



Accrington Academy

Behaviour Policy 2025/26

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| Date of last review: | February 2026 | Review period: | 1 year (minimum) |
| Date of next school level review: | August 2026 | 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*
- *Drugs 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 2025)***
- ***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 (Aug 2024)***
- ***Searching, screening and confiscation: Advice for schools (July 2022)***
- ***Use of reasonable force Advice for headteachers, staff and governing bodies (July 2013)***

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1. ***"This is how we do it here!" – 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 ***"This is how we do it here"*** 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 Principals 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 and every day to shape a happy, safe and positive school environment and supporting our vision of 100% disruption free learning. They should closely follow the rules and procedures 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 our **TEAMAA Way** standards. Students should understand that whilst much of this policy applies to their behaviour whilst inside of the Academy, it also applies to conduct outside the Academy, including the 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, it also applies to their child's conduct outside the Academy, including the use of social media and mobile devices. Parents/carers should be open to positive and collaborative 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.

3. 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.

We aim to achieve **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 teachers act as role models for our students. They will be clear, fair and consistent in promoting TEAMAA way standards for all learners; supporting and encouraging them to meet our high expectations, foster positive habits and support them to reaching their full potential.

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.

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 of 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 of time, 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, this should be reported as soon as possible in one of the following ways:

- Inform **any** member of staff in person

If this is not possible:

- Report using the online *Tell Us* reporting system available via the Academy’s website. This can be used to report of bullying in any form. It is important to provide as much detail as possible in this report and is a particularly useful platform if the threat of danger is not immediate or if you wish to remain anonymous, for example as a witness or bystander to a bullying incident or issue.
- If this is not possible, please email a member of Academy staff via their school email address.

- Where a **Parent/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 (Behaviour) 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 as 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 logged on Arbor as a suspicion and then 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. 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) in line with Sections 10-13 of this policy.

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 Academy rewards system has been developed as a strategy to inspire, enthuse and motivate our students to actively uphold our high behavioural expectations and fulfil their academic potential.

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
- Represent their form, year group, a subject area or the Academy
- Positively contribute to or actively involve themselves within the Community
- Showing ambition and high aspirations - CIAEG

a) Daily/weekly appreciation

i) **Merits**

Merits are our simplest method of rewarding our students. Merits are designed to represent one of our **TEAM** values (explained below). Merits 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

Merits are totalled each week, with those students and form groups achieving high numbers of merits celebrated during year groups' assemblies. 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

Learning walks are completed by our Senior Leadership Team, with every lesson visited, every day. These visits allow us to closely monitor students learning, engagement and behaviour throughout the day, across school. During these visits SLT will look to recognise those students clearly demonstrating our TEAM values and/or going 'above and beyond' in their learning, awarding them with a golden ticket. Those students will receive a treat at break time on a Friday (e.g. Hot Chocolate and a Doughnut/Biscuit) served by Principal/Vice Principal.

iii) Best in Books showcase

As an Academy we expect the very best classwork and book presentation. Each week staff will identify and photocopy any student work, from books, that they think is great. These students will then present their work to be displayed on Mr Peel's Celebration Wall and will also receive a Golden Ticket.

iv) TEAM tokens

We want students to be recognised for not only academic success and positive behaviours, but also for demonstrating our core values. Each week has a #TEAMAA theme, linked to one of our 4 TEAM values or sub-strands. This theme is introduced during Monday's staff and student briefing, repeated during the EWC weekly PowerPoint and displayed on the TVs around school. Every member of staff is given a TEAM token on a Monday morning and charged with *finding* a student demonstrating this week's value, either in class or around school. If presented with a TEAM token, the student takes this to the Student Reception and adds it to their House bucket. House Points are awarded to the House who have accumulated the most TEAM tokens.

v) Weekly Tombola

Every Friday we hold a rewards tombola. This involves a prize draw for any student who has not been removed from learning, has 100% attendance in school and no late marks during the previous school week. The tombola is drawn every Friday morning in form time and two students names are drawn at random each week. Prize winners can choose a reward from our Student Reception.

b) Half termly appreciation

At the end of each half term merits 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 TEAM merits or clearly demonstrated our core values in their actions in or around the Academy.

c) Termly/Yearly appreciation

i) End of term celebration assemblies

Students are rewarded for positive behaviours, hard work and academic achievement. Students receive certificates and badges to recognise their achievements towards the AA TEAM Values and the Education with Character Bronze, Silver and Gold Charter as outlined below (also see appendix 4):-

- **Bronze**
 - Participation in at least 1 enrichment session, per week (or equivalent)
 - Participation in 1 community project
 - Have 1 conversation regarding your future

- **Silver**
 - Participation in at least 2 enrichment sessions per week (or equivalent)
 - Representation for my school, form or a subject area, once
 - Being recognised as displaying one of the Accrington Academy TEAM values
 - Taking part in 1 or more community project
 - Having 1 or more conversation regarding your future

- **Gold**
 - Participation in at least 3 or more enrichment sessions per week (or equivalent)
 - Representing my school, form or a subject area, two times or more
 - Being recognised as displaying the Accrington Academy TEAM values, two or more times
 - Taking part in 1 or more community projects

In addition to the TEAM values awards, students can also be rewarded for achievements and efforts across each subject areas and for 100% attendance.

ii) Education with Character Charter and TEAM Spirit award

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, in order to work towards our TEAM Spirit award.

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.

Students track progress towards their TEAM Spirit Award via the Education with Character charter, which is regularly reviewed through a tutor time. An example of TEAM Spirit tracker used to illustrate the milestones/goals for students can be found in appendix 1, however some of these are listed below...

- High attendance and excellent punctuality
- Excellent behaviour and attitude to learning through high numbers of merits and low numbers of negative behaviour incidents
- Diligent completion of core subject homework on Sparx (Maths) and Bedrock (English)
- Attendance a House event every half term
- Regular attendance at enrichment activities (Accrington Extra)
- Sharing views through our student leadership forums
- Represent the Academy or support a sporting, cultural or academic event
- Volunteer to help at either an Academy or local community event
- Raise money or donate an item to charity or a worthy cause

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.

iii) Rewards and celebration trip

The Academy may choose to offer reward and celebration trips during the course of the Academic year. The criteria for these trips will be closely linked to the above Education with Character Charter and TEAM Spirit goals/milestones and for those students who continually demonstrate exceptional conduct throughout the academic year. The criteria for these trips and students who attend will be decided by the VP Student Culture.

Other trips, (including but not limited to) school attendance, academic performance and/or participation at intervention sessions may be run at the discretion of the Principal.

As ever, the viability of such trips will be based upon cost implications for parents/carers and the safety of students and staff who would participate.

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 repercussions and 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 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 and safely whilst always demonstrating our Academy value of **MANNERS**. Our expectations are that students will: -

- Walk on the left and do not run
- Queue in single file outside classrooms

- No deliberate 'physical contact' with other students
- No eating, drinking or chewing gum
- No coats, hoodies or jumpers to be worn once inside the building.

Where students are not complying with these simple rules, they will be asked to correct their behaviour and will be expected to do so immediately and without question.

ii) Ready to Learn expectations

We believe that students who consistently exhibit positive learning habits and are *ready to learn* in each lesson, every day will make better progress. We are clear explicit with students about what these learning habits look and sound like, defining these characteristics as being *Ready to Learn*. We insist on 100% concurrence of these expectations from all students in this regard.

As a pre-requisite and non-negotiable to being ready to learn students should:-

- arrive on time to lesson
- ensure they have the correct equipment ready of your desk
- demonstrate our TEAM values as they enter the classroom and greet the teacher

When a learning episode is about to begin it is essential that our students focus is directly on the teacher. To ensure that all students are ready to learn, the teacher will provide a clear cue and countdown.

This is spoken as... "**All Eyes, one voice, Ready to Learn in ...3...2...1.**" On the sound of 1 and throughout the learning episode all students should:-

- be completely silent
- have eye contact with and track the teacher
- be sat up straight in their chairs
- have their hands-free of any equipment (apart from Academy issued fidget-toys issued by SEND)

The teacher will always insist on 100% compliance with these expectations.

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

As outlined above, **we believe in 100% disruption-free classrooms**, where teachers can teach, and students are able to learn in a positive, inspiring, and supportive environment. If a student is deliberately disturbs the learning of others our teachers will utilise one or more of our *8toEngage* strategies. These strategies are used by teachers to subtly intervene with low-level behaviours, re-engaging a student in learning without distracting others in the classroom. If, despite the use of these lower-level interventions a student continues to defy teacher instruction and deliberately disrupt, we operate a **three-stage escalation system**. This is known as '*Warn, Move, 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 their learning. Warn, Move, Remove is explained below...

a) Warn (1st warning):

On the first instance of disruption caused by a student, a verbal warning must be issued. Staff will then clearly explain why the student has received a warning and their name is recorded on the purple whiteboard under the heading **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 moved.*"

b) Move* (2nd warning):

If the student behaviour continues, the teacher must clearly explain that this is causing serious disruption to learning and direct the student to move seats. The teacher will decide the most appropriate place (normally at the front of the classroom) and the student is expected to move there promptly, without question. The teacher must then record the students' name on the purple whiteboard under the move heading and log a move incident on the student's Classcharts profile. At the end of the lesson, it is expected that student is kept behind and the end of the lesson for a short restorative conversation with the teacher.

Staff language for **move** “Your behaviour has continued to cause disruption to learning and I would now like you to **move** places. Please collect your things and sit here [Student will be directed to an alternative place in class]. If your behaviour does not improve, you will be removed from the lesson”

**As part of our reasonable adjustments, at this stage of escalation students with a Reset pass will be allowed to leave the classroom for a short time-out with a member of the SEND team. See section 14 point ii for further detail.*

c) Remove:

If a student continues to cause further disruption or refuses to move seats on request they will be removed from the classroom. At this point the student will need to make their way immediately to ARC. Students can be removed from lesson for serious breaches of discipline (*e.g. aggressive or defiant behaviour, either verbal or physical, towards another student or member of staff*). **In instances like this the teacher can bypass the Warn and Move stages** of our behaviour escalation system.

At this point the student will be expected to make their way down to ARC independently and should arrive at ARC door to be registered in **no more than 5 minutes**. The teacher will log the Remove incident on the student’s Classcharts profile. Removes are monitored by members of staff on-call around school to ensure students attend the ARC room as requested.

Staff language for **Remove** “*Despite two warnings (or as a result of [incident]) your behaviour has caused serious disruption to learning. You are now being removed. Please collect your belongings, leave the classroom, and make your way immediately to ARC.*”

Following any removal to ARC, the teacher who has removed the student this, will conduct a short restorative conversation with the student in ARC after school and complete a restore ticket. They will also contact the parent/carer either by phone or email within 48hrs to discuss the incident. Should a student either refuse to go to the ARC, take longer than 5-mins to make their way to ARC or truant the sanction, 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).

v) 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 the 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 the student and parent/carer and the need for the student to make their way to ARC made clear. The Academy will always make the final decision on any sanction and will expect the parent/carer to support this decision. There will be no negotiation of sanction at this stage. If the 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 will be discussed

8. 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** - initiated and 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** – initiated and 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** – initiated and 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 or are 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 and review progress against targets. Parents will be notified if/when their child is placed onto a red report. This will also be noted on ClassCharts.

9. Detentions

We operate varying layers of detentions (students referred to ARC/AIC also receive an extended day, however this is explained in more detail in section 10/11) of varying lengths. These can be short restore conversations with teachers or can be more formal detention sessions as a result of poor punctuality (Late detention), due to having to borrow uniform items or having them confiscated (uniform detention), a confiscation of mobile phone (mobile phone detention) or for more serious behavioural incidents or breaches of our Academy code of conduct (SLT detention).

Please note as per DfE guidance, 24 hours' notice and/or parental permission for a detention is not required.

i) Restore conversation

Restore conversations are ad-hoc, short, 5 minute detentions with a teacher at the end of the lesson. These are designed to address low-level poor behaviour or incidents that have taken place during lessons.

ii) Lates detention

Lates detentions are issued for one of two reasons. This can either be for being late to school or to lesson. All students should be onsite for line ups on the yard at 8.30am. Any student arriving to school late must enter via the Main School Entrance and those without valid reason (a note or phone call to the Attendance Office from parent/carer is expected) will be issued with a lates detention from **1.05pm – 1.25pm** in the designated detention room on the day of their late arrival. They will be given a reminder card to prompt them of this.

The same will apply for students demonstrating poor punctuality to lesson. A changeover bell always sounds between lessons, form and break/lunch with students given 2-3 minutes to arrive at their designated classroom. Timer countdowns are displayed on TVs around the school building. Any student arriving late to learning will be issued with a lates detention at lunchtime on the same day as above. Any student late to Period 4 will be issued with a lates detention on the next school day.

If a student fails to arrive at a lunchtime detention without permission or good reason, a HOY detention will be issued the same day **from 3pm – 4pm** with students being collected from their lesson to attend this. Parents will be notified of this detention via an ARBOR message.

iii) 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. They will have to leave a personal item (e.g. phone) at student reception in order to borrow spare uniform, and, as a consequence, 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.

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 the students’ ClassCharts profile. The student will then be required to stay until **3.15pm** to collect the phone or linked equipment. If a student refuses to hand over the mobile phone on request of the member of staff, they will be placed in ARC until 4pm. Further details of our policy and rules on mobile devices can be found in section 18 of this policy.

v) Homework detentions

Students are set core subject homework weekly by their teachers via the Sparx, Bedrock and Seneca online platforms. Students who persistently fail to complete homework will be issued with a homework detention afterschool. Parents will be notified of the day/time of this detention via an ARBOR message.

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) SLT/Principals Detention

SLT detentions are issued for low-level out of class incidents and for persistent behavioural breaches. These detentions supervised by the Senior Leadership Team and are run every Friday from 3pm – 4.30pm. **Behaviours leading to an SLT/Principals 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 as directed by the member of staff;
- Use of mobile devices during detention are prohibited and devices will be confiscated if seen/heard.

Any student refusing to attend a detention of any level, not following behavioural expectations whilst in detention or absconding from a detention will be placed in ARC or the AIC for a full day, the next school day until 4pm.

10. 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 for the day if they are removed from class or general school population due to persistent disruption, dangerous or defiant behaviour or for serious, and deliberate breaches of our Academy's behaviour or uniform policies. It may also be necessary to place a student in ARC whilst an incident is investigated or for pastoral or safeguarding reasons. ARC operates from 8.30am until 4pm each day.

A referral to ARC normally incurs an afterschool detention, dependent upon the incident and/or time of referral from lesson. **No exceptions to this will be made to these timings**, unless agreed by the VP or AP Student Culture.

i) ARC referrals from lesson

If a student is removed from form time or a lesson to ARC the following detention will be issued **on the same day**: -

- Removed during AM form time or P1 lesson – detention until 3.15pm.
- Removed during breaktime or P2 lesson – detention until 3.30pm.
- Removed during P3 lesson or lunchtime – detention until 3.45pm.
- Removed during P4 lesson – detention until 4pm.

ii) ARC referrals for serious behavioural breaches or uniform breaches

A student may be also placed in ARC immediately for serious breaches of our Academy Code of conduct out of school or for those who have breached our uniform rules. The length of a placement will depend upon the nature of the incident/uniform breach and will be determined by a member of the Pastoral or Senior Leadership Team, but it will always include an after-school detention to be served **on the same day** the student is placed in the ARC room.

iii) 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 refusing to correct uniform or hand in their mobile phone. 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 into 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**.

11. AIC (Accrington Inclusion Centre)

Where students have 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 uniform policy. The AIC operates from 8.30am until 4pm each day.

The AIC is a smaller isolation room, situated in an area completely independent of main school and during the referral the student will not mix with mainstream population. Students can be referred into the AIC for between 1-5 days and will arrive at the Academy at the later time of 9am and will work in the AIC until 4pm. They will be supervised at all times by a member of Senior or Extended Leadership 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;
- Fighting, aggressive or confrontational behaviour towards another student;
- 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 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;
- 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.*

iv) ARC and AIC Standards

On arrival in the ARC and AIC rooms students will be provided a locker for their belongings, including their mobile phone. They will be provided with a laptop and headphones. During the placement students are expected to work independently and in silence on either our ARC curriculum (which is closely linked to their classroom learning) or on classwork provided directly by their teachers. Students are always supervised by a member of staff in each room. During their referral, the student will be expected to complete a reflection task and, in ARC will be required to complete a restorative conversation with a member of staff before leaving.

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 – **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 be moved to an allocated seat 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 spend breaks and lunches in the ARC and AIC rooms with toilet breaks at set times. If a student is referred to ARC or the AIC prior to lunchtime they will be provided with an order form. The cost of items will be deducted from their lunch account (with the exception of free-school meal students). Lunch is delivered to the room.

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.

v) 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 in a half term | Consequence and/or next steps |
|---------------------------------|---|
| Level 1 1-3 referrals | <ul style="list-style-type: none"> • Completion of ARC tariff and reflection process • Restorative conversation with staff member • Phone call or email home to discuss concerns |
| Level 2 4 referrals | <ul style="list-style-type: none"> • Form Tutor report card for 2 weeks • Tutor monitors daily and contacts home and logs a detention if report fails. |
| Level 3 6 referrals | <ul style="list-style-type: none"> • HOY report card for 3 weeks • AIC referral or Short term off-site behaviour direction placement (1-3 days) • TAP (Team Around Pupil) meeting discussion and support actioned |
| Level 4 9 referrals | <ul style="list-style-type: none"> • Parental meeting in school with HOY • SLT report card for 3 weeks • AIC referral or Short term off-site behaviour direction placement (1-3 days) • TAP (Team Around Pupil) actions reviewed and support adapted |
| Level 5 12 referrals | <ul style="list-style-type: none"> • Parental meeting in school with Assistant Principal for Student Culture • Behaviour Contract/PSP put in place • AIC referral or Short term off-site behaviour direction placement (5 days) • Behavioural contract issued • External agency/ early help referral offered • Managed Move and/or placement in Alternative provision discussed |
| Level 6 15+ referrals | <ul style="list-style-type: none"> • Meeting with Vice Principal for formal warning • Long term off-site behaviour direction placement (6-12 weeks) • Fixed term suspension considered • Governors’ behaviour panel considered |

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 a failed managed move 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 our school. 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 pupil.**”*

Where a students' behaviour is causing serious, persistent, on-going disruption to learning or emotional/physical harm to others 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 an off-site direction, and students are expected to attend the alternative setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

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. We will always attempt to inform the parent of the placement by the end of the previous school day at the latest.
- 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 all other related 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.
- 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 of 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 *long 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).

ii) 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 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.

iii) ***Managed move***

- In certain, exceptional circumstances where it is deemed an immediate move/transfer to another mainstream school to support a student's best interests/welfare, a managed move can be agreed.
- 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).
- If all parties agree to the move a meeting will be arranged between the two schools involved, alongside the student/parent and a contract created that outlines attendance and behavioural targets and an agreed start date agreed.
- Prior to a managed move detailed information sharing will take place including the transfer of attainment, attendance, pastoral/behavioural data, along with any documentation linked to SEND, support, safeguarding and risk management. This is to ensure that the new school can support the student from day one.

If a temporary move to another setting is needed with the aim of improving the students' behaviour, an off-site behaviour direction (as explained in the section above) would be utilised instead managed without the need for parental consent.

In the same way that students partake on managed moves at other schools, the Principal may agree to take a student on from another school within the Local Authority on a trial basis in return. The same process and protocols as explained above will be actioned in such cases.

iv) ***Suspension***

The Principal may decide to suspend a student for up to 45 school days in a school year in response to a serious incident or due to persistent and repeated poor behaviour which has not improved despite previous lower-level school sanctions, interventions and support. A suspension could be one long suspension or several smaller suspensions. Students can also be suspended for a short period of time, such as half-a-day. A student's behaviour outside of school or whilst on off-site placement (behaviour direction or alternative provision) can also be considered grounds for suspension. A student may also be

placed into ARC or AIC whilst an investigation into an incident is undertaken. The parent/carer will be informed if this occurs.

The list below outlines behaviours that could lead to suspension*:-

- repeated bullying of any kind, including child on child abuse;
- persistent, disruptive behaviour;
- serious defiance;
- sexual abuse or harassment;
- any threat of violence, aggressive behaviour or intimidation towards a student or member of staff;
- physical violence towards another student or member of staff;
- abusive or derogatory comments to another student or member of staff;
- malicious allegations against a member of staff or student;
- possession, use, supply or sale of prohibited items in the Academy (*see section 16*);
- being deemed to be under the influence of alcohol or an illegal/banned substance (including new psychoactive substances and/or 'legal highs');
- racial abuse;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability;
- discriminatory comments, behaviour and/or abuse in any form;
- serious and deliberate damage to Academy property;
- theft or possession of stolen items;
- failure to adhere to ARC / AIC code of conduct or refusal to enter ARC or AIC room
- serious e-safety breaches or misuse of ICT, a mobile device or social media (e.g.: cyberbullying, inappropriate, offensive or derogatory comments/posts/created media linked to the Academy or directed towards members of our Academy community (students or staff));
- deliberate tampering with fire-safety equipment (e.g. deliberate activation of the fire alarm);
- creation or sharing of pornographic or indecent images;
- a serious incident that requires further investigation;
- any other incident or behaviour that:-
 - interferes with the safe and orderly running of the Academy.
 - puts members of our school community at risk of harm, undermines it's core values or brings the Academy into disrepute.

**This list is not exhaustive and is illustrative of actions that may lead to a suspension.*

Before a suspension is issued the case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the student is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations;
- Does a more thorough investigation need to take place.

Investigations whilst a student is in school

Any investigation into a serious incident of behaviour prior to suspension will be conducted in accordance with DfE guidance to be lawful, reasonable and fair. The Academy will be thorough and professional in the undertaking of any such investigation with witnesses to be questioned and statements taken from staff and students, as well as the accused (voice of the child) being given the opportunity (if appropriate) to write a statement. Whilst an investigation take place, it may be necessary for the student to work within ARC or the AIC.

Suspension pending further investigation

In more complex cases where an investigation into a serious incident may not be immediately possible (e.g., if incident is complex and several witness statements are required) and it is not deemed appropriate for the student to attend school during this period, the Principal may issue suspension for a short period to:

- allow an investigation to take place;
- give opportunity for a reasoned decision.

In these exceptional cases once an investigation is complete, a further sanction may be deemed appropriate, which will be issued to begin immediately after the first suspension ends. This further sanction may be either further suspension or could be escalated to a permanent exclusion. Conversely, the Principal may choose to withdraw an exclusion in the light of new evidence.

The letter informing of the initial suspension will clearly state that the reason for the fixed term suspension relates to the behaviour of the student, but will also state that **“further investigation is still underway into the incident which may or may not result in a further sanction of further suspension or permanent exclusion”**.

Once the investigation is complete, the parent/carer will be notified of the outcome. This could be:-

- notification for the student to return to school;
- notification of a further suspension to begin immediately after the first period ends; or
- notification of a permanent exclusion to be begin immediately after the end of the suspension.

^The section above has been written in-line with the DfE document: *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 Guidance (July 2022)*.

Communication of a suspension and procedures whilst a student is suspended from the Academy

Once a decision to suspend has been made a parental meeting will be arranged in the Academy with the Assistant Principal or Vice Principal. In exceptional circumstances where a member of SLT is not available, the students' Head of Year will attend in their place. It may also be necessary for relevant external agency professionals to be invited to this meeting. This should take place prior to the suspension commencing, however if the parent/carer are not able to attend a meeting prior to a suspension being issued, a telephone conversation will take place instead.

Following this the parent/carer will receive a letter that explains the reason for the decision, the duration and dates of the suspension and their rights. This will either be provided to the parent/carer in hand during the meeting, sent electronically via email or delivered by post. This letter will include all elements outlined in section vii below.

The duration of a suspension will be at the discretion of the Principal; however, this will be fair and proportionate. For the first 5 days of any suspension, it is the responsibility of the parent/carer to provide care and supervision for the child. The Academy will set work (electronically via our online portals or, upon parent request, on paper) during this period. Any completed work should be returned to school upon the students' return. During the suspension the student must not attend the Academy or be present on Academy grounds at any time during the school day.

From the 6th day of a continuous suspension, the Academy will make provision for the student to continue their education. Provision will be arranged at a partner mainstream school in the local area. If no alternative provision can be found for this period, provision will be provided to student via our AIC. Students will receive work to complete which will need returning to the Academy for review, although there is no legal duty for the Academy to mark this.

Repeat offences will incur extended periods of suspensions totalling **no more than 45 days in any academic year**. A further suspension after this point will result in a permanent exclusion.

Suspension reintegration

Following a suspension, the student, and parent/carer, will be invited to attend a reintegration meeting prior to the student returning to mainstream lessons. Details of the date/time of this meeting will be included in the suspension letter. During this reintegration meeting, the Academy will communicate to the student that they are valued, and their previous behaviour is not an obstacle to future success. The Academy will outline clear targets to help reduce the chances of further suspension and where necessary, explore further support to help the student with their reintegration back into Academy. It is expected that the student and parent/carer will agree and support these targets and next steps. Where a student has been suspended due to a refusal to attend ARC or the AIC they may be expected to serve this original sanction upon their return to school prior to reentering mainstream lessons.

v) Governors' Disciplinary Panel

Where any student incurs over 15 days of suspension within an academic term a disciplinary panel will be convened to review the student's behaviour, suspensions imposed and work alongside the parent to explore further support.

The panel will comprise the Vice Principal for Student Culture (or in their absence, the Assistant Principal for Student Culture) and a Governor who will chair the panel. During this panel, the Vice Principal will present details of the reasons for suspension and outline support in place for the student. The role of the governor is to be impartial and act as another 'set of eyes' to review the principal's decisions to exclude, check that the school is acting fairly, proportionately and legally and also to review the support that is being put in place for the student. Minutes are taken during these panels and agreed outcomes are communicated to the parent/carer via letter.

vi) **Permanent exclusion[^]**

A permanent exclusion will only be used as a last resort in response to a high-level serious behavioural incident, persistent and deliberate high-level breaches of the Academy's behaviour policy or if a student's accumulative period of suspension days surpasses 45-days.

The following list outlines the extremely serious list of behaviours that could lead to a permanent exclusion:-

- Carrying, supplying or using alcohol, banned or illegal drugs or substances (including new psychoactive substances and/or 'legal highs');
- Carrying or using an offensive weapon or other prohibited item (*see section 16 for full list*);
- Serious, actual, threatened or inciting of violence against another student or individual on or off site;
- Any actual or threat of violence or serious intimidation towards any member of staff or adult on or off site;
- Malicious allegations against a member of staff or student;
- Sexual abuse or assault;
- Persistent serious bullying, peer-on-peer abuse, or discriminatory behaviour (including racial abuse, abuse against sexual orientation or gender reassignment or abuse relating to disability);
- deliberate tampering with fire-safety equipment (e.g. deliberate activation of the fire alarm);
- Where, as a result of the behaviour of a student the health and safety of others is put in serious risk;
- Serious, deliberate and repeated breaches of the behaviour policy;
- Any other incident or behaviour as defined by the Academy that puts members of the Academy community at risk of harm, interferes with the orderly running of the Academy site, seriously undermines the core values of the Academy or seriously damages the reputation of the Academy.

**This list is not exhaustive and is illustrative of actions that may lead to a permanent exclusion.*

Where it is deemed that a permanent exclusion is the correct course of action, the student and parent/carer will be invited to a formal meeting held in the Academy where the Principal who will outline the reasons for the decision made, discuss next steps and outline the parent/carer's legal rights. The decision will then be communicated to the parent/carer by letter that includes all elements outlined in section vii below.

Once the decision to permanently exclude has been made it is the responsibility of the parent/carer to provide care and supervision for their child for the first 5 days. The Academy will set work (electronically or, upon parent request, on paper) during these first 5 days. During this time the student must not attend the Academy or be present on site at any time during the school day. The Local Authority within which a student resides then has a duty to provide suitable full-time education from the 6th day of the exclusion.

vii) **Duty to inform parents/carers about a suspension or permanent exclusion**

All exclusions will occur in accordance with the current Department for Education exclusion guidelines[^]. Whenever the Principal decides to suspend or permanently exclude a student, their parent/carer will be invited to attend a meeting to discuss the incident and subsequent sanction. The parent/carer will be provided with the following information in writing:-

- the period of the suspension or the fact that it is a permanent exclusion;
- the reason(s) for the suspension or, for a permanent exclusion, the fact that it is permanent;
- the parent/carers' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a student if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

- Following this meeting, their right to make representations to the Governing Board as laid out in the exclusion paperwork, if they so wish.

Parents/carers can make representations to the Governing Board regarding any suspension or permanent exclusion and the Governing Board must review the suspension or permanent exclusion in certain circumstances including all permanent exclusions, along with any representations made by or on behalf of the parents or the student if they are over 18 years old, the headteacher, the student's social worker if the student has one, if the student is looked after, the VSH, and the local authority (in the case of a maintained school or PRU). Where the Governing Board upholds the decision, parents/carers have the right to appeal to an independent review panel.

[^]This section above has been written in-line with the DfE document: *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 Guidance (Sept 2023)*.

It is important to note that the higher-level sanctions explained in the whole section above can extend to incidents and/or behaviours displayed by our students outside of the school day/building, whilst visiting off-site premises, in the local community and also online (e.g. use of mobile devices and posts on social media). The Academy has the power to intervene and apply appropriate sanctions if a student is involved in such an incident when:-

- taking part in any Academy organised or school related activity off-site;
- travelling to or from the Academy;
- wearing Academy uniform;
- educated off-site (either on an off-site behaviour direction, managed move or at alternative provision);
- is, in any way identifiable as a student of our Academy;

14. 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.

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. Staff will refer to a student's 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 'move' 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).
- **Reset pass** – a small number of our students have access to this provision based upon their SEN learner profile and/or specified additional needs (this list is regularly reviewed by our SEN and Pastoral teams). If/when a student on our Reset list reaches the *Move* stage of our in-class behaviour escalations (see page 9) they will be allowed to leave the classroom and attend The Base to receive some intervention from a member of the SEN team. 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. The student will return to lesson at the MOVE stage and any further poor behaviour will result in a removal to ARC.
- **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 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 discussed with teachers directly at our fortnightly Vulnerable Learner briefing.

Only the SENCO, Vice Principal or Principal 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.

15. 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.

16. 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;

- Cigarettes and/or smoking materials/paraphernalia (including tobacco and cigarette papers)
- E-cigarettes, vape or geek bars, e-cigarettes liquids or any e-cigarette paraphernalia
- 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.

17. Use of reasonable force

At Accrington Academy we follow the Department of Education advice found in the document '*Use of Reasonable Force - advice for school leaders, staff and governing bodies*' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

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 policy states that staff may use reasonable force to prevent students

from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. 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 banned or 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 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.

18. 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 be out of view and silent at all times, with a recommendation that students do not bring them to school. If students choose to bring them into school they are reminded that the policy is from gate to gate (start to end of each day). Students must not use 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 placed in the AIC)

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. It will be switched off and placed in a locked space at Student Reception. The confiscation will be logged on the students’ ClassCharts profile. The phone or linked equipment will not be given back until **3.15pm**. If a student refuses to hand their phone in, they will be placed in ARC or AIC until 4pm.

Mobile phone confiscations are logged and where there are consistent breaches of these rules the parent/carer will be contacted, and students expected to hand the device to a member of staff on arrival each day. Where repeated confiscations occurs, the device will not be given back to the student and the parent/carer may be asked to collect the device from our School Reception.

ii) Use of social media/digital devices

We expect our students to be outstanding ambassadors for our Academy and personify our TEAM values admirably in the community. 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. The list below outlines what we deem to be unacceptable behaviour online:-

- 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, its 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 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 to school.

19. 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 can 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 child 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.

20. 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.

TEAM Spirit tracker

Name: _____
Tutor group: _____

| Aspire | Represent the Academy | | | Charity donation | | |
|------------|------------------------|----|----|-------------------------|----|----|
| | T1 | T2 | T3 | T1 | T2 | T3 |
| Behave | Demonstrate Leadership | | | Volunteer to support | | |
| | T1 | T2 | T3 | T1 | T2 | T3 |
| Behave | Excellent Attendance | | | Attend a House event | | |
| | T1 | T2 | T3 | T1 | T2 | T3 |
| Behave | Positive behaviour | | | AAExtra club attendance | | |
| | T1 | T2 | T3 | T1 | T2 | T3 |
| Contribute | | | | | | |
| | | | | | | |
| Dedicate | | | | | | |
| | | | | | | |

Accrington Academy Code of Conduct

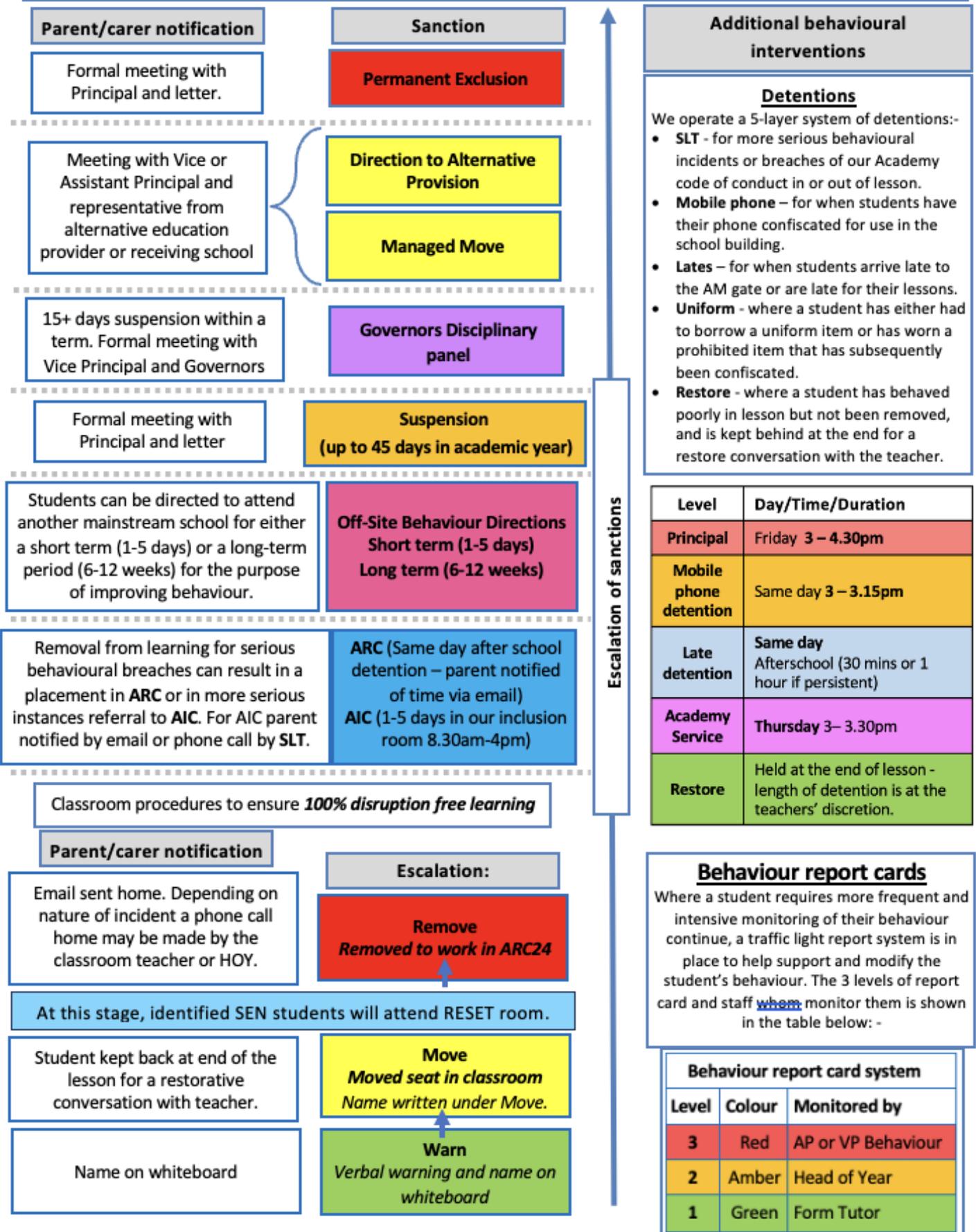
Our Academy mission is to **“Build character, create learners and transform lives.”** We firmly believe, that to achieve this aim every stakeholder has a direct part to play in ensuring we always conduct ourselves appropriately and work hard to support each other. To ensure that all stakeholders understand 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.

| | As an Academy, we will: | As a parent/carer, I will: | As a student, I will: |
|--|--|--|---|
| Agreed behaviour and conduct of all stakeholders | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

Accrington Academy Behaviour for Learning Flow Chart

This flow chart condenses sections 6-13 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.



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 | SLT 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 | ✓ | ✓ | | | | | | | | |
| Move | ✓ | ✓ | | | | | | | | |
| 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 | SLT 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: <input type="checkbox"/> | Uniform: <input type="checkbox"/> | Behaviour: <input type="checkbox"/> | Equipment: <input type="checkbox"/> | Uniform: <input type="checkbox"/> | Behaviour: <input type="checkbox"/> | Equipment: <input type="checkbox"/> | Uniform: <input type="checkbox"/> | Behaviour: <input type="checkbox"/> | Equipment: <input type="checkbox"/> | Uniform: <input type="checkbox"/> | Behaviour: <input type="checkbox"/> |
| 1 | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | | |
| | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| Teacher sign: | | | | | | | | | | | | |
| 2 | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | | |
| | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| Teacher sign: | | | | | | | | | | | | |
| 3 | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | Teacher comment: | | | |
| | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> |
| 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 | | |

