaging relationships. It also provides solid foundations for the reporting of incidents with students knowing their concerns will be taken seriously.

Students will know that staff care at all times, this will be highlighted within the approaches taken by staff and will lead to engagement by our learners in interventions to support them. Students will know that our staff will not give up and this will be demonstrated in below average suspensions and exclusions. They will know that they belong to their school and that staff will always support them.

### **New Road Academy Behavioural CPD for students:**

Our Academy is committed to ensuring that our students have the required skills to fulfil the expectations set by the academy and the LCT. Knowledge of these expectations and clarity of approach through the policy is fundamental to creating the transparency needed to create a positive student culture.

Our students will access the minimum programmes:

- Clear induction into the academy that details the expectations for behaviours
- Regular assemblies, curriculum sessions that deliver the clarity of the procedures but also teach the skills needed to meet the demands of the policy
- Displays around the academy to reinforce expectations
- Regular newsletters home to enable parents to support their child
- Strong communication through a variety of sources to homes to support their child in meeting the expectations
- Access to small group and individual support programmes to modify behaviours

## The working Policy

### Legislation and Statutory Guidance

This Behaviour Curriculum is based on advice from the DfE on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation in Schools
- The Equality Act (2010)
- Keeping Children Safe in Education (2025)
- School Suspensions and Permanent Exclusions
- Supporting Students with Medical Conditions in School
- Special Educational Needs and Disability (SEND) Code of Practice

### Recognition and rewards

Our Academy is absolutely committed to the principle of encouraging and developing a positive achievement culture. We believe students are entitled to a culture that promotes positive attitudes to learning, which teaches students to be committed to their learning and resilient to setbacks. It is important that achievement and good behaviour are recognised and rewarded regularly.

Our priority is to recognise and reward students who display expected behaviours and perform in a consistently positive way. In addition, we also need to recognise students for wider community achievements.

- Positive engagement in lessons or involvement in extended school events;
- Content and presentation of both classwork and home learning, which can be graded above our expected standard;
- Being a positive role model;
- Achieving 100% attendance;
- Demonstrating a 'can do' attitude;
- Acting as an outstanding ambassador for the academy;
- Excellent conduct/behaviour;
- Demonstrating the academy values;
- Demonstrating the attributes of a Global Citizen;
- Fulfilling roles and responsibilities at whole school functions or events;
- Participating in fundraising or charity events.

Finally, our academy is committed to recognising our students who have made significant improvements in their behaviour.

#### Mechanism

- All students will receive +1 point for fulfilling the academy expectations in each lesson.
- Students who have contributed to a higher standard in lessons, the wider academy and community will receive an addition +2 points at the discretion of staff.
- Students who have achieved significant improvements in behaviour will receive phone calls, letters and a variety of other approaches in recognition of the achievement.

#### Recognition and Reward will occur frequently across a range of situations:

Daily	Weekly	Termly
<p>Our classrooms and wider academy have a culture of positive framing and recognising students' positive effort and attitude to learning. In all interactions, praise outweighs consequence by a ratio of 6 positive to 1 negative. At least five minutes in every lesson is devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons. Additional points and postcards should be issued publicly at this time.</p>	<p>Recognition in assemblies, within subject areas and for extra-curricular contributions. Weekly tutor programme. Social media recognition.</p>	<p>Formal celebration assemblies in which students are publicly recognised for their efforts and achievement, including attendance. Examples:</p> <ul style="list-style-type: none"> <li>• Students with no negative points.</li> <li>• Students with most points.</li> <li>• Students with most improved points.</li> <li>• Special recognition awards.</li> <li>• Attendance awards.</li> </ul>
<b>Additional Rewards</b>		

A range of opportunities are also offered to students over the course of the year. These may include trips or external activities however, the opportunity to participate will be offered on the back of consistent or improved attitudes to learning and school life.

**Examples of Enrichment linked Rewards**

Performing Arts  
Sports  
DofE

**Maintaining the academy environment to meet our expectations.**

All academy staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student’s unacceptable behaviour occurs outside of the school (section 90 and 91 of the Education and Inspections Act 2006). The purpose of sanctions is to demonstrate that unacceptable behaviour is not accepted, deter other students from similar behaviour and most importantly, to uphold the vision for behaviour conduct/culture in the academy.

To uphold our intent for behaviours, it is important for us to understand that the academy deems as unacceptable behaviour is that which insults, abuses, intimidates or injures any member of the school or local community; or which disrupts the learning of individuals; or which damages the reputation of the school within the wider community; or which results in damage to the school or community environment.

**Student point principle to the management of behaviours at New Road Academy**

- Our academy uses a simple behaviour tariff system linked to a common language of STAGE 1, 2 and 3 negative points.
- Each stage has a negative points value that drives the behaviour system which includes sanction and most importantly, the interventions that modify the student behaviours
- The key trigger for pastoral intervention is -5 points per day with any student reaching that total accessing wider sanctions and behaviour interventions.

**Expected In class proactive behaviour management strategies**

The key principle of this policy is to create a culture both in lessons and around the building why compliance to the expectations are the norm. Both staff and students taught how to deliver the expectations and how to maintain the culture throughout the day.

Staff fully understand that if they have to use the behaviour points system to manage issues that it will inevitably impact negatively on relationships at a variety of levels. As a result, taught strategies that support not using the negative points mechanism is the priority.

Key to this principle is the low level management of the classroom. The craft of the adults in the room to subtly modify behaviour through a variety of strategies is a priority. The below table highlights the pathway to avoid progression to formal Stage 1

<b>Expected In class proactive behaviour management strategies</b>	
<b>Potential behaviours</b>	<b>Expected staff approaches:</b>
<ul style="list-style-type: none"> <li>• Off task behaviour in lessons</li> <li>• Negatively affecting others learning.</li> <li>• Low level negatively affecting the teachers right to teach.</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs as identified in student plans</b></p>	<ul style="list-style-type: none"> <li>• Lessons that are planned to support the learning in the classroom.</li> <li>• Seating plans that allow maximum engagement and minimum distraction.</li> <li>• Have clear routines within the classroom.</li> <li>• Establish expectations</li> <li>• Model the behaviour expected in school and within the classroom.</li> <li>• Front load behaviour management – Means of participation, front loading, pastore’s perch, be seen looking,</li> <li>• Rehearse routines</li> <li>• Signal, pause, insist</li> <li>• Use non-verbal strategies to re-focus students.</li> </ul> <p>Pedagogical approaches that support interaction, sustains attention, and motivates students because they are experiencing success including:</p> <ul style="list-style-type: none"> <li>• Clear instructional, explanation and modelling.</li> <li>• Checking for understanding – Show me boards, Cold calling, Think, pair, share.</li> </ul>

<b>Language to be used:</b>		
<b>Step 1</b> Use the language of the school values to emphasise the importance of learning.	<b>Step 2</b> Be assertive (insistent, consistent and persistent) with the student about the choices they need to make.	<b>Step 3</b> "I am <b>formally warning</b> you that if you continue with this behaviour, you will receive a stage 1 sanction and lose your positive lesson point."
<b>Escalation process – what happens next if behaviour continues?</b>		
<ol style="list-style-type: none"> <li>1. Students receive a formal warning about their behaviour.</li> <li>2. Student loses the positive lesson point</li> </ol> <p style="text-align: center;"><b>If behaviour continues or escalates – move to Stage 1 processes on next page</b></p>		

The below tables lists examples of unacceptable behaviour and incidents that lead to higher tariff sanctions:

<b>Stage 1</b>		
Sanctions are applied by all staff to maintain a purposeful behaviour climate. Students must be warned before a Stage 1 sanction point is given.		
Sanction is -1 negative point and removal of positive lesson point		
<b>Potential behaviours</b>	<b>Expected staff approaches:</b>	
(Please note: This is not an exhaustive list) <ul style="list-style-type: none"> <li>• Off task behaviour in lessons</li> <li>• Chewing</li> <li>• Answering back / Lack of respect to staff member</li> <li>• Eating food items in unauthorised areas</li> <li>• Incorrect uniform</li> <li>• Late to lessons</li> <li>• Late to school (Discretion To be applied)</li> <li>• Missing equipment (Form)</li> <li>• Missed homework/deadline</li> <li>• Mobile phone seen</li> <li>• Overheard swearing</li> <li>• Not being respectful in corridors</li> <li>• Poor quality homework</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs as identified in student plans</b></p>	<ul style="list-style-type: none"> <li>• Sanction students with a stage 1 and give them the chance to refocus and modify their behaviour.</li> <li>• Consider the environment when addressing student, potentially extract for privacy.</li> <li>• Private, calm conversation</li> <li>• Identification of issues that caused negative behaviour.</li> <li>• Provide recommendations for students on how to resolve the issue.</li> <li>• Employ low stage teaching strategies – seat change etc...</li> </ul>	
<b>Language to be used:</b>		
<b>Step 1</b> "You now have a stage 1, this is your chance to refocus and your learning and modify behaviour."  Constant referral back to academy expectations and values	<b>Step 2</b> "Is there anything I can do as a member of staff to support you to refocus on your learning?"	<b>Step 3</b> "Your behaviour is reaching the point that it is Impact on your education and others. If you don't stop now, I am formally warning you that I will progress to a stage 3 sanction"
<b>Escalation process – what happens next if behaviour continues?</b>		
Outcome of Stage 1 and end point if behaviour issue ceases <ol style="list-style-type: none"> <li>1. Students receive a formal warning about their behaviour.</li> <li>2. Student loses the positive lesson point and receives a -1 negative point</li> </ol> <p>If the student has refused the opportunity to modify their behaviour at this level then the behaviour is now a choice and will be escalated to stage 2.</p> <ul style="list-style-type: none"> <li>• At this point, follow the below stage 2 processes</li> </ul> <p style="text-align: center;"><b>If behaviour continues or escalates – move to Stage 2 processes</b></p>		
<b>Staff Follow Up Responsibility</b>		
<ul style="list-style-type: none"> <li>• Where possible, meet with the student before the next lesson.</li> <li>• As a minimum, ensure that within 2 days of incident there has been an informal conversation with the student and possibly the parent depending on the issue.</li> </ul>		

<b>Stage 2</b>
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**Stage 2 sanctions are applied by all staff and are designed to highlight higher stage behaviours that need to be addressed by pastoral teams following the initial approach by the contact member of staff.**

**Sanction is -3 negative point and removal of positive lesson point**

Potential behaviours	Expected staff approaches:
<p>(Please note: This is not an exhaustive list)</p> <ul style="list-style-type: none"> <li>Continuation or escalation of stage 1 behaviours.</li> <li>Significant disruption in lessons impacting on others learning.</li> <li>Continued and aggressive answering back / Lack of respect to staff member.</li> <li>Refusal to comply with instruction (i.e mobile phones)</li> <li>Swearing at another student to intimidate and threaten.</li> <li>Poor corridor behaviour (Aggressive)</li> <li>Inappropriate use of IT.</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs as identified in student plans</b></p>	<ul style="list-style-type: none"> <li>Consider the use if stage 1 approaches.</li> <li>Private, calm conversation.</li> <li>Identification of issues that caused negative behaviour.</li> <li>Provide recommendations for students on how to resolve the issue.</li> <li>Remove from class for a reset, if required.</li> </ul>

**Language to be used:**

Step 1	Step 2	Step 3
<p>“Is there any reason why you cannot refocus on your learning/behaviours?”</p> <p>Constant referral back to academy expectations and values</p>	<p>“Is there anything I can do as a member of staff to support you to refocus?”</p> <p>Impact on their education and the impact their behaviour had on others.</p>	<p>“You now have a stage 2, this is your chance to refocus and your learning and modify behaviour.”</p>

**Escalation process – what happens next if behaviour continues?**

- Escalate to stage 3: Senior/pastoral staff through ‘on call’ system.

**If behaviour continues or escalates – move to Stage 3 processes**

**Staff Follow Up Responsibility**

**If the behavioural issue stayed at Stage 2**

- Where possible, meet with the student before the next lesson.
- As a minimum, ensure that within 2 days of incident there has been an informal conversation with the student and possibly the parent depending on the issue.

**If the behavioural issue was escalated to Stage 3**

- Ensure that following the incident, pastoral/SLT ensure there is a plan to resolve issues before next lesson
- This may include speaking to the teacher, subject leader, pastoral team and the SEND team if a learning need has been highlighted etc...

### Stage 3

**Stage 3 sanctions are applied by SLT and Pastoral Leads following on-call request by teacher. This stage can be triggered through continuous negative behaviour in lessons or serious incidents inside and outside the classroom that may result in a period of internal or external isolation. In some cases the behaviours may result in the use of suspensions and exclusion**

**Sanction points will be determined on the conclusion of the investigation by SLT and Pastoral team. If it has reached stage 3, sanction is -3 negative point that can be escalated to a higher points value/sanction by the investigating pastoral/SLT. Sanction also includes the removal of positive lesson point**

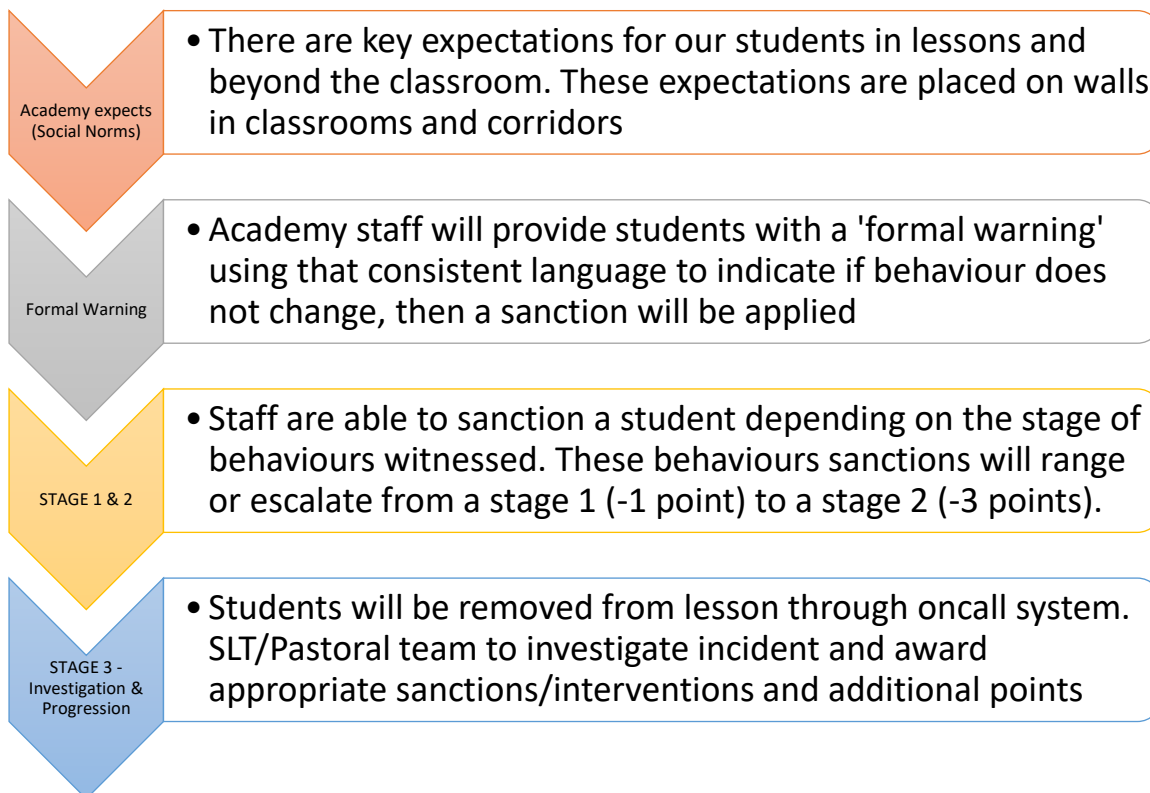
Potential behaviours	Expected staff approaches:
<p>(Please note: This is not an exhaustive list)</p> <ul style="list-style-type: none"> <li>Continual disruption to lessons impacting on others learning.</li> <li>Damage to property.</li> <li>Bullying, including cyberbullying (persistent or serious incident)</li> <li>Discriminatory behaviour, including homophobic, racist or sexist remark.</li> <li>Verbal/physical aggression towards staff or any form of intimidating behaviour.</li> <li>Fighting or inciting violence.</li> </ul>	<ul style="list-style-type: none"> <li>SLT/Pastoral ‘on call’ teams to remove the student from the lesson.</li> <li>Investigate the incident, collate statements.</li> <li>SLT/Pastoral to allocate points to the system and relevant sanction.</li> </ul>

<ul style="list-style-type: none"> <li>Physical Abuse to another student (serious and/or support required)</li> <li>Dangerous or unsafe behaviour.</li> <li>Extortion.</li> <li>Possession of a weapon.</li> <li>Possession or suspected use or supply of drugs or alcohol.</li> <li>Smoking or Vaping.</li> <li>Theft.</li> <li>Sexually inappropriate behaviour.</li> <li>Inappropriate use of computers. (for material that is age inappropriate or illegal)</li> <li>Persistent violation of school rules.</li> <li>Anti-social behaviour.</li> </ul> <p><b>Note: Teacher to be aware of SEND and additional needs as identified in student plans</b></p>		
<b>Investigation methods:</b>		
<p><b>Option 1</b></p> <ul style="list-style-type: none"> <li>Discuss with teacher and student the events</li> </ul> <p><i>Possible immediate decision</i></p> <p><i>Feedback to teacher within same working day</i></p>	<p><b>Option 2</b></p> <ul style="list-style-type: none"> <li>Formal witness statements used</li> <li>Discuss outcomes with SLT lead</li> </ul> <p><i>Agree and action sanction</i></p> <p><i>Feedback to teacher within same working day</i></p>	<p><b>Option 3</b></p> <ul style="list-style-type: none"> <li>Direct to appropriate Snr Leader</li> <li>Formal investigation</li> </ul> <p><i>Feedback to teacher within same working day</i></p>
<b>Escalation process – what happens next if behaviour continues?</b>		
<p>Depending on the severity of the situation a number of sanctions/interventions can be applied.</p> <ul style="list-style-type: none"> <li>Contact parents.</li> <li>Use of reflection area.</li> <li>Use of reset area.</li> <li>Detention.</li> <li>Behaviour intervention programmes.</li> <li>Behaviour reports</li> <li>Student may be referred to the school behaviour panel.</li> <li>Trust isolation.</li> <li>Suspension</li> <li>Exclusion.</li> <li>The Principal may decide direct provision off-site or even permanently exclude.</li> </ul> <p><b>If behaviour continues or escalates – SLT/Pastoral to use whole academy systems</b></p>		
<b>Staff Follow Up Responsibility</b>		
<ul style="list-style-type: none"> <li>SLT/Pastoral team to feedback to member of staff within the same working day on outcome and final sanction</li> </ul>		

### Response to Unacceptable Behaviour in the Classroom

Our classrooms need to be an environment where students can learn and teachers are able to apply their skills to facilitate each and every child fulfilling their potential. Our teachers will access regular classroom management training and our students will be raised within a culture of high expectation.

We provide our staff with a behavioural escalation route that enables them to be able to manage in class behaviours effectively, using their behaviour management skills, wider staff support and then ultimately and regrettably, detentions and lesson removal. The below diagram highlights the pathway for our teachers that is shared with students in all classrooms.



A key element of our behavioural pathway for sanctioning higher stage disruption is the use of our report and detention system, alongside the escalation use of the reflection and the reset intervention areas. These may be given when there is a breach of school discipline. The use of reports, detentions, alongside the use of the reflection and reset areas will be imposed when other, lower stage, behaviour management strategies have been unsuccessful.

It is expected that the majority of detention and intervention time should be spent on proactive strategies i.e., teaching students the routines, habits and norms of outstanding behaviour. Where necessary staff will use sanctions that are reasonable and proportionate to the circumstances of the case. Account will be taken of the student’s age, any special educational needs, any disability, and any religious requirements affecting the student. Staff will make exceptions in exceptional circumstances (e.g., reasonable adjustments for a student with identified SEND)

In all cases, a review of imposed sanctions will be timely and appropriate. Such sanctions will also apply to poor behaviour outside of the school gates; current legislation gives Head Teachers a specific statutory power to regulate students' behaviour in these circumstances “to such an extent as is reasonable”.

The appropriateness of sanctions will be judged within the context of a student’s behaviour record. Special circumstances, and whether the offence is a first or repeated offence, may make a difference to the sanction.

Students/parents will be financially liable for any damage caused to the school site/equipment.

Where permanent exclusion is not considered for arson related incidents the student(s) will be required to attend a Fire Awareness course or similar designated course. Similarly, where a student brings onto the school site a weapon or alcohol, and permanent exclusion is not considered necessary, they may be required to attend a course provided by appropriate, external agencies.

<b>REPORTS</b>	
Behaviour reports are issued when there is sustained deterioration in the behaviour of a student which requires the input, understanding and agreement of adults working with a student about what they are going to do to support the students.	
Behaviour reports are supportive tool designed to help the student make positive progress towards better behaviour around the school and in the community.	
<b>Pastoral report (HOY Mentoring)</b>	<ul style="list-style-type: none"> <li>• <i>Minimum Duration: 2 Weeks</i></li> <li>• The Year Team will issue the report and contact parents/carers discuss concerns.</li> <li>• Report outcomes communicated home at the end of the 2-week rotation by the Year Team</li> <li>• Failure to show improvement is a referral for a Pastoral Support Plan</li> </ul>

<b>Pastoral Support Plan</b>	<ul style="list-style-type: none"> <li>• <i>Minimum Duration: 6 Weeks</i></li> <li>• Where a student fails their pastoral report, they will be placed on a behaviour support plan.</li> <li>• A member of SLT and parents/carers will be invited for a meeting to discuss concerns and further actions with the Year Team.</li> </ul>
<b>SLT/Governors panel</b>	<ul style="list-style-type: none"> <li>• Where a student's individual behaviour plan is not having a positive impact a member of SLT, and parents/carers will be invited for a meeting with a school governor to discuss concerns and further actions.</li> </ul>

<p><b>DETENTIONS</b></p> <p>It is fundamental for an a academy to promote and maintain a calm, purposefully learning environment. To ensure that this happens, detentions may be used as a deterrent to students who are displaying negative behaviour that could impact their learning and the learning of others.</p> <p>The use of detentions is a last resort in the daily maintenance of behaviours as it can lead to damaging relationships. As a result, the focus of our detentions is to provide time to replace missed learning and to repair damaged relationships between a variety of stakeholders.</p>			
<b>Informal Department Detention</b>	<b>School Detention</b>	<b>SLT Detention</b>	<b>Reflection and Reset areas</b>
<p>Departments can implement a break or lunch detention for 'lost learning'</p> <p>These detentions should be used for failure to complete work in lesson or scheduled homework</p> <p>These detentions must still allow students access to food and toilet facilities</p>	<p>A 30-minute detention will be issued in response to an incident, or accumulation of incidents (-5 in one day), of unacceptable behaviour. Parents will be informed of this detention via text message.</p> <p>A text message will be sent to parents/carers the day before the detention.</p> <p>The teacher who allocated the detention will make every effort to visit the student in the detention to employ restorative strategies.</p> <p>If a student fails to attend a detention they will deducted -8 points and have to attend an SLT detention. Repeated failures may result in reflection and reset areas being used.</p>	<p>A 60-minute detention will be issued for students who fail to attend the 30-minute detention.</p> <p>A text message/phone call will be sent/made to parents/carers the day before the detention.</p>	<p>Failure to complete their SLT detention may result in intervention areas being used. Time will be dependent on the number of missed detentions.</p> <p>We may also use the Reflection and Reset areas in response to serious, or persistent, breaches of our Behaviour Curriculum.</p>

### **Reflection intervention area**

The reflection room is an area of the school that is built on the principles of de-escalation and restorative practice. The principle of removing heightened students to an area of safety and neutrality, in order to exercise well researched approaches is highly effective. Stage 2 and Stage 3 behaviours will use this 'short stay' facility in order to review the incidents and then apply the appropriate approach, that being a pastoral intervention or potentially and escalated sanction.

Staff working within the reflection area will be highly trained in de-escalation and restorative approaches. Restorative conversations at the academy are a core part of building trust and relationships between staff and students. There are various approaches to restorative conversations but the foundation lies in the answers to the below questions:

1. "What happened?"
2. "What were you thinking at the time?"
3. "Who has been affected?"
4. "How have they been affected?"
5. "What needs to be done to make it right?"
6. "How can we do things differently?"

The design of the reflection area is reflected by its principles, it is a calm, quiet area where students can spend the time to think about the issues and reflect on how they could have approached it better. Staff will have an area where they can discuss issues with students and apply restorative strategies.

Students accessing reflection due to non-compliance will not be able to leave until after the next break period.

### **Reset intervention area**

The reset approach is a bespoke area of the school building that has the intention of intensively supporting our young people to re-engage and break the cycle of their behaviours. Through the retraining of the academy core values and expected student cultures, our learners will rediscover the purpose of their education. It is expected that our families engage with us on this journey to remove wider barriers and support the transition into the wider academy.

The reset area is a bright and welcoming area designed to refocus our disengaged learners with teaching and pastoral staff supporting a wide range of effective interventions alongside a curriculum offer in line with peers when appropriate.

Students may be placed in the Reset area for a minimum of 1 day up to 2 weeks if they are accessing behaviour and SEMH intervention programmes. Progress is tracked and reported to all stakeholders. For longer term placements, there will be a personalised intervention programme working in partnership with families, SEND, Pastoral and external agencies (where appropriate)

### **Off-Site Direction at a Partner School**

In some cases, a decision may be made for a student to attend an LCT partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour away from the home school environment and to understand that we will not tolerate behaviour which does not meet our expectations. Parents/carers will be informed of this off-site direction with confirmation of specific details and instructions. Failure to comply with the provision will result in an escalation to a more serious sanction or will be recorded as an unauthorised absence.

The expectations of the home school is to liaise with the LCT partner school on a daily basis to ensure progress is being made and to report any concerns to parents.

### **Behaviour panel and risk registers**

Any student that receives multiply points across a period of time will be considered at risk of not fulfilling their potential within the school. The school's behaviour panel will meet to seek solutions to address their continuous negative behaviour. This will involve a commitment from parents to work in partnership to support the child with their educational journey.

### **Suspensions and Exclusions**

Our trust principles determine that suspensions should only be used as a last resort. Every last option will have been considered by the Principal prior to a suspension being deemed appropriate.

*"...the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments."*  
Suspension and Permanent Exclusion Guidance (September 2022)

Only the Principal of the academy can suspend or permanently exclude a student on disciplinary grounds. A student's behaviour outside of academy can be considered grounds for a Suspension or Permanent Exclusion. Our academy will follow the guidance provided by the Department for Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

### **Suspensions**

- A suspension is where a student is temporarily removed from the academy.
- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)

### **Permanent Exclusion**

A permanent exclusion is when a student is no longer allowed to attend school. The decision to permanently exclude a student will be taken when:

- In response to a serious breach or persistent breaches of the academy behaviour policy; and

- Where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others such as staff and students in the academy.

### **Student support**

Our Academy is focused on behaviour intervention and support to reduce the need for sanctions. The holistic, pastoral understanding of our students is vital in order to identify the triggers for negative behaviours, with the key the removal of barriers both inside the academy, within the home and wider community.

The school recognises its legal duty under Equality Act to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to support the needs of the student. Measures are in place and both general and targeted interventions are used to improve student behaviour. Support is provided to all students to help them meet behaviour expectations, making reasonable adjustments for students with a disability as required.

The academy will make all reasonable efforts to ensure that appropriate intervention strategies are used to support students and resolve and avoid negative behaviour. External agencies will be used where it is deemed appropriate or once academy-based resources have been exhausted, should a student be deemed to be at risk of permanent exclusion.

Support and intervention strategies may include:

- A period of support in the Reset and Refocus areas
- Support from a range of external agencies.
- Modified timetable (Where appropriate)
- Alternative Provision (Where appropriate)
- Proactive placement at a Pupil Referral Unit.
- When appropriate, police intervention may be called upon.
- Managed Move to another school.
- Pastoral reports
- Behaviour/Pastoral Support Plan
- SLT/Governors' panels.
- Referral to the fair access panel for additional support

### **Safeguarding**

The academy recognises that changes in behaviour may be an indicator that a student needs help or safeguarding. We will consider whether a student's unacceptable behaviour 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.

All staff should also be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence (in person or online such as threats or encouragement)
- Sexual harassment (such as sexual comments and online harassment)
- Consensual and non-consensual sharing of nudes/semi-nude images or videos (also known as sexting or youth produced sexual imagery).
- Upskirting and initiation/hazing type violence and/or rituals.

All staff should be clear as to the academy's policy and procedures with regards to child-on-child abuse. In addition, all staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest a child's behaviour is as a result of exploitation, this will be taken into account when any decision needs to be made.

## Appendix 1: Allegations

In the event of a serious incident or allegation, full investigations will be carried out. Students may be asked to write witness statements in confidence. Every attempt is made to ensure fair; accurate information is the basis for deciding a sanction. It should be noted that where exclusion is considered an appropriate sanction, the standard of proof used to reach such a judgement will be the “Balance of Probabilities” (The Civil Standard). The criminal standard of proof i.e., “beyond reasonable doubt” need not be applied. A Safeguarding policy and procedures are in place to support the well-being of our students. All allegations made by students should be pursued and child protection guidelines followed. Where it is believed, on the balance of probability that a malicious allegation has been made then it will be treated most seriously, and disciplinary action considered.

- **Malicious Allegation**
  - Where a student has set out to deliberately deceive, either wholly or partially, and the evidence, on the balance of probability, points to this intention to cause harm or injury to the subject of the allegation, Permanent Exclusion will be considered.
- **Unfounded Allegation**
  - Where a student has misinterpreted the incident, was not aware of all of the circumstances or was mistaken in his/her view of the incident and there is evidence, on the balance of probability, to disprove the allegation. Within an unfounded allegation, there may still be present some intention to deliberately deceive and thus it may be considered a Malicious Allegation. In such cases, disciplinary action will be considered.
- **Unsubstantiated Allegation**
  - Where there is, on the balance of probability, insufficient evidence to prove or disprove the allegation. No disciplinary action will be taken.

## Appendix 2: Screening and Searching Students

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Staff may use common law to search students, with their consent, for any item. Under Part 2, Section 2 of the Education Act (2011) & DfE Document – Searching, screening and confiscation (January 2020) teachers are authorised by the Headteacher to search for any prohibited item without the consent of the students, provided they have reasonable grounds for suspecting that the student is in possession of the prohibited item. There is no requirement to inform parents/carers or seek consent before a search is undertaken.

Searches will be conducted by a same-sex member of staff where possible, with another member of staff member as witness. If there is a risk that serious harm will be caused to any person(s) then the search will be carried out immediately. During a search, staff members may instruct a student to remove outer clothing, including but not limited to, hats, scarves, boots, and coats. The school can require students to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the students. If a student fails to comply, and the school does not let the student in, the school has not excluded the students and the student’s absence will be treated as unauthorised. The student should comply with the rules and attend. Searches may be carried out both on and off site, including school trips or any other activity away from school where staff are responsible for students.

The list of prohibited items and items that can be searched for includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
  - tobacco and cigarette papers
  - vapes or other electronic cigarettes
  - fireworks
  - pornographic images.
- Electronic devices
  - Mobile phone (as per DfE Guidance Feb 2026 [Mobile phones in schools - GOV.UK](#))
  - Tablets
  - Smart watches
  - Headphones

### **Appendix 3: Confiscation**

Under section 91 of the Education and Inspections Act (2006) the academy has the general power to discipline a student as appropriate. This general power includes a staff member to confiscate, retain or dispose anything they have reasonable grounds to suspect is a prohibited item. Items confiscated, because they are banned by the school rules should be collected by arrangement by parents/carers from the school office.

### **Appendix 4: Physical Restraint and Reasonable Force**

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student. There may be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain students to prevent students committing a crime, causing injury or damage to themselves, others or property.

- Restraint will only ever be used as a last resort and all incidents of this are reviewed, recorded and monitored.
- Reasonable force will be used in accordance with Government guidance. Parents/carers will always be contacted in the event restraint or reasonable force has had to be used.

### **Appendix 5: Use of Technology/Electronic Devices**

The use of technology is integral to advancing the quality of teaching and learning within the academy, but this technology must be used appropriately. All staff monitor the use of computers, the internet and email and students are taught safe and responsible use of the Internet in ICT and Personal Development lessons.

In order to protect the safety, reputation and privacy of all members of the community the academy will take action against any online behaviour that may be perceived to be threatening, intimidating or abusive. This includes any public arena (e.g., online chat rooms, social networking sites, e-mail exchanges) where other members of the school or wider community may be able to access these comments. This action may include permanent exclusion.

### **Appendix 6: Use of Mobile Phones/Electronic Devices**

*The use of mobile phones and other electronic devices is strictly forbidden*, as is the use of recording equipment to take photos/videos without prior permission. Photos, videos or recordings should not be uploaded to any external internet site or exchanged via ICT/Phone equipment and will be subject to the action noted above.

- Mobile phones/electronic devices must not be seen or heard during the school day, they should be off and away.
- Headphones should not be worn or seen during the school day.

Parents/carers are reminded that students should not contact home during the school day. If necessary, the school will contact home. Where parents/carers need to contact students, *contact must be made via the school reception*.

Please note: Mobile phones/electronic devices/headphones/pods are not permitted during the school day. If seen or heard, students will have one opportunity to put the device away. If they refuse, they will be confiscated and can only be collected from reception at the end of the school day. Repeat offences will require collection by a parent at the end of the school day and possible escalation in line with sanctions.

### **Appendix 7: Child-on-Child Abuse (including bullying)**

All staff will be aware that child-on-child abuse (including bullying) can occur between students of any age and gender, both inside and outside of school, as well as online/offline. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will follow our academy *Child Protection and Safeguarding Policy* and *Anti-Bullying Policy (including child on child abuse)* if they have any concerns about child-on-child abuse. The DSL will take the lead role in any sanctioning of the child who may have caused harm. We will also provide support for all students involved; for both the child who may have been harmed and for the child who may have caused harm.

Disciplinary action may be taken while other investigations or ongoing e.g., police. The fact that another organisation/body is investigating or has investigated the incident does not prevent the school from taking action. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.
- There are circumstances that make it unreasonable for us to reach a conclusion about what had happened while an independent investigation is ongoing.

### **Appendix 8: Meeting the national minimum expectations for behaviour and attitudes.**

This behaviour policy and curriculum aims to meet the national minimum expectations for behaviour and attitudes and is aligned with the OFSTED 'good' grade descriptor for assessing behaviour and attitudes:

- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-stage disruption is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing students' behaviour. Staff make sure that students follow appropriate routines.
- Leaders, staff, and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended students on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe.

## Appendix 9: Uniform

### Compulsory Uniform

- Black blazer with school logo
- Black trousers or black skirt of an appropriate length (no shorts, ¾ length trousers, mini-skirts, decorative zips or embellishments)
- White shirt or blouse (must be able to button up to the collar)
- School tie – please refer to our website by visiting parents’ section and then uniform
- Socks or plain dark tights
- Plain black shoes (no trainers or pumps – shoes need to be black leather type shoes suitable for safety in school and provide a good level of protection in wet weather)

### Optional

- Plain black V-neck jumper - these are not permitted to be worn without a blazer or instead of a blazer. These are to be without any logo. Hoodies are not acceptable.

### PE and Dance Kit

#### Compulsory

- NEW ROAD ACADEMY logo polo
- Plain black bottoms - choose from the following: shorts of appropriate length, skirt, sports leggings, sports joggers. Cycling shorts are acceptable if they are an appropriate length.
- Trainers/appropriate footwear (boots if on field)
- Plain black sports socks
- Gum shield and shin pads are compulsory for football, rugby, and hockey.

#### Optional for winter months

- NEW ROAD ACADEMY logo zipped jumper OR
- Plain black base layer/jumper allowed to be worn under NEW ROAD ACADEMY polo shirt

visit [www.bakerandsonschoolwear.co.uk](http://www.bakerandsonschoolwear.co.uk).

Uniform can be purchased, including ties and the PE kit, from Baker & Son or Uniform is also available through the uniform swap shop for a voluntary donation.

*\* Available with school logo from school supplier*

## Appendix 10: ZERO-TOLERANCE APPROACH TO SEXUAL HARRASSMENT AND SEXUAL VIOLENCE

The school 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 school's response will be:

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

Sanctions for sexual harassment and violence may include isolation, suspension or permanent exclusion.

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

## Appendix 11: MANAGED MOVE

In extreme circumstances the school may discuss with parents/carers the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme; an opportunity to have a fresh start. A Managed Move is dependent on parents/carers agreeing to another local school taking the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

## Appendix 12: POINTS TABLE

Positive Points	Negative Points
+1 per lesson for meeting expected standards	-1 Stage 1 behaviours (Daily trigger points)
+2 for students showing above expected in lessons (Effort or achievement)	-3 Stage 2 behaviours (Daily trigger points)
+2 for students showing above expected through enrichment (Effort or achievement)	-5 Stage 3 behaviours (Reflection room) (Daily trigger points)
+10 completion of long term project (DofE, Student council, P.Arts production etc....)	-8 Failure to attend detention (Sits outside daily points total)
+15 Professional level achievement (National sport, P.Arts, Industry project)	-10 Reset room (Sits outside daily points total)
	-12 LCT Off-Site Direction at a Partner School (Sits outside daily points total)
	-15 Suspension (Sits outside daily points total)

## Appendix 13: Text/MCAS message to families to inform of detention

(Child name) has been placed in detention tomorrow until 4pm due to exceeding the 5 negative point rule of the academy. He exceeded the points total by hitting the below criteria:

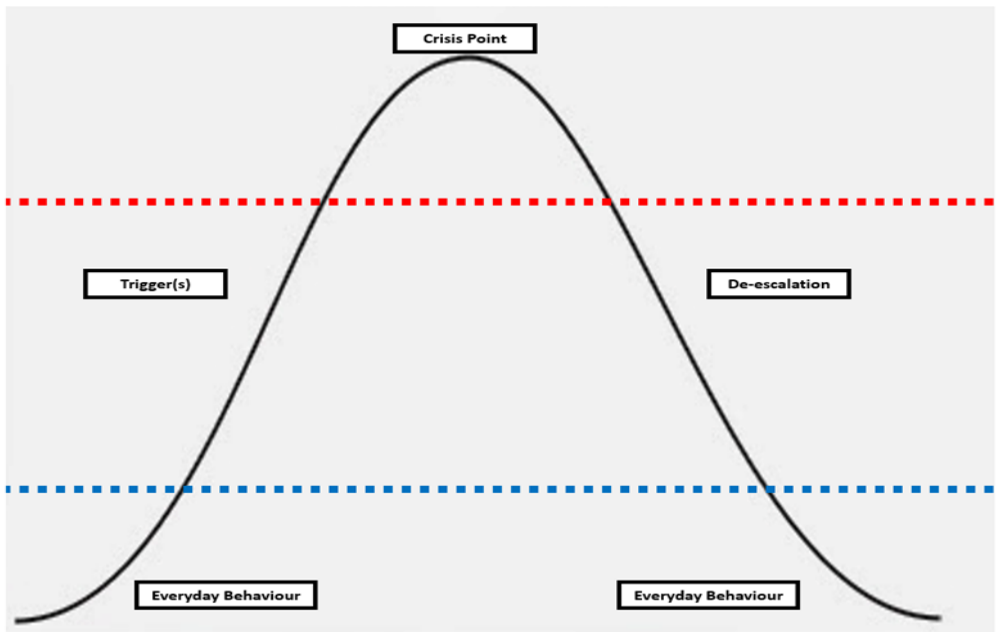
- 1.
- 2.

Thank you for your support and please get in touch to discuss the further if required.



## Individual Pastoral Plans (IPPs)

Individual Pastoral Plans (IPPs)		
Student Name:	Yr Group:	Date:
<p><b>Normal baseline behaviour</b> What behaviours does the student display on a common day?</p>	<p><b>Description of the pupil's normal baseline behaviour is like in the classroom.</b></p>	<p><b>Good examples of how staff should respond to this</b></p>
<p><b>Triggers</b> What triggers poor behaviour?</p>	<p><b>What is the causes for the pupil to move from their baseline behaviour? This is the main cause for negative/undesirable behaviour.</b></p>	<p><b>Good examples of how staff should respond to this (eg humour, ignorance, PD sanctions, 5 minutes to settle, 5 minutes' time out).</b></p>
<p><b>Escalation</b> What makes the behaviour escalate further?</p>	<p><b>What is the main cause for the pupil to move from their triggers to escalation?</b></p>	<p><b>How should staff respond at this point?</b></p>
<p><b>Crisis</b> What does a crisis situation look like?</p>	<p><b>What is the causes for the pupil to move from escalation to crisis?</b></p>	<p><b>How should staff respond at this point?</b></p>
<p><b>De-escalation</b> What happens post crisis?</p>	<p><b>What are the main causes that allow the pupil to calm from crisis?</b></p>	<p><b>How can staff best manage the situation?</b></p>
<p><b>Post incident</b> The best course of action one the student is back at normal baseline</p>	<p><b>How can the situation be repaired?</b></p>	<p><b>What can staff do afterwards?</b></p>



**Red Zone – loss of control**  
 Will focus on past or future events  
 May choose to freeze, flight or fight

Can you recognise when you are in the red zone?  
*(Triggers)*

What can you do to return to the blue zone as quick as possible?  
*(De-escalation)*

**Blue Zone – calm, clear focus**  
 Will focus on the present