

Behaviour & Discipline Policy

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Approved by:	FGB
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Contents:	Aim of policy, Introduction, Principles, Tracking student behaviour, Procedures for dealing with disciplinary problems in lessons, Procedures for dealing with disciplinary problems around the academy, System for detentions, Behaviour support, Dealing with malicious allegations

Behaviour and Discipline Policy

AIMS OF POLICY

- Provide clear and unequivocal statement of the value of relationships in maintaining a purposeful and focused learning environment within the classroom and across the wider Academy.
- Provide clear guidance on implementing sanctions when relationships breakdown.

Policy aims

- to promote good behaviour;
- to ensure, so far as possible, that every pupil in this School is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school community

School code of conduct (see appendix 3)

- is necessary: for the health, safety and well-being of everyone at the school;
- for the reputation of the school community as a whole;
- for the protection of school property and the wider environment.

The School Code of Conduct always apply to all age groups and when the pupil is:

- • at school, representing the school or wearing school uniform
- • travelling to and from school

- • associated with the school at any time.

Pupils are expected to know and understand the School Code of Conduct and to read it through with their parents. This will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

It is intended that the School code of conduct and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example outside of School hours and during the holidays, or in regulating the conduct of pupils online.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- 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.

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

Determination by Headteacher of Behaviour Policy (as set out Education Act 2006)

The Head teacher will establish and maintain a Behaviour Policy for the academy that promotes self-discipline, respect for others and proper regard for authority.

The Head teacher, when determining the Behaviour Policy, must do so with a view to “securing that students complete any tasks reasonably assigned to them in connection with their education” in addition to the other considerations laid out in subsection (4) of 61 of the 1998 Act. The section also enables the Head teacher to include in the Behaviour Policy reasonable measures to regulate the behaviour of students when they are off the academy site or when they are not under the control or charge of a member of academy staff.

The Head teacher will determine measures that promote self-discipline and a proper regard for authority, encourage good behaviour and respect for others, prevent bullying, secure that tasks are completed, and generally secure an acceptable standard of behaviour by students. These measures constitute the academy's Behaviour Policy.

The policy requires the Head teacher to follow the governing body's statement of principles and have regard to any notification or guidance given by the governing body.

The policy requires the Head teacher to determine what standard of behaviour should be regarded as acceptable in so far as it is not determined by the governing body. *Subsection (4)* provides that

the measures determined by the Head teacher must include the making of rules and provision for disciplinary penalties.

The Head teacher will determine (to such an extent as is reasonable) measures to regulate the behaviour of students when they are not on academy premises or under the control or charge of a member of academy staff. This would, for example, allow rules governing behaviour on the journey to and from the academy and during work experience placements.

The Head teacher will set out the behaviour policy in a written document and publicise it by making it generally known to staff, students and parents by bringing it to their attention at least once a year.

INTRODUCTION

We are committed to achieving an effective learning environment where outstanding learning can flourish; where students can achieve their full potential, and adults can use their professional skills to best effect.

When students make mistakes and show a lack of respect for others in the community, the aim of any action will be to help them understand why their behaviour is unacceptable and to encourage them in developing those values which are at the heart of the academy.

All adults at Alcester Academy are expected to model exemplary behaviour which clearly demonstrates the academy's high standards of conduct. Staff will model good behaviour and reward where it occurs and challenge instances of poor behaviour.

PRINCIPLES

The academy works in close partnership with parents/carers and parents/carers will always be involved as early as possible in dealing with any serious incidents or breakdown of good behaviour in the academy.

Every student will be recognised, valued and treated as an individual and any action taken will be appropriate to that individual, not imposed on the group.

Form tutors will be kept informed of all issues in or out of the classroom relating to members of their tutor group.

The subject teacher has particular responsibility for learning and behaviour in the classroom. Subject teachers will be supported by Subject Leaders, SLT and the LSU in implementing strategies to ensure learning can flourish (See Appendix 1)

Physical or verbal bullying, intimidating behaviour or racist remarks towards other students will be reported immediately to the Pastoral Assistant Headteacher and recorded on Demerits.

Abusive or intimidating behaviour towards a member of staff will never be tolerated and will be immediately reported to a member of the Senior Leadership Team (SLT) or LSU so that the student can be removed in order that the lesson can resume pending further action.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability.

Where exclusion needs to be considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

Tracking Student Behaviour:

The academy uses three physical means of logging behaviour:

1. Negatives System logged on Bromcom

All staff are expected to log all behaviour incidents that happen within their classroom, tutor or that they witness around the school on the system. Staff are expected to add an intervention such as a detention. The data from this system is analysed regularly by SLT and

LSU and further sanctions and intervention are put in place when necessary. Data is also regularly reported to governors.

2. Red Card

This is given to students for more serious incidents outside lessons, including use of poor language, chewing gum, anti-social behaviour, use of mobile phone, being in out of bounds areas or persistent uniform infringements. If a student is issued with a red slip, then an Academy detention will be set. All staff can issue a red slip at their discretion. Periodically the focus of a Red Card will be amended when a particular behavior/uniform issue has been identified. When this is implemented, all students will have the focus explained to them and parents will be informed using School Comms.

The academy uses Bromcom to maintain up to date records of students' behaviour. Teachers are expected to record all incidences of poor behavior as negatives logged as B1 to B6. These record the different types of negatives behaviours and are escalated from B1 through to B6 using the Bromcom system.

Suspensions and isolations will also be recorded on Bromcom as part of the generation of the exclusion letter process.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS

The systems for managing student behaviour are only effective if they are applied consistently to every student. The 6 levels are designed to make it easy for any member of staff or visitor to apply the Alcester Academy Behaviour & Discipline Policy consistently and for students to see the transparency, fairness and speed of the system.

The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response.

If a student challenges the issuing of a warning or demonstrates any type of rudeness, they are immediately removed from that classroom.

Please find below an overview of the different levels:

Behaviour Level	Example of types of behaviour	Hierarchy of sanctions
B1	- Talking when staff are talking - Answering back to staff - Shouting out inappropriately - Not listening to instructions - Lack of effort - Lack of work - Out of seat - Late for lesson	Class teacher discussion Final warning issued and logged on Bromcom
B2	- Continued low-level disruption (all of above continues after warning) - Challenging the issue of a final warning - Answering staff back	Subject in-school detentions (lunch / break)
B3	- Refusal to follow instructions after several times of calmly asking - Damage to equipment - Swearing in a lesson - Poor behaviour towards peers (nasty comments, over physical behaviour)	Re-route Subject after school DT (centralised)
B4	Arguing with staff in front of class / clear defiance	Academy DT Subject report (3 weeks)

	• Inappropriate use of IT • Accumulation of incidents in a subject	
B5	• Refusal to leave class for re-route • Leaving class without permission • Accumulation of incidents across different subjects (X5)	Removal from a class (SLT / LSU) SLT detention Subject isolation HOY to contact home SLT detention
B6	• Swearing at a member of staff • Threat towards staff or other students • Taking photos / film of staff or other students • Serious inappropriate behaviour • Fighting	Removal from a class (SLT / LSU) Parent meeting HOY SLT meeting Further serious sanction to be considered

3. Re-Route from a lesson.

If a student's behaviour continues to be disruptive in a lesson or if there is a serious incident in a lesson, then a student will be re-routed from a lesson and will be moved to another classroom in the department to continue their work. Some students (by prior arrangement) will be sent to LSU if there is the need for them to be re-routed from a lesson.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY

The systems for managing student behaviour only function if applied consistently to every student. All students know the Code of Conduct (see Appendix 3) and if a student breaks that code they must expect to face consequences.

Infringement of the Code of Conduct:

For example: eating in the corridor, being out of bounds, dropping litter, use of poor language, poor behaviour at breaktime or lunchtime

- The member of staff who witnesses such an event will remind student of the correct way to behave and log on Bromcom as discussed with student so any similar incidents can be tracked.
- If the poor behaviour happens during break or lunch time e.g. student is displaying anti-social behaviour towards peers/ staff – the student will be sent to LSU2 for the remainder of the break / lunchtime. Staff on duty will log this as a negative on Bromcom
- Not following instructions from a member of staff, use of bad language, persistently been out of bounds. The member of staff who witnesses such an event will issue the student with a red card. The member of staff must then inform the LSU so the incident can be logged and an Academy Detention or SLT detention will be issued depending of the severity of the incident.

Serious incident:

1. For example: insulting, swearing at or undermining a member of staff by making inappropriate comments, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, smoking, damage or abuse to fixtures and fittings within the academy or fellow student property, wearing or displaying any 'gang' affiliated items, any type of bullying AND persistent breaches of the code of conduct, taking photos or filming on the academy site, knowingly appearing in photos taken by someone else, taking or sending inappropriate

images to another student, inappropriate sexualised behaviours . Any incidents of staff being recorded could result in permanent exclusion.

2. Please be aware that this is not an exhaustive list of behaviour. Sanctions will always be based on evidence, investigation, and the balance of probability that the behaviour took place.
3. If safe to do so, the member of staff witnessing the event should intervene - following the guidelines for the use of reasonable force
4. A member of SLT should be called - sending a student to LSU to do so if necessary
5. The incident now becomes a matter for the SLT. This now follows the same schedule as for serious incidents in the classroom

The student should be taken to the LSU and referred to the Assistant Head teacher responsible for behaviour, they will then make recommendations to the Head teacher for further sanctions / intervention. They will be internally isolated for the time required to conduct an investigation. A decision about further action, such as further isolation or exclusion, if any is thought necessary, will then be taken.

Smoking / Vaping:

The school will not tolerate any attempt to bring or use cigarettes or vapes (or equivalent) on the school premises. This will be dealt with extremely seriously. This includes any vandalism or tampering with the vape sensors.

Sexual Misconduct

Any incidences of sexual misconduct including having sexual intercourse on the school premises will be taken extremely seriously and will result in a permanent exclusion.

Investigating incidences:

When an incident happens, we endeavor to achieve a comprehensive understanding of what has taken place. A decision to assign fault is always based upon the 'balance of probabilities' standard used in civil law.

As part of our investigation, we will take as many statements from witnesses as required to provide sufficient evidence to make decisions. We will always ensure the student believed to be at fault has the opportunity to submit a statement. Where this offer is declined a note will be made of this so that the Headteacher can be confident that this has taken place.

CCTV footage may be called upon to inform decisions made, although it must be noted that not all areas of the academy are covered by CCTV, and decisions will not be made just based on CCTV evidence. If there is no CCTV evidence, such decisions will be based on other evidence including witness statements, including the balance of probability that the incident did happen. A sanction will still be put in place if there is no CCTV evidence.

Parents wishing to challenge outcomes from our investigations are entitled to ask for summaries of the investigations carried out. We will never provide copies of statements or access to CCTV footage as this may lead to persecution of those who have provided us with statements. Student statements / witness accounts are destroyed after the incident has been investigated, unless the incident involves the police. Only in the instance of a decision being made to permanently exclude a child, will redacted statements be provided as part of the evidence parents receive prior to the permanent exclusion hearing (CCTV footage may be shown at the hearing, but will not be provided in a digital form).

Whilst investigating incidents, parents should be aware that the school will not discuss another student's involvement in an incident.

Incidents outside of the Academy:

If the Academy is made aware of incidents outside in the community where students bring the Academy into disrepute and are they are known to be students of Alcester Academy, then it will be dealt with accordingly. Also, if parents / carers make a complaint about a student and that student has been found to cause distress and affect their well-being because of their actions, then the school will investigate and apply a sanction if necessary.

SYSTEM FOR DETENTIONS

The system for issuing detentions is simple and transparent. There are 4 types of detention in Alcester Academy:

All detention will be logged on to the student's behaviour profile on Bromcom.

1. B2 In-school detention (20 mins)

- These detentions will be issued if there has been continued poor behaviour in a lesson following a B1 Final Warning been issued. They will also be issued for lateness to school, which is not bus related.
- They can take place at either breaktime or lunchtime. A detention slip should be issued to the student and logged on Bromcom as a B2 behaviour incident.

2. B3 Subject Detention After school (45 minutes)

- Given more persistent discipline issues including serious disruption of a lesson and if a student has been re-routed during a lesson.
- These are also given if a student fails to attend an in-school detention.
- Staff setting the detention should log this as a B3 behaviour incident on Bromcom and ensure the student knows the reason and when the detention is set for.

3. B4 Academy Detention (3.30 - 4.30pm on a Wednesday):

- Academy Detentions are reserved for students who fail to attend an after-school subject detention.
- Issue of a Red Card for poor behaviour around the Academy.
- This detention will be logged as a B4 on a student's behaviour profile on Bromcom.
- Where a student fails to attend an Academy detention, it will be escalated to an SLT detention.

4. B5 SLT Detention: (3.30 -5pm Friday)

These take place on Friday and are staffed by SLT and can only be set by these staff.

- An SLT detention will take place when an Academy detention has not been attended.
- Persistent poor behaviour after a B3 has already been issued.
- Refusal to leave a lesson following a re-route
- Persistent lateness to school / lessons / tutor.
- If a student is involved in a serious incident outside the classroom, that is deemed to warrant this level of punishment but not for isolation or suspension.
- Any other serious misdemeanor as determined by SLT
- Accumulation of incidents X5
- Persistent use of a mobile phone having already served an Academy detention for the same offence

Parents are informed of the detention through the MCAS App.

Where a student has a sporting fixture or another extra-curricular activity that clashes with a detention, the detention will always be served as a priority.

SLT detentions will be logged in the same way as all other detentions. Parents will be contacted in advance of the detention.

Numbers of Academy detentions and SLT detentions will be taken into consideration when reward trips are offered to students.

We will always look at cases individually, where appropriate; the Headteacher reserves the right to make reasonable adjustments due to SEND needs.

SEND and Behaviour

The school recognises that some pupils with Special Educational Needs and/or Disabilities (SEND) may experience barriers that can affect their behaviour, and these individual needs will be taken into consideration when applying this Behaviour Policy.

In accordance with the **Equality Act 2010, Section 20**, the school will make reasonable adjustments where required to avoid disabled pupils being placed at a substantial disadvantage, and will have regard to its duties under **Section 66 of the Children and Families Act 2014** to use its best endeavours to meet the needs of pupils with SEND. The Department for Education's *Behaviour in Schools* guidance also makes clear that schools should consider whether behaviour may be connected to SEND and, where appropriate, use a graduated approach to assess, plan, implement and review support.

Reasonable adjustments may include adapting communication, routines, sanctions or preventative strategies where these are necessary and proportionate; however, SEND will not be regarded as an automatic exemption from the school's behaviour expectations.

All pupils, including pupils with SEND, are entitled to and expected to meet the school's high standards of behaviour, respect, conduct and participation, with support and reasonable adjustments provided where necessary to enable them to do so. This approach reflects the principle articulated by **Sir Martyn Oliver, HM Chief Inspector of Ofsted, in December 2025** that "There's nothing inclusive about accepting lowered expectations or putting children's education at risk because one child cannot behave. The most inclusive schools can and do have the calmest classrooms where all pupils can thrive." This is our absolute ambition at Alcester Academy.

REWARDS ACTIVITIES AND TRIPS

As part of Alcester Academy rewards policy, pupils who meet a certain criterion may be invited to participate in a school rewards activity. These will take place at various times during the academic year and may involve prize draws and also involve either a trip or an activity.

These activities are a way of rewarding pupils, so it is important that pupils earn their invitation to participate. All Alcester Academy pupils are eligible for the trips if they meet the required criteria.

This will be based on various factors that include:

To participate in reward trips, we expect students to attend school full-time.

Punctuality:

Pupils must have a good punctuality record during registration and lesson time.

Excellent / Good attendance

Students with good attendance for the year will be invited to attend a rewards trip in waves. This will be subject to satisfactory behaviour and academic achievement, and places will still be available following the first wave of letters going out.

For information - Excellent attendance would be deemed anything 95% and above.

Good attendance would be deemed as 93% and above.

Excellent effort/work/behaviour in and around school: This will be monitored by the behavior tracking system part of the Bromcom system. Pupils must have a clear behaviour record that does

not include serious incidents or breaches of the behaviour policy. This also includes behaviour on school buses and when students are out in the community. If there are any concerns about behaviour, effort or attitude, they will not be invited on the trip.

We will always look at cases individually if for any reason students have not met the criteria and these may be adjusted because of SEND or medical needs.

Wave 1 - These students will receive letters of invitation first:

- Excellent attendance and have not taken an unauthorised holiday during term time.
- Good behaviour - No suspensions / isolations / 15 or less demerits for Christmas trip and 30 demerits for summer trip.
- No Academy or SLT detentions

Wave 2 - These students will receive letters after wave 1 (subject to places still available)

- Good attendance and behaviour (as above)
- Students who have taken a holiday but still have good attendance and no other absence or multiple individual days off.
- Students who may have received up to 2 Academy detentions or an SLT detention.

Wave 3 - These students will receive letters after waves 1 and 2 have gone out (subject to places still available)

- Good attendance
- Any student who may have had an isolated incident of poor behaviour (not persistent) that may have resulted in an isolation sanction will be considered on an individual basis.

For SEND pupils whose attendance has been affected by mental health and/or medical needs, pupils may need additional support, and an individualised short-term action plan put in place. Every effort is to be made to fully support and engage the pupil with their learning.

For all trips and visits, the headteacher, with the support of governors, will assess each individual case as needed based on behaviour and mental health needs at the time of departure.

BEHAVIOUR SUPPORT

In Alcester Academy we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them improve. Please also see Appendix 1 - Strategies to encourage effective learning and behaviour.

For example:

- Tutor / subject teacher discussions with the student
- Subject detentions (In-school / after school)
- Academy detention – loss of privileges / free time
- SLT detention
- Removal from a trigger lesson, support from LSU in lessons
- Discussion with subject leader
- Phone call home with subject teacher
- Phone call home by subject leader
- Phone call from Tutor / member of LSU
- Phone call from SLT
- Contact home via email / letter
- Parental meeting with Form Tutor / Subject teacher / Subject leader
- SLT meeting with parent
- Daily report (Various levels)
- Isolation
- Suspension (escalated as needed for number of days)
- Referral for an off-site direction as a circuit breaker for poor behaviour.

Other strategies include:

- review any learning difficulties and put in place a programme of support where necessary.
- use of a daily report.
- loss of privileges.
- extra work or reporting unsatisfactory work.
- consider changes to the teaching programme.
- consider changes of sets or class.
- Referral for an off-site direction at another school
- consider referral for a managed move
- consider offering specialist support and counselling.
- consider a placement for a period of time in the LSU
- consider alternative provision if suitable
- review intervention and support from external agencies.

There are a number of strategies which classroom teachers can employ, and the following will encourage effective learning:

- Differentiating work so that it is well pitched to individual learners using up-to-date data relating to prior attainment data and predictors to become familiar with student ability levels
- Use of adaptative teaching strategies
- Developing an awareness of individual needs through reference to pupil profiles and SEND Policy
- Making clear expectations of acceptable behaviour and displaying in the classroom.

- Constructing seating plans and ensuring students stick to it; reviewing seating plans if necessary, moving students when the needs arise; isolating students within the classroom if space allows
- Using positive language with students
- Using sensitive and supportive groupings of students
- Encouraging positive behaviour and highlighting positive behaviour e.g. 'thank you for coming into the classroom quickly'. Use planner for positive comments whenever possible and reward in line with academy practice
- Developing well-prepared and structured lessons using appropriate teaching styles which ensure differentiation, pace and challenge and stimulation through engagement
- Promoting an attractive, stimulating and safe environment
- Using appropriate, well-planned and stimulating resources
- Using the 're-routing' system should the need arise for a student (or students) to be removed from the lesson for a short period of time (maximum 1 lesson unless an extended period has been agreed with Subject Leader / pastoral SLT). This will have been agreed within a subject area in advance through the production of a 're-routing' timetable. The conflict must be resolved prior to the student's next lesson so that they can re-join their usual teaching group
- A report card – liaise with tutor/pastoral SLT/LSU to implement this
- Checking through with LSU that there are no child protection or safeguarding concerns that may be affecting a student's behaviour.
- Any contact with parents/carers must be recorded on to a contact log Bromcom under communication
- You may wish to make contact with parent/carer via the planner about other issues
- Following consultation with your SLT manager you may wish to write to the parent/carer. Any letters must be approved by SLT / front office before posting issuing

DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Warwickshire safeguarding teams where appropriate.

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head Teacher will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Head teacher about what further action may be appropriate. Exclusion may be considered where it is felt appropriate, and the member of staff's reputation has been tarnished, or they have suffered in the process.

In accordance with Keeping Children Safe in Education (September 2025) the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

Searching pupils

Informed consent:

The school staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out his pockets or bag.

If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent:

In relation to prohibited items, the Headteacher and staff authorised by the Headteacher may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Pupils may also be searched using a scanning device.

Parents/carers will be notified if a student has been searched.

Please see Appendix 4 for the school's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance on Searching, Screening and Confiscation in Schools.

Signed: _____ Headteacher
Mrs S Mellors

Signed: _____ Chair of Governors
Mr M Dean

Date: _____
(Ratified by the Full Governing Body on 3rd September 2026)

Appendix 1: Behaviour Expectations in Lessons

Behaviour Expectations in Lessons

B1 - Final Warning

Poor behaviour has continued after 2x verbal reminders (lack of focus and effort in lessons, talking over staff or peers causing a disruption).

Option to move seat.

Consequence:

Logged on Bromcom as Final Warning.
Subject teacher discuss with student.

B2 - Break/Lunch Detention

Continued poor behaviour after B1 issued (Final warning).

Late to lesson x3 (each half term).

Consequence:

Subject in-school detention
(break/lunch) 20 mins,
DT Slip issued to student (immediately).

B3 - After School Detention

Serious disruption of lesson/incident that requires student to be re-routed within the department (or LSU).

Loss of free-time for rest of day
(next day if in lesson 5).

Late again after a B2 has already been issued for lateness.

Consequence:

Subject after school detention 3:30–4:15.
Restorative conversation with class teacher.

B4 - Academy Detention

Failure to attend a subject after school detention.

Accumulation of incidents in a subject (x3).

Consequence:

Academy detention (Wednesday
1 hour) 3:30–4:30.
Subject isolation (LSU2).

B5 - SLT Detention

Persistent poor behaviour after a B3 has been issued. Refusal to leave a lesson. Failure to attend an Academy DT. Accumulation of incidents across all subjects (x5).

Consequence:

SLT detention (Friday 3:30–5pm).
Meeting with HOY and parents.

B6 - Serious Sanction

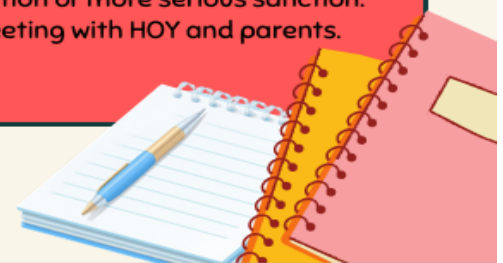
Serious breach of Behaviour Policy.

Failure to attend SLT DT.

Accumulation of incidents across all subjects (x8).

Consequence:

Isolation or more serious sanction.
Meeting with HOY and parents.



Behaviour Around the Academy

If your behaviour does not meet the Academy's expectation, the following sanctions will apply:

B1 - Final Warning

Infringement of the code of conduct
E.g. eating in the corridor, being out of bounds.
Poor behaviour at lunchtime.

Consequence:
Logged on Bromcom as Final Warning.
Subject teacher discuss with student.

B2 - In School Detention

Continued poor behaviour
Issued following a B1, if poor behaviour continues.

Consequence:
Subject in school detention (break/lunch).
Logged on Bromcom as LSU detention (for support staff).

B4 - Academy Detention

Failure to follow the non-negotiables
Member of staff reminds student of the correct way to behave.
A red card will be issued for: anti-social behaviour, chewing gum, persistent poor uniform, using inappropriate language, being in out of bounds areas, using a mobile phone or having a mobile phone out in school.

Consequence:
Member of staff issues a red card and logs on BromCom.
Academy detention (Wednesday 1 hour, 3:30-4:30).

B5 - SLT Detention

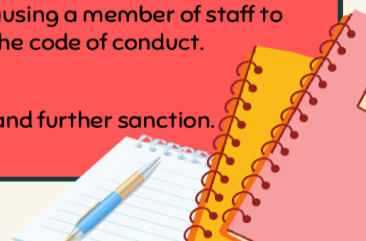
Persistent poor behaviour
Issued for further poor behaviour following the issue of a B4.
Failure to attend an Academy detention

Consequence:
SLT Detention (Friday 3:30-5pm).
Restorative conversation with class teacher.

B6 - Serious Sanction

Serious incident
E.g. insulting, swearing at or undermining a member of staff by making inappropriate comments, any type of bullying, fighting, threatening, intimidating behaviour causing a member of staff to intervene (refer to restraint policy), persistent breaches of the code of conduct.

Consequence:
SLT/LSU called - student taken to LSU pending investigation and further sanction.
SLT Detention (Friday 3:30-5pm).



Appendix 3: Behaviour Levels and examples of types of behaviour that will incur a sanction

Behaviour Level	Example of types of behaviour	Hierarchy of sanctions
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B1	• Talking when staff are talking • Answering back to staff • Shouting out inappropriately • Not listening to instructions • Lack of effort • Lack of work • Out of seat • Late for lesson	Class teacher discussion Final warning issued and logged on Bromcom
B2	• Continued low-level disruption (all of above continues after warning) • Challenging the issue of a final warning • Answering staff back	Subject in-school detentions (lunch / break)
B3	• Refusal to follow instructions after several times of calmly asking • Damage to equipment • Swearing in a lesson • Poor behaviour towards peers (nasty comments, over physical behaviour)	Re-route Subject after school DT (centralised)
B4	• Arguing with staff in front of class / clear defiance • Inappropriate use of IT • Accumulation of incidents in a subject	Academy DT Subject report (3 weeks)
B5	• Refusal to leave class for re-route • Leaving class without permission • Accumulation of incidents across different subjects (X5)	Removal from a class (SLT / LSU) SLT detention Subject isolation HOY to contact home SLT detention
B6	• Swearing at a member of staff • Threat towards staff or other students • Taking photos / film of staff or other students • Serious inappropriate behaviour • Fighting	Removal from a class (SLT / LSU) Parent meeting HOY SLT meeting Further serious sanction to be considered

Appendix 3: Behaviour Expectations around the Academy TO ADD

Appendix 4: Code of Conduct

All students should aim to:

- Do their best at all times
- Attend school regularly
- Respect all members of the community
- Respect property and the environment in which they work
- Be organised and prepared for lessons
- Be calm and focused at all times.

At all times we will:

- Be punctual to school
- Wear the correct uniform
- Respect the school building and play areas
- Not chew gum
- Not smoke, vape or bring alcohol, smoking equipment or illegal substances onto the school premises
- Be responsible for my own actions and property

- Use appropriate language
- Not use mobile phones/electronic devices or similar in the academy. However, controlled use of phones is allowed at KS4 in P/Arts/Music/Photography/Art and Media. A contract will need to be applied and signed by students.
- Work with effort in lessons

In lessons we will:

- Be punctual
- Bring all the correct equipment for the lesson
- Show respect for others
- Listen/follow instructions and stay on task
- Complete all work and homework to the best of my ability

At breaks and lunchtimes, we will:

- Walk on the left side of the corridor
- Put litter in bins
- Queue in the canteen quietly and clear up the tables after eating
- Not eat in the corridor

On the buses we will:

- Queue quietly
- Be seated at all times
- Not smoke or vape
- Not play loud music
- Be respectful of other passengers and the driver

Online (whether in school or at home) we will:

- Not post images or comments that cause others to feel bullied or intimidated in any way
- Not engage with any sexting or sending any inappropriate images that could affect the well-being and mental health of others.
- Show respect for each other, the academy, its staff and ourselves in all of our actions

Appendix 4: Searching, Screening and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

The school's policy on searching and confiscation has regard to the guidance Searching, screening and confiscation in schools (Jul 2022). Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or in training settings.

When pupils travel outside England on a school trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.

Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Pupils may also be searched using a scanning device.

Confiscation of inappropriate items

(Department of Education - Behaviour and discipline in schools - Jan 2016)

Prohibited items

What the law allows:

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the schools (Specification and Disposal of Articles) Regulations 2012:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to 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. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for "prohibited items"⁹ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers / e-cigarettes and/or vaping paraphernalia
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be used: to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The school has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the school (for example on a school trip).

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. (DFE July 2022)

Appendix 5: Use of reasonable force

See Safeguarding and Child Protection Policy and Procedures for more details, and the Department for Education advice available [here](#).

This policy applies when a staff member is on school premises or in charge of the pupil elsewhere. In nearly all circumstances, staff should avoid physical contact with pupils. That said, Alcester Academy does not have a 'no contact' policy, as there may be circumstances when it is appropriate for staff to use reasonable force to educate, support, protect and safeguard children (e.g. to demonstrate exercises in sports lessons, in administering first aid, or in if a pupil is in distress or danger).

Staff have a duty of care to pupils: sometimes physical intervention – e.g. to prevent accident or injury to a pupil – is more appropriate than not taking action. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Any physical contact should be the minimum required for care, instruction or restraint.

In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered involving all children, including any with SEN or disabilities, or with medical conditions.

Staff should also consider their duties under the Equality Act 2010 in relation to non-discrimination and making reasonable adjustments for pupils with protected characteristics. Where reasonable force is used by a member of staff, the DSL and Headteacher must be informed of the incident, and it will be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.