ACET

Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

ACET Behaviour and Rewards Policy

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POLICY LEAD: Executive Principal
APPROVED BY: Trustees (Curriculum and Standards Committee)

Excellence Equity Empowerment

DOCUMENT CONTROL

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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice.

Policy Lead / Author	Executive Principal / K. Wright

Version Number	Date Issued	Updated Information
Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you		
V2	June 2025	• 5.3.2 Change of language from "100% attendance" to "outstanding attendance." • 8 Mobile phones can be collected by any ACET member of staff. Refusal to hand over phone will result in a suspension. • 10.1 & 10.4 Bridge now runs from 8.30am instead of 9am. • 13.2 Specialist behaviour panel meeting. • 12 Incremental suspensions. • Appendix 1 & 2 Internal suspension added to consequence guides.
V3	October 2025	• 9 Detail of consequence around refusal of searches.
V4	January 2026	• Mobile Phone Addendum.
V4.1	February 2026	• 14.7 Replaced 'exclusion' with 'suspension.' • 12 Deleted the line: The length of suspensions will increase incrementally for persistently displaying repeated behaviours. • 3.2 Added 'Possession of replicas or items intended to resemble knives or weapons.'
V5	September 2026	• 2: Updated legislation • 8: Updated mobile phone guidance including smart technology • 10.1.1: more detail on offsite direction • 11: Strengthened SEND wording • 12.1: Separating for safeguarding guidance • 13.1: Updated need for reintegration • 16: Clarity on governor monitoring • Removed appendix 3

		• 10. Violence at work added • 1: Refined purpose and aims to strengthen the relational approach to behaviour, linking positive relationships, Quality First Teaching, consistent routines and every member of staff's responsibility for building positive relationships with all students.

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1. Purpose and aims

1.1 This policy aims to establish a positive, relational culture in which high expectations, excellent teaching and strong relationships enable every student to feel safe, known, valued and ready to learn. Behaviour is understood as a shared responsibility: every member of staff contributes to the culture of the Academy through the quality of their teaching, the consistency of their routines and expectations, and the positive relationships they build with all students.

- Create a calm, safe, supportive and inclusive learning environment in which all students can thrive and achieve.
- Promote a relational approach to behaviour management, recognising that respectful, trusting relationships between staff and students are central to engagement, belonging, wellbeing and positive behaviour.
- Set the expectation that every member of staff takes responsibility for building and sustaining positive relationships with all students through daily interactions that are warm, respectful, fair and consistent.
- Make clear that Quality First Teaching is fundamental to positive behaviour: well-planned, inclusive and engaging teaching, appropriate challenge, clear explanations and responsive support help students to participate successfully in learning.
- Establish a Trust-wide approach to high standards of behaviour that reflects the values of each Academy, with expectations, routines and boundaries explicitly taught, modelled and reinforced.
- Provide a consistent, fair and proportionate approach to behaviour, balancing clear expectations and consequences with support, reflection, restoration and opportunities to repair relationships.
- Ensure that all stakeholders understand their responsibilities for creating and sustaining a positive culture for learning, and that these responsibilities are carried out consistently.

1.2 Recognise, praise and reward positive behaviour, effort, progress and contribution, strengthening students' sense of belonging and reinforcing the behaviours that support effective learning.

Build the culture of our core Principles:

- Supporting staff - a commitment to value, train and support staff so they can deliver Quality First Teaching, build strong relationships and maintain high expectations consistently.
- Child centred - knowing students well, listening to their voice and involving them in decision making where appropriate, while responding to individual needs and circumstances.
- Uphold the small stuff - a shared commitment to high standards, predictable routines and consistent follow-through, recognising that everyday interactions shape culture.
- Pride focused and positive relationships - routinely recognising and celebrating the achievements of students and staff, while fostering a culture of care, belonging, mutual respect and relational trust across the Academy community.

2. Legislation

This policy is informed by the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (DfE Statutory Guidance, July 2026 – effective from 26 July 2026).
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

- Mental health and behaviour in schools – 2018
- Special Educational Needs and Disability (SEND) Code of Practice.
- Mobile phone guidance (DfE statutory guidance, June 2026 – effective from 1 September 2026)

3. Definitions

3.1 Misbehaviour is defined as that which does not, in itself cause harm or emotional damage to students or property but disrupts learning or the smooth running of the Academy. For example:

- Disruptive or distracting behaviour in lessons, at transition times, and/or at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude to learning.
- Incorrect uniform.

3.2 Serious misbehaviour is defined as any more serious breach of the behaviour code such as to seriously disrupt learning, and/or cause physical or emotional harm to other members of the Academy community. For example:

- Repeated breaches of the Academy rules over a period of time.
- Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour like interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting/assault.
- Smoking/vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items (as listed in 2022 DfE guidance on searching, screening, and confiscation)
- These are:
    - Knives or weapons.
    - Alcohol.
    - Illegal drugs.
    - Stolen items.
    - Tobacco, snus, lighters, and cigarette papers.
    - Fireworks.
    - Pornographic images.
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
- Possession of replicas or items intended to resemble knives or weapons.

4. Roles and responsibilities

4.1 Students should:

- Be aware of the basic behaviour expectations in the Academy.
- Follow instructions from all staff first time of asking without argument.
- Demonstrate polite and courteous manners to all members of the Academy and visitors.
- Wear complete and correct uniform.
- Have correct equipment- pen, pencil, ruler, bag, planner.
- Get to school and lessons on time.

- Engage in the learning within lessons and not disturb the learning of others.
- Look after the schools and other peoples' property.
- Be good ambassadors for the Academy in school and within the community.
- Uphold the Academy behaviour policy.
- Comply with consequences when issued.

4.2 Parents/carers should:

- Get to know the behaviour policy and reinforce it at home.
- Support their child and the school in adhering to the behaviour policy.
- Inform the Academy of any changes that are likely to have an impact on their child's behaviour.
- Discuss any behaviour concerns with the child's pastoral team promptly.
- Take part in any pastoral work following misbehaviour.
- Raise any concerns with the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy.
- Uphold the Academy behaviour policy.
- Attend meetings when requested by the Academy for the best interest of the student. Parents/carers can be accompanied at these meetings.
- Support consequences issued by the Academy.

4.3 Teaching staff should:

- Create a calm and safe environment for students both in the classroom, at the start of the day, at break times and on transitions between lessons.
- Establish and maintain clear boundaries for student behaviour.
- Hold positive and constructive conversations with parents / carers when addressing both positive and negative behaviour.
- Implement the behaviour policy consistently.
- Communicate the Academy and Trust expectations, routines, values, and standards through teaching correct behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Provide a personalised approach to the specific behavioural needs of students.
- Record behaviour incidents promptly.
- Establish clear and consistent lines of communication with parents.
- Challenge students to meet the Academy expectations.
- Uphold the Academy behaviour policy.

4.4 Heads of Faculty should:

- Support and encourage teaching staff to create a calm and safe learning environment both in the classroom, at the start of the day, at break times and on transitions between lessons.
- Support and encourage teaching staff to set up good practice around classroom management e.g. seating plans, routines, resource management, etc.
- Support and encourage teaching staff when managing challenging behaviour from a student.
- Support and encourage teaching staff with lesson removals when behaviour is significantly disrupting the learning of others.
- Support and encourage teaching staff with contact to parents / carers. Making contact home directly where behaviour is becoming problematic in a timely manner.
- Support and encourage teaching staff to follow through with the behaviour policy following an incident of poor behaviour., this includes tracking the consistency and quality of the logging and communicating of incidents. This includes supporting with restorative conversations with students.
- Support teaching staff by adding a layer of escalation for students who have posed continued behavioural concerns within that faculty area.
- Support teaching staff by proactively engaging with behaviour data to identify patterns and target where interventions could make a positive impact.
- Support and encourage teaching staff, pastoral teams, SENDCo and inclusion staff to work together when a student is posing significant concern with regards to behaviour across multiple faculty areas within the Academy.
- Support and encourage teaching staff and students to identify and celebrate areas of outstanding practice around behaviour management.
- Support teaching staff by identifying areas of training need.

4.5 Pastoral Teams should:

- Support all staff to create a calm and safe learning environment both in the classroom, at the start of the day, at break times and on transitions between lessons. Be an approachable, fair, consistent, and visible member of staff.
- Take a consistent and proactive approach towards pastoral duty roles.
- Fully investigate, log, and communicate behaviour incidents.
- Provide a clear and consistent route of communication for parents/carers of students within their year group.
- Implement rewards and consequences in a fair and well communicated manner.
- Implement support strategies for students to promote positive behaviour within the year group. Setting targets where appropriate and ensuring consistent follow up actions and communication with parents/carers.
- Support and encourage teaching staff and Heads of Faculty in their management of student behaviour.
- Investigate and monitor incidents of bullying, providing support for victims and working with perpetrators and families on all sides.
- Organise and chair parental meetings regarding Re-integration meetings following a period of suspension. Setting clear targets and communicating these with key stakeholders. Providing feedback following agreed time frames to meet the targets and implementing further strategies where needed.
- Manage Pupil Support Plans and systems of report for students and communicate targets and outcomes with key stakeholders.
- Monitor behaviour data to identify patterns of hotspot areas and support strategies to intervene.
- Refer students of significant concern to the Leadership Team.
- Provide the Principal with full details and documentation when making the decision around suspensions.

4.6 The Leadership Team should:

- Support all staff to create a calm and safe learning environment both in the classroom, at the start of the day, at break times and on transitions between lessons.
- Support teaching staff and Pastoral Teams in responding to incidents of behaviour in the Academy.
- Support Pastoral Teams with Re-integration meetings following suspension for students that have either demonstrated a serious misbehaviour or are raising concern through repeated misbehaviours.
- Support and encourage Pastoral Teams and Heads of Faculty to monitor data and use it to inform the implementation of interventions.
- Support the Academy through conducting Pastoral Duties and being an active, visible, consistent, and fair leader, modelling and supporting positive actions with all stakeholders.
- Meet with their year teams formally on a weekly basis and informally daily to discuss behaviour concerns.

4.7 The Principal should:

- Set the tone with all staff to create a calm and safe learning environment both in the classroom, at the start of the day, at break times and on transitions between lessons.
- Liaise through Leaders to monitor how Pastoral Teams and Heads of Faculty and wider staff are managing behaviour and the interventions to support a positive learning environment.
- Make decisions regarding fixed period suspensions (delegating this responsibility to a Vice Principal in case of emergency or unavailability).

4.8 Governors should:

- Monitor this behaviour policy's effectiveness and work with the principal to assess its implementation.
- Support the Academy with Behaviour Panel meetings and statutory 15 days of suspension meetings with the principal and parent/carers.
- Parents/carers can request that these meetings are held remotely.

5. Rewards and recognition

5.1 As a Trust, we offer a range of rewards to:

- Recognise the value of pupils' achievements, progress, effort, service, and leadership within our Academies.
- Give positive encouragement to pupils to succeed and to contribute.
- Enhance pupil/staff relationships within our Academies.
- Improve a pupil's sense of self confidence and worth.

5.2 We praise and reward children and young people for good behaviour in a variety of ways:

- Praise.
- Communication home to parents/carers.
- Special responsibilities e.g. Prefects.
- Awards Assemblies.
- Reward days.
- Educational Visits.
- Rewards breakfasts.
- Shining stars.

5.3 Summary of Rewards

5.3 1 Faculty Rewards:

- Staff are encouraged to praise verbally all positive achievements whenever opportunities present.
- themselves.
- Staff should write positive and encouraging comments in planners, exercise books, and folders.
- when they are marked with WWW and EBI (in line with marking policy).
- Displays of work in the classroom and around the Academy on notice boards and display areas in
- corridors, reception, and the assembly hall.
- Publicly - In front of a class - Recognition by Head of Faculty/SLT.
- In a congratulatory letter (via email) to parents for pupils who have shown consistent effort in class
- work both verbal and written and in homework.
- Examination performance should also be considered.
- Star of the Week.
- Pupils of the Month.

5.3.2 Year Team Rewards:

- Publicity and praise in assemblies to individuals and groups.
- Half-termly outstanding attendance.
- Termly outstanding attendance.
- Most improved attendance.
- Places on trips which are extra-curricular.

5.3.3 End of Year Assemblies:

- Reward for individual outstanding attendance.
- Trophy and reward for best attendance.

5.3.4 Whole Academy Rewards and Single Events:

- Academic Awards Evening.
- Celebration and Presentation Evenings.
- Trips organised by staff for pupils who have made significant progress in attitude and behaviour.
- Letters home from Attendance Officer/EWO when attendance shows sustained improvement.
- Work Experience in Year 10.
- Praise in Reports and at Parents' Evenings.
- DoE awards.

6. Academy uniform expectations (see Uniform policy)

- All students will be made aware of the uniform expectations of the Academy.
- All students will be made aware of the consequences of non-compliance with the Academy uniform policy.
- If a student is not following uniform policy, they will be supported to correct their uniform ('change it or lend it') or they may be given an agreed time to rectify the issue ('take up time').
- Non-compliance to the uniform policy after these measures have been put in place will result in the student being removed from their lessons until the uniform is correctly in line with policy.

7. Academy behaviour curriculum

We aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect, and self-discipline.

We aim to enable students to develop positive behaviour through the consistent explicit promotion of the Academy's behaviour expectations. These define the behaviours and qualities needed for students to thrive as they move through their education and into adult life. These are promoted through rewards, the curriculum and Academy environment. Finally, it is important to reward those who behave well. Most students respond well to praise and there is something worthy of praise in all students. However, it is important that students accept responsibility for their own actions through a clearly defined code of conduct understood by all.

We will coach students on how to behave through assemblies, form periods, reflection work, individually tailored pastoral work and interactive coaching.

8. Mobile phones / electronic devices (see ACET Mobile Phone Policy)

- The academy operates as a mobile phone-free environment. Pupils must not access, use, display, hear or otherwise utilise mobile phones or other smart technology during the school day, including lessons, lesson changeovers, breaktimes, and lunchtime, unless authorised as a reasonable adjustment or exceptional arrangement.
- References to mobile phones in this policy include smart watches, communication devices, and other smart technology capable of sending or receiving messages, notifications, images, videos or internet-based communications.
- The academy recognises that some pupils may require access to a mobile phone or smart device as a reasonable adjustment under the Equality Act 2010 or to support a medical condition. Requests will be considered on an individual basis, and appropriate arrangements will be agreed with parents/carers, relevant staff and, where appropriate, healthcare professionals. Any agreed access will be limited to the specific purpose, time and location identified by the academy.
- Mobile phones and other smart technology are identified by the Academy as items that may be searched for where staff have reasonable grounds to suspect a breach of the Academy's mobile phone policy.
- If students are caught using their mobile phones, the mobile phone will be confiscated, this can be done by any member of ACET staff. The student will be asked to collect it from a designated area at the end of the school day.
- Refusal to hand over the device will result in a suspension and meeting to be attended with parents/carers.
- Any student whose phone is confiscated three times during a half term, parents/carers must come to collect it, and an appropriate sanction will be put in place. The phone will be securely stored until collection.
- Students must not use their mobile phones to contact parents/carers during the day. If they need to speak with their parent/carer then they should ask a member of their year team. Likewise, if a parent/carer needs to speak to their child urgently or needs a message passing on, they should phone the academy.
- In addition, students must not use their mobile phone at the end of the academy day until they are out of the building and off school site.
- Inappropriate use of mobile devices is also not permitted and will lead to consequences. This includes, but is not limited to:
    - Answering telephone calls or messaging.

- The use of mobile devices to threaten or bully.
- Recording or watching inappropriate video footage.
- Recording anyone without consent and
- Uploading content to social networking sites.

- Any inappropriate use of the mobile device on academy premises, both inside and outside the building, including lunch and break time and after school will lead to consequences which includes but is not limited to confiscation of mobile devices for a period of time, detention, isolation and/or suspension.
- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies, as appropriate. Such conduct includes but is not limited to sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs, sexual orientation or any other protected characteristic.

9. Smoking / vaping / snus

- Vaping and smoking are not permitted.
- The dangerous and legal ramifications for young people will be explained in assemblies and form periods.
- If a student is suspected or known to have a vape, cigarette, lighter or other smoking paraphernalia, the student will be searched, and the items confiscated.
- If a student refuses a search, then a period of suspension will be applied.
- If a student refuses a search when drugs are suspected, a significant period of suspension will be incurred, and the police will be notified.
- Any vape gets placed in an evidence bag with details and collected by community police officer. This is linked to trading standards to provide further evidence as to where students are illegally purchasing them from.
- Use of snus and/or other nicotine consumption products are not permitted on school site.

10. Violence at work

The Trust is committed to providing a safe working environment in which all employees, volunteers, contractors and visitors are treated with dignity and respect. The Trust operates a zero-tolerance approach to violence, aggression, abuse, intimidation, threatening behaviour or harassment directed towards staff in connection with their work. Violence may include verbal abuse, threats, physical assault, damage to property, or any behaviour that causes an employee to feel unsafe.

Any incident of violence, aggression or threatening behaviour must be reported immediately to the Principal or designated senior leader and recorded in accordance with the Trust's incident reporting procedures (see Appendix 3).

The Trust will regularly monitor incidents of violence and aggression to identify trends, review control measures and ensure continuous improvement in protecting staff health, safety and wellbeing.

11. Responding to behaviour

11.1 Students who do not meet the Academy's high standards will be supported with a range of measures, including a pastoral support plan. The Academy may also issue sanctions to allow students to reflect on how best to correct their behaviour including:

- a detention at the end of the Academy Day.
- period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme.
- a day, or several days, in '*The Bridge*.' This will run from 8.30am until 4pm. Student to sign in at the main reception.
- a period of fixed term suspension from the Academy.
- age-appropriate intervention and learning related to the disciplinary matter.

- Academy community service e.g. litter picking, dining room assistance, library assistance, PE faculty assistance.
- a lunch time suspension – if behaviour is related to out of class behaviour.
- Behaviour Placement: fixed period placement of up to 12 weeks in a partner Academy to assist in improving behaviour.
- Managed Move: 12-week placement in another Academy that may be converted to admission to permanently on roll.
- Offsite direction.
- Permanent exclusion.

11.2

Offsite direction

Off-site direction may be used as a temporary intervention to improve a pupil's behaviour where in-school support and intervention have been unsuccessful or are considered inappropriate. It will not be used as a punishment or sanction. Placements will be time-limited, subject to review and supported by clear objectives and reintegration arrangements. Parents will be given two school days written notice before an off-site direction can proceed.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. This will not e used as a trial and must comply with the School Admissions Code. The academy will have carried out a number of initial interventions before a managed move will be considered.

11.3

In a classroom environment, when a student exhibits behaviour that does not follow the Academy's expectations, staff will implement the following steps:

Choices – Consequences – Certainty – Consistency

Students make a **choice** *of their behaviour, both positive and negative.*
There is a **consequence** *or reward to that behaviour.*
There is **certainty** *that this consequence will happen.*
This is applied **consistently** *across faculties and all staff.*

-	Expectations reminder	Verbal and/or non-verbal classroom management techniques to reiterate what is expected of students. This is not recorded.
C1	First warning	Added to the classroom display poster as a visual reminder.
C2	Last chance warning	Recorded on class charts and displayed on the classroom display.
C3	Removed from the lesson	Student has 5 mins to attend ***The Removal Room.*** They will remain there for the rest of the lesson. This event is recorded on Class Charts. Student is issued a 30 mins after school detention. Student is after 5 mins = 60 mins detention
C4	Suspended	If **Removal Room** is failed or refused the student will be suspended from the academy for a period of time. They will re sit their day in **The Bridge** on return

If the student's behaviour continues to be a concern following a C2 the student will be sent to ***The Removal Room*** and issued with a Detention of 30 minutes. Parents should be informed on the same day if their child has been removed from the classroom.
An 'On-Call member' of staff will be contacted if the student refuses to leave or fails the removal room. The student will be suspended.
Staff reserve the judgement to remove the student from lesson if the behaviour is severe enough to warrant it, in that case they do not have to have used the warning systems.
For outside of the classroom misdemeanours a standards detention will be issued of 30 minutes- these will be for late to lesson, boisterous corridor behaviour, repeated uniform infringements and equipment discrepancies.

11.4 The Removal Room

The removal from the lesson is to allow the rest of the students to continue with their learning and for the teacher to proceed with the teaching of the lesson without disruption.

The Removal Room is within the mainstream Academy; students attend when removed from their lesson.

The Removal Room is NOT a consequence, it is to allow the learning of others to continue, the consequence for being removed is a 30-minute detention after school.
Students must attend *The Removal Room* within 5 minutes of being sent or the detention will be extended to 60 mins.

Reflective work will be expected to be completed during the period of time in *The Removal Room*

11.5 The Bridge

This is a workspace for students to be away from mainstream lessons and access learning in a supportive environment. It can serve as isolation for students who have been unable to access their learning due to poor behaviour.

The Bridge is a hybrid of classroom and independent workspaces that is staffed to support students with their learning.

For students who are being isolated in *The Bridge* due to behaviour, their isolation will run from 8.30am to 4pm.

Students who are isolated will not be allowed into mainstream for break times.

12. Behaviour expectations for pupils with SEND

12.1 Recognising the impact of SEND on behaviour.

The Academy recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the Academy's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies. As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned. Any actions taken will be outlined in student Grids for Learning.
- Where there are concerns about the behaviour, or risk of suspension, exclusion, off-site direction or managed move of a pupil with SEND or an EHCP, the academy will work with parents/carers, the SENDCo, relevant professionals and, where appropriate, the local authority to consider additional support, alternative provision or an early review of the EHCP

12.2 Adapting consequences for students with SEND, while never using it as an excuse for poor behaviour

When applying a behavioural sanction for a student with SEND, the Academy will consider:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.
- If the answer to any of these questions is yes, it may be unlawful for the Academy to sanction the student for the behaviour. The Academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12.3 Considering if the student has an unmet underlying SEND.
The Academy's Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

12.4 Students with an Educational Health Care Plan (EHCP)
The provisions set out in the EHC plan must be secured and the Academy will co-operate with the local authority and other bodies. If the Academy has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.

13. Fixed period suspension

The Academy can use suspension in response to serious incidents or in response to persistent poor behaviour, which has not improved following internal Academy consequences and interventions. The decision to suspend will be made by the principal and only as a last resort.
Suspensions can be issued from 1 to 15 days for a fixed term period, or a permanent exclusion if necessary.

Students may receive a period of suspension followed by a period of internal suspension at the discretion of the principal.

13.1 Separation for safeguarding purposes
In exceptional circumstances, where it is necessary to protect the welfare or safety of pupils or staff, the academy may temporarily require a pupil to be educated away from the academy site or prevent attendance while safeguarding concerns are addressed. This is not a suspension or permanent exclusion and will not be recorded as such. Decisions will be led by the Designated Safeguarding Lead (DSL), parents/carers will be informed without delay, alternative education arrangements will be considered, and all decisions will comply with the Equality Act 2010, Human Rights Act 1998 and relevant safeguarding guidance. If a student is to be separated for safeguarding purposes, it will be time limited and the Local Authority will be responsible for their education if the parent or school is not providing it.

14. Re-integration following suspension

14.1 Following a suspension, cancelled exclusion, off-site direction or safeguarding separation the student and parents/ carers must attend a Re-integration meeting to provide an opportunity for the student to reflect on their behaviour which led to the suspension. The focus of the meeting will be to discuss how behaviour can be improved and the next steps to achieve this. Targets and actions from the meeting will inform the Grid for Learning where appropriate. Information from the meeting will be shared with the students form tutor, Pastoral Team, Leadership link and teaching staff where appropriate.

Copies of the meeting should be written up, logged and shared with parents/carers.

An agreed timeframe should be in place to review the targets set and for the outcome of this review to be communicated with parents/carers and key staff involved with the student.

14.2 Students that receive multiple suspensions could be required to attend a specialist behaviour panel meeting with parents/carers, a member of academy leadership, trust behaviour lead and where possible, an academy governor. This will be to discuss behaviour concerns, outline support available and plan for if behaviour continues to escalate.

15. Permanent exclusion

15.1 A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Academy's Behaviour Policy.
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of others within the Academy community, in line with current DfE Suspension and Permanent Exclusion Guidance

15.2 The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff.
- Bringing onto Academy site illegal substances with or without an intent to supply.
- Carrying an offensive weapon.
- Potentially placing members of the public in significant danger or at risk of significant harm.

15.3 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

15.4 Under current DfE Suspension and Permanent Exclusion Guidance a meeting of the Local Academy Council Behaviour Committee must be convened by the Local Academy Council Behaviour Committee when:

- A student has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the principal for a one-off incident, or through the Consequences system.

15.5 The Academy Advisor committee will comprise of 3 members of the Advisory Group who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

15.6 As a precautionary measure, the principal reserves the right to hold a behaviour panel meeting at 10 days and may therefore convene a meeting with parents and advisors following 10 days of fixed term suspensions in any one term as and when this is deemed an appropriate course of action. This will act as supportive meeting to intervene before the 15-day period.

15.7 After 45 days of suspension in any one academic year, the Advisors recognise that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Advisors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support.

16. Offsite behaviour

16.1 Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This means misbehaviour when the student is:

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

16.1.1 Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

16.1.2 Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g. on an Academy-organised trip).

16.2 Online misbehaviour

The Academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the Academy.

- It adversely affects the reputation of the Academy.
- The student is identifiable as a member of the Academy.

Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member.

16.3 Suspected criminal behaviour
If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police. When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the principal or an appropriate Senior Leadership Team member will make the report. The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

17. Monitoring

17.1 The Academy will collect data on the following:
- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion, and suspension.
- Use of student support units, off-site directions, and managed moves.
- Incidents of searching, screening, and confiscation.
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the Academy's behaviour culture. The data will be analysed regularly by the Academy SLT and reported to Local Governors termly.

17.2 The data will be analysed from a variety of perspectives including:
- At Academy level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The academy and governing body will monitor patterns in suspensions, permanent exclusions, off-site direction, safeguarding separation arrangements, managed moves, pupils removed from roll and the impact on vulnerable groups, including pupils with SEND and pupils with protected characteristics. Reintegration outcomes following suspension, off-site direction and safeguarding separation will also be reviewed.

17.3 This behaviour policy will be reviewed by Executive Leaders, Principal and Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be considered and approved by the CEO.

Appendix 1: The 'removal' process

Student behavioural issue in lesson

1. First verbal warning
2. First formal warning (C1 logged on the board)
3. Last chance warning (and log a C2)
4. Lesson removal (log a C3, this leads to 30 mins detention)

Student instructed:
"*You have been removed because of … you have 5 minutes to make your way to* ***The Removal Room***".

↓

Student makes own way to ***The Removal Room*** within 5 minutes.
Any refusal to move, then on call is alerted.
On call staff monitor in central area to ensure compliance

↓

The Removal Room ready to accept new referrals.
The Removal Room radio to confirm arrival or of any further issue.

↓

Student serves the rest of the lesson in ***The Removal Room***
Student arrives **within** 5 minutes: Issued with a 30-minute detention at the end of the day.
Student arrives **after** 5 minutes: Student issued with a 60-minute detention at the end of the day.

↓

Refusal or defiance within this process:
Student will be **Suspended** and on return will spend the day in **The Bridge**

↓

Teaching staff who issued removal to **contact the parents/carers** by the end of the day
Restorative discussion to take place to break the potential for a repeated cycle of behaviour from this lesson.

Appendix 2: Consequence escalation guide

Behaviour event	Consequence	If consequence not met	Support from
Incorrect uniform (consider genuine nature)	Borrow uniform, contact home to fix or given 'take up time' pass. Standards detention (30 mins)	Day in ***The Bridge***	PLL
False nails & false eyelashes	Standards detentions (30 mins) every day until off	Parental meeting to outline school policy	PLL
Mobile phone out	Mobile phone confiscated Parents collect after 3 times	If refused- **suspended**	LT link
Swearing *(consider severity and situation)*	Standards detention (30 mins)	Day in ***The Bridge***	LT link
Swearing at or about a member of staff	Suspended		Behaviour lead LT Principal
Defiance towards any staff	Standards detention (30 mins)	Day in ***The Bridge***	PLL
Abusive language towards pupils *(consider severity and situation)*	Break time detention/ Day in ***The Bridge***	**Suspended**	PLL LT link
Smoking or vaping	Suspended Bag searched and items confiscated- handed to DSL	Placement at external school partner	Behaviour lead LT Principal
Removed from lesson	Placed in **Removal Room** detention (30 mins)	Day in ***The Bridge***	PSM / LPM PLL
Removed from lesson three times in the day	Next day in ***The Bridge***	**Suspended**	PSM / LPM PLL LT link
Removed from lesson five times in the week	Day in ***The Bridge***	Suspended	PSM / LPM PLL LT link Behaviour lead LT
Failed ***The Removal Room***	**Suspended** rest of the day and the next day	Suspended	LT sweep LT link
Failed ***The Bridge***	**Suspended** rest of the day and the next day	Suspended	LT link Principal
Failed detention	Day in ***The Bridge***	**Suspended**	LT link
Missed detention	Resit the detention the next day	Day in ***The Bridge***	PSM / LPM PLL
Fighting *(very dependent on the evidence and the situation)*	*Rough guide*: Both sides equal - suspended. One-sided start- Heavier suspension Assault without retaliation- significant suspension	Placement at external school partner	Behaviour lead LT Principal
Poor behaviour at break or lesson transition	Standards detention (30 mins)	Day in ***The Bridge***	PSM / LPM PLL
Truanting	Placed in **Removal Room** for the remainder of the lesson and the next day in **The Bridge**	Suspended	LT link Behaviour lead LT

Appendix 3. Incident Reporting Form (accidents/incidents/near miss/violence)

Incident Reporting and Investigation Form (School)

Rotherham Metropolitan Borough Council

Doc Ref: HS-02 F005
Rev: 0

ALL SECTIONS OF THE FORM MUST BE COMPLETED
FAILURE TO DO SO WILL RESULT IN THE FORM BEING RETURNED

1. Injured Person/Person Involved

Full Name		Employee	☐
Home Address:		Pupil	☐
Post Code:		Member of Public	☐
DoB:		Other: *specify*	
Gender:	Male ☐ Female ☐ Non-binary ☐ Prefer Not to say ☐	If Employee Job Title:	

1A. Injured Person/Person Involved (No 2)

Full Name		Employee	☐
Home Address:		Pupil	☐
Post Code:		Member of Public	☐
DoB:		Other: *specify*	
Gender:	Male ☐ Female ☐ Non-binary ☐ Prefer Not to say ☐	If Employee Job Title:	

2. Location of Incident

Name of School/Academy		Local Maintained	◯
		Academy	◯
Location of Incident If it was not at School (including address, post code, building, street or room name or number where relevant)			

3. Incident Type

Please select one that describes the incident you are reporting

Accident	An accident is an incident which results in injury to someone or damage to property.	◯
Violence & Aggression	Any incident in which an employee is verbally abused, threatened, or physically assaulted, in circumstances arising out of or in connection with work	◯
Near Miss	A near miss is an incident that results in no injury or damage but had the potential to cause harm or damage.	◯

3A. Incident Type – Dangerous Occurrence

Was it a Dangerous Occurrence?

Dangerous Occurrence is a serious failure of equipment, premises or plant.

For example,

- The collapse or overturning of lifting equipment.
- Pressure system failure.
- An explosion or fire caused by electrical short circuit or overload that created a significant risk of death or 24-hour plant stoppage
- An electrical incident involving an overhead electric line
- The collapse of scaffolding more than 5 m high?

Yes, it was a Dangerous Occurrence ☐

No, please see Incident type above ☐

If you need help selecting the correct incident type,

please contact Health and Safety at HealthandSafety@rotherham.gov.uk

4. Details of Incident

Date: | Time:

Description of how the incident happened

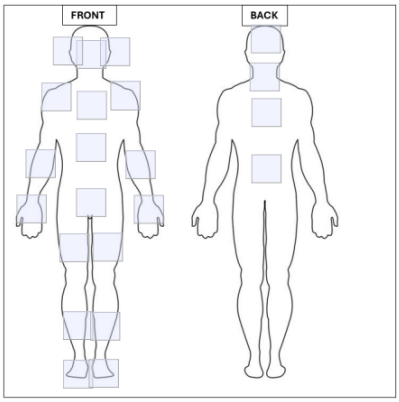
Briefly, what happened in the lead up to, during and immediately after the incident?

Full description of injuries sustained (if any) (e.g., cut to right knee, bruise to left elbow, swelling to ankle)	
Was first aid treatment administered? If yes, please describe the treatment provided (e.g., area cleaned with sterile wipes, ice pack applied, dressing applied, etc.).	
Was the injured person taken directly to hospital from the scene? If no, please explain when they were taken to hospital (e.g., taken the following day, went home and was later taken to hospital by a parent).	
If yes, please specify what medical treatment was given (e.g., X-ray, stitches, glue, examination by a doctor, prescription provided, etc.).	

5. Body Map of Injury

Please click on the body map below to indicate where the injury occurred (Red dot will appear).

If no injury occurred, please leave this section blank.



6. Incident Containment

Describe the immediate actions taken to contain the incident.
Please include:

- Whether the area was made safe (secured, isolated, cleaned up, or cordoned off)
- Whether the incident was reported to the Police
- If reported, provide the Police incident number

7. Environment Conditions

Describe any environmental or workplace conditions that may have contributed to the incident.

☐ Indoors	☐ Outdoors	☐ Overcast	☐ Windy
☐ Wet	☐ Rain	☐ Snow	☐ Ice
☐ Daylight	☐ Sunshine	☐ Night	☐ Artificial Lighting
☐ Hot	☐ Cold	☐ Freezing	☐ Noisy

8. Details of Assailant(s) – (If known and relevant)

Name		Name	
Address		Address	
Age		Age	
Gender		Gender	

Category (please Select as appropriate)

Pupil	☐	Parent	☐	Other		Pupil	☐	Parent	☐	Other	

9. Details of Witness(es)

Name		Name	
Address		Address	
Age		Age	
Gender		Gender	

Category (Select tick as appropriate)

Pupil	☐	Parent	☐	Other		Pupil	☐	Parent	☐	Other	

NOTE: If there are more than two assailants or witnesses, please include the additional details in the body of the email when submitting the form to HealthandSafety@rotherham.gov.uk

IMPORTANT

Sections 1–9 must be completed and submitted as soon as possible following the incident, in line with Council Policy (within 3 days of the incident occurring). These sections capture the initial details of the incident and must be submitted first, even if you are still collating information to enable a full investigation.

Investigation sections (Sections 10 onwards) can be completed and submitted at a later stage if the information required for the investigation is not immediately available.

10. Investigation:

PLEASE ENSURE THIS SECTION IS COMPLETED promptly by the Head of School, Principal, Deputy Head, or Business Manager. Identify any factors that may have contributed to the incident and outline any actions required to prevent it from happening again. Consider whether appropriate school procedures were in place and whether they were followed.

Things to consider:

- **What factors contributed to the incident?** Consider pupil behaviour, staff supervision, the environment, equipment used, and any other relevant circumstances.
- **Were staff appropriately trained for the activity or supervision involved?** If yes, please provide details or attach evidence (e.g., training records, certificates, induction information).
- **If equipment was involved, was it safe and suitable for use?** Consider whether it had been inspected, maintained, and was fit for purpose, including playground equipment, classroom resources, PE apparatus, science/DT equipment, etc.
- **Was appropriate PPE or protective equipment required and used?** Consider any misuse, lack of PPE, or non-compliance with established school procedures.
- **Include supporting evidence where relevant.** This may include witness statements (staff or pupils), photographs, risk assessments, inspection records, or any other documentation that supports understanding of the incident.

Is there a risk assessment in place for this work activity

If yes, please attach it to the email when submitting this form. **YES** ☐ **NO** ☐

If no risk assessment is in place, give reasons why not?

Was adequate supervision in place at the time of the incident?
Please provide the supervision ratio where possible (e.g., 1:8, 1:15,)

11. What was the Immediate Cause of the incident?

The Immediate Cause refers to the direct, short-term action or condition that led to the incident occurring at that moment.

Examples of Immediate Causes

Unsafe Acts:

- Pupil was running instead of walking and slipped
- Inappropriate behaviour or lack of supervision
- Incorrect manual handling technique
- Equipment used incorrectly or without required safeguards
- Failure to follow established school procedures or instructions

Unsafe Conditions:

- Wet or slippery floor
- Poor lighting in classrooms, corridors, or outdoor areas
- Trailing cables in walkways
- Faulty or damaged equipment
- Obstructions in corridors, classrooms, or playgrounds
- Uneven surfaces or damaged flooring/playground areas

12.What was the Underlying Cause of the incident?

The Underlying Cause refers to the deeper reason(s) that allowed the immediate cause of the incident to exist.

These are not the obvious or immediate triggers, but the underlying weaknesses, systems, or circumstances that created the conditions for the incident to occur.

Examples of Underlying causes

Training and Competence Issues:

- Staff member had not received appropriate or up-to-date training
- Induction or refresher training not provided or completed
- Incorrect assumptions made about staff competence or pupil capability
- Inadequate training for specific activities (e.g. PE, practical lessons, trips)

Procedural or Planning Issues:

- No risk assessment in place for the activity
- Existing risk assessments or procedures were unclear, outdated, or not followed
- Lesson, activity, or trip not adequately planned
- Changes made to activities without reassessing risks
- Time pressures or rushed activities impacting safety

Management and Supervision Factors:

- Inadequate supervision of pupils
- Supervision levels not appropriate for the activity, age group, or needs of pupils
- Lack of monitoring of staff compliance with school procedures
- Expectations not clearly communicated to staff or pupils

Environment or Organisational Issues:

- Poor maintenance of buildings, playgrounds, or equipment
- Identified hazards not addressed in a timely manner
- Inadequate storage leading to clutter or obstructions
- Staffing shortages impacting supervision or safe delivery of activities

Human Factors:

- Fatigue or workload pressures
- Distraction or divided attention
- Poor situational awareness
- Stress affecting decision-making

13. What was the Root Cause of the incident? (Technical, Organisational, Behavioural)

Root Cause refers to the fundamental reason the incident occurred — the deep-seated issue that must be addressed to prevent recurrence.

- **Technical:** Problems with equipment, tools, materials or systems.
  Examples: faulty equipment, poor maintenance, wrong tools, design issues.
- **Organisational:** Issues with processes, planning, training or management.
  Examples: unclear procedures, inadequate training, poor supervision, lack of risk assessment.
- **Behavioural:** Actions or decisions made by people.
  Examples: not following procedure, shortcuts, distraction, fatigue.

NOTE: If you are unsure about identifying the **immediate, underlying, or root cause**, please refer to the prompts and examples provided above to support your assessment.

Incident investigation training is also available through the Health and Safety team and provides a fundamental understanding of immediate, underlying, and root causes.

For further information or to request training, please contact HealthandSafety@rotherham.gov.uk

14. Has any corrective action been taken as a result of this incident: For example: This may include removing equipment from use, arranging repairs, providing staff re-training, taking disciplinary action where appropriate, implementing new or revised school policies, increasing monitoring of similar activities, or reviewing procedures or risk assessments. **All corrective actions taken must be clearly detailed.** It is strongly recommended that corrective actions are recorded appropriately and retained in line with school record-keeping procedures.			
Head Teacher / Principal Name (please print):			
Signature:		Date:	
Contact Number:			
E-mail address:			

Please e-mail this form immediately, or within 3 days of the incident occurring, and attach any relevant risk assessments, photographs, witness statements, or other supporting evidence, to: HealthandSafety@rotherham.gov.uk