



The Lowry Academy

The best in everyone™

Part of United Learning

BEHAVIOUR POLICY

Aspiration | Resilience | Respect | Confidence | Creativity

Behaviour Policy			
Approved / Accepted by	Adopted template from United Learning by The Lowry Academy (UL Academy School) The Local Governing Board		
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Aims

This policy aims to:

- o Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- o Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- o Outline the expectations and consequences of behaviour.
- o Provide a consistent approach to behaviour management that is applied equally to all students.
- o Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements, and statutory guidance

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

- o [Behaviour in schools: advice for headteachers and school staff 2024](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)
- o [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

The Lowry Academy is committed to delivering a culture of respect linked with positive attitudes to learning. The Academy believes that excellent behaviour creates the conditions for aspirational learning, enabling all students to be the best they can be. As an academy, we have responsibility to teach our students values and good character.

We will do this by rewarding excellent behaviour with praise and tangible rewards and by imposing consistent and clear sanctions for unacceptable behaviour. Students feel safe with boundaries, and it is the job of all staff within the Academy to implement consistently applied routines and demonstrate high expectations in every lesson, every day. The Academy will be relentless in its expectations of the best behaviour from our students.

Misbehaviour is defined as:

- o Disruption in lessons, on corridors between lessons, and at break and lunchtimes
- o Non-completion of classwork or homework
- o Poor attitude
- o Incorrect uniform
- o Late to School
- o Late to Lesson
- o Use of a mobile phone on site

Serious misbehaviour is defined as:

- o Repeated breaches of the school rules
- o Any form of bullying
- o Vandalism
- o Theft
- o Fighting
- o Smoking
- o Racist, sexist, homophobic or discriminatory behaviour
- o Possession of certain prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- o Harmful Sexual Behaviours.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/bi-phobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • Transphobic • Disability-based 	
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see the Anti-Bullying Policy for further information.

5. Roles and responsibilities

5.1 The Local Governing board

- To review and ratify this policy each year.
- To challenge the Principal and SLT on suspensions data each academic term.

5.2 The Principal and SLT

The Principal, and by delegation SLT, is responsible for:

- o Reviewing and approving this behaviour policy
- o Ensuring that the school environment encourages positive behaviour
- o Ensuring that staff deal effectively with poor behaviour
- o Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- o Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- o Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- o Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- o Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- o Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- o Creating a calm and safe environment for students
- o Establishing and maintaining clear boundaries of acceptable student behaviour
- o Implementing the behaviour policy consistently
- o Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- o Modelling expected behaviour and positive relationships

- o Providing a personalised approach to the specific behavioural needs of particular students.
- o Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- o Recording behaviour incidents promptly
- o Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- o Get to know the school's behaviour policy and reinforce it at home where appropriate
- o Support their child in adhering to the school's behaviour policy
- o Inform the school of any changes in circumstances that may affect their child's behaviour
- o Discuss any behavioural concerns with the Head of Year promptly
- o Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- o Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- o Take part in the life of the school and its culture
- o Attend meetings, in-person or via phone, to work with school to improve the behaviour of their child.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, and the school's policy, working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- o The expected standard of behaviour they should be displaying at school
- o That they have a duty to follow the behaviour policy
- o The school's key rules and routines
- o The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- o The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. Behaviour Expectations

At The Lowry Academy, we are committed to fostering a culture of **respect** and **positive attitudes to learning**. We believe that excellent behaviour is the foundation for aspirational learning and enables every student to be the best they can be. As an Academy, we also have a responsibility to develop students' values and character.

We promote this through:

- Praising and rewarding excellent behaviour.
- Applying consistent and clear sanctions for unacceptable behaviour.

Students thrive when boundaries are clear. It is the responsibility of all staff to model and enforce high expectations with consistency—**every lesson, every day**. The Academy is relentless in its pursuit of the highest standards of behaviour.

At our core is a commitment to putting students' needs first. For all learners to thrive, the Academy must be a safe and focused environment where all students can succeed, regardless of their individual needs.

To support this, all students are expected to:

- **Arrive on time**, both to the Academy and to lessons, fully prepared to learn.
 - Students who are late more than once in a week will serve a one-hour after-school detention.
 - Repeated lateness will be addressed under the Attendance Policy.
- **Wear the full Academy uniform** as outlined in the uniform policy.
 - Failure to comply will result in placement in Reflection until the issue is resolved
 - Uniform can be purchased or loaned from Student Services. Students refusing to correct their uniform or to borrow uniform items will be placed in Reflection for 24 hours.
- **Be fully equipped every day**, bringing:
 - A suitable bag (large enough to carry class books),
 - A pencil case containing: 2 black pens, 2 green pens, a pencil, ruler, rubber and a mastery book if needed.
 - Students who fail to bring or collect the correct equipment and refuse to rectify this will be placed in the Reflection Room.
- **Act in an orderly and self-controlled manner** at all times.
- **Treat staff and peers with respect** and follow reasonable instructions **the first time of asking**.
- **Ensure their own safety and that of others**, including during movement around the site.
- **Move purposefully and safely** during transitions:
 - Keep to the **left-hand side** of corridors and be in full uniform.
 - Students not transitioning promptly to lessons will receive a Lowry Line sanction.
 - Students arriving late after the end of transition music will be placed in the **Reflection Room**.
- **Refrain from antisocial behaviour** both inside and outside the building. This may result in placement in the Reflection Room or a **fixed-term suspension**.
- **Remain on-site throughout the school day**, unless taking part in authorised off-site activities. At the end of the day, students are expected to leave the premises unless attending extra-curricular activities.

Mobile Phones and Electronic Devices

- Mobile phones must be **switched off and out of sight** while on site.
- If a student is placed in Reflection, they will need to place their mobile phones in a locked box at the front of the room.

- If a phone is seen or heard:
 - It will be confiscated and handed to Reception.
 - A parent or carer must collect it.
 - Repeated breaches may result in the student being required to hand in their phone to pastoral staff each morning.

From **September 2025**, we will issue Mobile Phone pouches to all students in a gradual rollout program. Once a Year Group has been issued the pouches, the expectation is that they are used.

7. Responding to Behaviour

7.1 Rewards and Recognition

When a student's behaviour meets or exceeds the expected standard, staff will recognise and reward it. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards are applied clearly and fairly to support the routines, expectations, and norms of our behaviour culture.

Examples of positive behaviour rewards include:

- Verbal praise and positive feedback during lessons
- Communication with parents/carers via phone or written message
- **Values Cards** (5 points) recognising specific school values
- **Golden Tickets** (15 points) for exceptional effort or contribution
- **Head of Year Awards** (50 points) and **Principal Awards** (500 points)
- **House Points** contributing to termly and annual House competitions
- Certificates and celebration assemblies
- Opportunities for leadership and responsibility roles (e.g., student ambassadors)
- Class or year group rewards such as special activities or trips

Recognition for Key Milestones

To celebrate and motivate sustained excellence, students will receive milestone badges when they hit key points thresholds in the rewards system:

- **Bronze Award** – 1,000 points
- **Silver Award** – 2,500 points
- **Gold Award** – 5,000 points
- **Platinum Award** – 7,000 points

Each badge represents a significant achievement and is awarded in assembly. These awards also contribute to students' personal development records and may be recognised in reports and celebration events.

Milestone badges are awarded **annually**, with students receiving a **single "legacy" badge** to represent the highest award they have achieved that year.

7.2 Responding to Misbehaviour and Sanctions

The Lowry Academy operates a **Disruption Free Learning System**, based on the following core principles:

- Every student has the right to learn in a disruption-free classroom.
- Every teacher has the right to teach in a disruption-free classroom.
- At Lowry, we expect all students to be in lessons, learning and striving to be their best. Students arrive to lessons fully equipped and ready to learn.
- Students will make excellent progress in every lesson, every day.

The Academy does not tolerate disruption or defiance, as these behaviours compromise the learning and safety of all students and staff. All students are responsible for behaving safely and compliantly to enable effective learning for themselves and others.

8. Behaviour Expectations and Sanctions

8.1 Warnings

Staff will give clear verbal warnings for low-level behaviours that disrupt learning, including but not limited to:

- Calling out or talking over the teacher (including after a countdown)
- Off-task chatter or distracting others
- Bickering, unkindness, or general rudeness
- Physical contact with others
- Refusal to follow instructions
- Refusal to work or complete independent tasks as expected
- Shouting or loud outbursts
- Throwing objects
- Leaving seat without permission
- Use or sound of mobile phones or headphones (items will be confiscated)
- Eating in class, including chewing gum
- Damaging or misusing equipment or property
- Swinging on or turning around in chair
- Failing to sit up straight or pay attention
- Head on the desk or in arms
- Not facing the speaker
- Any behaviour which slows down learning

Where a student receives multiple warnings for disrupting learning, they will be removed from the classroom and placed in the **Reflection Room**. The process is as follows:

- **Verbal Warning:**
The teacher will issue a verbal caution, reminding the student of the Academy's expectations, which are clearly displayed in every classroom.
- **Lesson Removal:**
If the student continues to disrupt learning, the teacher will contact '**On Call**'. A member of staff will collect the student and escort them to the **Reflection Room**.

Once removed, the student will spend a **full working day** in the Reflection Room. For example, if a student is removed during Period 3, they will remain in Reflection until the end of Period 3 the following day.

Students will remain in the Reflection Room for the remainder of the day they are removed, with a clear structure and expectations in place to support reflection and re-engagement.

8.2 Immediate Referral to the Reflection Room

More serious or repeated disruptions result in immediate removal from the lesson to the Reflection Room, including:

- Fighting or play fighting during social time
- Abusive or offensive language
- Dangerous or violent behaviour
- Truancy
- Any behaviour deemed dangerous or risking safety
- Lateness to lessons (after the late bell)
- Inappropriate uniform or refusal to correct it when asked

When removed from lessons, students will spend **24 hours in the Reflection Room** as part of their sanction. Students continue to receive meaningful education under staff supervision.

Parents/carers will be informed on the same day.

8.3 Off-Site Respite (OSR)

Students who refuse to attend or cause disruption in the Reflection Room may be placed in an **Off-Site Respite** at a partnership academy. They will be expected to attend in full school uniform and complete all work set.

Failure to attend OSR counts as unauthorised absence and may lead to fixed penalty fines.

Upon return from OSR, students must attend a reintegration meeting with parents/carers and school staff. Students will also complete 24 hours in Reflection to change their behaviour moving forwards,

Students in the Reflection Room are expected to:

- Follow all instructions promptly and respectfully.
- Remain silent unless spoken to by staff.
- Engage fully and appropriately with the work provided.
- Always maintain a calm and focused environment.
- Show respect to staff and peers through their behaviour and attitude.
- Take responsibility for their actions and use the time to reflect.
- Understand that disruption, defiance, or refusal to comply may lead to further sanctions or an extended stay.

8.4 Off Site-Directions

In **exceptional circumstances**, where a student fails to make sustained improvements in their behaviour despite targeted support and intervention, the Academy may consider an **Off-Site Direction (OSD)** as an alternative strategy.

An OSD provides a student with the opportunity for a **fresh start** at another academy within the local catchment area. Parents/carers and the student will be invited to a formal meeting to discuss this option in full.

The process is overseen by the **senior leader responsible for Behaviour**. Typically, an OSD is implemented as a **six-week probationary placement**, during which a review meeting may be held with the student, parents/carers, the Inclusion Leader, and staff from the receiving academy to monitor progress.

The **receiving academy** reserves the right to end the placement in line with their own policies and procedures. Should the OSD placement be unsuccessful, the student may either:

- Return to The Lowry Academy on a **full or reduced timetable**, with a reintegration plan in place; or
- Be subject to **permanent exclusion**, at the discretion of the Principal.

8.5 Detentions

More than one breach of standards will result in a detention being given at the end of the Academy day.

Detentions may be given during break, lunchtime, or after school without 24 hours' notice or parental permission, provided staff consider:

- The welfare of the child
- Whether the child has caring responsibilities
- Safe travel arrangements home

Detentions may be held any academy day when the student is present, including weekends (excluding start/end of holidays) or teacher training days.

Lunchtime detentions include reasonable time for eating, drinking, and toilet use.

8.6 Additional Sanctions and Support

Additional sanctions and support measures include:

- Loss of privileges such as leadership roles or extracurricular activities
- School-based community service (e.g., tidying classrooms, supporting events)
- Behaviour contracts or putting students on report to monitor and support behaviour
- Removal from classroom for significant disruption
- Parental contact via phone or letter to inform and involve families
- Suspension for serious or persistent breaches, with a reintegration meeting required
- Permanent exclusion in extreme cases threatening the safety or welfare of others

8.7 Equality and Support Considerations

All sanctions are applied fairly. Staff will consider:

- Personal circumstances
- SEND needs
- Any mitigating factor

The Academy proactively supports vulnerable groups, including SEND students, Looked After Children (LAC), and those on the Child Protection Register.

The school recognises that changes in behaviour may indicate that a student needs help or support. We will consider whether a student's misbehaviour is linked to them suffering, or likely to suffer, significant harm.

Where this may be the case, we will follow our **Child Protection and Safeguarding Policy** and consider whether pastoral support, early help intervention, or a referral to children's social care is appropriate.

Please refer to the Child Protection and Safeguarding Policy for more information.

8.8 Off-Site Misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, including:

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

Sanctions may also be applied for off-site misbehaviour at any time, if the behaviour:

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

8.9 Online Misbehaviour

The school can issue behaviour sanctions for online misbehaviour when:

- damage to the academy or its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks.

9: Searching, Screening, and Confiscation

9.1 Searching, Screening, and Confiscation

Searching, screening, and confiscation will be conducted in line with the latest Department for Education guidance: **Searching, screening and confiscation - GOV.UK**

Confiscation

Any prohibited items found in a student's possession because of a search will be confiscated and will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

The following items are banned in academy and students may be searched for them without their consent and without the consent of their parents:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol and/or drugs
- Fireworks
- Cigarettes and/or smoking materials such as electronic vapes
- Lighters and matches
- any article that the member of staff suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

Searching a student

- Searches will only be carried out by a member of staff authorised by the Principal or by the Principal themselves.
- The authorised staff member will, wherever possible, be of the same sex as the student, and a second member of staff will be present as a witness.
- Exceptions apply where urgent searches are needed to prevent serious harm, and a member of staff of a different sex may carry out the search without a witness (see full details in the DfE guidance).
- If a search is necessary but not urgent, advice should be sought from the Principal, designated safeguarding lead (DSL), or pastoral staff. The student will be supervised separately during this time.
- Searches will be conducted in a suitable location, away from other students, and only on school premises or where staff have lawful control (e.g. school trips).
- Before a search, staff will explain the reasons, what will happen, and seek the student's cooperation. Refusal to cooperate may result in a behaviour sanction, and potentially reasonable force if justified.
- Staff may use a detector to assist in searches.
- In specific cases, Parents may be asked to come in to support.

Scope of searches:

- Outer clothing includes items not worn next to the skin (e.g. jumpers, jackets, hats, scarves, gloves, shoes, blazer).
- Possessions include desks, lockers, bags, or any items a student has control over.
- Searches of possessions require the student and a witness to be present unless there is an urgent risk of harm.

Informing the designated safeguarding lead (DSL):

- Any search involving suspected possession of prohibited items must be reported to the DSL without delay.
- All such searches will be recorded on the safeguarding system, regardless of whether items are found.

Informing parents/carers:

- Parents/carers will be informed as soon as reasonably practicable about any search for prohibited items, including details of what was found, confiscated, and any resulting sanctions.

Support after a search:

- Regardless of outcome, the school will consider whether the student may be at risk of harm and may provide pastoral support, early help, or refer to children's social care as appropriate.
- When deciding what to do with a prohibited item, the academy will act in line with statutory guidance issued by the Department for Education.

Mobile Phones and Electronic Devices

Where a mobile phone or other electronic device is confiscated during a search, authorised staff may examine any data or files on the device if they have good reason to do so.

A good reason exists where the member of staff suspects that the device contains material that:

- has been, or could be, used to cause harm to another person,
- may be used to disrupt teaching, or
- breaches the Academy's behaviour policy.

If such material is found, the school may **delete the data** (where it is reasonable, proportionate, and lawful to do so) or **retain the device** for further investigation or as evidence.

Any decision to examine, delete, or retain material will follow **DfE guidance**, be proportionate to the concern, and involve the **Designated Safeguarding Lead** if any safeguarding risks are identified.

All searches and actions taken will be **recorded**, and parents will be informed where appropriate, particularly where serious breaches of policy or safeguarding issues are identified.

9.3 Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will assess whether to report the incident to the police. Relevant evidence will be preserved for police investigation.

- Senior Pastoral staff will make any police reports.
- The school will not interfere with police action but may continue its own investigation and sanctions if they do not conflict with police processes.
- The designated safeguarding lead (DSL) will make a simultaneous report to children's social care if appropriate.

Section 9: Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school is committed to ensuring that all incidents of sexual harassment and/or sexual violence are met with a suitable response and are never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response to such incidents will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has clear procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These procedures include:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our **Child Protection and Safeguarding Policy** for more information.

Section 10: Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider disciplining the student in accordance with this behaviour policy.

Similarly, where a student makes an allegation of sexual violence or sexual harassment against another student that is shown to be deliberately invented or malicious, the school will also consider disciplinary action.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school—working with the Local Authority Designated Officer (LADO), where relevant—will consider whether the student who made the allegation needs support or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our **Child Protection and Safeguarding Policy** for detailed guidance on responding to allegations of abuse against staff or students.

Section 11: Suspensions

The Lowry Academy is an inclusive school, striving to ensure every student remains engaged in learning. Suspension is used as a sanction primarily in cases of defiance and/or persistent wrongdoing.

In applying this policy, the Academy will adhere to current legislation, including the **Equality Act 2010**. The Academy acknowledges its duty to have regard to the Department for Education's statutory guidance on exclusions. Section 1 of that guidance highlights the importance of compliance with the Equality Act, ensuring that exclusion decisions do not unfairly discriminate against students. The Equality Act also allows for positive action to address disadvantages or needs affecting groups where this is proportionate.

The Principal and Governing Body must comply with their statutory duties relating to students with Special Educational Needs and Disabilities (SEND) when managing exclusions, including regard to the **SEND Code of Practice**.

The exclusion policy applies not only to behaviour in school but also to behaviour outside of the Academy, such as in the community, traveling to/from school, on school trips, and work experience placements.

11.1 Suspensions

Students may be suspended from the Academy for a fixed period at the discretion of the principal.

Suspensions may be issued for, but are not limited to, the following behaviours:

- Any incident compromising the physical or emotional wellbeing of staff, students, or visitors.
- Aggressive behaviour, whether physical or inciting/promoting aggression
- Intimidation or bullying
- Persistent defiance
- Damaging Academy or others' property (costs charged to parents/carers, police involvement)
- Theft
- Possession of illegal or controlled items (including chemicals, drugs, weapons)
- Serious incidents off-site while on trips, visits, or wearing Academy uniform.
- Malicious accusations against staff
- Failing to attend or meet expectations in the Reflection room.
- Persistent disruption of learning for others

Students will be provided with work online during suspensions. During this time, they must not be in public places during school hours or on Academy premises. Parents/carers are responsible for their child's safety during suspensions; the Academy is not liable for incidents occurring during these periods.

11.2 Reintegration from Suspension

Students returning from suspension will attend a reintegration meeting with their Head of Year, Behaviour Manager or SLT member, and their parents/carers. This restorative meeting discusses the reasons for suspension and any contributing factors, alongside support options from home, the Academy, or external agencies to prevent further suspensions.

On return, students will complete 24 hours in the Reflection room as this aids them to change their behaviours moving forwards.

11.3 Alternatives to Exclusion

The Academy recognises that exclusion is a serious sanction, especially as many students have experienced significant disadvantage. Wherever possible, exclusions are avoided by balancing the needs of the student and the Academy community, using alternative strategies.

Section 12: Permanent Exclusions

Permanent exclusion is a last resort and may be considered in two main situations:

- As a final step after other strategies have failed, including persistent and defiant misbehaviour such as bullying.
- Exceptional circumstances where a serious single incident occurs, such as, but not limited to, intimidation, bullying, serious assault, or bringing drugs, weapons, or other illegal items onto Academy premises.

Each case is considered on its merits. The Principal will weigh the seriousness of the incident(s), the breach of behaviour policy, and the potential impact on the safety, welfare, and education of others.

The Governing Body's Disciplinary Committee reviews permanent exclusion decisions within 15 school days, considering the Principal's reasons, evidence, student records, witness statements, and previous support efforts.

Section 13.1 Principles of the Exclusion Process

The decision to exclude is made on the **balance of probabilities** (i.e., it is more likely than not the student acted as alleged) and in response to serious or persistent breaches of the behaviour policy where remaining in school would seriously harm the education or welfare of others.

13.2 Notification

Parents/carers will be contacted at the earliest opportunity, ideally by telephone. The exclusion will be confirmed promptly via a letter signed by the Principal or designated senior leader.

13.3 Role of the Local Governing Body

The Governing Body's responsibilities include:

- Considering parents' representations
- Upholding or overturning the exclusion decision, or directing reinstatement
- Providing a written decision with reasons without undue delay

13.4 Statutory Guidance

The Academy follows statutory guidance on exclusions as published by the Department for Education:

Statutory Guidance on Exclusions:

<https://www.gov.uk/government/publications/school-exclusion>

Section 13.5 Behaviour Support Escalation Model

Each case is considered in its individual context. The framework below provides a general guide for support and intervention but may be adapted or amended at any time based on professional judgment or changing circumstances.

Wave	Typical Duration	Possible Triggers	Possible Support in Place	Success Criteria & Review
1	Minimum 2 weeks	<ul style="list-style-type: none"> - Emerging pattern of concerning behaviour (e.g., repeated detentions or removals) - Early signs of disengagement or disruption 	<ul style="list-style-type: none"> - Head of Year report card - 3 personalised, measurable targets set with the student 	<ul style="list-style-type: none"> - Weekly review by Head of Year - Success = Improved behaviour and target achievement
2	Minimum 4 weeks	<ul style="list-style-type: none"> - Continued concerning behaviour despite initial support - Repeated time in Reflection or short-term suspension 	<ul style="list-style-type: none"> - Reflection Room Manager report - Parent/carer meeting - 3 revised behaviour targets 	<ul style="list-style-type: none"> - Review at Week 2 and Week 4 - Success = Improved behaviour and target achievement
3	Half termly	<ul style="list-style-type: none"> - Ongoing issues despite Wave 2 support - Higher frequency of serious incidents - Increasing reliance on alternative provision 	<ul style="list-style-type: none"> - Senior Behaviour Lead report - Individual Behaviour Plan (IBP) in place - External agency referral if appropriate 	<ul style="list-style-type: none"> - Review at Week 3 and Week 6 - Success = Improved behaviour, agency engagement, target progress
4	Termly	<ul style="list-style-type: none"> - Escalation despite intensive support - Concerns about long-term placement stability 	<ul style="list-style-type: none"> - Review of IBP with Vice Principal/Senior Behaviour Lead - Off-site direction considered - Multi-agency planning if needed 	<ul style="list-style-type: none"> - Targets agreed with student, family, and professionals - Clear reintegration or progression plan
5	Ongoing	<ul style="list-style-type: none"> - Continued high-level disruption or risk to self/others - Lack of response to off-site or multi-agency interventions 	<ul style="list-style-type: none"> - Consideration of Permanent Exclusion - Governor Behaviour Panel convened 	<ul style="list-style-type: none"> - Review of all intervention history - Panel decision reflects full context and student voice

Section 14: Monitoring Arrangements

14.1 Monitoring and Evaluating Behaviour

The school will collect and analyse behaviour data on a regular basis.

This data will be analysed **frequently**.

The school will use the findings from this analysis to ensure compliance with its duties under the **Equality Act 2010**. If any trends or disparities between groups of students are identified, the school will review and update its policies accordingly to address these.

14.2 Monitoring this Policy

This behaviour policy will be reviewed by the Principal and Vice Principal at least annually, or more frequently if required to respond to findings from the behaviour data monitoring (see section 11.1).

At each review, the policy will be approved by the Chair of Governors.

Section 15: Staff Training and Support

The school is committed to ensuring all staff have the necessary skills and knowledge to manage behaviour effectively and consistently. To support this:

- All new staff will receive behaviour management training as part of their induction process.
- Regular refresher training sessions will be provided to all staff throughout the academic year to update them on policy changes, behaviour strategies, and safeguarding considerations.
- Staff will be trained on the use of reasonable force and how to apply it safely and appropriately.
- Additional training will be provided for staff working with students with specific needs, such as those with SEND or mental health difficulties.
- The school will provide support and guidance to staff dealing with challenging behaviour, including access to pastoral or leadership support.
- Behaviour leads and senior staff will receive ongoing professional development to ensure they can effectively support staff and students.

The effectiveness of training will be monitored through observations, feedback, and analysis of behaviour data to identify areas for further development.

Section 16: Links with Other Policies

This behaviour policy should be read in conjunction with the following school policies, which provide additional guidance and support related to behaviour and student welfare:

- **Child Protection and Safeguarding Policy**
Outlines the procedures for keeping students safe and responding to safeguarding concerns, including those related to behaviour incidents.
- **Anti-Bullying Policy**
Details the school's approach to preventing and addressing bullying, including cyberbullying and peer-on-peer abuse.
- **Attendance Policy**
Provides guidance on expectations and procedures related to student attendance and punctuality.
- **SEND Policy**
Explains how the school supports students with special educational needs and disabilities, including adaptations to behaviour management approaches.
- **Equality Policy**
Describes how the school promotes equality and ensures compliance with the Equality Act 2010 in all aspects, including behaviour management.

- **Restrictive Intervention Policy.**

All staff and governors should be familiar with these policies to ensure consistent and coordinated approaches to behaviour management and student welfare.