



LOOE COMMUNITY ACADEMY (LCA)

Relationships and Behaviour for Learning Policy

Adopted Date: September 2026

Review Date: Summer 2027

Principles	4
Aims	4
Roles and Responsibilities	5
Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?	6
Part 2 – How do we teach these skills and behaviours?	6
2.1 Through Our Curriculum	6
2.2 Through Our Routines	7
2.3 Through the Protection and Promotion of Our Academy Ethos	7
2.4 Through Our Pastoral Care and Use of Praise	7
2.5 Through Our Work with Parents	8
Part 3 – How we maintain high expectations	8
The Contract of Mutual Respect – Applicable in all cases	8
The Role of Restorative and Peer Mediated Approaches	9
Proactive combating of prejudice	9
Proactive prevention of bullying and peer on peer abuse	10
Part 4 – The Use of Sanctions to Improve Behaviour	11
4:1 How we address minor infringements and low- level disruption	11
4:2 Repeated or more serious events that require on site detention or removal from lessons	11
Removal from a timetabled class	12
A detention/Reset time during Academy hours	12
Community Clean or Community Contribution	12
Detentions out of Academy hours	13
Monitoring and Escalation	13
Students with an identified Special Need	13
Representing the Academy – Physical Education	13
Part 5 – The Use of Exclusions and Suspensions	14
Part 6 – Guidance for a selection of specific incidents	14
Physical intervention and positive handling	14
Charging for damages	14
Confiscation of inappropriate items	14
Substance Abuse	14
Incident Response	15
Actual/Rumoured	15
Disclosure	15
Working in partnership	15
Smoking and vaping	16
Offensive Weapons	16
Group Behaviour and Individual Responsibility	16
Part 7 – Continuous Improvement	16
Involvement of outside agencies	17
Review	17
Links	17
Documents, articles and books that have influenced	18
Appendix 1: Home Academy Partnership Agreement	19
Appendix 2: Learning Expectations: Pupils	20
Appendix 3: Expectations: Learning Agreement: Teachers	22
Appendix 4: Use of Rewards	23
Appendix 5: Sanctions/Negative Consequences	26
Appendix 6: National Standard list of reasons for exclusions	30
Appendix 7: Suspension letter	31

Appendix 8: Sanctions thresholds	33
Appendix 9: Fixed term Suspension reintegration meeting proforma	34
Appendix 10: Representing the Academy – Physical Education	35

1. Principles

We must devise and implement a curriculum that systematically builds positive and constructive relationships between all pupils and all adults. The 'learning episodes' of this curriculum happen in classrooms, shared spaces, on the journey to and from the Academy, during Academy trips, in fact in all interactions between their peers and all adults. At Looe Community Academy our high expectation for all pupils means that we always believe in continuous improvement and so will focus on guiding the choices pupils make, intentionally praising constructive behaviour and skill development. We will always challenge inappropriate choices and establish clear and consistent boundaries as described below.

- **Clear** – pupils and staff need to know exactly what excellent behaviours are and exactly what is expected of them, where, when and why.
- **Calm** – to guide effectively we need to understand and consider people's emotions and viewpoints and to achieve this effectively we need to remain calm and focussed.
- **Caring** – we care enough to be firm and respond in reliable and predictable ways but always with compassion. Focussing on maintaining firm boundaries around which choices should be better, whilst ensuring the person continues to feel positive, appreciated and respected as they learn these.
- **Consistent** – all pupils should expect high standards and so all pupils require predictability of expectation and response as well as being able to trust the adults they work with hence consistency is paramount.
- **Cheerful** – all individuals respond effectively when approached positively, and therefore, when supporting changes in behaviour, we will endeavor to approach these in a positive way.

2. Aims

- To encourage a safe, caring and purposeful atmosphere in the Academy.
- To develop children's self-discipline, self-esteem and a sense of responsibility towards themselves and the Academy community as a whole.
- To promote a consistent approach to behaviour for learning by Pupils, Staff, Parents/Carers, Community Partners and Governors throughout the Academy.
- To encourage our values of Respect, Resilience, Responsibility and Kindness as well as honesty and tolerance.
- To develop a sense common purpose and consistency amongst all those involved in the Academy.
- To promote and support positive behaviour.

The Relationships and Behaviour Policy is a statement of good practice that covers all aspects of Academy life, and that promotes the development and maintenance of good behaviour, and positive ethos. All members of the Academy community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. A strong sense of community is fundamental to the success of LCA and its young people.

This policy applies to all students at all times of the day when in Academy uniform, when travelling to and from the Academy, on site at LCA or representing the Academy whilst on trips, online or in their community.

This policy is regularly reviewed and updated annually. The policy is available via the Academy website. The policy is fundamental to the Home Academy Partnership Agreement (Appendix 1) which is issued to all parents and carers at the start of each academic year.

3. Roles and Responsibilities

The Governing Body establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keeps it under review. It ensures that it is communicated to pupils and parents, is non-discriminatory and expectations are clear. Governors support the Headteacher in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day to day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, are ALL responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have responsibility, with the support of the Senior Leadership Team, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff are entitled to work in a safe, orderly environment free from disruption.

Parents and carers take responsibility for the behaviour of their child both inside and outside the Academy (see Home Academy Agreement: Appendix 1). They are encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and uniform (see Appendices 1 & 2). Parents are encouraged to raise with the Academy any issues arising from the operation of the policy.

Pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential. They are expected to take responsibility for their own behaviour and are made fully aware of the Academy policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They are also expected to assist with the investigation by staff of any of these incidents.

The Academy acts in accordance with Department for Education guidance in relation to: i) the use of reasonable force (see restraint and positive handling policy); ii) screening, searching and confiscation (see Screening, Searching and Confiscation Policy, with particular reference to section 1.2 and 4.1.1); iii) allegations made against a member of staff.

If you have a safeguarding concern or would like to contact the Academy safeguarding team, please email: safeguarding@looe.net. Please note this is not an emergency contact, and this inbox will not be monitored outside of working hours.

In the case of urgent concerns or out of hours emergencies, please contact: [Cornwall Multi Agency Referral Unit](#) or contact the [police](#)

If you have an urgent mental health concern out of Academy hours, please call the Cornwall and Isles of Scilly NHS Mental Health response line on 08000385300. It's free to access by anyone, any age, any time of day or night.

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

- The Academy demonstrates high expectations for behaviour of all students and staff
- Clear expectations and responsibilities will be displayed, shared and communicated to enable all members of the community to be aware of them.
- These expectations apply to all members of the Academy community without exception.
- Like all skills development, relationship building and positive behaviours are not binary measures that are just 'good' or 'bad' but rather a continuum. All pupils have a right to understand their next steps in any skill and expect these skills to be developed whilst at the Academy.
- See Appendices 2 and 3.

Our aim is to embed routines and systems which allow us to achieve our core behaviour objectives: Disruption free learning and an orderly calm environment from corridor to classroom always.

- 1) every student has the right to learn without distraction or disruption.
- 2) 100% silent attention 100% of the time when an adult or a student is speaking in a learning setting
- 3) Enable all students to access daily, weekly, termly and yearly opportunities for praise and rewards to ensure that students feel a strong sense of belonging, identity and motivation to excel.

Our behaviour policy is based on the understanding that this curriculum provision will effectively support students to avoid behaviours that the Academy will not tolerate and are deemed unsafe or affect the wellbeing and/or effective education of others. Unacceptable behaviours include but are not limited to: Physical assault against a pupil or adult, verbal abuse or threatening behaviour against a pupil or adult, use or threat of use of an offensive weapon or prohibited item, bullying, racist abuse, abuse against sexual orientation or gender reassignment, abuse relating to disability or any other protected characteristic, as well as another other behaviour deemed harmful to others. This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

- These skills are embedded in every lesson, a tutor or PSHE programme is included, and additional guidance is provided through our character curriculum, assemblies and key events in the year and through community links.
- The Academy is committed to engage children and adults in deeper learning experiences so that everyone understands why these skills and behaviours are so essential, what these looks like in practice and so value learning them.
- By using the language of choice, we fix the locus of control, i.e. the personal responsibility, within the pupil. In other words, when they choose a particular behaviour, they are also choosing a particular consequence which may be a reward or a sanction. Utilising opportunities to explicitly teach correct behaviour alongside use of language of choice should be everyday practice from adults in the Academy.
- Sanctions do not in themselves change behaviour. They simply apply the limits to behaviour. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding sanctions. Therefore, every opportunity will be taken to teach pupils how to behave correctly. This process is supported by restorative justice principles within the Academy.

2.2 Through Our Routines

We want everyone to be given the mental space to think deeply about their learning and about how they work best with others. This is why we are committed to creating age-appropriate routines so we don't waste mental space on all those things that we shouldn't need to think about such as:

- How to act on hearing a fire alarm
 - How to share equipment fairly or queue for dinner fairly
 - Who to talk to if things are not going well or you have a question
 - How to make suggestions and improvements
 - How to have the right equipment and the right books at the right time
 - How to safely move around the Academy site
 - What happens when someone has the wrong uniform on
- Shared expectations and a common approach to managing young people needs to be acknowledged and applied by all staff consistently. These expectations are posted in a prominent position in classrooms. Behaviour for Learning posters are displayed in classrooms and prominent areas and provide a summary of the Academy's routines, rewards and sanctions policies.

2.3 Through the Protection and Promotion of Our Academy Ethos

- All staff are required to actively always promote the ethos of the Academy including the role modelling of positive relationships and praise for behaviours that support peers and learning.
- Assemblies are used to model the Academy values and publicly exemplify positive behaviours that reinforce the Academy's ethos.
- Strong expectations of professionalism and the importance of language in setting and maintaining these expectations throughout staff training and events.
- The Academy encourages staff and pupils to take pride in their working environment.
- *The Academy actively promotes CPD for staff and apply the leadership ladders which are defined in the SMART expected standards document.*

2.4 Through Our Pastoral Care and Use of Praise

- Positive consequences (rewards) are the key to the promotion of socially acceptable behaviour. Systems that emphasise praise for socially acceptable behaviour are consistently more successful in teaching pupils to make more positive choices.
- Pupils model the relationships they witness and so all interactions witnessed by the teacher are potential learning experiences in which guidance can be given.
- An Academy ethos of praise and encouragement, both formal and informal, is central to the promotion of good behaviour. As such, staff regularly praise and/or reward people who show what great behaviour looks like. Examples of such rewards appear in appendix 4.
- The Academy gives opportunities for children and staff to praise their peers if they showed great skill in helping them learn or improve their behaviour.
- Staff should clearly state when peer on peer or pupil to adult interactions fall short of our high expectations.
- The relationships curriculum is the responsibility of all staff and pupils at all times and the Academy will include regular staff training including identifying specialist teams who can deal with more complex restorative practices.
- Pupils who report incidents that have made them feel unsafe or uncomfortable will always be taken seriously, and the issue dealt with respectfully.
- Pupils and staff consistently model the 3RK core values the Academy's ethos is based on: Respect, Resilience, Responsibility and Kindness. Staff are expected to model these values to

pupils through a warm-strict approach that builds positive learning relationships based on trust where the adults are in charge but lead in a fair, compassionate but warm strict manner always.

- We expect all students to model and develop the 3RK values through the daily approach to life at LCA and aim to truly be the best that they can be through exceptional behaviour.

2.5 Through Our Work with Parents

- The Academy will provide consultation opportunities with parents to share ideas
- The Academy will provide time with parents to talk through plans for improving behaviour such as when children are finding it difficult to understand their behaviour
- The Academy will actively encourage positive relationships with parents and carers to develop a shared approach by involving them in the implementation of the Academy's policy and associated procedures.
- The Academy is outward facing and aim to make connections with the communities they serve, as contributors, role models and advocate for pupils and staff
- The Academy will publicise the achievements and excellent behaviours of their pupils and staff using use of local media and our website.
- The Academy will actively promote their ethos and values to parents to help them understand the expected culture and practices in the Academy, in ways that are respectful, even when there may be different cultures operating at home

Part 3 – How we maintain high expectations

Good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach if standards of behaviour are not acceptable. Strong and effective management, working in partnership with teaching staff and support staff, is essential to the establishment and maintenance of acceptable standards of behaviour. The Academy firmly believes in:

- Every student has the right to learn without distraction or disruption - we strive for 100% disruption free learning!
- 100% silent attention 100% of the time when an adult or a student is speaking in a learning setting. Deliberate practice in silence to enable teachers to notice learning, gaps in learning and adapt and respond where necessary but within a calm, focused learning environment.

Pupils make choices about their own behaviour. Therefore, it is not possible to control directly a pupil's behaviour. Rather, what effective practitioners do is to influence behaviour by consciously affecting the consequences which arise from the pupil's choice.

All staff who witness behaviour out of line with the ethos of the Academy or the breaking of a well-defined rule, will make sure the pupil knows they have made a mistake and understands what this mistake is so that they are less likely to repeat it. In this way, this event offers an opportunity to correct a misconception.

If the rule breaking is more serious or more frequent, it is vital that it is securely and centrally recorded. The record and review of such incidents allow for the concept to be revisited more effectively as well as supporting the Academy when it reviews its system of rules, how clearly, they are defined and how consistently they are reminded.

The Contract of Mutual Respect – Applicable in all cases

When an inappropriate choice is made the response of those involved should be subject to a contract of mutual respect as described below.

- The member of staff has a duty to avoid all forms of labelling and instead only talk about a mistaken or inappropriate choice that has been made. LCA staff never label the child/pupil; instead, they address the behaviour. It is the inappropriate choice that must be the focus of the discussion and not any suggested fault in the character of the person.
- Where appropriate, pupils will be encouraged to acknowledge the impact of their actions and engage in restorative conversations. Pupils will always have an opportunity to explain their perspective before conclusions are reached.
- A pupil who has made an inappropriate choice must avoid asking the adult who has pointed this out, to publicly justify their statement. Instead, they should recognise the authority and apologise in the first instance, trusting that there will be an opportunity for them to make their case confidentially and be listened to on another occasion should they need to.
- It is the responsibility of the Headteacher to ensure that all staff receive the necessary training to enable them to fulfil this contract effectively. This includes providing access to a senior member of staff who has the skills necessary to step in and arbitrate to complete the contract and ensure both parties learn from the process. Staff training on the LCA way is undertaken every year at LCA.
- Where the pupil has an identified special need that requires specialist support, a team with the appropriate skills should be available to the member of staff to complete the contract in a way that will progress the understanding of the pupil on their behalf. Reasonable adjustments may need to be made in liaison with the SENCo in line with the current Code of Practice.
- Every incidence of non-compliance makes future behaviour management harder and weakens this contract even if no further sanction occur after the apology.
- If the contract of mutual respect has not been followed, then the issue is not yet closed and hence the opportunity for learning will have been lost. It must be the aim of all such events to identify responsibility for an inappropriate choice to decrease the chance of repetition. This process should always aim to be free of the concept of blame, trial and error being a recognised and valued form of learning.
- At LCA teachers have the mindset that students can and will improve their behaviour and we will help them to do so but we will not lower the bar of expectation or build an excuse culture, instead through the 3RK values we help develop the full potential of all pupils and play our part in ensuring that they are ready for adulthood,

The Role of Restorative and Peer Mediated Approaches

If a pupil who has made an inappropriate choice can consider the impact of their actions from the perspective of others, particularly from the perspective of the victim, this often leads to a deeper understanding of the underlying principles, a reduction in repeated incidents, and increased confidence within the school community that poor behaviour is being addressed consistently and effectively.

At LCA, we have invested in the training and provision of specialist staff to enable specific pastoral support and bespoke interventions to support excellent behaviour.

Proactive combating of prejudice

The Academy has zero tolerance of prejudice and discrimination between peers or between pupils and adults. All staff and pupils have the right to equal opportunity and to feel safe from harassment or prejudice in any form.

The Academy will include in the formal curriculum concepts of discrimination and clearly advertised mechanisms for the anonymous reporting of any incident that makes a pupil feel uncomfortable, victimised or excluded. These will include.

- Reporting of unwanted physical contact.
- Reporting of offensive or threatening images or messages.
- Reporting of terms or language they find offensive.
- Reporting of textbooks, materials, resources, AV and print materials that show bias or do not reflect their cultural or gender identities.
- Understanding of the term 'protected characteristics' and examples of where unintentional or intentional bias can occur.

The Designated Safeguarding Lead can access reporting mechanisms and compile recommendations for SLT consideration.

Proactive prevention of bullying and peer on peer abuse

A separate anti bullying policy specifically deals with the positive promotion of peer relationships and the prevention of bullying and peer on peer abuse. However, the common principle of this policy appears below.

Peer-on-peer abuse is any form of physical, sexual, emotional, financial abuse, or coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Bullying and cyberbullying are the intentional repetition of such abuse over time on a particular individual.

- The Academy aims to create an environment based on equality and informed choice allowing pupils to know what is correct, what to do if they are unhappy with something and what it means to give true consent.
- The Academy actively take reports of peer abuse and bullying seriously, keep records and decide at which point intervention in any peer relationship should be proposed.
- The Academy consistently aims to understand the wider context in which pupils live and appreciate the complexity and fluidity of circumstances meaning that pupils experiencing abuse in one context may be a perpetrator in another.
- The Academy aims to ensure young people know the risks – talk about peer-on-peer abuse in an age-appropriate way including the concept of power, peer pressure and coercive control.
- The Academy trains staff to spot common signs and know what to do.
- All staff must understand that peer on peer abuse is enormously destructive and must be assumed to be always present and, so continuous vigilance and reinforcement of healthy relationships must be regularly built into the working pattern of the Academy.
- Restorative methods have been shown to be particularly effective in this area, and the Academy has staff trained in these practices who can be called on in difficult cases.
- The Academy aims to clarify to pupils that they take every available step to protect the identity and ensure the safety of those who provide information.

Part 4 – The Use of Sanctions to Improve Behaviour

Sanctions are needed to respond to inappropriate behaviour. Our behaviour model and the range of sanctions used are clearly defined in the procedures (Appendix 5) and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedure makes a clear distinction between the sanctions applied for minor and major offences. Staff have a critical responsibility in ensuring the fair and equitable application of sanctions.

4.1 How we address minor infringements and low-level disruption

A [basic two page checklist](#) for a consistent system is provided by DfE

What the law allows is set out in [DfE guidance](#) and is summarised below:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an Academy rule or fails to follow reasonable request or instruction the teacher can impose a consequence on that pupil.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 - 1) The decision to sanction a pupil must be made by a paid member of Academy staff or a member of staff authorised by the headteacher.
 - 2) The decision to punish the pupil and the sanction itself must be made on the Academy premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights), and it must be reasonable in all circumstances.
- The consequence can relate to an incident that happened off site if the pupil was in transit to or from the Academy, on an Academy trip, in Academy uniform or engaging in behaviour that could pose a risk to others, a risk to the reputation or could have repercussions on the orderly running of the Academy.
- Corporal punishment is illegal in all circumstances.
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the Academy's' safeguarding policy.

Sanctions are recorded centrally using Class Charts and where patterns or persistent behaviours emerge, the Academy has trained staff who can also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy will consider whether a multiagency assessment is necessary.

4.2 Repeated or more serious events that require on site detention or removal from lessons

Detention or removal from lessons for a limited period can signal more serious or persistent lapses in behaviour. The aim should be to close the behaviour incident with a reliable indication that learning has taken place (such as a sincere apology). Failure to close the incident should be escalated. In order to legally restrict the freedoms of individuals as a sanction the following conditions must apply.

- The conditions set out above for minor infringements must also apply
- The level of supervision must ensure the pupil's health, safety, and welfare.
- There are no legal restrictions on the amount of time a pupil can be removed from lessons (or isolated) but this time must be spent as constructively as possible.

- Academies should also allow pupils time to eat or use the toilet.

Removal from a timetabled class

- This must be to a location which is under staff supervision.
- Work will be provided within a reasonable time, which is closely matched to the work undertaken by the rest of the class. This must be set using technology such as Satchel One or Teams as all staff are expected to upload resources and lessons to these platforms.
- The event will be recorded on Class Charts and any patterns analysed regularly for the attention of pastoral leaders and senior staff.
- Each event must be considered a serious event which requires a resolution.
- Reset and analysis of the incident should occur between the staff member and their line manager to check for the need for further support or training.
- An incorrect use of the sanction should be seen as the responsibility of the line manager who should ensure training takes place for the member of staff.
- Professional feedback to staff will remain confidential, while pupils will receive an appropriate explanation of decisions affecting them.
- *Specialist response*
 - The main aim is for the child to recognise the mistake and use the opportunity to improve their understanding of behaviour. If specialist teams for SEND or any other group believe that a child requires a different form of sanction, then providing they can demonstrate it has impact for the child, this alternative can be agreed by a member of the senior team.
 - Any alternative sanction must publicly be seen as identical and therefore non-discriminatory by others. Hence, they may be treated in a different way but still effectively removed from their usual class.

A detention / Reset time during Academy hours

- This can take place without notice.
- Such detentions/Resets do not require the permission of a parent
- Any such detention/Resets should be always supervised
- Detentions/Resets can be punitive in nature or can focus on the insistence of practice in good self-control and hence can be conducted in silence.
- If detentions/Resets are used to address the causes of the poor behaviour then they are more effective if the teacher who reported the incident is present for the discussion.

Community Clean up or Community Contribution:

Community Clean Up is a form of "community service" which will be issued whenever a pupil damages Academy property or is caught littering.

Community Clean Up is a sanction whereby the pupil will engage in a lunchtime or after Academy task designed to aid the smooth running of the Academy

Community Clean Up must be clearly related to the incident of misbehaviour and must be designed as a way of increasing the pupil's empathy of the impact of their actions to prevent re-offending. Such examples could include:

- Supporting the caretakers or cleaning staff
- Supporting technician staff
- Supporting individual departments in tasks
- Collecting litter
- Helping in the Canteen area supervised by duty staff or SLT

Tasks will be age-appropriate, supervised, educational and proportionate. In carrying out these tasks it is essential that Health & Safety requirements are fulfilled.

Detentions out of Academy hours

The Academy has a clear legal authority to detain pupils/students without parental consent. However, the Trust has agreed the following conditions

- Parents/carers should be informed of the time and length of an out of hours detention with at least 24 hours' notice. This notice will be provided via Class Charts. Parent/carer log in details for their Class Charts account will be provided annually as well as upon request.
- Parental inconvenience or travel arrangements can be disregarded provided that the pupil is not placed at risk.
- Detentions can be set on INSET days but not in holidays or weekends.

Academy staff should not issue an out of hours detention in the following cases.

- Where they know that doing so would compromise a child's safety, place them at risk or compromise their special needs or religious requirements.
- Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
- If the detention would result in the member of staff being isolated from other staff without a line-of-sight supervision, camera or adjacent circulation space.

Monitoring and Escalation

All detentions/Resets and periods of isolation must be recorded on Class Charts and clear guidance set for review. The Academy must set upper limits for the number of hours, days or occasions such sanctions are used and decide at what threshold a referral for internal review is made. See appendix 7 (p.35) for a list of threshold actions.

Students with an identified Special Need

Where a student has an identified Special Need, The Academy will consider whether behaviour may be linked to an identified or suspected SEND need and whether reasonable adjustments have been implemented effectively before imposing significant sanctions. That if a sanction is to be given it is appropriate to the student's needs and/or disabilities and as such might be different to that given to a student without such needs, e.g. A series of detentions rather than internal suspension or exclusion, or in learning support rather than Refection.

The SENCo should be involved in the decision-making process for serious sanctions involving students with SEND and any subsequently discussed with parents.

Representing the Academy – Physical Education

Representation of the Academy for sporting fixtures is a privilege. To ensure any student is available for representation, first they must represent themselves in the Academy in an appropriate manner. All students are expected to follow the Academy policies and procedures during curriculum time, whilst on / off site and when representing the Academy on a sports fixture or event. See appendix 10.

Part 5 – The Use of Exclusions and Suspensions

Refer to the South East Cornwall Multi Academy Regional Trust School Exclusions and Suspensions Policy for further information on the use of exclusions and suspensions: [School Exclusions and Suspensions](#)

Part 6 – Guidance for a selection of specific incidents

Some behaviours require specific guidance and training. These are listed below:

Physical intervention and positive handling

See the Positive Handling Policy.

Charging for damages

Please see the Charging Policy.

Confiscation of inappropriate items

- A teacher can lawfully confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- A teacher can lawfully search without consent for "prohibited items" including:
 - those which must be handed over to the police
 - knives and weapons
 - extreme or child pornography
 - Those which must be retained:
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - vapes and associated paraphernalia
 - fireworks
 - pornographic images
 - any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Those which the Academy defines (Force cannot be used to obtain these):
 - any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.
- Any such searches will be conducted in a space that is not overlooked by other pupils, with at least one other member of staff present at all times (see the Screening and Searching Policy).
- The pupil should empty their bag, pockets, and shoes themselves, but force can be used where this is reasonable (see the Positive Handling Policy).
- A record of each search should be made (see the Positive Handling Policy appendices).

Substance Abuse

The taking/use of substances listed below will be referred to as substance misuse and the possession of such substances in the Academy is not permitted:

Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (e.g. Paracetamol, cough medicines); prescription medicines (e.g. tranquillizers,

amphetamines, anabolic steroids); alcohol, tobacco, vapes, other legal drugs (e.g. caffeine), legal highs, illegal drugs (e.g. cannabis, heroin, LSD, or ecstasy).

The Academy works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the Academy community and we will actively pursue a policy of “protection for everybody”.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing; knowledge, challenging attitudes, and developing and practicing skills.
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimize the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries, e.g. PSHE lessons.

Incident Response

The Academy will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent regarding substances etc., the Academy will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other Academy members and the local community. Permanent exclusion is likely to be strongly considered in cases of substance misuse.

Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher (or another designated person if not available). The Academy and the parents/carers can then work together to support the young person involved.

Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a member of staff. Staff will never guarantee a child absolute secrecy, and the boundaries of confidentiality will be made clear to a young person before he/she is encouraged to disclose information. The whole Academy community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

Working in partnership

The Academy works in close partnership with a range of agencies involved in the control of banned substances. These include the police service and outside agencies involved in the education of children around the dangers of substance abuse.

Smoking and vaping

The Academy maintains a no smoking / vaping policy within the building or on the Academy site. The Academy takes the smoking of cigarettes, vapes or e-cigarettes (or associating with smokers) by students very seriously, either on site or whilst travelling to and from the Academy.

Smoking and vaping offences will result in a minimum consequence of a fixed term Internal Suspension.

Offensive Weapons

Any student who brings an offensive weapon onto the Academy site will receive a minimum consequence of a suspension, the duration of which will be decided by the Headteacher. The police will be notified in these instances.

Any student using an offensive weapon to physically harm or use the weapon to visibly threaten or harm on the Academy site will be permanently excluded.

The Academy will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. to ensure that all members of the Academy community remain safe.

Group Behaviour and Individual Responsibility

The Academy recognises that incidents involving groups of pupils require careful consideration of the role played by each individual.

When investigating an incident, the Academy will consider:

- Whether the pupil actively participated.
- Whether the pupil encouraged or supported the behaviour.
- Whether the pupil attempted to prevent the behaviour.
- Whether the pupil sought help from an adult.
- Whether the pupil was simply present with no active involvement.
- Whether the pupil organised, planned or led the behaviour.

Sanctions will be based upon each individual's actions, level of responsibility and the available evidence. Pupils who seek assistance, protect others or report concerns will be positively recognised.

The Academy will always distinguish between those who lead incidents, those who actively participate, those who encourage behaviour and those who are merely present.

All decisions will take account of safeguarding factors, vulnerability, age, SEND and individual circumstances.

The Academy will not assume responsibility solely on the basis of association with a group.

Part 7 – Continuous Improvement

The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high-quality training on all aspects of behaviour management to support the implementation of the policy for all staff. Training in behaviour management must be available to all teaching and non-teaching staff. Training

must be research led, making use of peer reviewed work such as the independent review of behaviour in Schools by [Tom Bennet on behalf of the DfE](#)

Involvement of outside agencies

The Academy actively engages with other Schools in the Southeast Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The Academy also fully engages in multi-agency intervention in liaison with the Local Authority and external agencies, including the police. It seeks appropriate support to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.

The Governing Body and the Trust Board will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.

The Governing Body will regularly review this policy and procedures through the monitoring of pupil data (points; referrals; internal suspension; exclusions; managed moves, etc.) by the whole Academy and by specific groupings (gender; ethnicity; Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

The Academy has adopted this policy with due regard to Government guidance.

A number of events can trigger a review to occur in the Academy. These include the following;

- A national serious case review
- A noted new repeated pattern of behaviour in the Academy
- Lines of enquiry arising from anonymous reporting
- If an incident occurs in the Academy which results in more than three pupils receiving exclusions.

Links

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](#)
- [Use of reasonable force in Schools](#)
- [Supporting pupils with medical conditions at School](#)
- [School Exclusion](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines the Academy's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require Academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Academies the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained Schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines an 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

Documents, articles and books that have also influenced this work include

- When the adults change everything changes – Paul Dix 2017
- Leading on pastoral care – Daniel Sobel 2019
- [Tom Bennet on behalf of the DfE](#) independent review of Behaviour Policy – 2017
- Our SECRET Skills framework – [this version](#) 2019

Appendix 1: Home Academy Partnership Agreement

PARENTS / CARERS WILL:

- ✓ Encourage and support our child in their learning, at school and at home.
- ✓ Praise them for showing, courage, resilience and kindness.
- ✓ Praise them for achieving positive attitude scores in progress checks.
- ✓ Provide the necessary equipment and uniform.
- ✓ Inform the School directly if we have any concerns or queries (rather than share them publicly on social media) so that they can be dealt with immediately.
- ✓ Ensure regular, punctual attendance.
- ✓ Support the policies of the school in maintaining high standards of behaviour and uniform.
- ✓ Attend parents' evenings.
- ✓ Check this planner weekly for notes.

Parent / Carer signature _____

STUDENTS WILL:

- ✓ Be punctual and attend school regularly (including bringing notes to explain any absences).
- ✓ Bring the correct equipment to all lessons.
- ✓ Wear the correct uniform and be smart in appearance.
- ✓ Have a positive attitude to learning. Show courage, resilience and kindness wherever possible.
- ✓ Try our best in all lessons, working sensibly with classmates.
- ✓ Follow the school rules and be respectful, polite and courteous.
- ✓ Co-operate with adults in school without argument.
- ✓ Take responsibility for communication between home and school. Show any messages from school to home immediately.
- ✓ Respect and take responsibility for the environment.
- ✓ Comply with the ICT Acceptable Use Policy.
- ✓ Report any concerns to a member of staff or to your parents/carers.

Student signature _____

STAFF WILL:

- ✓ Care for and support students.
- ✓ Build constructive working relationships with students and parents/carers.
- ✓ Promote and praise courage, resilience and kindness
- ✓ Provide high standards of teaching.
- ✓ Use rewards and sanctions consistently and clearly.
- ✓ Provide a safe and attractive physical environment for learning.
- ✓ Communicate with parents/carers regularly.
- ✓ Listen to concerns and respond appropriately.

Tutor signature _____

Appendix 2: Learning Expectations: Pupils

Learning Expectations: Pupils

Our core aims are:

Every student has the right to learn without distraction or disruption. We strive for 100% disruption free learners and want all of our students to 'lock-in' to learning.

Students demonstrate 100% silent attention 100% of the time when an adult or a student is speaking. Deliberate practice is undertaken in silence if directed by the teacher.

Everyone has the right to work successfully, safely and enjoyably without distraction. To enable this to happen we need to be clear about the rules and expectations.

Going to Lessons

- Walk calmly and quietly about the Academy using the most straightforward or recommended route.
- Always keep to the left when walking in crowded areas.
- Move quickly to your next lesson.
- Queue outside the room quietly in single file.
- Arrive at each lesson punctually

Start of Lessons

- Enter rooms sensibly and sit where you are asked to. Display the entrance routine (thresholding) that we expect for all entrances to a classroom.
- Take out the correct books, pens and equipment.
- Put bags away (not on desks) preferably under your table or seat.
- Remain silent during the register (except when your name is called).

During Lessons

- When your teacher talks to the whole class remain silent, listen and concentrate.
- If the class is asked a question, do not call out. Wait until you are asked to answer.
- You are expected to work sensibly with your work partners; do not distract or annoy them. Speak only with a 'partner voice', do not call across the room.
- Display appropriate listening protocols when others are speaking. Stick to and follow the basic learning routines expected in all LCA classrooms.
- Eating and chewing in class is not allowed.
- Mobile phones are brought into the Academy at the pupil's own risk. They must be turned off and out of sight in the Academy bag at all times whilst on the Academy site.
- When answering questions or talking be polite, speak clearly and do not distract or disrupt others.

End of Lessons

- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in your chair and tidy the tables; pick up any litter near you.
- Only when your teacher dismisses you may you leave the room. Leave quietly and sensibly.
- Display the exit routine (thresholding) that we expect for exiting a classroom and walk calmly and quietly to your next lesson or break, lunch etc.

Working with adults in the Academy

- Teachers and other staff are in the position of parents/guardians while you are in the Academy; This means that there is no excuse for rudeness, disrespect or insolence towards any member of staff.
- Any reasonable request from a teacher should be carried out at once and without argument.
- Do not answer back. Talk problems through with your teacher later.

- Similarly, all staff will treat young people with respect whether they are teaching them, praising them, or issuing sanctions

Uniform

- Uniform expectations are clearly communicated to parents and students.
- Inappropriate uniform, including unauthorised jewellery, will be confiscated.
- Efforts will be made by the Academy to provide reasonable alternatives to support students to meet the uniform expectations
- Removal from lessons in Reset will be used if confiscation or provision of appropriate and reasonable alternatives is not appropriate, practical or is refused by the student (wearing leggings or unnatural hair colour for example) or where repeated failure to wear correct uniform is reported.

Mobile phones

- Mobile phones are brought into the Academy at the pupils' own risk.
- They should be always turned off and out of sight in the Academy bag whilst on the Academy site.
- Mobile phones will be confiscated if seen or heard and returned at the end of the Academy Day.
- Please note pupils can use either the Head of Year office or reception to make urgent calls.

Appendix 3: Expectations: Learning Agreement: Teachers

Expectations: Learning Agreement: Teachers

It is the classroom teacher's job to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons engage enquiring minds and support good behaviour. Behaviour incidents (positive and negative) must be recorded accurately on Class Charts, in a timely manner.

In more detail this means that teaching staff should:

- Foster a climate that supports our 'basic classroom expectations and routines', agreed norms and protocols.
- Support good order in corridors at the start of the day, at lesson change overs, at social times and at the end of the day, whenever possible.
- Arrive before the class and begin on time. 'Meet and greet' entry and exit routines followed consistently and with fidelity.
- Ensure pupils are lined up quietly when applicable.
- Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- Know the pupils as individuals – by name and by attainment. Call them by their first names.
- Abide by the Academy's expectation from the first lesson onwards.
- Model the standards of courtesy expected from pupils.
- Ensure that all pupils are able to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Address the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Use positive language – this includes using the 'language of choice' to outline next steps if behaviours continue.
- Use every opportunity to reteach and promote positive and appropriate behaviours.
- Avoid whole group punishments and humiliation.
- Keep to time in the lesson and finish on time.
- Ensure an orderly exit.
- Reflect upon classroom management and learn from it.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves in the first instance. Teachers in the classroom can apply a range of positive discipline strategies including:

- Use non-verbal communication e.g. zip the lips for silence, the subtle look of 'come on, focus now'.
- Point out the learning expectations and remind them regularly of the expectations and routines.
- Teach basic social interactive rules then remind and monitor.
- Demand reciprocal respect e.g. 'I'm not speaking to you like that'.
- Use the least intrusive intervention e.g. talk to latecomers later.
- Give the pupil a face-saving alternative.
- Deal with individuals away from their peers to avoid unnecessary confrontation.
- Make sure routines and procedures are properly established
- Influence pupils through positive role modelling.
- Explain what the student has done when disciplining.
- Use 'language of choice' to explain next steps if inappropriate behaviours continue. Use this opportunity to reteach positive behaviour.
- Make sure the student knows you 'care' about what happens.
- Appeal to the emerging adult within clear boundaries
- Set clear time boundaries and stick to them.
- Follow up problems later (as long as the class realises this is happening) pointing out that uninterrupted teaching and learning are of paramount importance.
- Clarify what you expect 'next time' - reteach positive behaviour.
- Be positive, have high expectations, be optimistic.

Appendix 4: Use of Rewards

Pupils have a right to receive fair and consistently applied rewards for good behaviour and hard work. We consider it important that praise and rewards should have a considerable emphasis within the Academy and pupils will thus achieve recognition for a positive contribution to Academy life. Such a contribution includes sound academic work and effort, good behaviour, leadership, help and support and adherence to the Academy's expectations. All pupils should be valued regardless of the academic ability or behaviour. It is expected that good standards of behaviour will be encouraged through the consistent application of our expectations supported by a balanced combination of rewards and punishments within a constructive Academy ethos

The following is a list of possible reasons to reward students. It is likely that staff can come up with many more, but the key issue is how to reward students for desirable behaviours.

- Good work – academic, sporting, cultural, artistic, and so on
- Completing work to the best of a pupil's ability
- Increased and/or sustained effort
- Sustained reliability
- Spontaneous helpfulness including being considerate, courteous, co-operative, responsible
- Giving up time voluntarily in service to the Academy
- Good attendance and punctuality
- Sustained improvement in attendance/punctuality
- Behaviour which improves the reputation of the Academy such as community links, or encourages and strengthens international links
- Behaviour which helps the Academy to run smoothly
- Taking responsibility for and care of our Academy environment and/or being involved in strengthening environmental awareness
- High standards of appearance and behaviour
- Leading or organising activities
- Participating in extra-curricular activities (fully, regularly, well)

Praise is always effective. Staff will know by experience how public this should be for each pupil. Praise can be awarded to individuals for displaying desirable attributes. Praise can be verbal congratulation, non-verbal or through the allocation of points recorded on Class Charts.

Displaying pupils' work in the classroom and elsewhere (both in the Academy, online and social media and in the community) is a very powerful method of rewarding endeavour and high achievement. Staff should use this opportunity to show off a selection of work. For certain types of work e.g. drama, dance and music, assembly time might be an appropriate venue for display.

Use of Praise Points

Praise Points must be consistently awarded by all staff to reward pupils for their achievements, as well as for displaying positive behavioural traits in line with the Academy ethos and expectations. Staff should enter a Praise Point using Class Charts when wishing to acknowledge such achievement. Staff are encouraged to award at least Praise Points per lesson and should consider it to be an accepted part of the lesson. We want the healthy Praise: Consequence Ratio of at least 5:1.

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. We at Looe Community Academy have introduced the 'Values' points system on Class Charts. Pupils can be awarded points for a number of different reasons:

➤Respect

- Showing positivity and consideration to everyone in our community
- Listening and responding appropriately with good manners
- Following the rules and building a positive environment

➤Responsibility

- Being prepared for lessons with the correct equipment and mindset
- Completing classwork and homework on time and to the best of your ability
- Asking for help when needed and acting on feedback to improve

➤Resilience

- Showing grit and determination in the face of a challenge
- Demonstrating self-motivation and enthusiasm for learning and personal development
- Pushing to always do your best

➤Kindness

- Treating everyone with respect, regardless of differences
- Using polite language and positive manners with staff and students
- Supporting others when they are struggling, academically or socially

Pupils will be commended for acts of positive behaviour and they are also encouraged to demonstrate positive behaviours beyond the Academy and support the local community through their actions and attitudes. The accumulation of points will result in pupils being rewarded weekly, termly and annually. These rewards will consist of a mixture of certificates, positive postcards home, special lunches, rewards trips and nominal prizes.

Here at the Academy, we are committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of pupils is significantly under-represented or disadvantaged by the reward criteria such as 100% Attendance certificates.

The table below highlights how our rewards policy builds throughout the academic year.

Daily	Inside and Outside of the Classroom • Verbal praise and encouragement. • Awarding of Praise Points for students who meet or exceed our expectations linked to the Academy's values - Respect / Resilience / Responsibility / Kindness
Weekly	Inside and Outside of the Classroom • Positive Postcards/letters/emails being sent home During Tutor Time • 100% Attendance - additional Praise Points being awarded and recognition on the tutor board • 100% Positive Behaviour* - additional Praise Points being awarded and recognition on the tutor board • Extracurricular Excellence – additional Praise Points being awarded and recognition on the tutor board • Tutor Awards - 100% Attendance and 100% Positive Behaviour Points - additional points being awarded and student recognition on the Wall of Fame *i.e No negative Behaviour Points being awarded Within Year Groups • A Tutor prize for the group with the highest weekly attendance, the highest number of Positive Behaviour Points or the group with the highest attendance to extracurricular activities. • Individual prizes: for 5 students with the highest Praise points; the top 5 students with 100% Attendance and 100% Positive Behaviour Points; the top 5 students who show Extracurricular Excellence and nominations from the Staff Wheel of Recognition

Termly / Annually	Inside and Outside of the Classroom ● Outstanding achievements, where students exceed their individual subject targets, will be displayed on digital screens throughout the Academy and featured in the school bulletin sent home to parents and carers During Celebration Assemblies ● Certificates and celebration events for the students with the highest number of points awarded ● Certificates and celebration events for the students with over 95% term attendance ● Certificates and celebration events for the students with the highest number of Extracurricular Excellence awards ● Tutor Awards for the highest group attendance, points, and Extracurricular Excellence, including special events like the Breakfast Bonanza ● Head of Year and Headteacher lottery awards ● Point Auctions ● Tutor Cup Celebrations ● Eligibility for Reward Trips and Activities
-------------------	---

Appendix 5: Sanctions / Negative Consequences

Sanctions are used to recalibrate pupil's unwanted behaviours. They are designed to change behaviours not simply to punish. Where pupils do not amend their behaviours, the sanctions will escalate but at all times the Academy will seek to put in necessary support to help the pupil make the desired change. Dealing quickly and appropriately with minor incidents often prevents them turning into more serious issues.

The Academy follows a 3-warning system which enables pupils to see clearly the response of the teacher to their behaviours and gives them ample opportunity to change. Behaviours are recorded on Class Charts, allowing patterns of behaviour to be identified. Staff are trained on how to deploy the warning system in lessons fairly and consistently.

In the first instance it is imperative that the teacher takes ownership of challenging inappropriate behaviour via the implementation of classroom and pupil expectations and the rewards and sanctions systems. It is critical that staff adhere to the policy to achieve consistency across the Academy. Staff should follow the flow chart below. The timings and tariffs shown are indicative and may be subject to adaptation depending on staffing and individual circumstances. The Headteacher holds the ultimate decision-making responsibility for all behaviour sanctions and consequences.

The 3 warning in class system

Warning 1: Use 'language of choice' to explain potential next step. **Reteach positive behaviour.**

Warning 2: Student informed. Teacher records 2 strike offence using Class Charts*. Reteach positive behaviour. 15-minute lunch time Detention recorded on Class Charts. * **-1 point added to student record**

Warning 3 - Reset: (Could be step 1 if incident requires). Student removed from lesson and sent / escorted to Reset for an additional 2 lessons and a social time. Teacher records warning 3 offences on Class Charts. * **-3 points added to student record**

Significant or Challenging Behaviour: (Could be step 1 if incident requires). Duty team called to remove student to the Reset room for a period of time. An appropriate offence is then recorded on Class Charts. Further action depending on incident. * **Appropriate Negative points added to student record**

Internal Suspension - BRR: Serious breaches in the behaviour policy will result in one full day in the Reset room.

Verbal Warning	• Visual warning on the board • Reteach positive behaviour.
Warning 2	• 15-minute lunch time Detention • -1 Point
Warning 3	• Reset for an additional 2 lessons and a social time. • - 3 Points
Significant or Challenging Behaviour	• Further action required dependent on incident. • Serious breaches in the behaviour policy will result in a session of BRR - one full day in the Reset room.

Noncompletion of homework will be sanctioned accordingly (see sanctions thresholds in Appendix 7).

Significant or Challenging Behaviour:

Significant or Challenging Behaviour issues are very serious misbehaviours and include, but are not limited to, the following:

- Swearing at anyone abusively
- Swearing in response to an instruction
- Violent behaviour
- Bullying
- Racial and homophobic abuse

- Refusal to follow instructions
- Truancy

Significant or Challenging Behaviour processes:

- The behaviour issue will be investigated by a pastoral lead / HOY / SLT. The probable outcome will be, as a minimum, an Internal Suspension - BRR (defined as being 8.40 am until 3.10 pm) or, in some circumstances, an immediate fixed term suspension or even a permanent exclusion.
- Failure to comply in Internal Suspension may result in a 1, 2, 3 or 5 day Fixed Term Suspension. If this is the case a pupil will complete the Internal Suspension upon returning to the Academy.
- It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded on Class Charts and a student's behaviour record (available on SIMS and Class Charts) should be viewed and taken into consideration.
- The decision to Suspend can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to suspend is made. If the Headteacher is on site, they should be one of the two decision makers. When the Headteacher is off site, the Deputy / Assistant Headteacher (or other person in charge) takes on this role.
- The Academy may choose to issue an Internal Suspension in place of a fixed term suspension if this is deemed in the best interests of pupil safety and wellbeing.
- It is good practice for the Academy to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.
- When issuing a fixed term suspension, a formal letter must follow as soon as possible (see exemplar on p.33), normally the following business day. In the letter, Academies are bound to indicate: why the pupil has been excluded; state clearly the length of the exclusion; make clear the arrangements for re-admission; inform the parents of their right to appeal; explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- Copies of letters will be kept in the students' records.
- If the fixed term suspension is for more than 1 day the pupil should be given work to do at home. Work will be available via satchel one as the student requires.
- The Academy refers to the National Standard List of reasons for suspensions (appendix 6).

Academy Directed Placements

An Academy Directed Placement is an intervention used when a student is directed to work in a partner school for a fixed period of time. This will be at the discretion of the headteacher or member of staff with delegated responsibility, working in co-ordination with the partner school. An Academy Directed Placement may be issued as an intervention after a serious breach of the Behaviour Policy or for repeated behaviours over time in order to break the cycle of negative behaviours. In the event of a student being issued with an Academy Directed Placement, the student will be placed at a host school. The duration of the Academy Directed Placement will be assessed on a case-by-case scenario but will be a maximum of 5 days. This should be the shortest time necessary to ensure minimal disruption to the student's education, whilst allowing the appropriate circuit breaker for the student's current behaviour choices. Students on an Academy Directed Placement will be expected to attend the host school in full school uniform at an agreed time with both schools. The host school is responsible for recording daily attendance and communicating with the registered school. During the period of the Academy Directed Placement, when present, the student will be coded as 'B' on their attendance certificate. This indicates that education is being provided off-site and is a positive attendance mark. The parent/carer has full responsibility for the student's journey and transportation to and from the host school, however the Academy will provide transport if required. Further breaches of the Behaviour Policy whilst on an Academy Directed Placement will result in a failed Academy Directed Placement. The registered school are responsible for the issuing of any further consequences following a failure of an Academy Directed Placement. At the end of the period, they are expected to return to the Academy and will complete a reintegration period in Reset.

Following a suspension or exclusion:

- Following internal or fixed term suspension pupils and their parents/carers will be expected to attend a reintegration meeting. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally

an issue as most parents are keen to work with staff. It is recommended that the SLT link for their year group is present at all readmissions for pupils with Education Health and Care pupils and Children in Care.

- In this meeting, the conditions of returning to lessons will be laid down, including repair and rebuild with the offended parties as well as putting support in place to enable the pupil not to re-offend (see reintegration meeting proforma in appendix 9). Restorative justice approaches will also be suggested if deemed appropriate.
- Returning to the Academy is a fresh start but the suspension remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer suspension or permanent exclusion.
- Students who disrupt persistently will be subject to a Pastoral Support Plan, which may include an intervention strategies like off-site directions where students are directed to work in a partner school for a fixed period of time to enable the pupil to have a fresh start in another Academy. The plan will specify manageable short-term targets to monitor and improve the behaviour and achievement of the student. At this stage it is essential to consider what, if any, in-Academy support can be engaged to help matters. For some students, it might be appropriate to have an amended curriculum plan, e.g. work experience or part-time Academy as a part of a planned reintegration progression, etc. In some circumstances a risk management plan and/or external agency will be introduced or, if already in place, will be reviewed. If a team teach plan is required, the child will be shown the positive handling procedures prior to them being employed (see Restraint and Positive Handling Policy).
- Any pupil with two Internal Suspensions cannot represent the Academy during that half term and will be allowed on Academy visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
- Pupils in Year 11 may be withdrawn from the privilege of attending the Leavers' Prom if their behaviour is persistently poor.

Off-Site Direction

Where interventions or targeted support have not been successful in improving a student's behaviour, an off-site direction could be used as another form of intervention for a time limited placement at an alternative provision or another mainstream school. If an off-site direction is considered appropriate a meeting is required with the registered school, host school and parent/carer. During the direction, the student will be 'Dual' Registered at both schools for an agreed period of time. This is for 6-12 weeks, reviewed biweekly and will be jointly decided by the registered and host school. When a student is on an off-site direction and present at the host school, the registered school will code the student as 'D' on their attendance certificate. This is a positive attendance code and indicates that the student is registered at the two schools but is receiving education at the host school. The host school will record attendance daily and will report to the registered school routinely. Students on an off-site direction are required to wear full school uniform. During the first week of the off-site direction, the host school will provide the student with a school blazer and school tie. The parent/carer has full responsibility for the student's journey and transportation to and from the host school, however the Academy will provide transport if required.

Appendix 6: National standard list of reasons for exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

This provides descriptors of reasons for exclusions.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the Academy's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Note: This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded Schools via the termly School census. Academies must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. ²² Up to three reasons can be recorded²³ for each suspension or permanent exclusion (where applicable).

Appendix 7: Suspension letter (example)

DATE

«Parental_addressee»

«AddressBlock»

Dear «Parental_Salutation»

«Name» DOB: «DOB»

LCA– Fixed Term Suspension 1-5 days

I am writing to inform you of my decision to suspend «Forename» for a fixed period of __ days. This means that she will not be allowed in the Academy for this period. The suspension begins on DATE and ends on DATE.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend «Forename» has not been taken lightly. «Forename» has been suspended for this fixed period because of:

In making the decision to suspend «Forename» I have taken her previous behaviour record both positive and negative into consideration.

You and «Forename» are requested to attend a reintegration interview with a member of the Senior Leadership Team, at the Academy on DATE at TIME.

If that is not convenient, please contact the Academy to arrange a suitable alternative date and time. If you have any particular needs because of a disability or you require support if English is not your first language, please let us know in advance so that we may be ready to assist you on your arrival. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have a duty to ensure that your child is not present in a public place in Academy hours during this exclusion on DATES unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during Academy hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for «Forename» to be completed on the Academy days specified in the first paragraph during the period of this exclusion. The work set will be available in the Academy reception. Please ensure that work set by the Academy is completed and returned to us promptly for marking. If «Forename» has access to the internet at home she can also complete work or revise from any of the following:

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governing Body, at the Academy (address above) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's Academy record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

You also have the right to see a copy of «Forename»'s Academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of «Forename»'s

Academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact The Coram Children's Legal Centre. They aim to provide legal advice and information to parents on state education matters. They can be contacted on 0345 345 4345 or on <http://www.childrenslegalcentre.com/> . The advice line is open from 9am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

«Forename»'s suspension expires on DATE and we expect «Forename» to be back in the Academy on DATE.

Yours sincerely

Head Teacher

Cc: Head of Year, Attendance Officer, Education Welfare Officer,
Youth Interventions Officer [Devon & Cornwall Constabulary]

Appendix 8: Sanctions thresholds

Consequence	Negative Points on Class Charts	Details
Verbal Warning	0	- Inappropriate behaviour in class e.g. off task, shouting out, distracting others - Insufficient classwork - Insufficient homework - PE kit (1st instance)
Tier 1: Low-Level Behaviour Responses 15-minute lunch time detention	-1	- Inappropriate behaviours in class reaching warning 2 - Late to any period - Late to school (2nd Instance) - Mobile Phone - Incorrect uniform - Borrowed uniform (2nd instance) - Failure to get report signed - Missed Homework (2nd Instance) - PE kit (2nd instance) - Other
15-minute Community Clean Up	-1	- Vandalism - Littering
Tier 2: Escalated Behaviour Responses 45-minute after-school detention	-2	- Inappropriate social time behaviour - Persistent lateness to periods - Late to school (3rd/4th instance) - Mobile Phone (2nd/3rd instance) - Incorrect uniform (2nd instance) - Borrowed uniform (3rd+ instance) - PE kit (3rd instance) - Failure to attend lunch time detention - Other
Tier 3: Significant Behaviour Responses Reset – 3 lessons and a social time When a student is in the Reset Room, they will have access to food and drink.	-3	- Failure to attend an after-school detention - Reset from class - Other
Tier 4: Critical Behaviour Responses BRR – One full school day in the reset room These behaviours may also result in a further sanction such as a suspension.	-4	- Disruption - Consistent persistent lateness to periods - Late to school (5+ instances) - Mobile Phone (4+ instances) - Incorrect uniform (3+ instances) - PE kit (4+ instances) - Report Failed - Failure to attend an after-school detention (2nd instance) - Bullying - Dangerous/anti-social behaviours - Inappropriate behaviour towards staff - Inappropriate behaviour towards students - Persistent disruptive behaviour - Refusal to follow reasonable requests - Truancy - Defiance - Abuse - Smoking or vaping - Possessing banned or illegal items - Other

Appendix 9: Fixed term Suspension reintegration meeting proforma

SMART Reintegration following suspension proforma 2025/26

Date of meeting:	Time:	Staff present:
Pupil:	Year group:	Tutor:
CP Plan:	PP:	CiC/LAC/PLAC: SEND:

Present

Family member present in meeting, successful readmit	
Family member present in meeting, readmit not successful – further susp and additional readmit needed	
Family member not present in meeting, successful readmit, home updated via letter	
Family member not present in meeting, readmit not successful, follow up call/meeting needed	

Details of suspension

Date of suspension:	Date of return to school:	Number of days suspended:
Reason(s) for suspension:		
•		
Reasons(s) understood and able to move forward in a positive way?	Yes	No
Total number of days suspended this term:		

Review of current attendance

Attendance (%):	
-----------------	--

Notes from meeting (suspension proforma document to be uploaded to SIMS/CPOMS on completion).

Positive reflections:

Support strategies already in place or to be actioned

Support / Action points					
Tier 1		Tier 2		Tier 3	
Trusted adult / key worker	In place / to action	Sanction adaptation	In place / to action	Alternative Provision	In place / to action
Tutor report	In place / to action	HOY report	In place / to action	SLT report	In place / to action
SEND update / exploration	In place / to action	SEN Passport adjustments/additions	In place / to action	County SEN referral	In place / to action
Restorative Meeting	In place / to action	Anti-Bullying Contract	In place / to action	External mentoring programme	In place / to action
Electronic device use agreement	In place / to action	Safety Plan	In place / to action	Offsite direction	In place / to action
Population/Tutor/Subject change	In place / to action	Adapted timetable	In place / to action	Part time timetable	In place / to action
Removal of school representation	In place / to action	Early Intervention & Inclusion Team referral	In place / to action	Ed Psych referral/helpline	In place / to action
Additional time in Reset / RTL	In place / to action	Meeting with Careers co-ordinator	In place / to action	Governor's PDH	In place / to action
Seating Plan review	In place / to action	Attention Aids	In place / to action	Pastoral Support Plan (PSP)	In place / to action
Staff Round Robin	In place / to action	Daily updates to parents	In place / to action	Early Help Referral	In place / to action
Student mentoring (6 th form)	In place / to action	Agreed safe space	In place / to action	Area Inclusion Panel referral	In place / to action

Other support / action points agreed					
Tier 1		Tier 2		Tier 3	
	In place / to action		In place / to action		In place / to action

Agreed targets for student to meet

Select up to three most relevant to the suspension:		
Follow staff instructions at all times	Complete tutor report cards	
Attend line up/morning greeting/roll call on time	Complete HOY report cards	
Attend all lessons	Complete SLT report cards	
Be punctual to all lessons	Use toilet pass / learning support card responsibly	
Wear uniform correctly at all times	Talk to adults and students respectfully	
Comply with electronic device plan/policy	Make positive choices in social time	
Bring the correct equipment	Engage with support / education	
Seek tutor/HOY/Pastoral for support	Follow safety plans / anti-bullying contracts	
Use agreed safe spaces	Stay in correct social space	
"When x happens, I will do y" (detail below):		

Future actions if targets/actions are not adhered to or successfully achieved:

Continued and consistent use of the behaviour system will be used	
Time in Reflection/Reset will be used for refusal to adhere to the behaviour policy	
Further suspensions may be issued if behaviours continue	
An off-site direction will be considered	
An application for a WAVE placement will be actioned	
A Managed Move will be considered	

Appendix 10: Representing the Academy – Physical Education

Representation of the Academy for sporting fixtures is a privilege and not simply a right. To ensure any student is available for representation, first they must represent themselves in the Academy in an appropriate manner. All students are expected to follow the Academy policies and procedures during curriculum time, whilst on / off site and when representing the Academy on a sports fixture or event. All Academy policies and procedures will be adhered to when representing the Academy.

	Action
Fixed Term Suspension	Student is not eligible to represent the Academy at the next fixture or event for a 3-week period.
Internal Suspension	Student not eligible to represent the Academy for a 2-week period from the date of the internal suspension being set.
Repeat Resets	Students are currently eligible to represent the Academy unless HoY or SLT contact the Physical Education Faculty to make them aware of any issue with constant poor behaviour.
Lunchtime Detentions	Students are currently eligible to represent the Academy unless HoY or SLT contact the Physical Education Faculty to make them aware of any issue with constant poor behaviour.