Accrington Academy Behaviour Policy 2026/27

Date of last review:	August 2026	**Review period:**	1 year (minimum)
Date of next school level review:	August 2027	**Owner:**	VP Student Culture (Behaviour) JFA
Type of policy:	Statutory	**Local Governing Body:**	Approves school policy adheres to UL Policy

Linked Accrington Academy / United Learning policies:

- *Safeguarding policy*
- *Exclusions policy*
- *Anti-bullying policy*
- *Uniform policy*
- *Education with Character*
- *Attendance Policy*

This policy has been written in-line with Government/DfE guidance and legislation found within: -

- ***Behaviour in Schools Advice for headteachers and school staff*** *(Feb 2024)*
- ***Education Act*** *(2011)*
- ***Equality Act*** *(2010)*
- ***Keeping Children Safe in Education:*** *Statutory guidance for schools and colleges (Sept 2026)*
- ***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement:*** *Guidance for maintained schools, academies, and pupil referral units in England (July 2026)*
- ***Searching, screening and confiscation:*** *Advice for schools (July 2023)*
- ***Restrictive interventions, including use of reasonable force:*** *Guidance for schools in England (April 2026)*

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1. The TEAMAA Way – *Our TEAMAA way expectations*

Accrington Academy is committed to creating a calm and orderly environment in the school and the classroom. Our mission is to "***Build character, create learners and transform lives***."

The behaviour and conduct of our students in lesson, around the school and within our community is central to our Academy culture and every stakeholder is expected to maintain high standards in their every action and interaction.

To achieve this vision, we set clear routines and expectations across all aspects of Academy life. Three words are central to our approach in applying this policy "**clarity, certainty and consistency**". We anchor our vision around the phrase "***The TEAMAA Way***" with regular repetition and reinforcement of our expectations. Our vision is centred around a feeling of belonging and a focus on individual ownership and collective responsibility.

As an Academy we expect our students to take pride in their conduct by promoting positive behaviours for learning and showing respect for everyone in our Academy community. This ethos is centred around our Academy **TEAM** values which underpin everything we seek to instil in our students and expect from our staff:

- **Truth**- We will tell the truth to ourselves and each other, even when it's hard
- **Effort**- We will work hard individually and as a team and never give up
- **Ambition**- We will always aim high and challenge ourselves to be the best we can
- **Manners**- We will respect everyone in our school and treat everyone with kindness.

2. Policy Implementation and responsibilities of stakeholders in the implementation of this policy:

Governors and Trust should ensure responsibility for reviewing this policy annually and monitoring its effective implementation by Academy leaders and wider staff. They will ensure the policy is applied fairly and consistently, and the views of students and parents/carers are listened to.

The Senior Leadership Team (SLT), led by the Principal, Vice Principal for Student Culture and Assistant Principal for Behaviour and Attitudes should ensure consistent and fair application of this policy by all. All SLT should personify our ***TEAMAA way*** mantra in every action and interaction. They should ensure clearly defined routines are in place to promptly and effectively intervene with behavioural incidents, ensuring a complete focus on 100% disruption-free learning. The SLT should also ensure reliable systems for the recording of all behavioural incidents and monitor these regularly to ensure behavioural trends are quickly identified, and appropriate measures are put in place swiftly to address these issues. Informative and accurate reporting to governors and parents/carers as and when required is also a key responsibility of the leadership team.

All staff should act as role models for students at the Academy. They should be accountable in their collective duty to support and uphold our ***TEAMAA way*** behavioural expectations. They will apply the policy fairly and consistently by clearly articulating our behavioural standards that are required of all students, inside and outside of the classroom every day. Staff should regularly utilise the rewards systems to acknowledge when a student has demonstrated exemplary behaviour, attitude to learning or conduct linked to our core TEAM values. They should hold students to account when they fall short of expectations, doing so calmly and consistently by following the appropriately defined procedures, thus promoting a climate of positive behaviour and 100% disruption-free learning. All staff will be consulted on this policy annually and offered training to implement it.

Students should strive each day to shape a happy, safe and positive school culture, supporting our vision for 100% disruption free learning. They should closely follow the rules outlined, without question, working hard to demonstrate our core TEAM values and abide by the Academy's Code of conduct for students. They should aspire to meet our ***TEAMAA Way*** standards and expectations. Students must understand that whilst much of this policy applies to behaviour inside of the Academy, the policy also applies to conduct outside of school, whenever they are in uniform (or identifiable as a student of the school) and during their use of social media and mobile devices.

Parents/Carers should work proactively in partnership with the Academy to support the expectations, routines and procedures outlined within this policy. They should encourage their child to aspire to our ***TEAMAA way*** standards of behaviour, working hard in their learning and always conducting themselves appropriately and in-line with our core TEAM values. Parents/Carers should reemphasise to their child that whilst much of this policy applies to behaviour inside of the Academy, the policy also applies to conduct outside of school, whenever they are in uniform (or identifiable as a student of the school) and during their use of social media and mobile devices. Parents/carers should be open to positive and construction dialogue with staff at the Academy to ensure clear, calm and collaborative communication and support between home and school that helps to foster a positive, safe and happy Academy environment.

3a. Behaviour expectations

Accrington Academy is committed to creating a positive school environment, where students feel happy and safe; are responsible, ambitious and resilient and take pride in their learning, conduct and appearance.

Our aim is **100% disruption free learning** in every classroom, where teachers can teach, and students are able to learn in a positive, inspiring and supportive environment. We do not accept excuses for poor behaviour, we are ambitious for all our students and have clear expectations about the respect they should show for themselves, their teachers and fellow students. Our code of conduct, found in appendix 2 has been written to clearly outline the roles and responsibilities of staff, parents/carers and students at our Academy. In its simplest form it has 5 principles: -

1. To create an Academy environment where students feel valued, are supported academically and emotionally and show respect for themselves and all other members of our Academy community;
2. To promote 100% disruption-free learning for all students, in every classroom, every day;
3. To ensure all students conduct themselves with self-discipline, foster positive learning habits, and develop the personal qualities they will need to be successful in school and life;
4. To celebrate the achievements of our students, recognising and rewarding them for showing commitment to their learning, behaving well and demonstrating our core **TEAM** values;
5. To form a collaborative partnership between the Academy and our parents/carers where we work together pro-actively to reiterate our behavioural expectations, provide the very best support at home and school along that reinforces our **TEAM** values and ensures every student at our Academy thrives.

3b. Support and intervention for students to help them comply with Academy behavioural expectations

The Academy operates a graduated response to behavioural concerns through its Team Around the Pupil (TAP) Continuum, providing multi-layered interventions and support to, to the best of our endeavours, help students comply with Academy rules and reduce repeated behavioural incidents. Student behaviour is regularly and robustly monitored through live data, with pastoral, inclusion and SEND teams meeting regularly to identify and triage students of concern and put appropriate support in place. The impact of this support is then closely tracked and reviewed to ensure that interventions remain appropriate and effective. A copy of our TAP continuum and it's layers of support is available upon request.

4. Safeguarding

This policy works hand in hand with our safeguarding policy. As an Academy we will ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront of all decision-making related to behaviour at the Academy. Staff working with children will always consider the context and motive of a students' misbehaviour and whether it raises any concerns for the welfare of the student. Our staff have an attitude of '*it could happen here'* and no reports in their school, does not mean it is not happening. All our behaviour and pastoral systems, processes and policies operate with the best interests of the child at their heart.

5. Bullying

Accrington Academy will not tolerate the bullying of any member of the Academy community. Our Academy community consists of students, parents/carers, staff and Governors. We will actively support any victim of bullying and take appropriate action towards the perpetrators. This work will be pursued through both the academic and Education with Character curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents.

i) Whilst there is no single definition, Accrington Academy believes bullying to have occurred when:-

"Someone is intentionally made to feel uncomfortable or unsafe on more than one occasion by another person or group and can take a number of different of forms."

For instances where friends may fall out on several occasions over a period, it may not be regarded as bullying. We must be careful to avoid the term 'bullying' being used as a term that may be chosen by one of the party's involved to try to escalate the seriousness of the matter. The school works hard to ensure that all students know the difference between bullying and simply "falling out".

We do not deem incidents to be bullying when there is no intention or harm, i.e., behaviour that is *thoughtless or accidental,* there is a one-off fight/argument between students, there is a good reason why others cannot be included in a group activity or if a student is called a name which they are happy or in agreement with, *e.g., a*

nickname that is not derogatory in nature. Further, more detailed information and guidance about our Academy's approach to bullying can be found in our **Anti-Bullying policy** found on our website.

The table below outlines examples of each type of bullying: -

Type	Definition (not an exhaustive list)
Physical	Use of any violence towards another student, (including hitting, kicking, pushing, stealing or vandalising other students' belongings).
Emotional	Being unfriendly, tormenting or following, deliberately and repeatedly making someone feel excluded or unwelcome.
Sexual	Child on child abuse, explicit sexual remarks, display of sexual or pornographic material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing towards a person or their close family.
Cyber	Bullying that takes place online or via use of digital devices, such as comments/posts made or media shared about another student through social networking sites, messaging apps or gaming sites.
Disablist	Disablist bullying is a specific form of bullying motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need.
Homophobic	Homophobic bullying is when a person is deliberately targeted or singled out as being different because they are lesbian, gay, bisexual, transgender or linked to a person questioning their gender or sexuality. This may be directed at their appearance, behaviour or physical traits.
Racial	A person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group.

ii) **Child on child abuse**
According to the NSPCC (https://learning.nspcc.org.uk/) child on child (formerly peer on peer) abuse *is a form of harmful sexual behaviour where sexual abuse takes place between children of a similar age or stage of development*.

We have a **zero-tolerance approach** to sexual violence and sexual harassment; it is never acceptable, and it will never be tolerated. We do not accept any such behaviour being passed off as "*banter*", "*just having a laugh*", "*part of growing up*", "*boys being boys* or *"girls being girls*" and any incidents reported will be investigated thoroughly and dealt with extremely seriously. Sexually physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts or genitalia, pulling down trousers/skirts, flicking bras and lifting skirts is wholly unacceptable and will be dealt with in a prompt and serious manner.

We maintain an attitude of '*it could happen here'* and respond assertively to any reports of child-on-child abuse, treating these extremely seriously as not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying certain behaviours related to abuse can lead to a culture of unacceptable behaviour and an unsafe environment. All victims will be supported and reassured to ensure they feel safe, and recognise that allegations are taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. Where appropriate, students who fall short of these expectations will be sanctioned in-line with our Academy Behaviour policy, whilst other investigations by the police and/or children's social care may be ongoing.

iii) Reporting of bullying incidents

Where a **student** is subjected to, or witnesses bullying, it should be reported as soon as possible by:

- Informing **any** member of staff in person
  If this is not possible:
  - Report using our online *Tell Us* reporting system available via the Academy website. This can be used to report bullying or discrimination in any form. It is crucial to provide as much detail as

possible in the report and is particularly useful platform if the threat of danger is not immediate or if the student wishes to remain anonymous, e.g. as a witness or bystander to an incident or issue.
- If this is not possible, email a member of Academy staff via their Academy email address.

Where a **parent or carer** becomes aware of an incident(s) of bullying involving a student of the Academy, they are encouraged to contact their child's Form Tutor or Head of Year in the first instance. Where the incident has taken place online, we would encourage the parent/carer to capture or screenshot evidence of the alleged bullying and provide this to the Academy to help with their investigation.

- Where a **Parent/Carer** believes that their child is a victim of bullying by a member of staff, they should contact the Vice Principal (Student Culture) to outline their concerns. The matter will then be discussed with the Principal to determine whether an investigation needs to take place. If so, this will be conducted in line with Academy procedures.
- If a **Member of Staff** becomes aware of an incident of bullying either by observation or by disclosure then this must be reported immediately to the student's Head of Year or to a member of the Senior Leadership Team. If, however, the member of staff believes that the student concerned is at significant risk of harm the incident should be reported immediately to a Designated Safeguarding Lead (DSL).

iv) Investigating incidents of bullying

Suspected bullying incidents are always investigated by our pastoral team. This will involve discussions with students involved, written statements and where necessary checking of electronic devices. Where appropriate, to ensure a fair and thorough investigation can take place, students may be withdrawn from mainstream lessons whilst the investigation takes place. The parent/carer will be informed if this is the case. Where there is a confirmed case of bullying, the incident along with all statements and connected evidence will be securely logged on our CPOMs safeguarding portal. Appropriate sanctions will be imposed on the alleged perpetrator(s) once the investigation is completed.

6. Rewards and appreciation

We believe that students who consistently demonstrate our core values in the classroom and around the school rightly deserve recognition. The purpose of our reward system is to:

- To motivate and encourage students
- To recognise students' effort and achievement
- To reinforce the values, aims and ethos of the Academy
- To recognise and reward student contribution and commitment to the Academy and wider community.

Students are recognised for their efforts in the following ways:

- Attendance
- Demonstrating our core TEAM values
- Being motivated, resilient and aspirational learners
- Representing their form, year group, a subject area or the Academy
- Representing their house in events and competitions
- Positively contributing to or actively involving themselves in Academy events or the wider community
- Showing ambition and high aspirations - CIAEG

a) Daily/weekly appreciation

i) House Points

House Points are our simplest method of rewarding our students. House Points are designed to represent one of our **TEAM** values (explained below). House Points must be rightly earned however, with students required to push themselves out of their comfort zones and going *above and beyond* to receive them.

- **Truth –** Being true to myself, by working hard, and showing resilience
- **Effort –** Working hard individually or as a team and never giving up
- **Ambition –** Aiming high and challenging myself to the best I can be
- **Manners -** Help others, treating people with kindness and showing respect

House Points are totalled each term and contribute towards the Pupil Charter. Appreciation from individual teachers and subject areas also includes involve calls/emails home and praise postcards to recognise academic efforts or demonstration of TEAM values.

ii) Golden tickets

Golden tickets can be awarded by all staff to recognise students that are demonstrating our TEAM values and/or going '*above and beyond*' in their learning or behaviour. Teachers are encouraged to award one golden ticket in every lesson. Students then hand in their ticket to Student Reception to gain entry to a weekly draw, choosing to place their ticket in the Level 1 – 4 prize pot, ready for the Friday draw. In addition to placing their ticket in the prize pot, Golden Tickets are also worth 5 house points.

iii) Weekly Tombola and Golden Ticket draw

Every Friday we hold a rewards tombola which is broadcast via MS Teams to all classrooms. To qualify for the tombola, draw students must have accrued 100% attendance and not received a detention or a remove from lesson the previous school week. Two students per year group are picked at random out of the tombola drum. Alongside this, is the Golden Ticket draw, where each week 20 Level 1 golden tickets are chosen at random from the prize pots. On certain selected weeks often at the end of term, tickets will be chosen from the higher-level prize pots (which equate to higher value prizes). Prize winners for both draws can leave class to choose a reward from our Student Reception.

b) Half termly appreciation

At the end of each half term House Points are totalled. **TEAM** postcards are sent home and badges/certificates awarded in assembly to recognise those students in each year who have accumulated the most House Points or clearly demonstrated our core values in their actions in or around the Academy.

c) ***Termly/Yearly appreciation***

i) Education with Character Charter

As an Academy our mission is to develop every students' character whilst also embed our Academy's TEAM values. As part of this mission, we encourage students to aspire towards key milestones or goals each term.

These milestones/goals have clear links to behaviour, attitude to learning and attendance but also inspire contribution to our Academy community and environment whilst also inviting students to leave their comfort zone, challenging themselves to become involved in the wider life of school.

In order to access end of term / year rewards, including the end of year rewards and celebration trip (explained in section iii below) students must be able to evidence the completion of the strands outlined above. A tiered rewards system will be in place to celebrate the differing levels of completion of the above goals/milestones.

ii) End of term celebration assemblies

Students are rewarded for positive behaviours, hard work and academic achievement. In addition to the TEAM values awards, students can also be rewarded for achievements and efforts across each subject areas and for 100% attendance.

iii) Celebration trips

The Academy is committed to recognising and celebrating students who demonstrate dedication, commitment and positive character development through our Education with Character programme.

Students work towards the criteria within the Education with Character Charter, with their achievements and progress recognised throughout the academic year. Students who successfully engage with and complete elements of the programme are given the opportunity to take part in a range of celebration trips and experiences, for each level Bronze, Silver and Gold.

Students can select from a variety of rewards, which may include Movie Afternoons, Ten Pin Bowling, Trafford Centre visits, Blackpool Pleasure Beach, Rollerblading, and many other activities and experiences.

Character development and student success are also celebrated through our end of term and end of year assemblies, where students are recognised through certificates, awards and peer recognition.

Our approach ensures that students are celebrated not only for academic success, but also for the character, commitment, contribution and personal development they demonstrate throughout their time at the Academy.

d) Attendance Rewards

The Academy celebrates both excellent attendance and progress in attendance, ensuring that students are recognised not only for achieving high attendance but also for the improvements they make. Our attendance reward programme includes:

- 100% Attendance – students achieving 100% attendance are formally recognised in end of term assemblies and receive a certificate celebrating their achievement.
- 97%+ Half-Termly Rewards – students maintaining attendance of 97% or above each half term are eligible for a range of rewards and experiences, including activities such as Bongo Bingo, bowling and other reward events.
- Most Improved Attendance – each half term, students who have made the greatest progress with their attendance are recognised and rewarded by HOYs, celebrating commitment and positive change.
- Battle of the Bands – individual student attendance contributes to each tutor group as forms work collaboratively to accumulate points based on their attendance band. As forms improve their attendance and move up the Battle of the Bands chart, they can secure whole tutor group prizes and rewards.

7. Behaviour and conduct

The following section outlines our high expectations of student behaviour and conduct. It also explains our graduated approach to upholding our vision for 100% disruption-free learning, managing student behaviour and the sanctions imposed on students whose behaviour falls short of our TEAMAA way standards, undermines our TEAM values, threatens the safety of others or interferes with the calm, safe and orderly running of Academy.

i) TEAMAA way corridor expectations

When travelling to and from lessons we expect our students to adhere to some very simple rules. Students are encouraged to move around the Academy in a calm and sensible manner, ensuring they are behaving appropriately, respectfully and safely. Our expectations are that students will: -

- Walk on the left, in single file and never run
- Keep noise to an absolute minimum, respecting the learning of others
- Queue in single file outside classrooms
- Not make any deliberate 'physical contact' with other students
- Not eat, drinking or chew gum
- Not wear coats, hoodies or jumpers inside the building

ii) Ready to Learn and TRACK

We believe that students who consistently exhibit positive classroom habits and are *ready to learn* will make better progress. Our non-negotiables for being *ready to learn* students should do the following in every lesson:-

- arrive on time
- ensure they have the correct equipment ready
- demonstrate our TEAM values

Within the classroom we have clearly defined learning routines to ensure students are focussed and actively listening when the teacher is talking. To ensure consistency of expectation in this regard we have defined 5 simple student actions, centred around the acronym **TRACK**. These actions are:-

- **T**rack the teacher – *eyes and ears on who is speaking*
- **R**aise your hand – *to ask a question*
- **A**rms folded – *and hands free*
- **C**heck your posture – *sit up and be ready to learn*
- **K**eep listening – *think about what is being said*

When the teacher requires students' attention and/or a learning episode is about to begin the teacher will provide a clear cue and countdown. This is spoken as… **"All Eyes, one voice, Ready to TRACK in …3…2…1."** When a teacher asks students to **TRACK,** they will insist on 100% compliance of the above expectations from all students in the classroom.

iii) Intervening with disruption to learning, behaviour in the classroom and subsequent escalations

As outlined above, **we insist on 100% disruption-free learning**, where teachers can teach, and students are able to learn in a positive, inspiring, and supportive environment. If a student deliberately disturbs the learning of others our teachers will utilise our *8toEngage* strategies. These strategies are intended to subtly intervene with low-level behaviours, re-engaging a student in learning without distracting others in the classroom. If, however, despite the use of these lower-level interventions a student continues to defy teacher instruction and disrupt learning we operate a **three-stage escalation system**. This is known as '*Warn, Detention, Remove*'. At every stage there will be a clear escalation process that our teachers will follow and a chance for students to correct their behaviour and reengage in learning. Warn, Detention, Remove is explained below…

a) Warn *(C1):*

On the first instance of disruption a verbal warning will be issued. Staff will clearly explain why the student has received a warning and record their name on the purple whiteboard under ***Warn***.

Staff language for **warn** *"Your behaviour is causing disruption; this is your **warning**. We need you to focus on learning now or you will be issued with a detention."*

b) Detention *(C2):*

If the behaviour continues, the teacher will clearly explain that this is causing repeated disruption to learning and issue a 30-minute afterschool detention to be served the same day. A C2 detention will also be given if a student arrives **after** the 3 minute changeover bell (but before the 5 minute bell). The teacher will then record the students' name on the purple whiteboard under the **Detention** heading and log this incident on ARBOR. If the student is late, the students' name should be labelled with an **L.**

Staff language for **detention** *"Your behaviour (or lateness) has continued to cause disruption, and I am now issuing you with a 30-minute detention for this afternoon afterschool. I need you to now correct your behaviour and refocus on learning. Should your behaviour continue to cause disruption I may need to remove you from class.*

c) Remove *(C3)*:

If a student continues to cause disruption to learning despite the two stages above they will be removed from the classroom. At this point the student will need to make their way immediately to ARC. Students can also be removed from lesson immediately if they arrive more than 5 minutes late to lesson without valid reason, serious breaches of discipline *(e.g. verbally or physically aggressive or defiant behaviour).* **In instances like this the teacher can bypass the Warn and Move stages** of the behaviour escalation system. Teachers will log the remove via an Emergency Alert.

Staff language for **Remove** *"Despite two warnings (or because of [incident], or severe lateness) your behaviour has caused serious disruption to learning. You are now being removed from lesson. Please collect your belongings, leave the classroom, and make your way immediately to ARC."*

Following any removal to ARC, the teacher will contact the parent/carer either by phone or email within 48hrs to discuss the incident.

Once removed the student will be expected to make their way down to ARC independently and should arrive at the Student Reception to be signed-in to ARC in **no more than 5 minutes** from leaving the classroom. The Student Receptionist will log the Remove incident on ARBOR. Removes are monitored by members of staff on-call who will circulate the corridors to ensure they are disruption-free.

Should a student either refuse to leave the classroom, or go to the ARC, they will be located by the on-call team, and their parent/carer will be contacted for a support call or meeting (see next section).

Parent/Carer Support Call or Meeting

Where a student, despite the intervention of the pastoral team or a member of SLT, is refusing to attend ARC, a parent/carer support call will be initiated. This is a supportive measure to seek the support of the parent/carer and try to prevent the need to impose a higher-level sanction. The incident will be discussed directly with all parties and the need for the student to make their way to ARC made clear. The Academy always has the final decision on any sanction and will expect the parent/carer's support. There will be no negotiation of sanction at this stage. If a student still refuses to comply with the request to attend ARC or if the parent/carer refuses to support the sanction, they will be invited into the Academy, and a higher-level sanction may be imposed.

8. Detentions

We operate varying layers and lengths of detentions. The main types of detention are for incorrect or missing uniform, lateness to school, lesson or for a Stage 2 (C2) incident in class, however there are other circumstances where a detention can be issued to a student, and these are outlined below. Students referred to ARC/AIC also receive an extended day, however this is explained in more detail in section 10/11). Parents/carers will be informed via ARBOR if their child has a detention that day, **no later than 2.30pm.** Detentions given during P4 lessons are automatically rolled over into the next school day. As per DfE guidance, 24 hours' notice or parental permission **is not required** for a detention.

i) Uniform detention

If, on arrival to the Academy a student is not wearing correct uniform they will be asked to attend student reception to borrow an item from the uniform shop. They will have to leave a personal item (e.g. phone) at student reception to borrow spare uniform, and, therefore, will have to stay **until 3.15pm** in detention to retrieve it. Likewise, if a student is seen wearing incorrect uniform or a prohibited items (e.g. jewellery) during the course of the school day, these items will be confiscated, and the student will be expected to stay **until 3.15pm** to collect these.

ii) AM lates detention

Lates detentions are issued for being late to school in a morning or between 3-5 minutes late to lesson (C2 – Late). All students should arrive to school by 8.30am and to lesson within the 3-minute changeover period.

Any student arriving to school after 8.30am in a morning must enter via the ASL entrance and will attend form in Room 105. Those without valid reason (a note or phone call to the Attendance Office from parent/carer is expected) will be issued with a 30-minute lates detention the same afternoon. They will be given a reminder card to prompt them of this, and it will be logged on ARBOR.

Any student arriving between 3-5 minutes late to lesson will immediately escalate to a C2 detention for disrupting learning. This is explained in the section below.

iii) Stage 2 incidents (C2)

Where a student reaches Stage 2 (C2) of our in-class behaviour escalations due to disruption to learning (explained in Section 7 iv above) or for arriving to lesson after the 3-minute changeover period will be issued with a 30-minute afterschool detention the same day (with the exception of incidents occurring late during P4 lessons after 2.30pm, these are automatically rolled over into the next school day to ensure enough notice is given to parents). Depending on their behaviour (or lateness) students can accrue more than one detention incident within a school day (to a maximum of 4) which will equate to a 2hr detention on the same day. Stage 2 detentions are logged on ARBOR. Parents/carers will be informed via an ARBOR message if their child has a detention that day, **no later than 2.30pm.**

iv) Mobile phone detention

Our policy on mobile devices at the Academy is that they must always be out of view and silent whilst on the Academy site with a policy of "*see it/hear it/take it*" is in operation. If a member of staff sees or hears a students' mobile phone or any linked electrical equipment, they will be asked to hand this in. It will be switched off and placed in a locked space at Student Reception. The confiscation will be logged on ARBOR and a detention logged on ARBOR. The student will then be required to stay to stay after school to collect the phone or linked equipment. If a student refuses to hand over the mobile phone on request of the member of staff, a higher-level sanction will be imposed. **Further details of our policy and escalation for repeated misuse of mobile devices can be found in section 19 of this policy.**

v) Homework expectations

All key stage 3 students are expected to complete three pieces of Sparx homework per week. The homework will be due in on the same day each week;

- Tuesday - Sparx Science
- Wednesday - Sparx Maths
- Thursday - Sparx Reader

Sparx Homework Help clubs will run in Room 105 three times at week at both lunch time and after school on a Tuesday, Wednesday and Thursday. All Year 7, 8 and 9 students are welcome to attend these clubs for help and

support with completion of their homework. If a student does not then complete all three pieces of homework they will be placed into a 1-hour detention the following week.

- Year 7 homework detention day - Tuesday
- Year 8 homework detention day - Wednesday
- Year 9 homework detention day – Thursday

Failure to attend the homework detention will result in a 2 hour detention the following school day.

vi) Academy service detentions

Where students are found to deliberately involved in dropping litter, chewing gum, graffiti-ing or damaging school property, they will be issued with an Academy service detention. This will involve them supporting site staff with general cleaning or litter picking around the school building or site either at a social time, or afterschool. Appropriate equipment will be provided to ensure cleanliness and health and safety of the student involved. Parents will be notified of the day/time of this detention via an ARBOR message.

vii) HOY detentions

HOY detentions are issued for low-level out of class incidents or persistent behavioural breaches. These detentions can be set for 30 minutes or 1 hour. **Behaviours leading to a HOY detention include:** *(*not an exhaustive list*)**

- Low-level poor behaviour out of lesson, on corridors or during social time;
- Inappropriate comments towards another student;
- Failure of or losing an Amber report card;
- Persistent lateness to school or to lesson;
- Persistent low-level uniform breaches;
- Chewing gum;
- Vandalism or graffiti;
- Behaviour or conduct that undermines our TEAM values in or out of school;
- Conduct on social media that brings the Academy into disrepute or undermines TEAM values
- Persistent low-level breaches of our Academy code of Conduct.

Detention expectations for students are: -

- Arrive on time
- Engage positively with the member of staff in the room
- Face the front and do not attempt to communicate with others in the room
- Read a book, complete a reflection activity, engage in a homework or sit in silence;
- Use of mobile devices during detention are prohibited and devices will be confiscated if seen/heard.

Students are expected to make their own way to detentions at 3pm. Any student not attending (including forgetting) a scheduled detention will receive a longer detention scheduled for the next day.

Any student who defiantly refuses to attend a detention, does not comply with the behavioural expectations in the detention room or absconds from a detention will be placed in the AIC the next school day and may also serve a detention until 5pm.

9. ARC (Accrington Reflection Centre)

To ensure 100% disruption-free learning it is sometimes necessary to remove a student from class or general school population. ARC is a silent room where students are expected to work if they are removed from class. ARC operates from 8.30am until 3.15pm each day and students are expected to engage positively in appropriate learning and/or behavioural reflection resources whilst they are in the room.

If a student is removed from lesson for either poor behaviour or severe lateness to lesson (more than 5 minutes late), they will receive a partial day in ARC followed by and an afterschool detention. However, if a student is removed from general population due to persistent disruption, dangerous or defiant behaviour, bullying or for persistent and deliberate breaches of our Academy's behaviour, phone or uniform policies they may remain in ARC for a full day. The time that students spend in the room can also be extended for failure to meet expectations or refusing to engage in learning or behavioural reflection activities.

Each referral to ARC incurs an automatic 1-hr afterschool detention the same day. Any student removed to ARC twice within a day **will not return to lesson** and will serve a 2-hour detention after school the same day. **No exceptions to this will be made to these timings,** unless agreed by the Vice Principal or Principal.

i) ARC referrals

The table below outlines the length of sanction a student will incur if/when removed from circulation:-

Lesson Removed	Time spent in ARC	Return to lesson	Detention afterschool
Form time	Form, P1, break	P2	+1 hour
P1 or Break	P1, break and P2	P3	+1 hour
P2	P2, P3 and lunch	P4	+1 hour
P3	P3, lunch and P4	N/A	+1 hour
Lunch or P4	Lunch, P4	N/A	+1 hour

ii) Other reasons a student may be referred to ARC referrals

ARC will sometimes be utilised as a temporary learning space for students whilst investigations are undertaken. The room can also be used as a *'cooling off'* space to allow students to regulate following incident or to provide reflection space for a student. In these cases, the student will remain in ARC until the issue is corrected, phone handed in or the member of staff deems the student ready to return to mainstream school. A student may also be placed in ARC for pastoral or safeguarding reasons. The length of a placement in these circumstances will depend upon the nature of the incident/issue and will be determined by a member of the Pastoral or Senior Leadership Team but may still include an after-school detention to be served **on the same day.**

10. AIC (Accrington Inclusion Centre)

Where a student has failed to meet expectations in our ARC room, refused to attend ARC after being removed from lesson or instructed by a member of staff, or, if they have been involved in a more serious behavioural incident where a higher-level behavioural sanction is not deemed to be appropriate, they will be placed in the AIC. It may also be necessary to place a student in the AIC whilst an incident is investigated, for pastoral or safeguarding reasons or serious, deliberate breaches of our Academy's behaviour, phone or uniform policy. The AIC operates from 9am until 4pm each day.

The AIC is a smaller isolation room, situated in an area completely independent of main school meaning that during the referral the student will not mix with mainstream school population, including breaks and lunches. Students can be referred into the AIC for between 1-5 days and will arrive to Academy's Main Reception at the later time of 9am, working in the AIC until 4pm. Whilst in the room they will be supervised by a member of the Senior, Extended Leadership or Pastoral Team.

Reasons for a students' referral to ARC or AIC can include:-*

- Bullying, in **any** form;
- Refusal to correct uniform issues or persistent, deliberate breaches of uniform rules;
- Refusal to attend detention or absconding from detention;
- Aggressive or confrontational behaviour;
- Any form of defiance or walking away from a member of staff;
- Arguing, confrontational tone or being rude towards a member of staff;
- Inappropriate sexual behaviour or language (including child on child abuse; unwanted touching, inappropriate comments, creation or sharing of sexualised content on social media);
- Discriminatory language/behaviour or abuse in any form;
- Malicious allegations against staff;
- Forgery, vandalism or loss of a behaviour monitoring report card;
- Failure of a red report card;
- Refusal to hand over a mobile phone *(In incidents of this sort the student will be given the opportunity to hand the mobile in in whilst in ARC and if they comply, will return **to the lesson after the next social time**);*
- Misuse of a mobile device or inappropriate use of social media;
- Deliberate dangerous behaviour that led or could have led to harm of others;
- Severe lateness to lesson (more than 5 minutes late)
- Persistent lateness to school;
- Truancy (on or off site);
- Damage to Academy property, including vandalism or graffiti;

- Theft or possession of stolen items;
- Possession/use of a prohibited item (see section 16);
- Behaviour or conduct that seriously undermines our Academy's TEAM values;
- To allow an investigation to take place into an incident inside or outside of school;
- To ensure the safety or emotional welfare of a student as directed by the pastoral team;
- Bringing the Academy into disrepute through negative actions outside of school (including social media)

**Not an exhaustive list. Other incidents in/out of class could lead to a referral to ARC room at the discretion of a member of the Senior Leadership team.*

iii) ARC and AIC Standards

On arrival in the ARC and AIC rooms students will be provided a locker for their belongings. During the placement students are expected to work independently and in silence on the work set either on paper or through use of IT. We will endeavour to ensure work is linked to their classroom learning or in some cases this will be provided directly by their teachers. During their time in ARC or AIC, the student will be expected to engage in and complete a behavioural reflection task. They may also be required to hold a restorative conversation with a member of staff.

We expect students to conduct themselves appropriately and engage positively with their learning and reflection tasks whilst working within the room. ARC and the AIC operate a 3-stage warning system, similar to that in class – ***Warn-Move-Remove*** that mirrors the escalations in class.

If a student's behaviour whilst in ARC or the AIC is deemed unacceptable or they deliberately or consistently disrupt this environment, the supervising teacher will use the following escalations:-

- **Green (warn)** – the student will be informed verbally that their behaviour is unacceptable and causing disruption to the learning of others.
- **Amber (move)** – the student will be informed that their poor behaviour has continued to cause disruption and they are now required to move to an different seat. This will result in extended time in the room.
- **Red (remove)** – the student will be removed from the room by a member of the Pastoral or Senior Leadership Team. At this point a support call to parents will be made to explain the reason for removal and a clear articulation of behavioural expectations moving forward. The student will then be placed back into ARC or AIC **on a final warning.** If the students' behaviour continues to cause disruption from this point, they will be removed and, at the discretion of the Principal or Vice Principal (Student Culture/Behaviour) a higher-level behavioural sanction will be imposed.

Students who spend break and/or lunch in the ARC and AIC rooms will be provided with toilet breaks at set times. If a student is referred to ARC or AIC over lunchtime they will be taken to the Academy canteen to order lunch. The cost of items will be deducted from their lunch account (with the exception of free-school meal students).

Whenever a student is placed into ARC an automated email will be generated and sent to parents/carers to inform them of the reason and finish time, as soon as the student is registered in the ARC classroom. Parents of students placed in the AIC will be notified by telephone call or email the day prior to their referral.

iv) Graduated approach and further escalation/intervention

Our ARC and AIC rooms are designed to be a deterrent for poor behaviour and allow students adequate time to reflect upon their behaviour. If a student consistently behaves in a way that they are regularly and repeatedly being referred to ARC or the AIC, we will intervene by following a graduated approach – which is explained below.

Referrals to ARC/AIC in a half term	Consequence and/or next steps
Level 1 1-3 referrals	• Completion of ARC/AIC tariff and reflection process • Restorative conversation with staff member • Phone call or email home to discuss concerns
Level 2 4 referrals	• Form Tutor report card for 2 weeks • Tutor monitors daily and contacts home and logs a detention if report fails.
Level 3 6 referrals	• HOY report card for 3 weeks • AIC referral or *Behaviour Reset* placement (1-3 days)

	• TAP (Team Around Pupil) meeting discussion and support actioned
Level 4 9 referrals	• Parental meeting in school with HOY • SLT report card for 3 weeks • AIC referral or *Behaviour Reset* placement (1-3 days) • TAP (Team Around Pupil) actions reviewed and support adapted
Level 5 12 referrals	• Parental meeting in school with Assistant Principal for Student Culture • Behaviour Contract/PSP put in place • AIC referral or *Behaviour Reset* placement (3-5 days) • Behavioural contract issued • External agency/ early help referral offered • TAP (Team Around Pupil) actions reviewed and support adapted • Managed Move and/or placement in Alternative provision discussed
Level 6 15+ referrals	• Meeting with Vice Principal • Long term off-site behaviour direction placement (6-12 weeks) • Fixed term suspension considered • Governors' behaviour panel considered

11. Behaviour report cards

Where a student requires more intensive monitoring of their behaviour, a traffic light report system is in place to help support and modify the student's behaviour. The monitoring report works by setting behavioural targets (max of 3) for the student to work towards in each lesson. The teacher will complete the report at the end of each lesson, indicating if targets have been met. The student will be expected to report to a designated member of staff at a set time during the school day to check and review the card. An example of the report card can be seen in Appendix 4.

It is the student's responsibility to keep the report card safe during the school day and take it home at the end of each day for their parent/carer to sign. It is also the students' responsibility to keep the report card neat/tidy and free from any doodling or graffiti.

The report card levels/colours are as follows:

- **Green Report** - monitored by the form tutor for an initial period of 2 weeks or until an improvement in behaviour occurs. The tutor will check this report card each day during tutor time.
- **Amber Report** –monitored by the Head of Year, this is for students who have not made the necessary improvement on green report (not meeting targets for 3 of 5 days), or for students who have behaved in a way that needs continued pastoral intervention. Students on Amber report will be expected to see their Head of Year at a specific time during the day to check and review progress.
- **Red Report** –monitored by the SLT Link of the relevant year group or Vice Principal for Behaviour. Students may be placed on red report for failing to make improvements at the amber report (not meeting targets for 3 of 5 days), because they have been involved in a serious breach of discipline or are at risk of / returning from off-site direction, suspension or alternative provision. Students will be set clear targets for improved behaviour/attitude to learning and will be expected to meet their SLT link at a specific time during the day to check/review progress against targets. Parents will be notified if/when their child is placed onto a red report.

12. Behaviour contracts and Pastoral Support Plans

Behaviour contracts and Pastoral Support Plans (PSP) are designed to support students who, due to consistent breaches of our Academy code of conduct are at risk of incurring higher level behavioural escalations. These contracts/plans can also be used to support a student with more complex additional needs identified as requiring bespoke or external interventions, or for a student returning to the Academy school following several Behavioural Reset placements, a failed long term off-site direction or placement at Alternative Provision.

The process involves a meeting between the student in question, their parent/carer and either the Assistant Principal or Vice Principal. It may also involve other relevant Academy staff and/or external agency representatives. During this meeting the following areas will be discussed and a contract/plan agreed which outlines: -

- Reasons why the behaviour contract/pastoral support plan is being put in place
- Expectations of the student moving forward
- Support and interventions put in place by the school

- Expectations of the parent / external support in place
- Next steps should expectations not be met and/or the contract be broken

13. Higher level behaviour escalations

We are committed to inclusion and attempting to keep students in mainstream learning. However deliberate or consistent breaches of our behaviour policy undermines the culture and learning environment within the Academy. Where this occurs, it may be necessary to seek alternative education for students on/off our school site, to suspend them from the school site for a fixed period or to permanently exclude them from the school. The section below outlines potential higher-level sanctions that can be imposed on students:-

i) Off-site behaviour directions

The Education Act (2002) Section 29A explains that *"a school can require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision* ***which is intended to improve the behaviour of the pupi****l."*

Where a students' behaviour is causing serious, persistent, on-going disruption to learning or emotional/physical harm to others or, if they are involved in a serious one-off incident whereby an immediate return to the Academy may put another member of the Academy at risk of serious emotional harm, we may decide to direct them to be educated off-site for the purpose of improving future behaviour.

An off-site direction is normally actioned when other, in-school interventions and support have been unsuccessful. An off-site direction is normally to another mainstream secondary school within the local area, however, in more serious circumstances or where more intensive behavioural support is required, a student can be directed to an alternative provision school or pupil referral unit at the discretion of the Principal.

Parental consent is **not required** for either a behaviour reset placement or a long-term off-site direction, and students are expected to attend the alternative setting as directed. Parents/carers will of course be informed in advance of the placement with full arrangements explained in detail and communicated in writing.

If a student does not attend their placement, their absence will be coded as unauthorised and dealt with in the same way as it would if they failed to attend the school, in-line with our Academy attendance policy and Local Authority guidance/protocols.

Behaviour Reset Placements: Short-term **off-site behaviour direction placement** (1-5 days)

- Requires a student to attend the isolation room of another school within our local network for 1-5 days from 10am-2pm (9.30am – 2.30pm at The Hyndburn Academy and Marsden Heights).
- The Behaviour Reset placement is used for the purpose of improving the student's behaviour and at the end of the short-term placement period, the student will return to Accrington Academy.
- During such a placement the students will access learning via our online resources.
- The Parent/carer will be informed of the placement in advance of the placement, with at least two days' notice.
- A Behaviour Reset proforma will be provided to the parent prior to the placement beginning which includes details/address of the receiving school, duration, timings and other review details.
- The parent/carer is responsible for the to transport of their child to the venue of the placement.
- Students must attend placements in Accrington Academy uniform.
- Parental contact details, along with appropriate pastoral/SEND/medical information are provided to receiving school in advance of the placement.
- Absence without good reason or refusal to attend a placement on behalf of either the student and/or the parent/carer will result in attendance being coded as unauthorised and may result in the placement being extended until the full sanction is served.
- Failure of a Behaviour Reset Placement due to poor behaviour could lead to an escalation to higher-level sanctions.

Long-term **off-site behaviour direction** (6-12 weeks)

- Requires a student to attend another mainstream school within our local school partnership for a period of between 6-12 weeks, agreed at the beginning of the placement between the two schools.
- The off-site direction is used for the purpose of improving the student's behaviour and the school does not require the permission of a parent/carer to proceed.
- A long-term off-site behaviour direction move **can only be agreed between schools** (i.e. a parent/carer cannot initiate the off-site direction process).
- During this period the student will be dual-registered, which means they will be registered at both their home school and at the school at which they are directed to.
- During such a placement the student will be expected to attend the placement as a student of the receiving school, including adherence to their normal start/finish times and to all their policies including that of attendance, behaviour and uniform.
- Prior to such a placement being initiated a formal meeting will be held between both schools, the parent and child. Within this meeting a l*ong-term off-site behaviour direction contract* will be drawn up, with a fair and reasonable timeframe within which the placement will begin, duration and objectives for the placement outlined and appropriate support (e.g. SEND/Pastoral/Family) discussed and agreed. The students' current academic profile and recent attainment will also be considered with arrangements made for baseline testing prior to placement beginning to ensure an accurate position against which to measure progress.
- The placement will be regularly reviewed, alongside parents to complete welfare checks and ensure the student is adhering to the pre-agreed targets.
- Students must attend the placement for the full agreed duration. Absence without good reason or refusal to attend a placement on behalf of either the student and/or the parent/carer will result in the sessions being coded as unauthorised, with normal attendance escalation procedures being followed.
- At the conclusion of a long-term off-site behaviour direction placement, the student will be expected to return to Accrington Academy. In certain circumstances, and if agreed between the two schools it may be appropriate to extend the placement beyond the initial time-period in order to improve behaviour.

If during an off-site behaviour direction, serious behavioural or safeguarding concerns are reported or, if at the placements' conclusion it is deemed that the students' return to Accrington Academy presents a risk to the orderly running of school, or could negatively impact on either the education or emotional/physical safety of others (including the student themselves) - the Principal may decide to initiate an off-site direction to an alternative provision school (see details above).

In exceptional circumstances where all targets have been met and the student is happy, settled and making progress in their new environment, the receiving school may make an offer of a permanent place to the student – via the managed move protocol (see next section of this document).

i) Off-site behaviour direction to an Alternative provision school/Pupil Referral Unit

- In circumstances where a student is at risk of permanent exclusion due to continued behavioural breaches, or following a one-off behavioural incident there are serious concerns that the students' immediate return would have a negative impact on the education or safety of others at the Academy, it may be necessary to discuss a placement at alternative provision.
- Any decision to direct a student to an alternative education setting lies with the Principal or Vice Principal for Student Culture and will always be carefully considered in discussion with the parent/carer and, if appropriate, advice from other specialists/professionals such as an educational psychologist, family support workers or other external agency professionals. The Principal can however make a final decision to direct a student and **does not need a parent's consent** to do this. A decision on which provider will be decided by the Academy with transport provided by the Academy as and where appropriate.
- Our Academy has service-level agreements with *The Heights, Heys Lane, Blackburn, BB2 4NW*, *The Heights, Burleigh St, Burnley BB12 0DU, The Oswaldtwistle School, 50 Union Rd, Oswaldtwistle, Accrington BB5 0EJ and Coal Clough Academy Swindon St, Burnley BB11 4PF*. This alternative

provision setting provides provide specialist behavioural and/or nurture intervention to meet the specific needs of the students.

- Prior to a referral beginning a meeting will be arranged between all parties and a behavioural contract created that outlines attendance and behavioural expectations and a start date agreed.
- Alternative provision placements can vary depending upon the intended outcome, student need and also key stage. Placements at Oswaldtwistle PRU are also sometimes arranged to provide short-term respite or specialised SEND provision. Typically, a KS3 placement will range from 12-16 weeks, whereas a KS4 placement is reviewed termly and if the placement is impactful and meeting the needs of a student it be extended term by term indefinitely, at the request of the Principal. During this period the student will attend the receiving school full time and will be expected to adhere to their expectations, policies and procedures.
- Students must attend the placement for the full agreed duration. Absence without good reason or refusal to attend a placement on behalf of either the student and/or the parent/carer will result in the sessions being coded as unauthorised, with normal attendance escalation procedures being followed. Failure of an alternative provision placement due to persistent poor behaviour or a serious one-off incident can lead to an escalation to higher-level sanctions, including formal suspension and in serious cases, permanent exclusion.

ii) Managed moves

- The Principal may suggest a 'managed move' to another setting for a pupil, as a fresh start and a strategy to improve behaviour.
- Managed moves will only be progressed with the consent of the parties involved, including the parents and the admissions authority of the receiving school. Where a managed move takes place the pupil moves permanently from their original school to the new school. A pupil will not be permanently excluded because a parent has refused to agree a managed move.
- A managed move may follow a period of off-site direction if, following the review of an off-site direction placement it is determined that a permanent managed move is appropriate and if this is agreed by all parties.
- A managed move would lead to the permanent transfer of a pupil to another mainstream school / academy on a single registration, which would mean the student is removed from the roll of the home school and transfers permanently to the roll of the receiving school and full adherence to this schools' policies and procedures. For this reason, parental consent is required to initiate a managed move, and the parent/carer will always be consulted when while this is being explored.
- A managed move would only be considered based upon individual circumstances. It can be utilised to give a student who is at risk of permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record, or it could be used to support the student with other challenges not linked to behaviour (e.g. attendance, distance from main school).
- A managed move **can only be agreed between schools** (i.e. a parent cannot initiate the managed move process).
- Prior to a managed move detailed information sharing will take place including the transfer of attainment, attendance, pastoral/behavioural date, along with any documentation linked to SEND, support, safeguarding and risk management. A date for the student to begin at their new school will also be agreed with parent in this meeting.

14. Suspension and exclusion (including Permanent Exclusion)

Please refer to our separate Exclusion's policy.

15. Reasonable adjustments

Under the *Equality Act (2010)* schools *must not discriminate against, harass, or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.* For example, as outlined in *Behaviour in Schools: Advice for headteachers and school staff (Sept 2022) a* student who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. Adjustments may also be needed for those students with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour or decision-making. Before a decision is made on sanctions the

impact any special educational needs (SEN) may have had on the pupil's behaviour and whether any agreed reasonable adjustments have been followed need to be factored into this decision-making process.

Whilst it is the Academy's intention to apply this behaviour policy fairly and consistently to *all* students, we recognise that repeated use of sanctions for students with specific educational or other complex needs may not always be appropriate.

As such we may decide that a different approach is adopted to ensure we are sufficiently meeting a student's needs. In such circumstances we will always ensure the SENCO and/or other relevant colleagues are involved as part of any sanction or pastoral support plan. This may also involve advice from other specialists/professionals such as an educational psychologist, speech and language therapist, family support workers or another external agency professional. Any final decision, however, will always be decided by staff at the Academy.

i) Where reasonable adjustments may be appropriate:-

- The behaviour relates to a student's special educational need or disability (e.g. a student with a published EHCP plan). Staff will refer to a students' Individual Learning Profile, or if they are unsure about how to manage or support a child's behaviour (where this is related to their special educational need or disability) will seek advice from either the SEND department or students' Head of Year.
- Information has come to light regarding '*live issues*' concerning the well-being of a child that might affect a student's behaviour, conduct or ability to regulate their emotions. In such cases, teachers and relevant staff will be informed by the student's Head of Year, SENDCO or SEN Keyworker or a member of the Senior Leadership Team to ensure reasonable and fair adjustments are in place.

ii) Adjustments that may be made for students:-

During the course of the Academy day, there may be other, more minor adjustments made to our behaviour policy along with certain allowances for identified students linked to daily routines. These include:-

- **Additional '*warn*' stage in class,** prior to escalation to *'detention* or an '***extra warning'*** during unstructured times prior to sanctions being imposed.
- **Specific seating arrangements** within the classroom. This again may be linked to a students' medical or additional needs as outlined within their Learner Profile. This may also be an adjustment made due to behavioural reasons (e.g., a specific target set may the pastoral team on a behaviour report card, behaviour contract or pastoral support plan).
- **Outreach on-call/check-in** – a small number of our students have access to some additional outreach support based upon their SEN learner profile and/or specified additional needs (this list is regularly reviewed by our SEN and Pastoral teams). These students will be visited in lesson by a member of the SEND team 'on-call' or in exceptional and more complex circumstances be allowed to leave lesson to attend The Base to receive some intervention from a member of staff. This is an adjustment that allows the student some 'time-out' and enables some behavioural/emotional support to try to prevent further escalation that could lead to the student being removed from class. Once the intervention is complete the SEN team will decide when the student can return to their learning.
- **Toilet pass** – these may be provided to students, who due to medical reasons, require additional toilet breaks during lesson time. These toilet passes are regularly reviewed and can only be issued by the SENCO, Pastoral Team or Vice Principal Student Culture (Behaviour), will contain the students photo ID and an issue and expiry date. This pass must always be presented to the teacher prior to a student being excused from class. Where requests are made for toilet passes from a parent/carer, we may request medical evidence to support prior to the issue of a pass.
- **Leave lesson early pass** – these may be provided to students, who due to mobility issues, a medical condition (e.g., an injury that requires a student to use crutches) or additional needs as outlined within their IEP, may need to leave a classroom early thus allowing them more time to get to their next destination or to avoid busier corridors.

Where requests are made for toilet passes and/or leave lesson early passes, we may request recent medical evidence to support this application prior to the issue of a pass. A 'pin' is be added to the students' ARBOR profile to notify staff of a pass or adjustment.

More complex background information linked to student passes or reasonable adjustments are highlighted and discussed with teachers directly at our fortnightly Vulnerable Learner staff briefing.

Only the Principal, Vice Principal for Student Culture, Assistant Principals for Behaviour or SEND/Inclusion, SENDCo or Senior Behaviour Manager can authorise a pass or reasonable adjustment and they adjustments are regularly monitored and regularly reviewed. Students who do not use their passes in the way they are intended will have them revoked immediately.

16. Allegation against members of staff

Allegations against staff

The Academy takes its responsibilities for safeguarding extremely seriously, and all members of the Academy community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with and investigated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

The Academy will take serious disciplinary action and impose high level sanctions against students who, after thorough investigation, are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals. The sanctions imposed will be decided by the Principal or Vice Principal.

17. Prohibited items and searches

i) Our Academy's list of prohibited items

The following items are banned from the Academy premises and on educational trips or visits:

- Weapons (real or imitation) – or any object that could be used with the intention of causing harm
- Illegal Drugs
- New psychoactive substances (NPS) and 'legal' highs (e.g. THC)
- Alcohol
- Fireworks, firecrackers/fire snappers or any other explosive items
- Taser or shock-type devices;
- E-cigarettes, vape or geek bars, e-cigarettes liquids or any e-cigarette paraphernalia
- Cigarettes and/or smoking materials/paraphernalia (including tobacco and cigarette papers)
- Lighters and matches
- Stink bombs and water bombs
- BB guns, pellet or water guns or any related ammunition/bullets/pellets
- Pen, flick or swiss-army knives
- Scissors
- Pornographic materials
- Mobile phones (must not be heard or visible)
- AirPods or headphones that are visible
- Music players or speakers
- Aerosols
- Hooded sweatshirts
- Make-up and/or nail varnish
- Chewing gum
- Energy drinks
- Laser pens
- Non-Academy issued fidget toys or spinners

ii) Law relating to searches

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that a student may be carrying a dangerous or banned item, substance or object, e.*g., a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others* (see section 16 for a list of prohibited items). The Academy may wish to consider using CCTV footage to decide whether to conduct a search for an item.

At Accrington Academy the Principal, Vice Principals, the Assistant Principals for Behaviour and Safeguarding, Safeguarding Officer, Heads of Year and DSLs are authorised to conduct a search.

The Academy adheres to the legal guidelines explained under Section 2 of the *Education Act 2011* and also within the DfE's document entitled *Searching, Screening and Confiscation Advice for schools July 2022*. The DfE Statutory Guidance indicates that staff can confiscate, dispose of or retain a student's property as a punishment. Schools have the duty to search for and confiscate any items that they believe pose a danger or threat to students or any other persons, on school premises. Searching a student's possessions includes searching their bag, uniform, kit bag, any electronic devices and other belongings they may have with them.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

A search does not require parental consent, however the support of a parent/carer may be requested should it be necessary. Where a student refuses to engage in a search, this will be a disciplinary matter in itself. Where this is the case, the Principal/Lead DSL may deem it necessary to involve the Police in a search.

All members of staff have protection against liability for damage to, or loss of, any confiscated item provided they have acted lawfully, reasonably and taken measures to safeguard the property.

18. Use of reasonable force

At Accrington Academy we follow the Department of Education advice found in the document ***Restrictive interventions, including use of reasonable force:*** *Guidance for schools in England (April 2026)*

Members of staff have the power to use reasonable force to control students or to physically intervene if they are putting themselves or others in danger. The guidance states that staff are legally allowed to use reasonable force to prevent students from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

As per DfE guidance on reasonable force, *this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury*. Use of force may also be used as outlined above, where a student refuses to engage in a request for a search for a legally prohibited item. Further guidance can be found in the DfE document linked above under the section ***Power to search pupils without consent****.*

Where the use of force, i.e., restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. In such cases we will invite the parent/carer to a meeting in the Academy with either the Principal or Vice Principal Student Culture Behaviour/Inclusion) to discuss a risk management and positive handling plan to ensure the student is fully supported whilst also ensuring the safety of our staff and other students.

A member of staff can use such force as is reasonable to search for any of the prohibited items listed below:-

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the student).
    - an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The decision to use reasonable force is made on case-by-case. The member of staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

19. Mobile phones and use of digital devices

i) Use of mobile phones in school

We believe that increasing use of screen time by young people is a huge concern and we wish our students to talk face to face and be sociable whilst onsite.

The policy at Accrington Academy is simple. Phones (and any other equipment such as iPods, AirPods, speakers and headphones) must always be out of view and silent, with a recommendation that **students do not bring them to school**. If a student chooses to bring their phone into school, **they must keep them in their bag,** not their blazer, trouser or coat pockets. Phones must not be used or be seen with their phones out at any time whilst in the school building or grounds and the confiscation policy applies 8.30am- 3.05pm (or later if a student is held in detention or referred to ARC or working in the AIC). Students are reminded that the policy is from **gate to gate.**

The policy "*see it/hear it/take it*" is in operation. If a member of staff sees or hears a students' mobile phone or any linked electrical equipment, they will be asked to hand this in. This includes if the device is seen on the students' person (i.e. in their pocket and not in their bags). The phone will then be switched off and placed in a locked space at Student Reception. The confiscation will be logged on the students' ARBOR profile and a detention issued on the same day. **The phone or linked equipment will not be given back until the end of this detention.** If a student refuses to hand their phone in, they will be placed in ARC or AIC and their parent/carer contacted. Mobile phone confiscations are logged and where there are consistent breaches of these rules there will be escalations as follows:-

Confiscations in half term	**Consequence**	**Item returned to:-**
1st incident	30-minute detention (same day)	Student at 3.30pm
2nd incident	1-hour detention (same day)	Student at 4pm
3rd incident	2-hour detention (same day)	Parent/carer only

Where repeated confiscations occur, students may be banned from bringing their device onto school site.

ii) Use of social media/digital devices

We expect our students to be outstanding ambassadors for our Academy and personify our TEAM values in the community as well as in our school building. These expectations apply to behaviour online on social media platforms also, and any unacceptable comments or media posted on such platforms will be dealt with as a disciplinary matter within school, in-line with this policy. The list below outlines what we deem to be unacceptable behaviour online, on social media or through the use of Artificial Intelligence (AI):-

- creating or sharing comments, posts or media that cause damage to the Academy or its reputation, even indirectly;
- creating/sharing comments, posts or media that defame the Academy staff, students or any third party;
- creating or sharing comments, posts or created media that contain any defamatory, discriminatory or extremist language or material;
- creating, posting, sharing or forwarding any inappropriate, illegal or sexualised comments or media;
- any use of social media platforms that may harass, bully, threaten or unlawfully discriminate against any member of our Academy community;
- false or misleading statements or comments about the Academy, it's students, staff or third parties;
- any actions that may attempt to impersonate staff, other students or third parties online;

- creation of false or fake accounts with the intention of harming the reputation of the Academy or to comment or post inappropriately about any member of our Academy community;
- expressing negative opinions on the behalf of the Academy without permission;
- using Academy logos or trademarks without permission;

Any misuse of social media or use of AI witnessed by a student or parent/carer should be reported to a students' Head of Year or a Senior Leader at the earliest possible opportunity. We would encourage the student or parent/carer to capture or screenshot evidence of the alleged bullying and provide this to the Academy to help with their investigation. Where there are serious safeguarding or high-level breaches of Academy code of Conduct linked to uses of mobile devices or social media in/out of school the Academy can insist that a student does not bring their phone into school.

20. Uniform expectations

At Accrington Academy we believe that our students should always aspire to look smart and feel proud of their Academy uniform. The following list provides students and parent/carers with clear guidance on uniform:-

- Students are permitted 1 plain stud in each ear lobe only.
- Trainers are not permitted in any form. Black polishable leather shoes are expected.
- No other jewellery may be worn to school, including facial piercings of any kind (e.g., lip/nose/tongue/eyelid etc). Clear plastic retainers are allowed be worn. Students are reminded to correct jewellery in the morning during line-ups and tutor time. If they make a choice to wear incorrect jewellery despite this request, it will be confiscated and placed in an envelope at student services, to be collected at 3.15pm.
- Make up is required to be "*subtle*". Where over-application is noticed, the student will be warned and asked to correct/remove immediately.
- No nail varnish or any type of nail extensions is permitted and will be asked to be removed if seen.
- No shaved lines/patterns in hair are permitted.
- Outdoor coats are not permitted to be worn inside of the Academy.
- Hoodies/Jumpers are not permitted and will be confiscated if worn on Academy grounds.
- Any type of hat or cap is not permitted to be worn whilst on the Academy site.
- Skinny jeans, leggings, jeggings or flares are not permitted.
- The wearing of religious clothing and artefacts does not conform to school policy however will be addressed on a case-by-case basis by the Vice Principal, in consultation with the Principal.

Any breaches of our uniform policy will lead to the student being asked to immediately correct their uniform. If a student is missing a uniform item or wearing incorrect uniform, they will be escorted to student reception and will be allowed to borrow a correct piece of uniform in exchange for a personal item. If they correct immediately, they will be allowed to attend lessons as normal. The same policy applies to our Academy PE kit.

Any student refusing to correct uniform issues will receive an immediate referral to ARC. If a student repeatedly breaches our Academy uniform expectations or refuses to correct their uniform, we will involve the parent/carer and will expect them to support us in this uniform correction. Further, more detailed guidance on our Academy uniform can be found in our Academy Uniform policy accessible via the Academy website.

Students are permitted to wear their PE kit on the days they have their scheduled PE lesson.

21. Monitoring and Review

The Academy will continually monitor and review behavioural issues in order to evaluate the effectiveness of this behaviour policy. This will help ensure the Academy considers whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. Where behavioural patterns or trends are identified, the Academy will decide an appropriate course of action, which may include more staff training, incorporating learning points into students PSHE/RSE lessons, assemblies, or amending this policy.

Appendix 1: Education with Character Charter



Appendix 2:

Accrington Academy Code of Conduct

Our Academy mission is to "***Build character, create learners and transform lives***." We firmly believe, that to achieve this aim every stakeholder has a direct part to play in ensuring we always conduct ourselves appropriately and work hard to support each other. To ensure that all stakeholders understand our ***Gold Standard*** in relation these roles and responsibilities, we have created an Academy Code of Conduct. As a member of our Academy community, you will agree to always follow these guidelines.

Agreed behaviour and conduct of all stakeholders

As an Academy, we will:	As a parent/carer, I will:	As a student, I will:
• act as positive role models for our students in the way we conduct ourselves; • exhibit our core TEAM values of **Truth, Effort, Ambition, Manners** in our daily interactions; • work hard to build positive, supportive relationships with our students and their parents/carers; • work tirelessly to get to know and understand our students so we can fully support them; • ensure all students are able to learn in a positive and 100% distraction-free environment; • apply our Behaviour Policy fairly and consistently; • respond promptly and calmly to any instances of poor behaviour or negative conduct from students; • celebrate and reward those students who display excellent behaviour on a regular basis; • check student uniform standards daily; • put in the necessary support for those student encountering barriers to their learning; • provide education and opportunities that enable our students to become well-rounded individuals; • regularly seek our student's opinions so that they are actively involved in improving our Academy; • ensure our parents/carers are kept updated about their child's behaviour in the Academy; • ensure students are aware of online dangers and know how to behave appropriately when online; • help our parents/carers to develop their understanding of how to further support their child.	• support the Academy in promoting the highest standards of behaviour; • encourage my child to follow the rules of the Academy and treat everyone with respect; • help support the Academy in embedding our **TEAM** values of **Truth, Effort, Ambition, Manners**; • treat our staff with respect at all times; • support us in applying our behaviour policy and work constructively with us when we need to do so; • encourage my child to complete all learning to the best of their ability, whether in school or at home • ensure my child wears correct uniform every day • ensure my child is fully equipped for learning with correct PE kit, pencil case and books each day; • ensure my child follows our code of conduct and when on an out-of-school visit • do all I can to help the Academy to understand and best support my child; • take an interest in my child's learning at and do all I can to support my child with learning at home • keep the Academy informed of any change in family circumstances and contact details; • ensure the Academy is updated with any concerns about my child's physical or emotional wellbeing; • attend parental meetings and events in school any related to my child (e.g. Parents' evenings) • provide a safe online environment at home, and regularly monitor my child's digital activity.	• understand that I am an ambassador of the Academy whenever I am in uniform; • abide by the rules of the Academy at all times; • live out our core **TEAM** values of **Truth, Effort, Ambition, Manners** in the way I conduct myself; • wear my uniform with pride and follow all uniform rules every day, without question • arrive on time, with correct equipment each day; • work hard to build positive relationships with my teachers and fellow students; • follow instructions of all staff, first time, every time • react respectfully should I ever be challenged about my behaviour by a member of staff; • engage positively in restore conversations and accept responsibility for my behaviour; • show care towards all of our Academy community; • inform staff if I see/hear behaviour which upsets me or that undermines our core **TEAM** values; • Actively seek to involve myself in extra-curricular activities and contribute to the wider-life of school; • be respectful of our Academy environment; • not bring or encourage anyone else to bring items into school which are banned or dangerous; • follow all rules when representing the Academy at any event either locally or aboard. • use social media safely and responsibly and in a way that does not undermine our TEAM values.

Appendix 3:

Accrington Academy Behaviour for Learning Flow Chart

This flow chart condenses sections 7-13 of our Behaviour policy, providing staff, students and parents/carers with a simplified overview of the sanctions available to staff and the escalation process.

Staff will use their **professional judgement,** working in collaboration with the Pastoral and Senior Leadership Teams to ensure the proportionate, fair and consistent application of sanctions as outlined in the flowchart below.

Parent/carer notification	Sanction
Formal meeting with Principal and letter.	**Permanent Exclusion**
Meeting with Vice or Assistant Principal and representative from alternative education provider or receiving school	**Direction to Alternative Provision** **Managed Move**
15+ days suspension within a term. Formal meeting with Vice Principal and Governors	**Governors Disciplinary panel**
Formal meeting with Principal and letter	**Suspension (up to 45 days in academic year)**
Students can be directed to attend another mainstream school for either a short term (1-5 days) or a long-term period (6-12 weeks) for the purpose of improving behaviour.	**Off-Site Behaviour Directions** *Behaviour Reset (1-5 days)* *Long term OSD (6-12 weeks)*
Removal from learning for serious behavioural breaches can result in a placement in **ARC** or in more serious instances referral to **AIC**. For AIC parent notified by email or phone call by **SLT**.	**ARC** (Same day after school 1hr detention – parent notified of time via email) **AIC** (1-5 days in our inclusion room 9am-4pm)

Escalation of sanctions

Classroom procedures to ensure ***100% disruption free learning***

Parent/carer notification	Escalation:
ARBOR notification sent home to inform of 1hr detention. Depending on nature of incident a phone call home may be made by the classroom teacher or HOY.	**Remove** Removed to work in ARC24 for 2 lessons + social time. Student incurs a 1hr detention for each remove served the same day
ARBOR notification sent home to inform of 30-minute detention.	**Detention** *30 minute detention served on same day each time student reaches this stage*
Name on whiteboard	**Warn** *Verbal warning and name on whiteboard*

Additional behavioural interventions

Detentions

We operate a layered system of detentions:-

- **HOY** - for more serious behavioural incidents or breaches of our Academy code of conduct in or out of lesson, a HOY or member of the SLT may award a detention for either 30 mins (until 3.30pm) or 1hr (until 4pm).
- **Academy service** - Where a student deliberately drops litter, chews gum, graffitis or damages school property, they are issued with an Academy service detention for 30 mins (until 3.30pm)
- **Homework catch-up** - Students who fail to complete the weekly homework set on SPARX they are issued a homework catch-up session afterschool for 1hr.
- **Mobile phone** – for when students have their phone confiscated for use in the school building, they are issued with a 30-minute after-school detention the same day until 3.30pm.
- **Stage 2 classroom incident** - where a student reaches Stage 2 of our in-class behaviour escalations they are issued a 30-minute afterschool detention the same day.
- **Lates** – for when students arrive late to the AM gate they are issued with a 30-minute after-school detention the same day until 3.30pm.
- **Uniform** - where a student has either had to borrow a uniform item or has worn a prohibited item that has subsequently been confiscated. The student is required to remain in school until 3.15pm to return their borrow item or to collect their confiscated item.

Behaviour report cards

Where a student requires more frequent and intensive monitoring of behaviour, a traffic light report system is in place to help support and modify the student's behaviour. The 3 levels of report card and staff whom monitor them is shown in the table below: -

Behaviour report card system		
Level	**Colour**	**Monitored by**
3	Red	AP or VP Behaviour
2	Amber	Head of Year
1	Green	Form Tutor

Appendix 4: Consequences and sanctions for poor behaviour

The table below outlines consequences for poor behaviour and the resulting level of sanction that ***may*** be applied. This list is used as a guide, is not definitive, and teachers and leaders will use their professional judgement based upon each incident, working in collaboration with the parent/carer to ensure the proportionate, fair, and consistent application of sanctions. Reasonable adjustments will be applied at the discretion of the Vice Principal and SENCO where appropriate.

	Verbal warning	Restore detention	Late Detention	Uniform detention	Detention	ARC24 or AIC referral	Short / Long term Off-Site Behaviour Direction	Suspension *	Managed move / Direction to alternative provision*	Permanent Exclusion*
Disruption in class leading to: - **Warn**	✓	✓								
Detention	✓	✓			✓					
Remove						✓				
Persistent disruptive behaviour				✓	✓	✓	✓	✓		
Late to school			✓							
Off-task during morning line-ups	✓			✓	✓					
Late to lesson		✓			✓					
Refusal to hand-in a mobile phone						✓				
Incorrect uniform	✓			✓		✓				
Persistent or high-level uniform breaches				✓	✓	✓	✓			
Refusal to correct uniform						✓				
Incorrect equipment (inc. bag)	✓	✓		✓	✓					
Incomplete homework	✓	✓								
Inappropriate language	✓	✓		✓	✓					
Being dishonest	✓	✓		✓	✓	✓				
Forgery of a behaviour report card or letter				✓	✓	✓				
Refusal to follow instructions		✓		✓	✓	✓	✓	✓	✓	
Answering back to staff		✓			✓	✓	✓	✓	✓	
Walking away from staff					✓	✓	✓	✓	✓	
Swearing at staff						✓	✓	✓	✓	
Absconding from lesson				✓	✓	✓				
Refusal/failure to attend detention				✓	✓	✓				
Absconding from restore or detention				✓	✓	✓				
Failure to adhere to ARC24 code of conduct	✓					✓	✓	✓	✓	
Truancy (on or off-site)					✓	✓				

	Verbal warning	Restore detention	Late Detention	Uniform detention	Detention	ARC24 or AIC referral	Short / Long term Off-Site Behaviour Direction	Suspension *	Managed move / Direction to alternative provision*	Permanent Exclusion*
Discriminatory language in any form						✓	✓	✓	✓	✓
Graffiti or vandalism of Academy property				✓	✓	✓	✓	✓	✓	✓
Theft or possession of stolen items						✓	✓	✓	✓	✓
Selling items within the Academy building				✓		✓	✓	✓	✓	✓
Bullying of another student (inc. Cyber)							✓	✓	✓	✓
Discriminatory language in any form					✓	✓	✓	✓	✓	✓
Fighting, violent or aggressive behaviour						✓	✓	✓	✓	✓
Sexual abuse or harassment in any form						✓	✓	✓	✓	✓
Bullying or child on child abuse in any form						✓	✓	✓	✓	✓
Inappropriate use of fire safety equipment						✓	✓	✓	✓	✓
Any use of the internet that undermines our values brings our Academy into disrepute				✓	✓	✓	✓	✓	✓	✓
Aggressive, confrontational or intimidatory behaviour towards a member of staff								✓	✓	✓
Malicious allegation against member of staff								✓	✓	✓
Bringing into the Academy or being in possession of a prohibited item					✓	✓	✓	✓	✓	✓
Bringing into the Academy or being in possession of e-cigarettes, cigarettes, or any other smoking-related paraphernalia						✓	✓	✓	✓	✓
Bringing into the Academy or being in possession of alcohol/illegal drugs (including NPCs and 'legal highs')								✓	✓	✓
Bringing into the Academy or being in possession of fireworks or explosive items								✓	✓	✓
Bringing into the Academy or being in possession of a weapon whilst in uniform									✓	✓
Use/supply of any such prohibited item								✓	✓	✓
Investigation into a serious breach of our Academy behaviour or safeguarding policy						✓	✓	✓	✓	✓
Any other deliberate act/behaviour deemed to undermine our Academy values, bring our Academy into disrepute or interfere with the smooth operation of the school building					✓	✓	✓	✓	✓	✓

***Only at the discretion of the Academy Principal or Vice Principal for Behaviour and Student Culture.**

Appendix :

Behaviour Report Card

Date: _____ Week: 1 2 3

Name: _____

Form: _____

Report to:

Time/Place:

Gold standard targets

1.	2.	3.

Period	Monday		Tuesday		Wednesday		Thursday		Friday	
Tutor	Equipment: ☐ Uniform: ☐ Behaviour: ☐		Equipment: ☐ Uniform: ☐ Behaviour: ☐		Equipment: ☐ Uniform: ☐ Behaviour: ☐		Equipment: ☐ Uniform: ☐ Behaviour: ☐		Equipment: ☐ Uniform: ☐ Behaviour: ☐	
1	Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐	
Teacher sign:										
2	Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐	
Teacher sign:										
3	Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐		Teacher comment: 1.☐ 2.☐ 3.☐	
Teacher sign:										
Totals	Targets met?	Y / N	Targets met?	Y / N	Targets met?	Y / N	Targets met?	Y / N	Targets met?	Y / N
Staff and Parent/carer check	Report staff daily check	Parent/carer sign	Report staff daily check	Parent/carer sign	Report staff daily check	Parent/carer sign	Report staff daily check	Parent/carer sign	Report staff daily check	Parent/carer sign