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Part of United Learning

# Behaviour Policy

Date of Last Review: Summer Term 2024

Review Frequency: 1 Year

Review Date: Summer Term 2025

Person Responsible for the Policy: F Mulholland

Ratified by Governors: September 2024

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**UNITED LEARNING BEHAVIOUR POLICY  
CENTRAL ACADEMY**

Date of last central office review:	Summer Term 2023	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2025	Owner:	FMU
Date of next school level review:	Summer Term 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

**REVIEW TIMETABLE**

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	March 2021 DMA
School policy ratified by Local Governing Bodies	April 2021 DMA
Implementation of Group Policy	April 2021 DMA
Policy edited to include ILR, suspensions and vapes added as banned items	October 2021 EST
School policy ratified by Local Governing Bodies	October 2021 EST
Policy edited to reduce ILR time and alter the ILR information for after school. Bullying information removed – directed to the antibullying policy. Removal of C19 adjustments.	April 2022 EST
Graduated Approach	Sept 2022 EST
School policy ratified by Local Governing Bodies	Sept 2022
FMU owner of the policy. Changes made on leadership detentions, daily detentions, off site provision, malicious allegations and time to get to ILR reduced to 5 minutes instead of 7.	July 2023 FMU
Policy amended to include some guidance from the Department of Education regarding the confiscation and disposal of banned items	January 2023 FMU
Detention information added regarding processes.	July 2024 FMU



## **UNITED LEARNING TRUST**

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## **BEHAVIOUR POLICY**



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## Behaviour Policy

### 1. Expectations

This policy sets out the expectations of behaviour for students at Richard Rose Central Academy and its approach in ensuring that all students and staff are safe, and able to thrive in a positive learning environment in keeping with its core aims and values to bring out the 'best in everyone'. The implementation of this policy will enable students to engage in learning in the classroom uninterrupted by disruption. The policy also enables teachers to comply with teaching and learning standards set out by the DFE, which states that all staff have a responsibility to promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This behaviour policy applies to students when:

- Students are attending the Academy;
- Taking part in any Academy organised or Academy related activities;
- Travelling to and from the Academy;
- Wearing the Academy uniform;
- In some other way identifiable as a student at the Academy

Even where the five conditions above do not apply, the behaviour policy can extend to any behaviour which could have repercussions for the orderly running of the Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of the Academy, this can include issues such as bullying or cyber-bullying.

**In applying this policy, the Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act, notably disability. It will also take into account the needs of students with special educational needs. The Academy will also have regard to its Safeguarding Policy where appropriate.**

### 2 Policy Implementation

**The Governing Body** will establish in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and review it annually. This will be communicated to students and parents. The policy is non-discriminatory and the expectations are clear. Our Governors support the Academy in maintaining high standards of behaviour.

**The Principal** is responsible for the implementation and day to day management of the policy and procedures.

**The Senior Leadership Team** will ensure that all staff adhere to the behaviour policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required.

**All staff**, including teachers, support staff and student teachers are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy ensures a high-quality learning environment is created in which students develop self-discipline and personal responsibility. The Governing Body, Principal and staff ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.



**Parents and carers** must take responsibility for the behaviour of their child both inside and outside the Academy. They are encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

**Students** are expected to take responsibility for their own behaviour and are made fully aware of the Academy policy, procedures and expectations. Students must ensure they move safely around the building and do not participate in any behaviour which may put themselves or others at risk of harm. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students are ambassadors for the Academy and are expected to maintain our standards of behaviour when representing the Academy or when in the local community.

### **3 Behaviour Expectations**

#### **a) Behaviour for Learning Expectations:**

Creating the right environment for students to learn is vital to ensure all students make their expected progress. At Central Academy we believe that all students have the right to a disruption free classroom where learning can thrive. This places a large amount of responsibility on the student to ensure they meet our classroom expectations and follow all instructions. We do not accept any excuses for poor behaviour and believe that all students can learn effectively and behave well.

Student lesson expectations:

- 1) Follow instructions the first time
- 2) Be polite, respectful and kind to all
- 3) Work hard and help others to learn
- 4) Be on time and line up outside of your classroom, quietly & respectfully
- 5) Have the correct equipment

During Lessons:

At the start of lessons students are expected to line up outside of the classroom in silence. The class teacher will then invite students into the room to complete the 'Do Now' task.

If a student is disturbing their learning or the learning of others, they will be given a **warning (1<sup>st</sup> warning)**.

If a student repeats the behaviour or a different example of disruptive behaviour the student will be removed (**Remove**) from the lesson and sent to the Independent learning room (ILR)

**The student will have 5 minutes from removal to arrive at the Independent Learning room (ILR) or a further sanction will be applied**

Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. In some circumstances warnings are not issued and students are immediately removed and sent to the ILR – Pending Investigation. Please find appendix B attached with example of warnings.



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## **b) Around School Behaviour**

At Central Academy we expect our students to do the right thing, even when no one is watching. We have clear expectations of our students outside of lessons to ensure that the Academy is safe at all times. Our expectations are:

- 1) Follow instructions the first time
- 2) Respect others and treat them accordingly (hands off)
- 3) Keep voices at a quiet volume and use appropriate language
- 4) Move quickly and sensibly without stopping
- 5) Keep on the left-hand side including the stairs

Students who do not meet these expectations will receive a warning and explained how they can correct their behaviour. Students will be given the chance to correct the behaviour and if this is not taken a second warning will be issued. This will result in the student spending a maximum of 24 hours in the independent learning room until the behaviour is corrected.

During assemblies students are expected to enter silently. During this time they will be sat down in their form groups. Students can be removed from assemblies after one warning due to the nature and scale of the disruption.

## **c) Uniform**

We expect all students to show RESPECT for our uniform.

Where a student does not have a particular item of uniform, parents are expected to provide a written explanation regarding this which should be shown to staff on the entry doors at the start of the day. If a student arrives at the Academy without appropriate shoes or other uniform items, they will be sent to the Boot Room at the start of the day. If uniform replacements are available, they must hand over their footwear or suitable clothing before being provided with a pair of black shoes, or tie or other uniform items, as appropriate. If there is a medical reason which means that a student cannot wear an item of uniform this must be evidenced with an appropriate medical note.

Should a student refuse to co-operate, they risk being placed in the ILR or a Leadership Detention.

## **d) Other Serious Incidents**

At Central Academy we have the highest standards for our whole school community. In some cases, incidents are serious enough to warrant a suspension from the Academy. This is a very serious sanction and not taken lightly. The decision to exclude a student is only made by the Principal. If a student is excluded parents/carers will be informed by telephone in the first instance followed up with a letter outlining the details of the suspension. Parents/carers are responsible for their child for the first 5 days of any suspension and they must stay at home for this period. Parents/carers are expected to attend a reintegration meeting with a member of the Pastoral Team and/or Senior Leadership Team. For further information please see our Suspension Policy.



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### e) Graduated Approach

Behaviour trigger	Support
1 or 2 FTS	Keyworker identified
	PSP report to tutor
	Department/teacher restorative
	Advise GP visit if relevant
3 or 4 FTS	SEND assessments
	PSP report to HOY
	Anger issues - WCO/LMO anger management
	Daily check ins with HOY
	Additional prompt
	RAG timetable
	Discuss seating/pairing in lessons
	Teacher round robin to investigate behaviour patterns
	Risk assessment completed and signed/shared
	Early help discussed - info sent if declined
	IKY mental health mentoring offered (referral completed if relevant)
	MUFC mentoring offered (referral completed if relevant)
5 or 6 FTS	EHA discussed - info sent if declined
	PSP report to HOY
	LMO Engagement Officer Intervention
	PRU observation
	EHCP discussed if relevant
	Ed Psych discussed/referral completed
	Family Action intervention
	Anger issues - WCO/LMO anger management
	Managed move offered
7 or 8 FTS	EHA discussed - info sent if declined
	PSP report to AP
	EHA intervention in process: YZ mentoring, family action, Youth offenders
	Managed move offered if previously declined
	Form change or set change discussed/actioned
9 or 10 FTS	6 week PRU intervention
	PSP report to AP
	Discussions regarding AP offer
	Final written warning issued
	Managed move discussed if previously declined
	County council advice - Joanne Beech

**\*Please note that Alternative Provision/Manage Move may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student and all parties are in agreement with this.**

**\*\*Permanent Suspension can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent suspension.**



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Examples of student support available:

- Acceptable Behaviour Contracts
- Adjustment to Behaviour Policy in lessons (reasonable adjustment)
- Assigned keyworker
- Anger management (in house)
- Counselling
- Peer mentoring
- Staff mentoring
- Support in referring to the Safeguarding Team
- Carlisle Utd/Man Utd mentoring
- Investigation into an EP assessment
- Early help assessment explored
- Further LA support including CAMHS

Alongside the graduated approach we will run weekly meetings with the behaviour team. This meeting is used to discuss key students who have one of the following issues:

- Risk of PS
- Students referred to the Carlisle Inclusion Panel
- Persistent poor behaviour
- Significant underperformance in lessons based on academic outcomes
- LAC/SEN
- Attendance issues/concerns
- Reintegration from managed move, extended absence or alternative provision

Meetings will involve:

- Assistant Principal/Vice Principal (Chair)
- SENDCO/nominated person
- DSL and deputy DSL
- Inclusion Manager
- Attendance Team
- Head of Learning

#### **f) Prohibited items and searches**

##### **The law relating to searches**

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, eg. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).



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The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a student's possessions to check for property not covered by the statutory power, but identified in the school's Behaviour Policy as an item which may be searched for. If an item is **not** listed in the school's Behaviour Policy under this heading then a search cannot be conducted without consent from the student. Consequently, it is vital to include any specific banned item, not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and/or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the school's Safeguarding Policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities Policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### **Searches without consent**

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

- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- Vapes and vaping paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably 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).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its Behaviour Policy. However, physical resistance by a student to search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education. This states that '60. Substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful. 61. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.'

### Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual Complaints Policy.

### Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from students**

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

#### **g) Drugs**

**The Academy has a zero-tolerance policy on drugs for the health and safety of students.** The Academy policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school will take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's Behaviour Policy. The sanction is likely to include permanent or fixed term suspension from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent suspension. Using illegal drugs will, except in exceptional circumstances lead to suspension which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

### **Parental involvement**

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.



## **h) Bullying**

Central Academy strives to be a caring, effective, safe and supportive community offering equality of opportunity and provision for everyone. Bullying will not be tolerated at the Academy. For more information, please read our Antibullying Policy.

## **i) Sanctions**

### **Independent Learning Room (ILR)**

If a student is issued with the ILR as a sanction the student will have 5 minutes to arrive at the ILR and will be met by the ILR manager. The ILR runs from the start of the school day **8:35 am until 3:30 pm**. Students will stay in the ILR for a maximum of 24 hours including social times. Students will not be allowed their bags in the ILR, these will be stored in lockers within the room (Remove). In the ILR students will complete a restorative justice conversation alongside paper-based or computer-based tasks for their core subjects. In the ILR we use a warning system similar to the classroom:

- 2 warnings result in increased time in the ILR
- 4 warnings will result in an extra day in the ILR and students will be removed to an SLT support room
- 5 warnings will result in a possible Fixed Term Suspension

### **Detentions**

Note that 24 hours' notice of a detention is no longer required. Parental permission is not required. When issuing detentions staff will consider:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

Specify that:

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

Set out which staff may give detentions. State that a lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet. To ensure consistency and fairness in their use, the process for using detentions should be set out clearly and be well-known to all pupils and staff.

### **Late to school detentions**

Gates to the astro will shut at exactly 8.25am. All students are expected to be on school site for line up by this point. Gates to the street will remain open until 8.35am. Anyone arriving between these times will be 'late to line up'. Following this names will be taken and they will line up between the gates and their names will be taken and an email will go to their parents. Two or more in a week will lead to a break time detention – a detention for every time you are late to line up. Students who refused this will be placed into ILR for up to 24 hours.



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At exactly 8.35am the back gates will lock. Anyone coming in after that time will come through the reception doors. Parents will be contacted, and a detention will be issued for that evening for 45 minutes. If students refuse this then this will result in up to 24 hours in the ILR, off-site direction or suspension.

If lateness occurs often, parental meetings will take place and an action plan will be used to support punctuality.

#### **Off Site Suspension:**

An off-site suspension (OSS) may be applied for a variety of serious incidents. This differs from a FTS as the suspension will be based at Morton Academy or Trinity School in their ILR room. Please note reasonable adjustments will be used where applicable.

#### **Off Site Direction:**

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. We can arrange off-site provision for such purposes under our general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school. During this we could provide off site direction to one of our neighbouring schools in the city. Added

#### **Suspensions:**

For incidents the Principal judges a more serious consequence necessary, a student may incur an suspension from the Academy. There is further guidance on suspensions later in this policy.

#### **Governors' Panels:**

In some circumstances, it may be determined by the Principal that Governors need to be involved with a particular incident or a particular student. In these circumstances, Governors will listen to submission by the Principal (or appropriate member of staff) as well as the student and/or parents. Governors will then express a view on the matter.

#### **Final Written Warning:**

In cases where student behaviour has warranted fixed term suspensions, the Academy may notify parents in writing that further incidents of poor behaviour will warrant a permanent suspension. The Academy considers permanent suspension to be a final resort and will try to engage parents/carers, and often support, in such cases where permanent suspension is imminent by issuing a final written warning. It should be noted that events leading to permanent suspension cannot always be foreseen and the lack of a final written warning will not prevent permanent suspension in such cases.

#### **Malicious accusations against staff:**

If a student makes a malicious accusation against a member of staff this will be dealt with as a serious breach of the Behaviour Policy and could lead to a fixed term suspension or a permanent suspension dependent on the severity of the accusation. The Academy would seek to encourage restorative procedures if appropriate



in the event of such an accusation. The Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated 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.

### **The power to discipline beyond the school gate:**

Be aware and specify that the Behaviour Policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying. Consider whether there are specific circumstances that should be included such as cyber-bullying.

Malicious accusations against staff These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with an exclusion. The length of exclusion and whether this is internal or external will be treated on a case by case basis.

### **j) Reasonable Adjustments**

In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by the Act, notably disability. It also takes into account the needs of students with Special Educational Needs (SEN). The school will also have regard to its Safeguarding Policy where appropriate. Therefore, the school will undertake a series of reasonable adjustments to ensure all students needs are met. A reasonable adjustment is an adjustment made to a sanction taking into account the specific needs of an individual. All reasonable adjustments are managed by the behaviour and SEND Team and any specific adjustments will be evidenced in a students' passport or behaviour plan. Below are some examples of reasonable adjustments:

- An additional warning in the classroom
- Time out cards (removed after 3 x misuse)
- Independent learning in the SEND area
- Additional warning in unstructured times
- Fidget toys (where applicable)
- Take up time

Alongside the examples above please read Appendix C on specific reasonable adjustments for diagnosed needs.





## **k) Rewards**

The Academy's rewards are used as a strategy to inspire, enthuse and motivate students to fulfil their potential. Our aim is for all lessons to be rewards led. The use of rewards should be used before punishment in order to develop a positive ethos in the classroom and around the building. Praise and rewards are linked to effort, willingness, co-operation, thoughtfulness, personal achievement etc. Rewards are given when effort is:

- above the standard for that group
- above the standard for that student
- consistently good

All Academy staff are able to use rewards such as verbal praise, telephone calls to parents, the organisation of letters/emails to parents and public celebration of success in forums such as Friday Celebration Briefings and the Academy newsletter.

Praise can be given in many ways and as often as possible through:

- a) A quick word and a smile
- b) A specific written comment on a piece of work
- c) Sending a student to a HoL/member of SLT to look at a piece of great work
- d) An email to tutor/parents/HoL/SLT
- e) A public word of phrase in front of a tutor group/year group
- f) Displaying students' work
- g) Post card home
- h) Phone calls home: staff should aim to make 5 positive phone calls home for each negative
- i) Student of the week nominations made weekly from every subject
- j) Emails sent to primary guardians

Celebration of Success and Rewards at Central Academy:

### **Every lesson and around the building:**

- (i) Positive logs on arbor linked to engagement and effort in lessons
- (ii) iChoose is a new method of celebrating success in the classroom and directly links to positive attitudes to learning. The aim of iChoose is to promote personal responsibility, good behaviour and good discipline through encouraging students to make the right choices. iChoose will also enable students to understand the characteristics of effective learners and how attitude to learning affects achievement. In every lesson the teacher must award one student with an iChoose and continue to log other positive behaviour types linked to our values. Students enter their iChoose tickets into weekly and half termly draws.

iChoose plays a significant role in shifting to a culture of praise and celebration at Central Academy. Teachers are encouraged to involve students in the decision when awarding their ticket. Students are also encouraged to ask teachers who the ticket will go to and why.

### **Weekly Celebration of success and rewards (form time and assembly):**

- (i) iChoose ticket draw
- (ii) 'Student of the Week'
- (iii) iHomelearn, iCharacter and iAttend rewards given out to every year, every week

### **Half Termly celebration of success and rewards:**



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- (i) 'Perfect' certificates
- (ii) Best in Everyone
- (iii) Top students
- (iv) iChoose Mega Draw

#### **Annual celebration of success and rewards:**

- (i) Annual Awards Ceremony celebrating positive attitudes to learning across the curriculum and sporting success.

#### **l) Use of social media**

The Academy will enforce the Behaviour Policy, if appropriate, if the use of social media has a negative impact on the Academy, students or staff in any way. Examples of prohibited social media use includes:

- 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.

This list is not exhaustive.

If the use of social media needs to be reported then the Vice Principal – Behaviour should be informed. If necessary the Academy will refer matters to the Police. We expect staff, students and parents to use social media respectfully and to be careful with imagery and language that they share online. Breaches of this policy will result in disciplinary sanctions being applied. In terms of the Academy's responsibility to government guidance on the Prevent Duty children must be kept safe from terrorist and extremist material. The Academy filters and monitors use of ICT as appropriate.

#### **m) Use of Reasonable Force**

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

All Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.



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Specific instances of when reasonable force can be used are set out in the Department for Education's Use of Reasonable Force guidance (July 2013). This states that the Academy can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
  - prevent a student behaving in a way that disrupts an Academy event or trip or visit;
  - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
  - prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
  - restrain a student at risk of harming themselves through physical outbursts.
- Should a member of staff make use of physical intervention this is recorded via CPOMs.

Central Academy does not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.

## **n) Suspensions**

### *1. Executive Summary or Explanatory Note*

Central Academy, under this Behaviour Policy recognises that to ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That suspension is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated Vice/Assistant Principal in charge.

### *2. Legislation and Guidance*

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on suspensions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a student. Schools must also ensure that their policies and practices do not discriminate against students by **unfairly increasing their risk of suspension**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and Governing Body must comply with their statutory duties in relation to SEND when administering the suspension process. This includes having regard to the SEND Code of Practice.

Please be aware that the Suspension Policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement etc. Ensure that this is consistent with the main section of the Behaviour Policy.

### *3. Types of Suspension*

#### **Fixed Term Suspension (FTS):**

FTS is a very serious sanction and can only be made by the Principal. An FTS is for a stated number of days. If an FTS is applied, you will receive a phone call outlining the FTS including:

- Reason the FTS has been applied

- How many days FTS
- When the readmission meeting will take place

Following this you will receive a letter for your records. This will also be sent to the Local Authority for their records. All students must complete a readmission meeting before returning to the Academy. This meeting will reflect on the incident, set clear targets and plan the return to school for the student. For further information on the suspension process please read the Suspensions Policy.

Please note: any FTSs issued for refusing a sanction will result in the sanction refused being completed by the student after reintegration into the Academy.

Examples of but not limited to:

- Refusing to go to the ILR
- Failing an SLT room (escalation from ILR)
- Arriving late to the ILR
- Refusing staff instructions
- Repeated refusal to follow instructions
- Risking the health and safety of others
- Swearing at a member of staff
- Spitting at somebody else
- Theft
- Harassment or intimidation
- Malicious allegations against staff
- Bringing fireworks into school
- Breaching the Academy ICT Agreement
- Sexual Misconduct
- Sexist, racist or homophobic behaviour
- Smoking/vaping/using lighters on site
- Damage to school property
- Continued bullying
- Setting off a fire alarm or extinguisher
- Fighting (Primary Fighter)
- Bringing the Academy into disrepute

### **Permanent Suspension (PEX):**

The decision to exclude a student permanently is a last resort. There are two main types of situations in which permanent suspension may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:



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- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent bullying
- Serious violence against another student
- Serious damage to school property
- Violence towards a member of staff
- Sexual abuse/assault
- Repeated serious incident sanctioned with FTS
- Intimidating behaviour towards a member of staff
- Serious breach of the Behaviour Policy
- Continued breach of the Behaviour Policy
- Deliberate activation of the fire alarm without good intent, including smoking/vaping inside the building
- Repeated or serious misuse of the academy computers
- Malicious allegations against staff

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the Academy. The Academy reserves the right to act in the case of any incidents happening outside of normal Academy hours, which in the judgement of the Headteacher may have a detrimental effect on good order and discipline during the Academy day.

### **Reasonable Adjustments**

The Academy paperwork regarding suspension decisions refers to a section called 'Reasonable Adjustments' this is to ensure that appropriate staff such as the SENCO or pastoral staff are consulted to ensure that student profiles, EHCP and other guidance has been followed appropriately. Where there is evidence that a student's SEN status has an impact on their behaviour and ability to manage the expectations of the Behaviour Policy, the SENCO will ensure a clear plan for positive behaviour with consultation from external advice where appropriate.

### **4. *The Investigation***

When an investigation which may result in a suspension takes place it will be conducted in accordance with DfE guidance. The Academy's principles which will be applied are as follows:

- The member of staff will make a statement referring the issue.
- The student involved will be asked to make a statement, this can be a verbal statement transcribed by a member of staff. This should be signed and dated.
- Any witnesses will also make statements which will be signed and dated.
- If there is any physical evidence (eg CCTV images, objects), these will be recorded and added to the decision document.
- Voice of the child meetings

Each 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;
- The student's previous behavioural record;

- Contributory factors (eg. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the Academy Behaviour Policy, Special Educational Needs Policy and equality law obligations.

## 5. *Principal's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the Academy's Behaviour Policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

## 6. *Notification*

The Academy will notify parents in terms of priority on the Information Management System that a serious incident has taken place. This will be done by a senior member of staff. If an suspension decision is made parents will be notified by phone call and a letter, signed by the Principal and will be sent without delay.

## 7. *Role of the Local Governing Body*

The Local Governing Body is responsible for ensuring that any suspension decision made by the Principal is lawful, reasonable, procedurally fair and proportionate. A Governors' Student Discipline Committee panel made of three serving members of the LGB will meet to consider representations by the Academy, parents and the Local Authority. The panel can either uphold the suspension or direct reinstatement (and if the latter is not practical still consider if the decision was justified.) The decision of the panel will be given in writing and without delay giving the reasons for the decision. Appendix A - the Department flow chart (Appendix A from its statutory suspensions guidance) to the policy.

## 8. *Additional Requirements for Permanent Suspension*

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

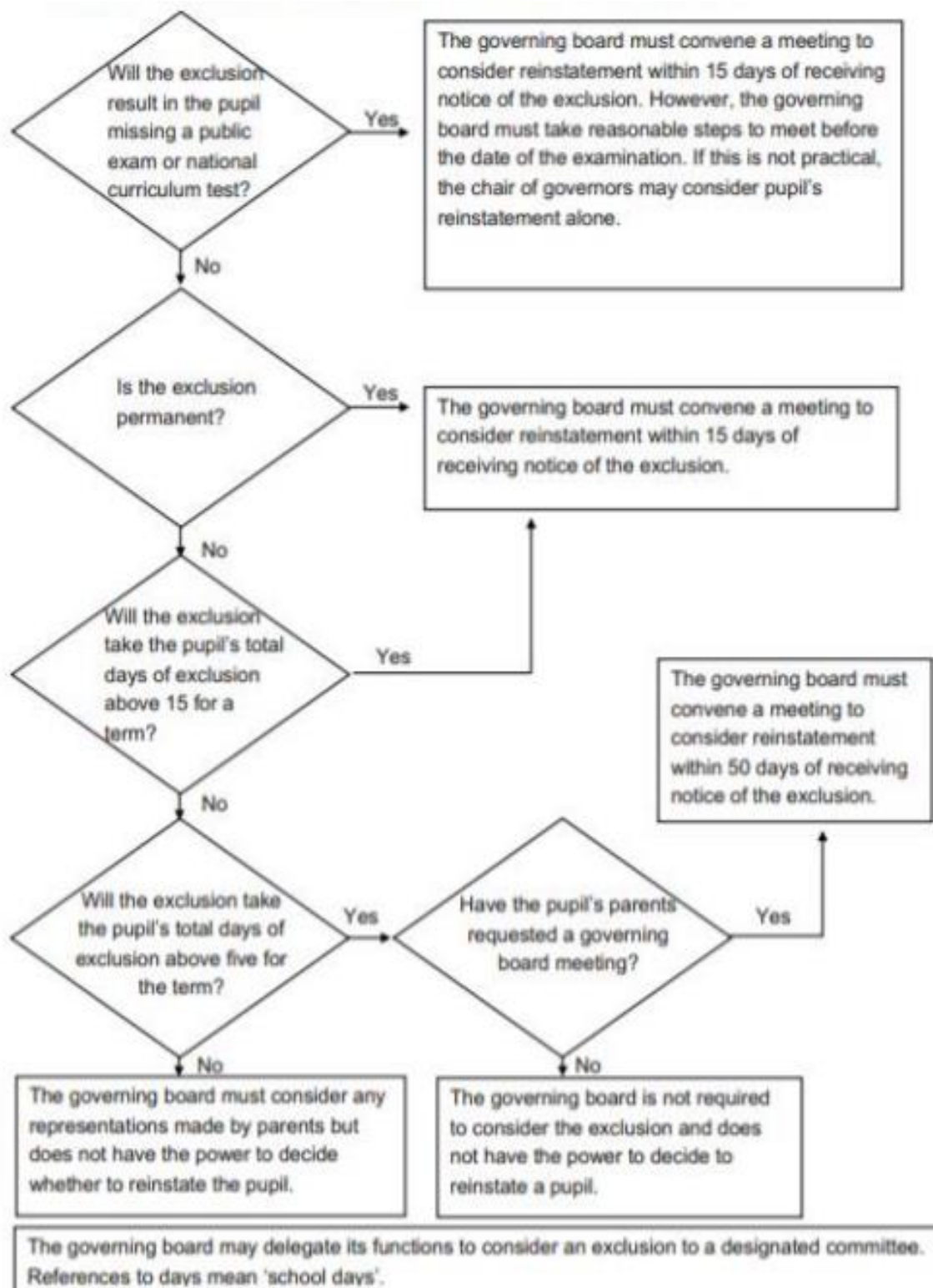
- the statutory timeframe for applying to an independent review panel
- to whom an application must be sent, together with the grounds and evidence
- the right for parents to request a special educational needs expert
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

## 9. *Independent Review Panel Procedure*

If a parent wishes to appeal a decision made by the Governing Body then they can proceed to an Independent Review Panel. The set up and process of the IRP is set out in DfE guidance. The guidance makes clear the role of the IRP, timescales for the process, the constitution and powers of the IRP. An IRP cannot compel the academy to reinstate a student.



## Appendix A



## Appendix B

### Secondary Behaviour Sanctions (Professional Judgement used in implementation)

Independent Learning Room	Off-site Suspension	Fixed Term Suspension	Permanent Suspension
<p>Disruption to learning in the classroom. Students will receive a warning for the reasons below. Repeated disruption will result in removal to the ILR. Warnings are given for (examples of but not limited to):</p> <ul style="list-style-type: none"> <li>• Lateness/Refusing detentions</li> <li>• Low-level disruption</li> <li>• Calling out</li> <li>• Off-task talking</li> <li>• Talking over a teacher</li> <li>• Distracting others</li> <li>• Unkindness</li> <li>• Rudeness</li> <li>• Physical Contact</li> <li>• Inappropriate language</li> <li>• Inappropriate response to a warning</li> <li>• Refusal to follow instructions first time</li> <li>• Shouting</li> <li>• Refusal to work</li> <li>• Head on desk</li> <li>• Throwing</li> <li>• Lack of equipment</li> <li>• Leaving their seat without permission</li> <li>• Chewing or eating in lessons</li> <li>• Mobile phone notification or headphones visible</li> <li>• Damage to equipment or property</li> <li>• Turning around</li> <li>• Not paying attention</li> </ul>	<p>A list of reasons for OSSs are listed below (examples of but not limited to):</p> <ul style="list-style-type: none"> <li>• Refusing to go to the ILR</li> <li>• Arriving late to the ILR</li> <li>• Refusing staff instructions</li> <li>• Repeated refusal to follow instructions</li> <li>• Refusing detention</li> </ul>	<p>A list of reasons for FTSs are listed below (examples of but not limited to):</p> <ul style="list-style-type: none"> <li>• Refusing to go to the ILR</li> <li>• Arriving late to the ILR</li> <li>• Refusing staff instructions</li> <li>• Repeated refusal to follow instructions</li> <li>• Risking the health and safety of others</li> <li>• Swearing at a member of staff</li> <li>• Spitting at somebody else</li> <li>• Theft</li> <li>• Harassment or intimidation</li> <li>• Malicious allegations against staff</li> <li>• Bringing fireworks into school</li> <li>• Breaching the Academy ICT Agreement</li> <li>• Sexual Misconduct</li> <li>• Sexist, racist or homophobic behaviour</li> <li>• Smoking/vaping/using lighters on site</li> <li>• Damage to school property</li> <li>• Continued bullying</li> <li>• Setting off a fire alarm or extinguisher</li> <li>• Fighting (Primary Fighter)</li> <li>• Bringing the Academy into disrepute</li> <li>• Continuous refusal of detentions</li> </ul>	<p>A list of reasons for PEX are listed below (examples of but not limited to):</p> <ul style="list-style-type: none"> <li>• Carrying or supplying illegal drugs</li> <li>• Carrying or using an offensive weapon</li> <li>• Persistent bullying</li> <li>• Serious violence against another pupil</li> <li>• Serious damage to school property</li> <li>• Violence towards a member of staff</li> <li>• Sexual abuse/assault</li> <li>• Repeated serious incident sanctioned with FTS</li> <li>• Intimidating behaviour towards a member of staff</li> <li>• Serious breach of the Behaviour Policy</li> <li>• Continued breach of the Behaviour Policy</li> <li>• Malicious allegations against staff</li> </ul>





<p>Immediate removal:</p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Abusive or Offensive language</li> <li>• Dangerous or Violent behaviour</li> <li>• Highly disruptive behaviour</li> </ul> <p>Incidents around school</p> <p>The ILR may be applied for any serious incident where OSS/FTS is not appropriate. Please find some examples listed below:</p> <ul style="list-style-type: none"> <li>• Repeat offence around school resulting in more than one detention</li> <li>• Using strongly inappropriate language (eg swearing, discriminatory comments)</li> <li>• Aggression</li> <li>• Dangerous behaviour/damage to property</li> <li>• Shouting/rudeness/disrespect to staff</li> <li>• Failure to attend mandatory after academy commitment</li> <li>• Verbal violence towards a student or staff</li> <li>• Discriminatory harassment</li> <li>• Possession of dangerous or inappropriate materials</li> <li>• Vandalism</li> <li>• Truancy</li> </ul>			
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What does the ILR mean?	What does OSS mean?	What does FTS mean?	What does PEX mean?
Students will be isolated in our independent learning room and continue with their learning in-line with their core subjects. Students will also complete a restorative justice meeting with the member of staff at the end of the day.	A set number of days in the ILR room at Morton Academy with work to complete. This will be followed up by a restorative meeting.	A set number of days at home with work to complete. This will be followed up by a readmission meeting.	Permanently excluded from attending academy. A hearing before the Academy's Governing Body committee.





## Appendix C – Reasonable Adjustments

### Introduction

Schools have had a duty to provide reasonable adjustments for disabled students since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled student.

The duty in relation to the provision of physical features means the features of a building or premises. The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments are reasonable for a school to have to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other students and prospective students

*Taken from Equality and Human Rights Commission published 2015*



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## Practice in the Academy

Central Academy is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual needs. The effectiveness of the reasonable adjustment is carefully monitored by the SENCO and Pastoral Team.

The following are some of the reasonable adjustments made in school:

- Specific and personalised adjustments to the school's Behaviour Policy (see below and Behaviour Policy for more specific examples)
- Specific and personalised adjustments to the school's Uniform Policy
- Examination access arrangements
- Allowing students to use the lift
- Toilet passes
- Allowing students to type instead of handwriting an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Providing coloured overlays to students with visual stress
- Seating plans to support hearing impaired students
- Seating plans to support seeing impaired students
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times

## Behaviour Management

At Central Academy we have a very clear and consistent Behaviour Policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the student teacher relationship and want to ensure we develop student's character and they make excellent progress. Our behaviour system is based around our school values.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.

We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.

We have students who have a diagnosed need and they are placed on our SEN Register. This information is available to staff with generic strategies relating to the need and specific strategies to support the individual. There are also meetings held with the school SENCO and teachers to discuss students and they may have a profile page outlining adjustments and strategies to be put in place. This will be shared via CPOMS with all that student's teachers.

We also have students who have a known need. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. This information is also available to staff and staff are regularly directed to it. Updates are sent through so as to support students in class via a SEN Bulletin.



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Students in both groups are supported through the Pastoral and SEND teams. Their care, provision and support is discussed regularly at our Pastoral meetings. Referrals to outside agencies are made to access specialist support where appropriate.

We put in place reasonable adjustment for students who either have a diagnosis or known need when required. Examples of reasonable adjustments to support behaviour would include (not an exhaustive list):

- Extra verbal warning in class removal system
- 3 removals instead of 2 removals to trigger suspensions
- Time out cards (3 x misuse – removal)
- Meeting 1:1 with the student to review the week's behaviour and look at strategies to help
- Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons
- Break and Lunch support
- Careful consideration to seating plans
- Traffic lighted timetable
- Referral to alternative provision

The reasonable adjustment plan will be decided on a case by case basis by the SENCO and the Director of Key Stage or member of SLT. This plan will be communicated internally to staff via CPOMS and Advice to Support Learning sheets. This will also be clearly communicated and agreed with the student and parent/carer.

Linked Policies:

- SEN Policy
- Behaviour Policy
- Uniform Policy



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