

# Behaviour & Discipline Policy

**Review Cycle: 2 Years**

**Review By:** Leadership Team, Behaviour, Attendance & Safeguarding Sub-Committee

## 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. Demerit System**

All staff are expected to log all behaviour incidents that happen within their classroom, tutor or that they witness around the school on the Demerits system (part of the Epraise system). Staff are expected to add an intervention such as a discussion with the students or 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 Demerits to maintain up to date records of students' behaviour. Teachers are expected to record all incidences of poor behavior using the Demerit system which is part of the Epraise system.

Exclusions and isolations will also be recorded on to Demerits and SIMS as part of the generation of the exclusion letter process.

### **Types of behaviour.**

Behaviour is categorised into one of three types; low-level, mid-level / refusal or defiance and high-level / serious incident. These form the basis of our policy, with sanctions being determined depending upon the level of the behaviour.

Examples of each level of behaviour can be found in Appendix 2.

## **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 3 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. It is not the case that a student MUST be issued with 2 verbal warnings before a higher-level sanction is applied.

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

### **Level 1:**

1. Verbal warning, identifying the unwanted behaviour / lack of work
2. Demerit issued to the student & staff inform student of this. Consider moving the student to another seat or time out of the classroom for reflection (5 mins maximum).
3. If disruption/lack of work persists, enter a Subject Detention (Lunchtime)
4. Staff should only log one incident per lesson on the Demerit system, this can include all the incidents that have happened during a lesson, staff should ensure they have logged an appropriate sanction.

### **Level 2:**

If disruption of a lesson continues then a student may be re-routed to another classroom.

Staff should enter the incident on the demerit system and for a re-route an after school subject detention will be issued (45 minutes)

Examples might be being openly defiant, disruption / lack of work persists after warning, refusing to move when asked to change seat or verbal abuse of another member of the class:

1. Move straight to subject re-routing
  - classroom teacher to give work to student and escort them to another classroom
  - classroom teacher to complete DT referral to be logged on SIMS and an after school subject detention to be set as the minimum.
2. If the student is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a Level 3: Removal from lesson.
3. If a student is re-routed three times in one week, the Tutor will contact the parents to discuss the concerns.

The subject leader will initiate a restorative conversation between the member of staff and student before the student can return to the lesson.

### **Level 3: REMOVAL FROM LESSON**

Where the incident escalates to become a serious incident or is a standalone serious incident, i.e. aggression, violence, abusive language towards a member of staff or refusal to leave the classroom and go to another classroom, LSU should be called.

1. SLT/LSU will remove any student who are unable to refine their behaviour despite warnings given by the class teacher.
  - Either phone or send reliable student to LSU for a student to be removed.
  - classroom teacher to give work to LSU staff who will then escort student to the LSU
  - classroom teacher to tell LSU staff what has happened (inform them it is a serious incident)
  - classroom teacher to complete log on Demerit system

## 2. Pastoral SLT

Either:

1. Issue SLT detention.
2. Students are to be placed in isolation.
3. Recommend fixed term exclusion to Headteacher.

Contact to be made with parents/carers either in writing or via phone call to arrange a meeting if required depending on the severity of the incident. In the event of isolation or exclusion the parent is informed by phone call and letter on the day the sanction is put in place.

## **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, poor behaviour at lunchtime

- The member of staff who witnesses such an event will remind student of the correct way to behave and log on the demerit system 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 the “Reflection Room” for the remainder of the break / lunchtime. Staff on duty will log this on demerits.
- 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, taking or sending inappropriate images to another student. Any incidents of staff being recorded could result in permanent exclusion.
2. If safe to do so, the member of staff witnessing the event should intervene - following the guidelines for the use of reasonable force

3. A member of SLT should be called - sending a student to LSU to do so if necessary
4. 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.

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:

'Lunchtime' 'Subject After School', 'Academy' and 'SLT'. Every detention should be recorded as a Demerit on the child's profile on Epraise.

### **1. Lunchtime Subject Detention: (20 mins)**

Set for minor discipline issues or for other reasons such as lack of home learning. They can be issued by any member of staff as indicated within the 'PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY' section of this policy.

### **1. Late Detention (20 mins)**

This is set on the day a student arrives late to school and takes place at the start of lunchtime. The 20 mins will begin when the student arrives for the detention. If a student fails to attend, this will be escalated to an Academy detention.

### **2. After school Subject Detention: (45 mins)**

Given for more persistent minor discipline issues.

These detentions are recorded on a detention referral, passed to LSU and logged on to Demerits by the member of staff setting the detention. Where a student fails to attend a lunchtime detention, it will be escalated to an after-school detention, if this is not attended, it will be reset once before it will be escalated to an Academy Detention and if necessary to an SLT detention if the Academy detention is not completed.

Staff setting the detention are responsible for signing the student's detention slip, detailing the time and date of the detention and should ensure the student knows about the detention.

Subject areas will be responsible for organising their own lunchtime detentions in their subject areas. Subjects must apply a rota to ensure fairness in the distribution of detention duties. Small subject areas may elect to operate a cluster detention in order to spread the load.

### **3. Academy Detention:**

Academy Detentions are reserved for students who fail to attend Subject Detentions after school, also for poor behavior around the academy, and for Red\_Cards. These detentions run on a Wednesday at 3.30-4.30 PM according to the whole staff detention rota. Where a student has a sporting fixture or other extra-curricular activity that clashes with a detention, the detention WILL be served as a priority.

These detentions are logged on a student's Demerit behaviour log and also a text message sent to parents/carers.

Where a student fails to attend an academy detention, the punishment is increased to a SLT Detention on the next available Friday and if the student fails to attend then they will be placed in isolation

### **4. SLT Detentions**

These will take place as required from 3.25–5.00 PM and are staffed by SLT and can only be set by these staff. Parents/carers will be informed by text message.

SLT Detentions are issued for the following reasons:

- i) student has to be removed from a lesson.
- ii) student fails to attend an Academy Detention.
- iii) A student is involved in a serious incident outside of the classroom that is deemed to warrant this level of punishment, but not isolation or fixed exclusion.
- iv) Any other serious misdemeanor as determined by SLT.
- v) Accrual of a large number of detentions under the direction of Pastoral SLT.

- vi) Persistent use of mobile phone having already served an academy detention for the same offence.

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.

## **A CUMULATIVE RESPONSE TO POOR BEHAVIOUR**

Where a student persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any offender not to repeat these unwanted behaviours, the academy has a staged response. In other words, the more detentions a student is set, they will also incur increasingly serious sanctions.

- Subject detentions (lunchtime / after school)
- Tutor / subject teacher discussions with the student
- 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)
- Meeting with SLT
- Isolation
- Suspension (escalated as needed for number of days)
- Off-site direction referral for 10 weeks to another school to improve behaviour / referral through FAP\*
- Managed Transfer / Referral through FAP \*
- Permanent exclusion

### **\*FAP (Fair Access Panel):**

This consists of behaviour representatives from each of the South Warwickshire schools and academies. The panel meets regularly to discuss student behaviour and suggest strategies that might be implemented in avoiding permanent exclusions.

## **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 be attending 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 Demerits behavior tracking system part of the Epraise 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.

For example:

- 
- 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.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period, the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period with or without amendments;
- c) where there has been no improvement at all, there may be a referral made for a managed move, alternative provision or permanent exclusion.

## **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 2024) 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.

Please see Appendix 6 for the School's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance 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 4<sup>th</sup> February 2025)

## Appendix 1 - STRATEGIES TO ENCOURAGE EFFECTIVE LEARNING AND BEHAVIOUR

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 through the use of up-to-date data relating to prior attainment data and predictors to become familiar with student ability levels
- . Developing an awareness of individual needs through reference to IEPs, 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.
- . You may wish to make contact with parent/carers via the planner about other issues
- . Following consultation with your SLT manager you may wish to write to the parent/carers. Any letters must be approved by SLT / front office before posting.

## Appendix 2: Classification of behaviours

Behaviour Category	Examples	Action
Level 1	<ul style="list-style-type: none"> <li>• Talking when the teacher is talking</li> <li>• Shouting out</li> <li>• Off task</li> <li>• Putting on makeup</li> <li>• Eating</li> <li>• Use of headphones</li> <li>• Poor quantity/quality of work</li> <li>• Persistent uniform breaches</li> <li>• Late for lesson</li> <li>• Inappropriate use of ICT equipment</li> <li>• Failure to complete home learning (Automatic subject detention to complete work)</li> <li>• Out of bounds</li> <li>• Lack of work</li> <li>• Lack of effort in lessons</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Verbal warning + Demerit (discussed with student)</li> <li>3. Subject Detention</li> </ol>
Level 2	<ul style="list-style-type: none"> <li>• Anti-social behaviour eg. Swearing, chewing gum, smoking, out of bounds (persistently), walking off, lapping around corridors</li> <li>• <u>Persistent</u> inappropriate use of ICT equipment</li> <li>• Breaking or damaging equipment</li> <li>• Challenging the issuing of a verbal warning</li> <li>• Refusing to move when asked to change seat</li> <li>• Refusal to re-route</li> <li>• Refusal to follow instructions</li> </ul>	<ol style="list-style-type: none"> <li>1. Subject after school detention</li> <li>2. Re-route</li> <li>3. Removal from lesson</li> <li>4. Academy detention</li> <li>5. Red Card</li> </ol>
Level 3	<ul style="list-style-type: none"> <li>• Aggression</li> <li>• Violence</li> <li>• Dangerous behaviour in lab/workshop</li> <li>• Being openly defiant or rude to a member of staff or deliberately trying to undermine a member of staff</li> <li>• Taking photos on school site of staff / students</li> </ul>	<ol style="list-style-type: none"> <li>1. SLT Detention</li> <li>2. Isolation</li> <li>3. Subject isolation for fixed period of time</li> <li>4. Lesson time LSU to refocus</li> <li>5. Suspension</li> <li>6. Permanent exclusion</li> <li>7.</li> </ol>



	<ul style="list-style-type: none"> <li>• Recording (either audio or filming) of staff / students</li> <li>• Sending inappropriate images / sexting to another student</li> <li>• Abusive/inappropriate language towards a member of staff</li> <li>• Refusal to leave the classroom</li> </ul>	
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### Appendix 3: 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 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

#### 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: Sanctions**

<b>Classroom/Corridor Action</b>	<b>Subject After School Detention (Class teacher sets work)</b>	<b>Academy Detention (Work provided if needed)</b>	<b>SLT Detention (Work provided)</b>
<p><b>HW not completed - 1<sup>st</sup> time</b></p> <p><b>ACTION:</b> Sign HW log Give extension e.g. until next day</p>	<p><b>HW not completed - 3<sup>rd</sup> time</b></p> <p><b>ACTION:</b> Complete demerit &amp; give student DT slip Class teacher to contact home e.g. get school comms sent (staff to write)</p>	<p><b>Lateness: (Issued by tutor / LSU / subject teacher)</b></p> <p><b>ACTION:</b> 4<sup>th</sup> time late to a lesson 4<sup>th</sup> time late to school Complete DT referral</p>	<p><b>Student does not attend an Academy DT (after a re-set)</b></p> <p><b>ACTION:</b> Refer to LSU</p>
<p><b>HW not completed - 2<sup>nd</sup> time</b></p> <p><b>ACTION:</b> Sign HW log Keep in at break or lunch</p>	<p><b>Continued disruption of a lesson:</b> (After verbal warning, conduct log &amp; 5 minutes time out) needs more time out</p> <p><b>ACTION:</b> Complete DT referral Give student detention slip &amp; ensure they know when it is.</p>	<p><b>Serious disruption of a lesson</b> (After a subject DT completed)</p> <p><b>ACTION:</b> Complete DT referral</p>	<p><b>Rudeness to staff</b></p> <p><b>ACTION:</b> Add to demerits Refer to LSU</p>
<p><b>Low level disruption of a lesson:</b></p> <p><b>ACTION:</b> Verbal warning 5 mins time out Move student when return Add to demerits</p>	<p><b>Persistent lateness to a lesson x2</b></p> <p><b>ACTION:</b> Mark late on register - add to demerits &amp; issue subject detention Give student slip</p>	<p><b>Student refuses to be re-routed</b></p> <p><b>ACTION:</b> Call LSU to collect student Complete DT referral</p>	
<p><b>Lateness to lesson (No genuine excuse)</b></p> <p><b>ACTION:</b> 1<sup>st</sup> time = Verbal warning / mark on register 2<sup>nd</sup> time = Sign conduct log / mark on register</p>	<p><b>Insolence / answering back to a member of staff</b></p> <p><b>ACTION:</b> Complete DT referral Give student detention slip &amp;</p>	<p><b>Student is removed from a lesson</b></p> <p><b>ACTION:</b> Add to demerits Academy DT</p>	<p><b>Serious incident e.g.</b> bullying, fighting, vandalism, truancy, persistent phone misuse or any other incident deemed by</p>

	ensure they know when it is.		SLT to warrant detention <b>ACTION:</b> Refer to LSU for further action - Isolation or suspension
<b>Classroom/Corridor Action</b>	<b>Subject After School Detention (Class teacher sets work)</b>	<b>Academy Detention (Work provided if needed)</b>	<b>SLT Detention (Work provided)</b>
<b>Shouting out / too much chatting</b>  <b>ACTION:</b> Verbal warning Add to demerits 5 mins time out Discuss after lesson with student	<b>Student leaves a lesson without permission:</b>  <b>ACTION:</b> Complete demerit Give student a detention slip		<b>Accrue ment of many subject detentions</b> This will be across various subjects  <b>ACTION:</b> Tutor to refer to BU
<b>Anti- social behaviour around school</b> No face covering as expected (intentionally) Language Intentional pushing/barging/not distancing Shirt out  <b>ACTION:</b> Verbal warning Sign Standards Card (no warning for language)	<b>Student is re-routed from a lesson following inappropriate comments / continued disruption of the lesson</b>  <b>ACTION:</b> Student is sent to work in another classroom in the bubble / LSU area  Member of staff completes DT referral Give student a detention slip & ensure they know when it is.	<b>Red Card issued e.g. phone out, swearing, persistent uniform, persistent out of bounds</b>  <b>ACTION:</b> Member of staff to refer to LSU LSU to issue Academy DT	<b>Persistent anti- social behaviour around school</b>  <b>This will be issued following an Academy detention has been served</b> Language Intentional pushing/barging/not distancing Shirt out  <b>ACTION:</b> Refer to SLT LSU will issue detention

## Appendix 5: Flow chart for managing in class behaviour

**Student displays inappropriate low-level behaviour**

**Member of staff:**

Issues verbal warning  
Instructs how to behave correctly / reminder of expectations

**Student continues to display inappropriate low-level behaviour, including lack of work**

**Member of staff:**

Marks behaviour on Demerits with appropriate sanction - discussion  
Offer reflection time (5 mins) outside classroom  
When return move sets/lunchtime DT  
Change seat

**Student continues to display persistent inappropriate low-level behaviour, including lack of work / disruption, single act of violence or defiance**

**Member of staff:**

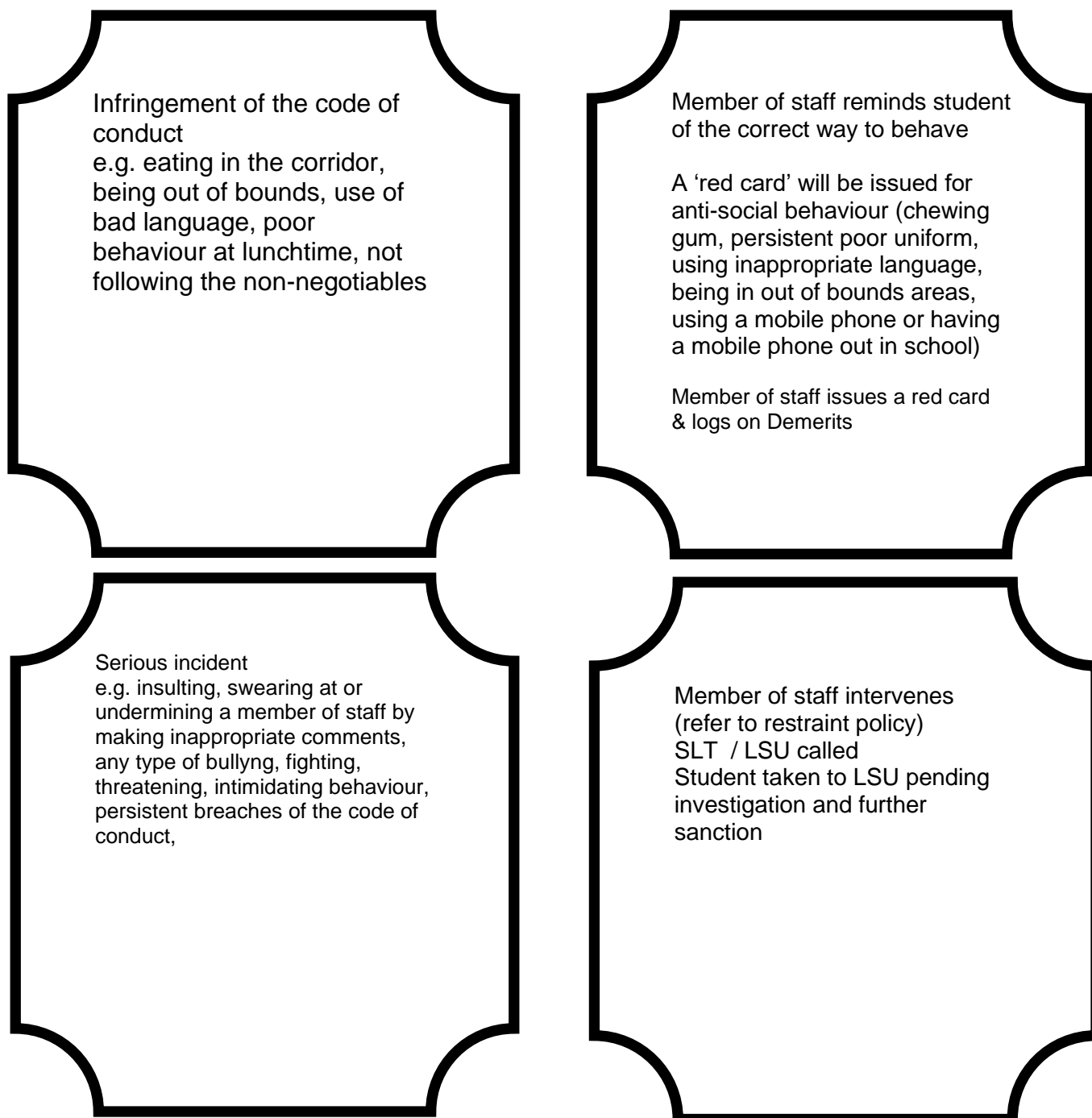
Student is re-routed within subject area or LSU  
Escort student (where possible) to re-route room  
Member of staff completes Demerits  
Subject after school detention  
Contact home by Class teacher / Subject Leader  
Restorative conversation with student before allowed back into lesson

**Student refuses a re-route  
or  
A single serious incident**

**Member of staff:**

LSU / SLT to remove student  
Teacher passes students work to LSU  
Student removed to LSU  
Staff completes Demerits  
Pastoral SLT conduct investigation & sanctions issued.(SLT Detention / Isolation / Referral for further intervention /Suspension / Permanent Exclusion)

## Appendix 6: Flow chart for managing out of class behaviour



## Appendix 7: Searching 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.

#### 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"<sup>9</sup> 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'.

### **Appendix 8: 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.