BEHAVIOUR POLICY

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*Local Governing Body

This policy should be read in conjunction with:

- Anti-Bullying Policy
- SEND Policy
- Drugs Policy
- No Smoking Policy
- Mobile Devices Policy
- Child Protection and Safeguarding Policy

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Introduction

Churchill Academy & Sixth Form encourages good behaviour through high expectations, clear policy and an ethos which ensures all students show pride in their conduct and learning by making positive behaviour choices. Churchill Academy & Sixth Form has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students. The commitment of staff, students and families is vital to develop a positive and inclusive whole school ethos.

Churchill Academy & Sixth Form reserves the right to apply this policy to all students at any time a student is recognisable as a Churchill Academy & Sixth Form student, regardless of whether this is before, during or after school hours, and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing the Academy's uniform.

Aims

This policy aims to support students' development into successful learners who set no limits on what they can achieve, and to inspire and enable young people to make a positive difference within and beyond the Academy community.

How

The foundation of our approach is the EMR method, from the Education Endowment Foundation's Guidance report "Improving Behaviour in Schools." EMR stands for:

- Establish: Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)
- Maintain: Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive relationships)
- Restore: Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the student)

This will be achieved by the explicit teaching of behaviour expectations through our behaviour curriculum, and the reinforcement of those expectations through a system of rewards and sanctions.

The Academy recognises the role played by families, students and the Academy in securing a successful educational process for all students. These elements support the Academy's approach to learning, which is that we believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond what is comfortable
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

The supporting documentation sets out the expectations for students and staff. It determines rewards and sanctions, and the part that students, staff and families play in securing the success of the educational process for all students.

Monitoring & Evaluation

The Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the senior leadership team and reported to governors at least three times per year.
The data will be analysed from a variety of perspectives, including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the Academy will review its policies to tackle them.

This policy will be reviewed by the Headteacher and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Note

This behaviour policy has been written as a policy for the whole Academy. While it should be followed, it should also be read in accordance with the Academy's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a student has (or may have) a disability, then active consideration must be given to how the policy may be adapted to take into account a student's individual needs. This will include consideration about what reasonable adjustments may be made. Records should be made about any such adjustments, and any staff who work with these particular students should be informed about any such changes (for example, a supply teacher should be made aware of any potential changes). In addition to SEND, the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions, they should seek guidance from a senior leader.

Scope of this Policy

This policy applies to all students of Churchill Academy & Sixth Form. The policy may be applied to a student's behaviour off-site when representing the school. This means behaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

Expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.





Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.

Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



WE ARE A PHONE-FREE SCHOOL

THE SIXTH FORM CODE

1. Act responsibly; be safe.
2. Create a good impression and set a good example.
3. Prepare for your day well: it's your day, it's your job.
4. Value the importance of effort and celebrate achievement.
5. Learn for yourself: do more than you need to.
6. Keep your appearance and dress code at an acceptable standard for our environment.
7. Be kind. Be helpful.
8. Be in a hurry to start the lesson, but not in a hurry to leave.
9. Focus on your learning and avoid distraction.
10. Leave any area in the same condition, or better, than when you arrived.
11. Keep food and drink in the social areas.
12. Listen to instructions; act on advice.
13. Invest in your future by what you do today.
14. Be open-minded and get involved.
15. Show tolerance and kindness towards differences.

CLASSROOM EXPECTATIONS: TOP 5 BEHAVIOURS FOR LEARNING

Within the classroom, students are expected to follow the Top 5 Behaviours for Learning expectations. These are:

1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson, we wait in silence for the member of staff to dismiss us

SOCIAL TIME EXPECTATIONS: SOCIAL TIME TOP 5

Outside the classroom, students are expected to follow the Social Time Top 5. These are:

1. **Appropriate language** is used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter put in the bin, toilets and facilities used appropriately
4. Students do not use **mobile phones** on the Academy site: they are not to be seen or heard at any point during the school day. This includes AirPods, earbuds or similar[1]
5. Students present themselves appropriately at all times: hoods down around the site; correct **uniform**

We also expect students to uphold the Academy's purpose "to make a positive difference"; our vision: "to set no limits on what we can achieve"; and our values: kindness, curiosity and determination.

Consistent Expectations

Consistency is hard to achieve in any organisation. We recognise that it is key when creating a positive learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; in between lessons; from one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations, an alternative will be offered (if possible), refusal to

[1] From November 2026, students are expected to have their mobile devices switched off in a Focus Pouch during the school day, in line with the Mobile Devices Policy.

accept the alternative will be viewed as defiance, and the student will be placed in Refocus until the issue is rectified.

REWARDS

Introduction

Our rewards system ensures that students are rewarded for their positive behaviour both inside and outside the classroom. The rewards system encourages students' intrinsic motivation by setting a series of milestones for them to aim for. The system also reinforces the Academy's values by rewarding kindness, curiosity and determination alongside attitudes to learning and excellent classwork, homework or coursework.

Students are awarded House Points as follows:

- **One House Point**: any positive behaviour in line with the Academy's expectations and values, above and beyond meeting the basic expectations. This could include modelling positive behaviour, setting a good example, or going above and beyond the basic expectations.
- **Two House Points:** consistent, repeated or significant positive behaviour in line with the Academy's expectations and values
- **Three House Points**: a "WOW" reward for a special contribution to the Academy or positive behaviour which goes over and above expectations, or sets a role model example for others to follow

Conduct Points Score

The rewards system interacts with the Academy's behaviour system as House Points (positive) and Behaviour Points (negative) are entered on Bromcom in the same way. The balance of the two is the student's "conduct points" score.

The accumulation of conduct points leads to targets and milestones, which are recognised at different levels.

Conduct Points and Milestones

Level	Milestone	Outcomes
L1 25 Conduct Points	Tutor Commendation	E-Certificate from your tutor

Level	Milestone	Outcomes
L2 75 Conduct Points	Head of House Commendation	Certificate from your Head of House
L3 125 Conduct Points	Headteacher's Commendation	Certificate from the Headteacher
L4 175 Conduct Points	Governor's Commendation	Certificate from the Chair of Governors
L5 250 conduct points	250 Club	Certificate from CEO 5 "Front of the queue" lunch tickets
L6 350 conduct points	350 Club	Certificate from CEO 10 "Front of the queue" lunch tickets
L7 450 conduct points	450 Club	Certificate from CEO Prize draw for Amazon voucher

House Points are awarded by staff and are recorded on Bromcom. Students and parents can check the conduct points and milestones on the Student Portal or MCAS (Parent Portal).

Sanctions

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with an individual or group of students. When a member of staff uses sanctions, these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction, not the student's personality), calmly, fairly, consistently and professionally.

The aim should be to ensure all students continue to access their learning within the lesson for the full duration of the lesson. We are committed to ensuring that the negative behaviour of the minority does not disrupt the learning of the majority. For this reason, we use a system where students who fail to respond to a Behaviour Point (warning) by correcting their behaviour can be sent to the Refocus Room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a Behaviour Point to a student, it is important that this is done calmly and professionally. The aim is to show students that they have 'chosen' their behaviour.

Uniform expectations are detailed on the school website. Uniform is checked regularly by school staff. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence. Students who are

not in correct uniform (unless carrying a school-signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through resetting behaviour (in the Refocus Room), reflection and restoration.

Refocus Room

The Refocus Room is an internal exclusion space within the behaviour hub where students complete their work in silence whilst supported and supervised by Academy staff. Refocus is a space where students can reflect on their behaviour and where intervention and support can be provided.

Aims

The purpose of Refocus is to:

- Affirm and improve good practice and behaviour
- Create a safe, stable and attractive environment
- Address unacceptable behaviour
- Engender an awareness of expectations, standards and performance
- Engender a sense of fairness and justice and develop responsible, autonomous individuals

If a student does not follow the Academy's expectations, values or rules, or breaches the Behaviour Policy, a member of staff will clearly tell them they are issuing a Behaviour Point. If a student commits a second breach of the member of staff's expectations, the member of staff will issue a second Behaviour Point, which will result in the student being sent to the Refocus Room.

When a student is sent to the Refocus Room, they will remain there for at least the duration of the lesson they were sent from, and the next social time.

Students who are sent to the Refocus Room five times during a fortnight will be considered for an internal suspension for persistent disruptive behaviour. Internal suspension is served for a full day in the Behaviour Hub, to enable focused work to address repeated poor behaviour. Five further admissions will usually result in the consideration of suspension from school.

In the Refocus Room, students are supervised. Work is supplied either from the lesson the student has been in, or from the bank of work in Refocus. During their time in the Refocus Room, students will also be given the opportunity to reflect on their behaviour and will receive intervention and support to help them make improvements in their behaviour choices.

This intervention includes the completion of a reflection form. Students are also expected to hold a restorative conversation with the member of staff whose lesson or duty was impacted by the student's behaviour.

Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in the Refocus Room, they have the right to appeal. Students will have the opportunity to complete a reflection form upon entry to the Refocus Room and may use this to indicate if they feel they have been sent on an unfair basis. The Behaviour team will ensure these appeals are investigated; the member of staff who sent the student to Refocus will have an opportunity to consider the appeal.

Any staff member who sends a student to the Refocus Room as a result of classroom behaviour is expected to hold a restorative conversation with them. This is to discuss the intervention and reflection form and to address why their behaviour breached the policy, as well as how to improve their behaviour choices. The staff member will consider any appeal as part of that restorative conversation and may overturn the Refocus sanction if appropriate.

Repeated or Serious Incidents

Some behaviours are so significant that they will demand a more significant sanction. If a serious incident occurs in a lesson, a staff member may issue a Refocus sanction without a preceding behaviour point. If necessary, a member of staff will use the On Call system to seek support.

Repeated breaches of the Behaviour Policy or more serious incidents may lead to students being placed in Refocus for the maximum five-lesson tariff, irrespective of their previous record. This will not count towards their escalation total. Repeated breaches of the Behaviour Policy or more serious incidents may also result in suspension or permanent exclusion from the Academy, as detailed below.

Circumstances that could result in a student spending time in Refocus include, but are not limited to, the following repeated breaches:

- Incorrect uniform
- Jewellery
- Lateness
- Unkindness

Examples of serious incidents that would result in immediate removal from the classroom or activity, a maximum Refocus tariff, or potential suspension or exclusion are (but are not limited to):

- Swearing at a member of staff
- Behaviour that poses a health and safety risk

- Aggressive/rude attitude
- Bullying
- Discrimination (including racism, homophobia, transphobia)
- Vandalism
- Truanting off site
- Gambling
- Threatening behaviour
- Refusal to follow instructions
- Fighting
- Inappropriate recordings/misuse of technology (i.e. recording a fight or other students)
- Dangerous or reckless behaviour
- Physical assault towards fellow students
- Verbal or physical assault on staff*
- Sexual harassment or assault*
- Drugs, alcohol, weapons*

*These behaviours will always result in suspension or exclusion.

Other Sanctions and Behaviour Interventions

Academic Detentions

Faculties and individual teachers may run individual or faculty detentions at break and lunchtime for academic issues (e.g missed homework, lack of effort, poor performance on tests). These detentions are opportunities for students to complete missing work, repeat substandard work etc. These detentions are accompanied by an Academic Concern in Bromcom, which is visible to students in the Student Portal and to families in MCAS.

Time Out Detention

Time-Out is a break or lunchtime detention for anti-social behaviour in and around Churchill Academy & Sixth Form. At Churchill Academy & Sixth Form, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our Time-Out detentions enable us to quickly address any behaviours that do not meet our high expectations.

There are no warnings for these sanctions. Behaviours that could result in a student being sent to Time-Out include, but are not limited to, the following breaches of the behaviour policy:

- Running indoors
- Shouting indoors
- Being out of bounds
- Mobile phone seen or heard (phone confiscated)
- Dropping litter/throwing food
- Inappropriate language or attitude
- Eating or drinking in banned areas
- Not cleaning away litter when asked
- Hitting or kicking school property
- Not keeping hands and feet to yourself (including pushing, shoving or other inappropriate interactions)

There are two ways in which a Time-Out Detention can be issued:

A) **Before or between lessons:** if a student does one of the things above, a member of staff will tell them that they have a Time-Out, and that they must serve a 20-minute break/lunchtime detention at the next available session.

B) **During break time or lunch time:** a student could be sent to 'Time-Out' at any point during this time. They will remain in the Time-Out Detention for the rest of that break time or lunchtime. At lunchtime, students should be taken to the front of the queue to collect food immediately before going to their detention.

Failure to attend Time-Out Detention will result in a Refocus sanction.

Punctuality and Lateness

Students are expected to be punctual to school, to tutor time and to lessons. Students will not be sanctioned if their bus is late. Students who are late to tutor time or to lessons will be placed in a late detention for 20 minutes at the start of the next lunchtime. Failure to attend a late detention will result in a Refocus sanction.

On Report

Students can be placed On Report by either academic or pastoral staff. This is used particularly to ensure such things as regular attendance at lessons, regular completion of homework or regular participation in lessons, as well as to monitor behaviour during the school day. The report system is used for short

periods of time as a means of regulating a situation and to monitor behaviour and improvements. Students may be placed On Report following time in the Refocus Room.

The system for placing students on Pastoral or House Report is overseen by the Student Services Board Meeting, which is when the behaviour logged in Bromcom for each House is analysed. Students causing significant concern in several areas will initially be placed on a Tutor Target Card. The usual period of time is two weeks. If there is an escalation of poor behaviour or after two weeks, no improvement is seen, the Head of House will take the role of monitoring the Target Card. In severe cases, a senior leader will monitor the Target Card. An entry is made on the student's Bromcom profile to record the fact that a student is on a Target Card.

If the problems appear subject-specific, it is appropriate that the student be placed on a Faculty Report Card for that specific subject.

Behaviour Contract

A Behaviour Contract is used to reduce the likelihood of repeating specific behaviour. A Behaviour Contract may specify behaviours, parts of the Academy site, or other students that an individual is required to avoid in future. Contracts are negotiated and signed by the student, parent/carer and a member of staff.

Internal suspension

An internal suspension is a full day served in the Behaviour Hub. Internal suspension is used to address persistent poor behaviour or single incidents of significant poor behaviour. It enables focused work to be undertaken to address poor behaviour whilst keeping the student in school. An internal suspension is coded as "present" on the attendance register and takes place within school, and falls outside the scope of the Suspensions, Exclusions and Behaviour Stages section of this policy.

External Suspension

Suspension is the ultimate sanction for disruptive students. It is used as an immediate response to **a serious and totally unforeseen occurrence** or it can come about as the result of the **cumulative effect of a series of incidents.** Suspension is not only a deterrent but a public statement by the Academy that some behaviours will not be tolerated and those who display such behaviour will be ostracised from the learning community. The procedure is

strengthened by operating through five stages, the latter part of which involves representatives of the Academy's Governing Body.

Full details on external suspensions are provided below in the Suspensions, Exclusions and Behaviour Stages section of this policy.

Behaviour on school transport

The Academy will sanction inappropriate behaviour on journeys to and from the Academy as students are still expected to conduct themselves appropriately and follow the Academy Code of Conduct. The sanctions are dependent upon the severity of the incident but might include an initial warning regarding behaviour and internal sanction or a temporary or permanent coach ban. The coach company will be informed and, if necessary, so will the police if the incident is deemed to be of a serious nature and criminal.

Behaviour Outside of Normal School Hours

The Academy will support external agencies if they wish to share with us concerns about students on roll and their behaviour in the community. We may sanction students for behaviour outside of school if they are displaying anti-social behaviour within reasonable expectations. This includes the use of suspension or permanent exclusion for behaviour outside of school hours, where appropriate.

Behaviour on OffSite Activities

The behaviour policy applies to all students on off-site activities with the Academy. There will often be additional expectations of students on off-site activities to ensure their safety and the success of the activity. Students off-site are also expected to act as positive ambassadors for the Academy. Behaviour concerns in school, or during an off-site activity, may mean that students are removed from the activity and not permitted to participate in other off-site activities.

Treatment of Guests and Visitors

We expect students to be polite and respectful of all guests and visitors to the Academy site. This includes, but is not limited to: parents, students from other schools, prospective students and their families, teachers or staff from other schools, supply teachers, contractors, inspectors or other visitors. We expect students to engage positively and politely with visitors, to discuss their learning, activities and experiences, and to act as positive ambassadors for the

Academy. Any student who behaves inappropriately towards guests or visitors will be deemed to be bringing the Academy into disrepute and will be subject to disciplinary action up to and including suspension and exclusion.

Off-Site Direction Students

If a student is accepted from another school, MAT, Academy as an Off-Site Direction, the duration of this off-site direction will be for approximately six weeks and the student will be subject to Churchill Academy & Sixth Form's Behaviour Policy during this period.

If students are accepted from Churchill Academy & Sixth Form on an off-site direction to another school, they will be subject to that School's Behaviour Policy during that period.

Managed Transfer

If a student is accepted into the Academy on a Managed Transfer basis, they can be placed on one of the Academy's disciplinary stages, dependent upon their previous behaviour record. This will be renewed in line with the Academy's Behaviour Policy and on disciplinary stage reviews.

Disciplinary Stages

If a student has a poor behaviour record from another school and has been subject to suspensions and disciplinary procedures, the Academy has the right to place those new students on a disciplinary stage during admission to the Academy. This includes a Pastoral Support Plan (PSP) overseen by the Head of House, which is reviewed at six weekly intervals.

Searching and Confiscation

Headteachers and staff they authorise have a statutory power to search a student or their possessions. This power is only used when they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. These powers are laid out in the Searching, Screening and Confiscation[2] guidance for use from September 2022, which all staff at the Academy must follow.

Academy staff will confiscate any prohibited items. The Academy cannot be held responsible for the cost or replacement of any confiscated items that are subsequently lost.

[2] Available here: https://www.gov.uk/government/publications/searching-screening-and-confiscation

Use of Reasonable Force

School staff have the power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. The use of reasonable force at Churchill Academy & Sixth Form will be undertaken in line with the DfE Guidance: Use of Reasonable Force in Schools (July 2013).[3]

Responding to Misbehaviour from Students with SEND

The Academy recognises that a student's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the Academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the Academy must cooperate with the local authority and other bodies

As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting Sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the Academy will take into account:

- Whether the student was unable to understand the rule or instruction

[3] Available here: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

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

Considering Whether a Student Displaying Challenging Behaviour may have Unidentified SEND

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

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

When acute needs are identified, we will liaise with external agencies and plan support programmes for that student. We will work with parents and families to create the plan and review it regularly.

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

The provisions set out in the EHC plan must be secured and the Academy will cooperate with the local authority and other bodies. If the Academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.

Suspension, Exclusion and Behaviour Stages

Suspension and Permanent Exclusions

The Academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher, or their Deputy in the event of their absence, and only as a last resort.

We are committed to following all statutory exclusions procedures to ensure that every student receives an education in a safe and caring environment. We aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and students understand the exclusions process
- Ensure that students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A Note on Off-Rolling

Ofsted defines off-rolling as: “The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.”

We recognise that this is unlawful. We will not suspend or exclude students unlawfully by directing them off-site, or not allowing students to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

Definitions

- **Informal Internal Suspension**: when a student is removed from their classroom and peers for a fixed period of time, they would usually complete the suspension with a member of senior staff. Time in Refocus is not an internal suspension.
- **Suspension**: 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. A suspension does not have to be for a continuous period.

- **Permanent exclusion:** a permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:
    - in response to a serious breach or persistent breaches of the Behaviour Policy; and
    - where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Moving Towards Permanent Exclusion

1. **Advice from the Trust, Lighthouse Schools Partnership (LSP)**: Where the Headteacher considers the student to be at risk of permanent exclusion, and always before deciding to permanently exclude a child with diagnosed or possible SEND, the Headteacher will seek advice from the Lighthouse Schools Partnership Education Team or the CEO.
2. **Stage 4 Review**
   At Stage 4 of the behaviour stages, there will be a full review of the provision and support in conjunction with other LSP leaders. This will encompass a panel discussion to scrutinise the support in place for the pupil, explore further interventions and challenge school leaders.

   Following the panel, a summary of the process and details of recommendations for the school, the student and the family will be sent to all parties.

   The panel will always include:
   - Headteacher
   - Other relevant senior leaders (Behaviour / Inclusion / Safeguarding)
   - Director of Secondary Education
   - Other representatives from the LSP Education Team or another senior leader from another LSP school.

   It may also include:
   - LSP Governors

   Where a young person is on the SEND register, there will always be a SEND specialist on the panel.

Decisions on exclusion are delegated to the Headteacher and will not be taken by a Stage 4 Review Panel for a student at risk of permanent exclusion.

The process for issuing suspensions and exclusions follows guidance from the Department and Education.[4]

Suspensions and Behaviour Stages

Students who are repeatedly disobedient or disregard other punishments or are involved in a serious incident may be referred by the Heads of House to a senior leader with a recommendation that they are placed on the Academy's Behaviour Stages. There are five stages. It is intended that the use of such sanctions will bring about an improvement in behaviour; if this occurs, reviews will bring about a reduction in stages and a clearing of the record.

However, there are some circumstances in which the Headteacher will jump stages – even to Stage 5 - depending on the severity of the offence (e.g. serious actual or threatened violence against another student or member of staff; abuse/assault of a sexual nature; serious breach of the Academy's Drugs Policy; carrying an offensive weapon).

Suspension is the ultimate sanction for disruptive students. It is used as an immediate response to a serious and totally unforeseen occurrence, or it can come about as the result of the cumulative effect of a series of incidents.

Suspension is not only a deterrent but a public statement by the Academy that some behaviours will not be tolerated and those who display such behaviour will be ostracised from the learning community. The procedure is strengthened by operating through the stages below, the latter part of which involves representatives of the Governors of the Academy.

There are five behaviour stages as outlined below. The Headteacher may, in certain circumstances, recommend an unstaged sanction prior to or between the five stages. In the event of an accumulation of suspensions at Stage 1, Stage 2 or Head's Suspensions, a Governors' Disciplinary Panel Hearing can be arranged if the student has been excluded for more than 15 days in one term.

Note:

- The Academy will work hard to provide students with an opportunity to get themselves 'back on track'.
- Modified and sustained good behaviour leads to a reduction in the suspension stage.

[4] Found here: https://www.gov.uk/government/publications/school-exclusion

- Stages can be 'leap-frogged' depending on the offence's severity.
- All suspensions must specify the length of suspension, the reason for it and the date of return.
- Parents have the right to make representation to the local governing body regarding any suspension.

All aspects of the Academy's suspension and exclusion procedures follow the statutory Department for Education's School Suspensions and Permanent Exclusion Guidance[5].

Reintegration

- On return from a suspension, students must have a Reintegration Meeting before returning to class.
- The Reintegration Meeting is held with the student and a member of staff, such as the tutor, Head of House, and in some cases a senior leader. The expectation is for the parent/carer to attend, but it is not mandatory.
- Students are provided with a Reintegration Worksheet, which is to be completed during the suspension. The purpose of the worksheet is to help aid the Reintegration Meeting. If the worksheet is not completed during the suspension, the student will be required to complete the reintegration work upon their return to the Academy.
- Usually, for the first five to ten school days, the student will be placed on report, which will be monitored to show that the reintegration has been successful.
- A behaviour contract may be stipulated.
- For some students, a risk assessment will be undertaken by the Academy and, if required, outside agencies.

Alternative Unstaged Sanctions	Stage	Length of Suspension	Action Taken
Internal Suspension (3-5 days isolation in school) OR Head's Suspension (1-2 days out, letter home, parents informed) This procedure is activated as a result of	**1** Behaviour deteriorates	0.5 – 5 days	• Letter home • Parents informed by Head of House • *Possible PSP documentation if persistent, disruptive, poor behaviour* • Chair of Governors informed • Local Authority informed
	1 Repeat possible	0.5 – 5 days	• Letter home • Parents informed by Head of House • *Possible PSP documentation if persistent disruptive poor behaviour* • Chair of Governors informed • Local Authority informed
		1– 10 days	• Letter home

[5] https://www.gov.uk/government/publications/school-exclusion

Alternative Unstaged Sanctions	Stage	Length of Suspension	Action Taken
referral following attempts to rectify a student's behaviour by teachers / DoF / HoH / SSB/SLT	**2** Behaviour deteriorates		• Parents contacted by Head of House • PSP may be drawn up with Head of House, especially if escalating from Stage 1 • SEND assessment to be carried out to determine whether there are underlying unmet needs • Chair of Governors informed • Local Authority informed
	2 Repeat possible	1– 10 days	• Letter home • Parents contacted by Head of House • PSP may be drawn up, especially if escalating from Stage 1 • DoSS to check repeats • Chair of Governors informed • Local Authority informed
	3 Behaviour deteriorates	2-15 days	• Letter home • Parents contacted by Head of House • For 10 days, parents and student to attend meeting with Headteacher., and Chair of Governors (or representative) • Chair of Governors • Local Authority informed • PSP must be drawn up or reviewed • Multi-agency/PSP meeting • Guarantees given
	3 Repeat possible	2 – 15 days	• Letter home / Parents contacted by Head of House • For 10 days, parents and student to attend meeting with Headteacher., and Chair of Governors (or representative) • Local Authority informed • PSP meeting / review • Guarantees given / Behaviour Contract
When there are exceptional circumstances, students may be placed directly on Stage 4 or even Stage 5 for a first or one-off offence, depending on its severity.	**4**	As appropriate	• Letter home / Parents contacted by Head of House • Trust informed/consulted • Chair of Governors informed • Local Authority informed Full review of the provision and support in conjunction with other LSP leaders to be completed within ten working days. • Alternative provision discussed and commissioned by Academy Off-Site Directive/Managed Transfer • Conditions for reinstatement are clarified/Behaviour Contract • Stage 4 cannot be repeated. In exceptional circumstances, the Headteacher may issue a single unstaged Headteacher's Suspension per term between Stage 4 and 5
	5	Permanent Exclusion	• Letter Home / Parents contacted by Heads of House • Chair of Governors informed • Local Authority informed

Alternative Unstaged Sanctions	Stage	Length of Suspension	Action Taken
			• Governors' Hearing convened – may be attended by LA, Governors., Headteacher, parents and student • Permanent Exclusion upheld/not upheld. Family may apply for a review of the Governor's decision by an Independent Review Panel (IRP)