



Anchored in Christ

Behaviour Policy

**Approved by Governor committee:
Students and Curriculum -**

**Date to be reviewed:
September 2024**

**Responsibility of:
Senior Vice Principal - Inclusion**

Date approved by Principal:

Outstanding schools start with good behaviour

Introduction

Chelsea Academy is a Church of England sponsored Academy. Our Christian values and ethos underpin the community and all aspects of the behaviour of students and staff. We expect all members of the Academy to behave courteously and respectfully towards one another. We expect all students and staff to actively care for other members of the Academy community and contribute to their well-being and success.

As a Christian community, we believe that all members of our community are of equal value and invaluable worth. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The Christian values and ethos of the Academy are central to our Behaviour Policy including our praise and reward systems, our sanctions and consequences, as well as our Academy Code of Conduct and Home-Academy Agreement.

In order to enable effective learning and teaching to take place and for students to flourish, the highest standards of behaviour in all aspects of Academy life are expected. We expect that unacceptable behaviour will always be dealt with and that everyone at Chelsea Academy will feel empowered to challenge anyone behaving in an anti-social manner.

We aim to create firm discipline within a positive, caring atmosphere and to develop supportive relationships between students and staff. Discipline and relationships will be guided by the Academy's distinctively Christian ethos. The Academy recognises the importance of treating students as individuals, created in God's image, who all have an important contribution to make to the Academy and to society as a whole.

We believe that students need and welcome the security of clear boundaries and expectations. It is important that the rules, procedures and expectations which we have are clearly understood and modelled by all members of the Academy community; they must be applied consistently whilst recognising that there needs to be some flexibility in the use of sanctions to take account of individual circumstances. The success of this policy is of paramount importance and as such it is the responsibility of all students, staff, parents and governors; to ensure its success it relies upon every member of the Academy community being supportive and co-operating with each other.

This policy explains the systems that are implemented to promote positive behaviour and to encourage our students to behave well, work hard and be successful (praise and rewards). It also explains the actions which will be taken if a student does not adhere to the Academy rules (sanctions and consequences).

This policy and the work of the Academy is determined in accordance with National Guidance and DfE guidance. The policy and systems will be regularly reviewed and updated as relevant.

Principles of the Policy

There is an irrefutably strong relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon four fundamental positive principles:

- a) The foremost contributor to good student behaviour is a positive and invigorating Academy atmosphere with well-paced and appropriately challenging lessons for all (See Teaching and Learning Policy)
- b) Students who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their Academy. Chelsea Academy has rigorous systems to maximise attendance (see Attendance Policy)
- c) Every incident of misbehaviour in the Academy is seen as educational. Students are encouraged to learn constructively from their mistakes. Restorative processes are key to achieving this
- d) Students achieve their best when they are free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere

Our policy is based on the premise that:

- Each student has the right to learn

- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the Academy to encourage high standards
- Parents will be fully supportive of the Academy in applying the behaviour policy consistently and fairly
- Each participant in this partnership needs to be aware of these standards
- Every student is equal and should be treated as such at all times

Acceptable behaviour includes:

- Respecting others no matter their background, religion, race, sexual orientation, disability or gender
- Listening to and responding to staff
- Avoiding conflict with others

Above all it means that students accept responsibility for their own actions and ensure that they do not affect the education and learning of others by poor behaviour. The policy has the three elements of Rules (Code of Conduct, Home-Academy Agreement, Classroom Rules and Corridor Rules), Praise and Rewards, and Sanctions and Consequences as its foundation.

Aims of the Policy

- a) To create a caring and purposeful learning environment in the Academy
- b) To provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- c) To clarify what is meant by 'good behaviour and discipline' and ensure success through the highest standards of behaviour towards each other and towards all members of the Academy community
- d) To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other's contributions so that they can grow socially, personally and academically
- e) To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students and staff
- f) To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the Academy, giving positive impressions within it and to the wider community
- g) To ensure consistency of response, and equal and fair treatment in response to both positive and negative behaviour
- h) To help develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour

The Academy acknowledges that behaviour can sometimes be the result of educational needs, Mental Health issues, or other needs or vulnerabilities, and will address these needs via an individualised approach

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring that an effective Behaviour Policy is in place
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-Academy culture of calmness, dignity and structure
- Handling complaints regarding this policy, as outlined in the Academy's Complaints Policy
- Ensuring this policy is published on the Academy website

The Principal is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the Academy. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing high expectations of student conduct and behaviour, and implementing measures to achieve this
- Determining the Academy rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and students at least annually
- Reporting to the Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

Staff are responsible for:

- Abiding by the Home-Academy agreement and supporting this Behaviour Policy at all times
- Being positive ambassadors of the Academy through their professionalism at all times
- Setting high expectations and encouraging good behaviour from students, and supporting them in adhering to this policy
- Leading by example, using positive language and being a positive role model at all times
- Supporting students and colleagues, demonstrating good team spirit and going 'the extra mile'
- Being ready to teach by having good attendance and by being punctual to Coaching Time and lessons
- Respecting each other and their environment
- Treating all students fairly and equally, seeking to raise their self-esteem and develop their full potential
- Adhering to the Teaching and Learning policy to ensure high quality delivery which is central to positive student behaviour and making effective use of the classroom
- Undertaking thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students
- Creating a safe, pleasant and effective learning environment
- Taking every opportunity to promote and reward good behaviour, achievement and effort when deserved
- Using the rules and consequences outlined in this policy clearly and consistently
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour
- Intervening promptly when they encounter poor behaviour
- Forming good relationships with parents, liaising with them regularly to help them support their child's learning and sharing any concerns about their child's education, welfare or behaviour

Students are expected to:

- Abide by the Home-Academy Agreement, the student Code of Conduct and the Behaviour Policy rules
- Have a positive approach to Academy life
- Be responsible for their own behaviour both inside the Academy and in the wider community
- Be positive ambassadors of the Academy through their exemplary behaviour on their way to and from the Academy and when representing the Academy on trips
- Be ready to learn by ensuring regular attendance and good punctuality, and being correctly equipped
- Follow instructions at the first time of asking, and co-operate with other students and staff
- Work to the best of their ability and effort at all times, and allow others to do the same
- Be polite and respectful to all members of the Academy community
- Comply with the Academy Uniform Policy and wear their Chelsea Academy uniform correctly and with pride at all times during the Academy day, and on their way to and from the Academy
- Respect and value each other and their environment

Students must not:

- Disrupt the learning of others
- Prevent the teacher from teaching
- Put at risk the health and safety of themselves or others

Good behaviour will be reinforced by the rewards systems.

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Parents / Carers are expected to:

- Abide by the Home-Academy Agreement
- Supporting their child in adhering to the Academy rules and reinforcing this at home
- Informing the Academy of any changes in circumstances which may affect their child's behaviour
- Be ready to support the Academy Behaviour Policy by reinforcing Academy rules
- Regularly discuss their child's learning and behaviour at the Academy
- Share concerns about their child's education, welfare and behaviour with the Academy
- Engage in dialogue with the Academy regarding their child's progress, attend Progress Evenings and Learning Coach Consultation Day meetings, use the Academy digital platforms such as Edulink and support Academy events
- Encourage their child to be an ambassador of the Academy at all times
- Ensure their child is in full Academy uniform and wears the uniform in accordance with the uniform policy
- Support the Academy's decisions whilst having an entitlement to be fully informed about and question those Academy's decisions regarding their child's behaviour

Principles of the Policy

All new staff will be inducted clearly into the Academy's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the Academy. Staff will be provided with bespoke training, where necessary, on the needs of students at the Academy to enable behaviour to be managed consistently.

The LT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour (eg SEND and Mental Health needs).

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The LT and the Principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the Academy.

SEND Needs

Behaviour will always be considered in relation to a student's SEND needs. If it is deemed that a student's SEND needs have contributed to their misbehaviour, the Academy will consider whether it is appropriate and lawful to sanction the student.

Where a pupil is identified as having SEND needs, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The Academy will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the Academy will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long periods of time
- Ensuring a student with visual or hearing impairment is seated in an appropriate position in the classroom
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

The Academy's SENDCo has the day-to-day responsibility for ensuring the successful implementation of this Behaviour Policy to support students with SEND needs. The SENDCo will also support teachers with the further assessment of a student's needs when required and oversee the effective implementation of support for these students.

Social, Emotional and Mental Health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the Academy will create a safe and calm environment in which positive Mental Health and wellbeing are promoted and students are taught to be resilient. The Academy will promote resilience as part of a 'whole-school approach' in the following ways:

- culture, ethos and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- teaching – the curriculum is used to develop students knowledge and understanding about health and wellbeing
- community engagement – the Academy proactively engages with parents, outside agencies and the wider community to promote effective support for students health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a student's Mental Health, behaviour and education. All staff will be made aware of students for whom SEMH-related difficulties could affect their behaviour. Where vulnerable students or groups are identified, provision will be made to support and promote their positive Mental Health.

The Academy's Student Wellbeing (Mental Health) Lead has the day-to-day responsibility for ensuring the successful implementation of this Behaviour Policy to support students with SEMH needs. The Student Wellbeing (Mental Health) Lead will also support teachers with the further assessment of a student's needs when required and oversee the effective implementation of support for these students.

Sexual Abuse and Harassment

The Academy will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The Academy's procedures for handling Child-on-Child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy and the Child-on-child Abuse Policy.

The Academy will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the Academy is responding to a report of sexual violence, it will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the Academy takes (eg disciplinary sanctions) will not jeopardise the police investigation.

Systems and Routines for Learning

- All of the Academy's policies and systems support the Behaviour Policy. Some particularly relevant features are:
 - A Special Educational Needs department and an English Curriculum Area that incorporates EAL, which will assist all students in accessing the curriculum at an appropriate level
 - A strong pastoral support system based upon year-based Coaching Groups. Learning Coaches are key figures in understanding the learning and social needs of their Coaching Groups and communicating these to appropriate colleagues
 - The House system which encourages collaboration, teamwork, a strong sense of community and mutual responsibility
 - Our Extended Curriculum programme ensures that all students can access activities that motivate them, building their self-confidence and their sense of belonging
- We recognise that competence in the key skills of literacy and numeracy enables access to learning. Chelsea Academy will seek to ensure that all students have functional skills in these aspects, appropriate to their academic potential. Students identified as underachieving or for whom the home environment is not conducive to study in particular will be encouraged to attend additional sessions in these areas

Academy Rules

To help us achieve our aims we have an agreed set of rules for around the Academy. These form part of our Behaviour Policy and are as follows:

- The Student Code of Conduct (Appendix 1)
- The Home-Academy Agreement (Appendix 2)
- Classroom Rules (Appendix 3)
- Corridor Rules (Appendix 4)

Our students are expected to follow these at all times, when on Academy site, on an Academy trip or off Academy site but in Academy uniform. These rules are displayed in each teaching room, in student planners and on the corridors.

Praise and Rewards (see Rewards Policy)

All members of the Academy community will do things that deserve to be praised.

Research has proven effective use of praise to be a fundamental contributor to raising student achievement. Schools, and workplaces in general, tend to praise too little. At Chelsea Academy we seek to ensure that praise motivates students and helps them to feel valued. We must be generous with praise, yet selective.

Rationale for Praise

- At Chelsea Academy we believe that all children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be logged on the student's record in SIMS
- During the course of each term, teachers should find an opportunity to praise every student in their classes individually. Likewise, Line Managers should praise all members of their teams whenever appropriate and at least termly. Praise is not a one-way exercise. At Chelsea Academy we will actively encourage students to praise staff, and colleagues to praise their Line Managers
- Praise must be given for progress, not just for high quality work. It must be possible for all students to receive the same level of positive feedback regardless of their academic ability

Praise is given well when:

- it relates to a specific task or action
- the recipient is clear about what they are being praised for
- the praise is given in a form which the recipient values
- it is given consistently and fairly
- it is earned
- the effect upon others, other than the recipient, is positive
- it celebrates actions which embody the Academy's core values

Praise is given badly when:

- it is awarded for vague accomplishments
- it embarrasses the recipient
- it is selective and exclusive
- it is given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- it focuses too much on the unusual or exceptional

A good principle is to use praise and reprimand in the ratio of 5:1 and as such, to catch students being good / doing well.

Positive behaviour will be reinforced by an incentives system focused on awarding Achievement Points linked to our five identified Christian values - charity, forgiveness, joy, perseverance and servant leadership. (see Rewards Policy).

Joy	Motivated in lesson, enthusiasm for learning, excellent effort, positive contributions in the corridors, acknowledging another student's efforts, ready to learn
Forgiveness	Successful restorative approach to working with other students, ability to move on quickly from a set back, showing resilience and character to move forward
Perseverance	Good work, IL, good effort in a particularly challenging task / situation, striving to always try their best even in difficult lessons / situations

Charity	Gave up time to help others, participated in a House / charity event, generosity to other students
Servant Leadership	Helped other students in lessons, led a group well, gave good feedback in peer assessment task, set a good example through good behaviour

Sanctions and Consequences

It is recognised that key barriers to learning are a lack of organisation, poor presentation, little Independent Learning and a negative attitude. If students are well prepared and are assisted in avoiding these barriers to learning then, for the vast majority, it may never be necessary to apply these sanctions and consequences .

Teachers are in the position of parents / carers while students are in the Academy (in *loco parentis*). The Academy rules and Student Code of Conduct apply on the way to and from the Academy, on visits or whenever students are representing the Academy.

Rationale for Sanctions

Sanctions / consequences provide public recognition that certain behaviour is unacceptable / inappropriate, and help students to develop a sense of right and wrong. They should be applied sparingly and consistently. Where students are familiar with routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. A range of sanctions is clearly defined in this section and their consistent use will be monitored. Restorative justice techniques will be employed as far as is reasonably possible but there is a clear distinction between those used for minor and those used for more major offences. CPD regarding Behaviour Management will remain a key aspect of on-going Academy training.

Consequences / sanctions are effective when:

- they relate to a specific task or action
- the recipient is clear about what they are being sanctioned for
- the sanction is applied clearly
- they are given consistently and fairly
- they are deserved
- the effect upon others, other than the recipient, is recognised / positive
- they sanction actions which are in direct conflict with the Academy's core values

Consequences / sanctions are ineffective when:

- they are given for vague reasons
- they are not recognised by the recipient
- they are used for all instead of just the individual(s) concerned
- they are given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- they focus repeatedly on the same issue without progress

Behaviour Management Procedures - The Chelsea Academy Way for Behaviour (CAW4B)

At the heart of the CAW4B is student learning. Anything which prevents student learning is dealt with very seriously. There is a need for a balance between being flexible in response to the complex needs and behaviours of teenagers and protecting the learning of students in the classroom. However, any student who repeatedly disrupts learning will be sanctioned appropriately and given support if necessary.

Central to our behaviour management procedures is the classroom teacher. They have control over and responsibility for their classroom. Effective classroom behaviour management is underpinned by strong teaching which delivers lessons which have pace, which are engaging and challenging, and which are

matched to the needs of individual learners. The classroom teacher is responsible for issuing appropriate sanctions and is supported, if needed, by their Curriculum Leader or a member of the Lead Practitioner Team. Serious consequences will apply if a student is removed from a lesson for interrupting learning. Middle Leaders (Curriculum Leaders and Heads of Year) have overall responsibility for the behaviour of students in their curriculum area / year group.

A key part of our behaviour management procedures is a detention system which is clear and straightforward, and which escalates appropriately. The overview of this detention system can be seen in Appendix 5.

The escalation of detentions is as follows:

- Staff 20 (S20) detention: 20 minutes at lunch time on any day, supervised by the member of staff who sets the detention
- Staff 30 (S30) detention: 30 minutes at the end of the day on any day, supervised by the member of staff who sets the detention
- Central 60 (C60) detention: 60 minutes at the end of the day on any day, supervised by Curriculum Leaders, Heads of Year and External Link Workers
- Leadership Team 90 (LT90) detention: 90 minutes at the end of the day on any day, supervised by two members of the Leadership Team
- Saturday Detention (SD): 120 minutes on Saturday mornings, supervised by two members of the Extended Leadership Team

At 3.30 pm each day, parents will be informed by email if their child has been booked into a detention. Students will also receive this email which will be sent to their Academy email address; students should therefore check their phone as they leave the Academy building (once they are through the gate) to check if they have a detention. If a student fails to attend a detention without a valid reason, this results in an escalation to the next level of detention. If a student fails to attend a Saturday Detention, this results in an A1 sanction on the Exclusion Hierarchy and the DHoY will have a conversation with the student's parent about this. The student will also be required to attend the next scheduled Saturday Detention.

Another key part of our behaviour management procedures is an Exclusion Hierarchy which forms a central core of serious sanctions that students will escalate through if their behaviour does not improve / continues to deteriorate. This can be seen in Appendix 6. Students can be internally excluded and work in a different part of the Academy in our Internal Exclusion Room (IER) from 8.30 am to 4.30 pm. For more serious behaviour incidents or due to escalation through the Exclusion Hierarchy, students can be externally suspended. Following all external suspensions the student has to attend a re-integration meeting at the Academy with their parent / carer and sign a re-integration agreement before they can return to lessons.

If a student starts on the Exclusion Hierarchy, they continue to move up a level each time they are involved in a serious behaviour incident. For every six weeks without being involved in a serious behaviour incident, the student will move down a level on the Exclusion Hierarchy.

The CAW4B - Classroom Behaviour Management Procedures

In terms of our rules, we expect 100% compliance from all of our students. Behaviour Points are issued for negative behaviour. If learning is interrupted then this is a serious issue which results in a serious sanction. Sanctions are simple and consistently applied, with de-escalation techniques (as detailed in the CAW4B Procedures for Staff) being used at every level. The teacher is in charge and owns the sanctions given to the students. When appropriate, the teacher will contact the parent of the student to inform them when sanctions are issued.

Central to our classroom behaviour management procedures is **CAW4B Classroom 'Three Strikes' System**. This can be seen in Appendix 7. Students will move onto the first strike of this system if, despite attempts by the teacher to de-escalate the poor behaviour, they fail to comply with the Academy rules. Students can also go straight to the first strike for throwing items, poor language or failing to sit in the seating

plan. The CAW4B Classroom 'Three Strikes' System is as follows:

- Strike One: **Formal Warning** - 1st Behaviour Point
- Strike Two: **Last Chance** - 2nd Behaviour Point
- Strike Three: **OnCall** - The member of staff OnCall will come to the classroom and have a discussion with the class teacher. They will agree together what action needs to be taken with the student. The different options are either **OnCall - Reprimand** (OnCall gives the student a firm talking to before they return to the classroom; a Reset sanction will be issued if the student's return to classroom is unsuccessful; 3rd Behaviour Point), **OnCall - Timeout** (Oncall works with the student until they are ready to return to the classroom; a Reset sanction will be issued if the student's return to classroom is unsuccessful; 3rd Behaviour Point) or Reset (OnCall removes the student from the lesson and escorts them to the Reset Room where they remain for six periods - the equivalent of a whole Academy day)

There is a clear escalation of sanctions for Behaviour Points as follows:

- 5 in a day: Reset for a complete Academy day
- 15 in a week: Saturday detention
- 50 in a half term: Saturday detention, parent meeting and Head of Year report

There is also a clear escalation of sanctions for Reset as follows:

- More than 3 Resets: student moves onto a Level A1 sanction on the Exclusion Hierarchy

In addition to the 'three strikes' system, the following sanctions also apply:

- Staff 30 detention - class teachers have the flexibility to use S30 Detentions at their discretion (eg for non-completion of Independent Learning, to complete classwork not finished due to lack of focus / poor behaviour). An S30 detention must not be used as an extra 'step' in the Three Strikes system
- Automatic Central 60 - students will receive an automatic C60 detention for:
 - Mobile phones (including confiscation). In addition, the classroom teacher confiscates the mobile phone, labels it with the student's name and CG, and hands it in at reception. The mobile phone must not be returned to the student (whatever reason they might give) - it must only be returned to the parent who must collect it from reception
 - Headphones (including confiscation). In addition, as above for mobile phones
 - Graffiti (including clean up). In addition, the classroom teacher ensures that the student cleans off the graffiti (with support from the Site Team if required)
 - Chewing gum. In addition, the classroom teacher confiscates any additional chewing gum which the student may have
- 'Redlines'* - Redline' events are behaviour incidents of an extremely serious and / or dangerous nature. If a student(s) is involved in a Redline incident it results in immediate OnCall and Reset for six periods (the equivalent of a whole Academy day). The following behaviours are Redline events:
 - fighting
 - swearing directly at a member of staff
 - in possession of or (suspected to be) under the influence of drugs / alcohol
 - in possession of a dangerous implement
 - physical contact with a member of staff
 - causing malicious damage to Academy property

* Further, more serious sanctions beyond Reset will apply in these situations

The Reset Room and Reset Sanction

The Reset Room is a removal room for students. We recognise that there are times when a student who is persistently disrupting the learning of others will need to be removed from lessons, for the benefit of the other students. This also gives the student a very clear message that their disruptive behaviour will not be tolerated and allows the student to reset their behaviour so that they can return to lessons. However, we also recognise that the best place for students to learn and progress is in lessons and so we will make every effort to avoid removing students from lessons. Therefore, the Reset sanction will only be used in exceptional circumstances. The Reset sanction must only be used if:

- The student is persistently disrupting learning during a lesson making it almost impossible for the class teacher to continue teaching. In these circumstances, the class teacher must have followed all of the steps in the CAW4B Classroom 'Three Strikes' System (including appropriate de-escalation techniques at each stage) and it must have been agreed with the OnCall member of staff that Reset is necessary; or
- If a Redline incident has occurred, as detailed in the CAW4B Classroom 'Three Strikes' System or the CAW4B 'Corridor Behaviour' System

When students are sent to the Reset Room it is for six periods (the equivalent of a whole Academy day).

The purpose of the Reset Room is:

- To remove the student from the lesson which they have been persistently disrupting, for the benefit of the other students in the class, in order to allow the teacher to continue to teach their lesson without further interruption
- To reinforce the Academy's high expectations of student behaviour, giving the student a very clear message that their behaviour is unacceptable and will not be tolerated
- To give the student time and space to reflect on their behaviour and to understand why it is unacceptable
- To allow the student time and space to reset their behaviour so that they are ready and prepared to return to learning once their time in the Reset Room is over

The basic premise when a student is sanctioned with Reset is that they will remain in the Reset room for six periods (the equivalent of a whole Academy day). However, we recognise that some students are able to reset their behaviour more quickly than others and therefore will be ready to return to lessons sooner than other students. The priority needs to be getting the student back into their lessons. Therefore, we will allow a student to return to lessons sooner if they can demonstrate that they have reset their behaviour, have learnt from this sanction and are ready to return to lessons. The student will need to demonstrate this by:

- Meeting the behaviour expectations of the Reset Room for a minimum of three periods (these three periods do not have to be consecutive). These behaviour expectations include remaining in silence throughout, sitting correctly at their desk, not communicating with other students and not causing any disruption in the Reset Room
- Completing the behaviour expectations tasks set for them which reinforce the Academy's expectations of student behaviour
- Completing an acceptable amount of work during the three periods, which has been set for them by their class teachers or by the members of staff supervising the Reset Room
- Completing the 'Student Reflection Task' to ensure that they understand why their behaviour was unacceptable, why it resulted in Reset and what they need to do to improve their behaviour

Restorative conversations between the student and the member of staff MUST take place after any Reset which has been issued. These MUST take place as soon as possible after the Reset sanction has been issued but always before the class teacher's next lesson with that student.

Reset should only be used in exceptional circumstances when a student's behaviour is seriously impacting on their learning / the learning of others. Reset is a serious sanction that has a serious consequence. Class teachers must always ensure that every attempt has been made to de-escalate the situation and behaviour management strategies have been used to get the student back into their learning

Restorative Conversations

The restorative approach, based around restorative conversations, is a fundamental element of the CAW4B. The restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. The restorative approach builds upon the notion of positive regard, showing support and acceptance of a person no matter what that person says or does, and placing no conditions on this acceptance. It also helps us differentiate between the person and their behaviour. Significantly, the restorative approach is built on the understanding that individuals are responsible for their actions, and within our community when an action has caused harm, those involved have a responsibility to put things right. The restorative approach is fundamentally based on developing relationships and on repairing, restoring and consolidating relationships when they have been harmed.

Restorative conversations focus on developing, maintaining and repairing positive relationships. They help our students learn and develop the skills to make good choices, now and in the future. Restorative conversations enable students to acknowledge that they have hurt someone and to think about what they need to do to put things right. Restorative conversations develop emotional literacy by encouraging students to think about their feelings and those of others. They also encourage students to consider their behaviour and the impact that it has on others.

After any Reset sanction, a restorative conversation must take place between the student and the member of staff who issued the sanction. These MUST take place as soon as possible after the Reset sanction has been issued but always before the class teacher's next lesson with that student. Restorative conversations will be supported by a KICK mentor, who will speak to students in advance to help prepare them for the conversation.

After a Reset sanction has been issued, a restorative conversation with the member of staff who issued the Reset sanction will allow the student to:

- Understand what led to them being issued with the Reset Sanction
- Acknowledge the impact that their behaviour had on them and on others
- Recognise what they need to do to improve their behaviour in order to move forward

The CAW4B - Corridor Behaviour Management Procedures

On our corridors we also expect 100% compliance from all of our students in relation to our corridor rules. Corridor behaviour is managed through the **CAW4B 'Corridor Strikes' System**. This can be seen in Appendix 8. Corridor Strikes are recorded in student planners. Therefore, students must have their planner on them and visible in their outside top blazer pocket at all times. Planners are checked daily and sanctions will apply if a student does not have their planner with them.

All poor behaviour on corridors / uniform violations are sanctioned with a Corridor Strike which is recorded by staff in the student planner. Corridor Strikes are checked and recorded by Learning Coaches on a weekly basis. There is a clear escalation of sanctions for Corridor Strikes as follows:

- 3 Corridor Strikes: Silent Lunch detention
- 6 Corridor Strikes: One week of Silent Lunch detentions
- 9 Corridor Strikes: LT90 detention
- 12 Corridor Strikes: Saturday detention

If a student:

- Does not have their planner on them - the sanction is a LT90 detention
- Refuses to hand over their planner when asked to by a member of staff - the sanction is a LT90 detention
- Tears Corridor Strikes page(s) out of their planner - the sanction is a Saturday Detention

In addition to the 'Corridor Strikes' System the following sanctions also apply:

- Automatic Silent Lunch detention - students will receive an automatic Silent Lunch detention for
 - throwing water
 - leaving a mess after them in Food for Thought (FFT)
 - deliberately dropping litter
 - damage to Academy property
- Automatic Central 60 - students will receive an automatic C60 detention for
 - Mobile phones (including confiscation and collection by parent as detailed above)
 - Headphones (including confiscation and collection by parent as detailed above)
 - Graffiti (including clean up as detailed above)
 - Chewing gum (including confiscation as detailed above)
- 'Redlines'* - the following behaviours lead to immediate OnCall and Reset for six periods (the equivalent of a whole Academy day):
 - deliberately / purposefully blocking corridors
 - fighting
 - purposefully walking away from a member of staff
 - swearing directly at a member of staff
 - causing malicious damage to Academy property

* Further more serious sanctions beyond Reset will apply in these situations

Report Systems

Where a student fails to meet expectations across a number of subjects, the student will be placed on a report to either their Learning Coach, Deputy Head of Year, Head of Year or member of the Leadership Team, for a minimum period of two weeks, to set targets, monitor behaviour and get the student back on track.

- **Positive Report Card** - this is used to monitor successes and areas for development across all subjects. Students will be set targets based on their individual needs and this will be monitored by the Learning Coach and / or Head of Year for two weeks. This can be used at any stage in the reporting cycle to monitor, praise and record information
- **Learning Coach Report** - this is a more in-depth report that monitors students closely in all subjects. The student will be set specific targets in conjunction with their Learning Coach and remain on report for two weeks in order to track behaviour, progress and achievement
- **Deputy Head of Year Report** - if a student fails to meet the expectations and targets set by the Learning Coach Report they will escalate to a two week Deputy Head of Year report. This will involve intervention from the Deputy Head of Year who will monitor the student closely in relation to their specific targets
- **Head of Year Report** - if a student fails to meet the expectations and targets set by the Deputy Head of Year Report they will escalate to a two week Head of Year Report. This will involve intervention from the Head of Year who will monitor progress closely over the two week period.
- **Leadership Team Report** - if a student fails to meet the expectations and targets set by the Head of Year Report they will escalate to a two week Leadership Team Report. This will involve intervention from a member of the Leadership Team who will monitor progress closely over the two week period.

Each level of report will involve other interventions and meetings with parents, as laid out in the 'CAW4B Steps of Intervention' (see Appendix 9). This also outlines the escalation strategies which will follow if a student fails the Leadership Team Report.

OnCall System

Members of the Extended Leadership Team and Middle Leaders will form an OnCall system / rota that will include regular Learning Walks around the Academy. OnCall staff will monitor corridors and support staff with behaviour management when required. It is a proactive duty rather than one which awaits a call and it is used to 'catch students and staff doing things well', as well as to monitor classroom practice and student behaviour.

In conjunction with staff, a rota of 'First Call Lessons' – those lessons where there are potential behaviour issues – is drawn up and regularly reviewed. The member of staff on Shadow OnCall will visit these classes at the start of that particular lesson to support the class teacher with behaviour management.

If a student reaches Strike Three on the CAW4B Classroom 'Three Strikes' System or commits a 'Redline' offence, the OnCall member of staff will be informed and will immediately go to the relevant classroom.

Internal Exclusion Room (IER)

The IER is an on-site withdrawal room. For serious incidents, such as fighting, rudeness to staff, direct defiance of staff, inappropriate behaviour towards other students and breaches of health and safety, or when a student moves onto Level A1 of the Exclusion Hierarchy, students will be referred to the IER for one day or a fixed period of time. During their time in the IER, students are internally excluded and so are kept out of general circulation. IER referrals are authorised only by the Senior Vice Principal (Inclusion), Assistant Principal (Inclusion) or Senior Pastoral Leader (Y11). An IER day runs from 8.30 am to 4.30 pm. During their time in the IER:

- Students are supervised separately to all other students, including at break and lunch times
- Students complete work for Core Subjects (English, maths and science) which is Key Stage appropriate and provided by these curriculum areas
- Students will have a restorative conversation, usually with their Deputy Head of Year, relating to the reason for their internal exclusion

Parents of all students placed in the IER will be phoned in advance of the internal exclusion to explain the reason for the internal exclusion and the length. They will also receive a letter detailing this information

Inclusion Support Centre (ISC)

This is the Academy's bespoke alternative provision facility that accepts part-time or full-time referrals for behaviour support, returns from exclusions or alternative provision. The ISC is an on-site alternative education space within the Academy that provides short-term support for students with a range of behavioural, social and emotional needs. The ISC also provides a safe space for vulnerable students at times of need or students with Mental Health needs. The ISC is staffed during Academy hours (8.35am – 3.30pm) by the Student Wellbeing / MH Lead and a HLTA (SEMH). It can house up to twelve students at a time with four to six full-time placements available each half term. A full-time placement will last no longer than six weeks. Entry into the ISC is by referral only or as part of a re-integration plan for an excluded student. Admissions are managed by the Senior Vice Principal (Inclusion) and the Student Wellbeing / MH Lead. Whilst in the ISC the student's core curriculum work is 'mirrored'. The ISC liaises closely with each teacher to ensure students keep in touch with classwork. Students also have access to computers, individual project work such as gardening, as well as a range of social and emotional, behavioural and life skills sessions. Time is given to talk through issues, to teach / reinforce coping skills, and to explore issues related to empathy and making amends. Thought is also given to further support, for example an SEND referral, counselling, mentoring and the use of outside agencies (eg Early Help, Social Services and Mental Health support) if appropriate

Use of support structures and external agencies

Where students require additional support the Academy will seek, as appropriate, the assistance of various systems and agencies which are listed below. This will have been discussed at the Academy's weekly Intervention Panel to assess the student's level of need:

- SEND support, Teaching Assistants and other members of the SEND Team
- One-to-One mentoring by staff / Learning Coaches / DHoYs / HoYs (support programmes)

- 'Kick London' referral
- 'Chelsea Champion' referral
- West London Zone programme (WLZ) referral
- Place2Be counselling
- Mental Health support - MIND (MHST), Child and Young Person Wellbeing Practitioners
- Peer Mentoring
- Attendance Officer input
- Early Help support

External Agencies - EP, Academy Nurse, CAMHS, Education Welfare Service

Freedom from bullying and intimidation (see Anti-Bullying Policy)

The Academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The Academy also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. In respect of anti-bullying the Academy seeks to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the student
- Respond in line with a range of strategies including restorative justice, while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on - this includes concerns in and out of the Academy, including cyber bullying
- Update policy and practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the Pastoral Curriculum and Coaching Time
- Work with the wider community such as the police and Family and Children's Services where bullying is particularly serious or persistent, and where a criminal offence may have been committed

More information can be found in the Academy's Anti-Bullying policy.

Behaviour outside the Academy

Students who breach the Academy's Behaviour Policy or Student Code of Conduct whilst off Academy site but in Academy uniform and / or on Academy business such as trips and journeys, sports fixtures or a work-experience placement, will be dealt with in the same manner as if the incident had taken place at the Academy. For incidents that take place outside of the Academy and not on Academy business / in Academy uniform, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to or from the Academy.

Other relevant factors include whether the student is wearing Academy uniform or is in some other way identifiable as a student at the Academy and whether the behaviours could adversely affect the reputation of the Academy, bringing the Academy into disrepute. For acts of aggression or those which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, Safeguarding procedures will be applied.

The Academy will work in partnership with local businesses, residents and the police to help ensure that our local community is a safe and harmonious place. We will support with the identification of our students in the local area and will act to support the eradication of anti-social behaviour in the community. We will, of course, contact parents so that they are aware their son or daughter has been involved.

Screening and searching students

The Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work Act 1974, in respect of screening and searching students. As a result senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm and / or is illegal. This process is governed by internal procedures and will only be undertaken by designated staff.

The list of prohibited items for which searches may be carried out according to Academy procedures includes, but is not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco, lighters and other smoking paraphernalia
- E-cigarettes, vapes and vaping paraphernalia
- Fireworks
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the pupil themselves
- Aerosols
- Legal highs / psychoactive substances

The use of reasonable force

The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Malicious accusations against Academy staff

The Academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction, which may include fixed-term suspension or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The Academy will also take seriously inappropriate use of technologies, including mobile and social networking sites, which are targeted at members of staff. For clarity, a malicious accusation against a member of staff will be taken incredibly seriously by the Academy and in most circumstances will result in permanent exclusion.

Mobile phones and electronic equipment

The Academy recommends that students do not bring mobile telephones or electronic equipment to the Academy on the following grounds:

- The individual safety of students
- The health and safety of the whole Academy community

If such items are brought to the Academy, students do this at their own risk. The Academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones should not be heard, used or seen on the Academy site. If they are, they will be confiscated and will only be returned to a parent at the end of the Academy day or at a time following that day when a parent can come into the Academy to collect it. The student will also be sanctioned with a C60 detention. The Academy will not release phones to any other family member (eg an older brother or sister), only the parent. There are

occasions when students will be able to access their mobile telephones during lessons to support learning; this will only be at the direction of the class teacher.

In the event of an emergency and parents need to contact a student, they must telephone the Academy reception. Students are never to use their mobile phones to communicate with parents during the Academy day. Such use will result in sanctions for the student and confiscation of the phone.

Uniform

Whilst students are wearing Academy uniform, or are out of uniform on an organised trip, visit or work experience they are covered by all aspects of this policy. In addition, if a student removes their blazer, tie or other school uniform items or has them covered up, they are still covered by this policy. It is not acceptable for a student to remove their tie and blazer and then to claim they were not in uniform and so not covered by this policy.

Active involvement of parents / carers

The Academy believes strongly in the power of working in close co-operation with parents / carers and of the rights and desirability of parents / carers being actively involved in the education of their child. The Academy will therefore seek to involve parents / carers actively in behaviour issues. Approaches will include telephone calls / emails, meetings, letters, supporting students on report, the Home-Academy Agreement, requests to attend re-integration meetings, student planners which allow for two-way communication, invitations to agency meetings, and follow-up and routine communication. Parents / carers are welcome to approach the Academy for informal or formal discussions about their child's education.

Monitoring Evaluation and Review This policy will be reviewed on an annual basis; any necessary changes will be made and communicated to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is September 2024. **Links to other policies:**

This policy operates in conjunction with the following Academy policies:

- Anti-Bullying Policy
- Attendance Policy
- Child-on-Child Abuse Policy
- Equality and Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Statement
- Rewards Policy
- Safeguarding and Child Protection Policy (including physical intervention procedures)
- SEND Policy
- Student Code of Conduct
- Suspension and Exclusion Policy
- Teaching and Learning Policy
-
- Uniform Policy
-
-
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-
-
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Appendix 1 **Student Code of Conduct**



THE CHELSEA ACADEMY WAY FOR OUTSTANDING STUDENT CONDUCT AND BEHAVIOUR

CODE OF CONDUCT FOR STUDENTS AT CHELSEA ACADEMY

BEHAVIOUR TOWARDS OTHERS

- Students must follow instructions given by staff at the first time of asking
- Students will treat others fairly and with respect at all times
- Students will not offend or upset others with their words and / or actions
- Students will not draw or write (including electronically) anything which could offend or upset others
- Students will accept other peoples' beliefs and will not discriminate against others in any way
- Students will respect other students right to learn and will behave accordingly during lesson times

PERSONAL APPEARANCE

- Students will take pride in their appearance at all times
- Students will wear full and correct Academy uniform at all times, which fully complies with the Chelsea Academy Uniform Policy
- Students will remember that when in uniform outside of the Academy they are representing the Academy community, therefore they will wear full and correct Academy uniform for the whole of their journey to and from the Academy, and on Academy trips (unless otherwise informed)

LESSONS

- Students will attend all lessons according to their timetable
- Students will arrive on time to lessons and await supervised entry
- Students will follow the classroom rules at all times during lessons ('In lessons we learn because...')

MOVEMENT AROUND THE ACADEMY

- Students will move promptly and sensibly between lessons
- Students will walk sensibly and quietly around the Academy, and will not run inside the Academy
- Students will use the correct stairways for going upstairs and downstairs
- Students will follow the corridor rules at all times ('Our corridors are calm because...')

ATTENDANCE AT CHELSEA ACADEMY

- Students will attend every day unless they are too unwell to do so
- Students will arrive on time each day, ensuring that they are at the student entrance no later than 8.35 am
- Students will not leave the Academy premises during the day without permission

- If a student needs to leave the Academy during the day, for example for a medical appointment, they will have a signed note from a parent / carer about this. They will show this note at Student Services at the appropriate time, and they will sign out at reception before they leave

HEALTH AND SAFETY

- Students will behave responsibly and sensibly at all times, including when travelling to and from the Academy each day
- Students have a responsibility to contribute to a well-ordered environment in which everyone is safe
- Students will not push past each other on corridors or on stairs
- Students will not fight with or deliberately hurt another person
- Students will not smoke when in the Academy, when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)
- Students will not purchase or consume alcohol during the day, when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)
- Students will not be in possession, under the influence, or supply of any illegal drugs or so-called 'legal highs'
- Students will not bring dangerous, illegal, offensive or inflammable items in the Academy, or have them when travelling to and from the Academy, or when engaged in Academy activities (including any time when they are wearing Academy uniform)

CHELSEA ACADEMY ENVIRONMENT

- Students will take care of the Academy and respect the Academy environment
- Students will not cause deliberate damage to the Academy environment
- Students will treat Academy property with care and respect
- Students will always leave classrooms tidy
- Students will not drop litter and will help to keep the Academy litter-free

EATING

- Food or drink, apart from bottled water, will not be consumed during lesson times
- Food or drink, apart from bottled water, will only be consumed in 'Food For Thought'
- Students will leave their places in 'Food For Thought' clean and tidy after eating
- Chewing gum is not permitted in the Academy

PERSONAL POSSESSIONS

- Each student is responsible for looking after their own personal possessions, the Academy does not accept responsibility for any personal possessions
- Students will not bring any unnecessary valuables into the Academy
- Mobile phones will be switched off and out of sight for the whole of the day

Appropriate consequences will be applied if students fail to comply with any aspect of this Code of Conduct

If you are uncertain about any of these points, please speak to your Learning Coach or Head of Year

Appendix 2 Home-Academy Agreement

	We, the Academy, undertake to ...	As a parent / carer, I undertake to ...	As a student, I undertake to ...
Learning	Encourage each student to become an enthusiastic and effective learner, able to cultivate habits and attitudes that enable them to face challenges calmly, confidently and creatively.	Set time aside every day to talk and listen to my child and to encourage them in all aspects of their learning by asking questions about their day and praising their efforts.	Develop confidence in myself, doing everything I can to be an enthusiastic and effective learner and support the learning of others.
	Create a safe and stimulating learning environment so that learning tasks are fully understood and completed and students are able to receive regular feedback that allows them to make progress to realise their full potential.	Ask my child to bring home examples of their work every week so I can praise them for the progress they are making.	Take part in every lesson, take responsibility for my own learning, show my parents examples of my work and respect the rights of other students to learn.
	Set independent learning tasks in line with the Academy policy and ensure that they are appropriate to the needs of each student.	Encourage my child to complete independent learning tasks to the best of their ability by providing a regular time and a quiet environment for learning at home.	Meet all independent learning deadlines set by the teachers.
	Provide clear guidelines on the equipment that students need to be effective learners.	Ensure my child is always fully equipped for learning (uniform, PE kit, pencil case, books, etc.).	Organise myself so that I am always fully equipped for a day's learning.
	Reward progress, achievement and good attendance and actively engage parents in the process of target-setting for improvement.	Ensure my child arrives on time every day, not take holidays in term time and to contact the Academy on each day of absence if my child cannot attend due to illness.	Arrive on time every day and strive for 100% attendance.
	Ensure that student performance and progress data is kept up-to-date	Regularly check my child's performance and progress data and respond as appropriate.	Regularly check my performance and progress data with my parent(s) and set myself challenging targets for improvement.
Relationships	Treat every Academy student with consideration and care at all times so that all students feel secure and valued.	Encourage my child to treat all members of the Academy community with respect and courtesy.	Treat all members of the Academy community with respect, to be courteous and kind to everyone and to encourage others at all times.
	Model the highest standards of courtesy and politeness.	Speak about, and to, all members of the Academy community in a positive manner and encourage my child to inform staff promptly of any incidents of name calling or bullying that they become aware of.	Respect and appreciate other people, their work, views, property and individuality.
	Respond promptly to any queries, concerns or complaints raised by parents and students.	Arrange an appointment if I need to discuss any concerns or complaints with an appropriate member of the Academy staff.	Encourage other students not to engage in name calling, rudeness or any other inappropriate behaviour and inform a member of the Academy staff if I see any behaviour which upsets or is offensive to others.

	We, the Academy, undertake to ...	As a parent / carer, I undertake to ...	As a student, I undertake to ...
Behaviour	Ensure that all students are able to work in an orderly atmosphere where the highest standards of behaviour are maintained by promoting and rewarding good behaviour.	Support the Academy in promoting and upholding the highest standards of behaviour at all times.	Not use bad language or offend other members of the Academy community and not to bring anything into the Academy that is dangerous, illegal or against the rules.
	Respond effectively to all reports of poor behaviour from students, parents and members of the public, so that students have the opportunity to understand the full impact of their actions and then make amends.	Support my child to obey all of the Academy rules and to demonstrate positive behaviour at all times.	Behave in an exemplary fashion when away from the Academy site and be respectful of the general public and local environment.
	Check uniform daily to ensure that the uniform code is being adhered to fully.	Ensure that my child wears the full Academy uniform to and from the Academy.	Follow all aspects of the uniform code when in and out of the Academy.
	Enforce all Academy rules in a rigorous and consistent manner.	Support the Academy if a sanction has been issued because of non-compliance with Academy rules.	Obey all rules, care for the Academy environment and accept appropriate sanctions and rewards.
Ethos and Academy Life	Ensure the staff serve as positive role models, in line with our Christian ethos, welcome students of all backgrounds, and develop a genuine sense of belonging.	Accept and value the Christian ethos of the Academy, accepting its links with the church and support the Academy's aims whilst respecting the faith of others.	Realise that this is a Christian Academy, and to understand what that means, to contribute to the collective activities and to respect and understand each other's faith and values.
	Provide a wide range of equally accessible opportunities for all students regardless of ethnicity, gender, religious belief or special educational needs.	Support the Academy's work to provide equal opportunities for all students and encourage my child's involvement in these.	Respect the right of all children and adults to be equally valued in the life of the Academy, whatever their background, and to involve myself in the opportunities made available to me.
	Be open and welcoming at all times, keeping parents informed about life in the Academy, their child's progress and if there are any areas of concern.	Attend all meetings about my child, respond to all communications, be involved in the wider life of the Academy and inform Student Services of any changes in my contact details.	Return all communications from my parents, invite them to Academy functions and keep them informed about what I am doing.
	Understand the needs of each student and to know them well so that their achievements can be celebrated and they can be supported when necessary.	Do all I can to help Academy staff to understand my child and to be aware of any temporary difficulties which may affect their learning.	When it is the right time, talk to Academy staff to let them know how I am getting on and if I have any concerns or problems.
	Seek students' opinions, value their ideas and support the development of their leadership skills, so that they are actively involved in improving all aspects of the Academy.	Encourage my child to share suggestions which will contribute to the improvement of the Academy.	To share my opinions when asked and support the actions of the Academy's staff.
	Provide opportunities for students to develop beyond the main Academy curriculum through extended curriculum activities.	Encourage my child to participate in extended curriculum activities and support them in doing this.	Become involved in any extended curriculum activities that interest me and give service to the Academy where possible.

Appendix 3
Classroom Rules

In Lessons we **LEARN** because...

1
We show respect to adults and students



3
We complete all tasks to the best of our ability

4
We listen at all times

2
We follow instructions first time

5
We take pride in the presentation of our work

6
We are punctual and prepared



Appendix 4
Corridor Rules

On Corridors we are **CALM** because...

- 

We walk quietly on the left


- 

We follow instructions first time


- 

We look after our environment


- 

We wear our uniform correctly
- 

We are polite and respectful
- 

We walk directly from one location to the next without blocking the way



CHELSEA ACADEMY
Anchored In Christ

Appendix 5 Detentions System

Name	Supervised by	Length	Day(s)	Notes
Staff 20 S20	Teacher or Learning Coach	20 minutes	Lunch time	Set by class teacher or Learning Coach. This detention is not logged on Sims but the details of the detention should be written in the student's planner. If a student fails to attend the S20 the member of staff should follow-up appropriately, which may include setting an S30 detention.
Staff 30 S30	Teacher or Learning Coach	30 minutes	Every day	Set by class teacher or Learning Coach, who also need to set the detention up on Sims and log attendance. If a student fails to attend the S30 detention this must be escalated on Sims to the next C60 detention by the member of staff who set the detention (via 'attend future session' route on Sims). The member of staff must email the student to inform them of this escalation. The student will also receive a note and an email from Student Services on the day of the detention, notifying them of this C60 detention.
Central 60 C60	Curriculum Leaders, Heads of Year, External Link Workers	1 hour	Every day	Supervised by Middle Leaders (Curriculum Leaders and Heads of Year) and External Link Workers. C60 detentions are already set-up on Sims. Members of staff need to log this detention on Sims by adding the student to the relevant detention (either because of escalation due to non-attendance at an S30 detention or for straight C60 detentions, as outlined in the CAW4B). CLs / HoYs supervising the C60 detention will log attendance. If a student fails to attend the C60 detention this will be escalated on Sims to the next LT90 detention by the CL / HoY supervising the C60 detention (via 'attend future session' route on Sims). The student will receive an 'orange slip' and an email from Student Services the following day, notifying them of this LT90 detention.
Leadership Team 90 LT90	Leadership Team	90 minutes	Every day	Supervised by Leadership Team. LT90 detentions are already set-up on Sims. Members of staff need to log this detention on Sims by adding the student to the relevant detention (either because of escalation due to non-attendance at a C60 detention or for straight LT90 detentions, as outlined in the CAW4B). LT supervising the LT90 detention will log attendance. If a student fails to attend the LT90 detention this will be escalated on Sims to the next SD by the member of LT supervising the LT90 detention (via 'attend future session' route on Sims). The student's parent will receive an email by 4.30 pm on Friday, notifying them of this SD.
Saturday 120 SD	Extended Leadership Team	2 hours	Every Saturday during term time	Supervised by Extended Leadership Team. SDs are already set-up on Sims. Members of staff need to log this detention on Sims by adding the student to the relevant detention (either because of escalation due to non-attendance at an LT90 detention or for straight SDs, as outlined in the CAW4B). ELT supervising the SD detention will log attendance. If a student fails to attend the SD the student will receive A1 sanction on the Exclusion Hierarchy the following Monday and the DHoY will have a conversation with the student's parent about this. The student will also be booked in to attend the next SD. The logging of the A1 sanction and booking into the next SD will be done by the member of ELT supervising the SD. They will also inform parent of both of these via email.

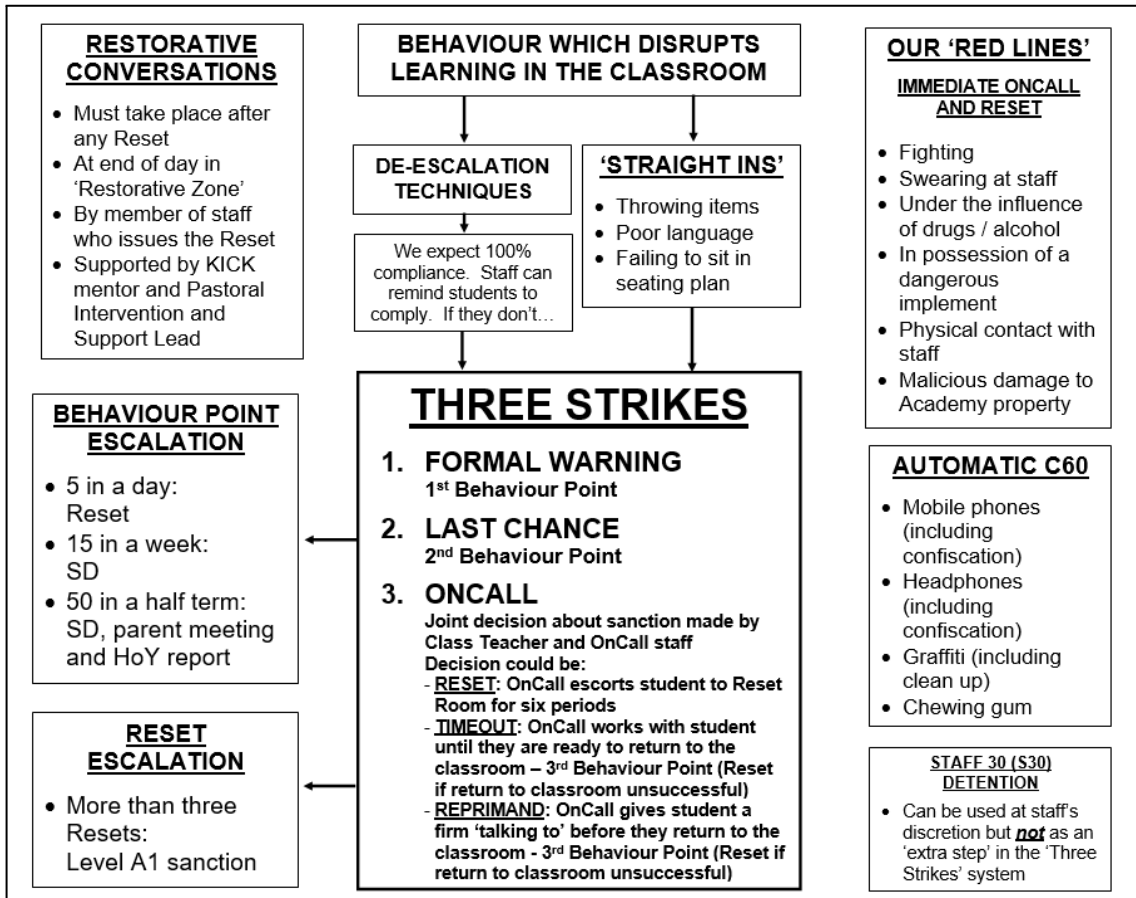
Appendix 6 Exclusion Hierarchy

Exclusion Scale	Consequence		Lead in Meetings with Parents	Support to Improve Behaviour
Level A1	1 extended day in IER	8.30am to 4.30pm	Head of Year	<u>Examples include:</u> Report (various) Mentoring (various) Behaviour Response Plan Behaviour Contract
Level A2	2 extended days in IER	8.30am to 4.30pm		
Level A3	3 extended days in IER	8.30am to 4.30pm		
Level B1	External Suspension	One Day	Assistant Principal (Inclusion) / Senior Pastoral Leader Y11	<u>Additional Examples include:</u> Student Contract Behaviour Support Plan (BSP)* Managed Intervention Placement (GEC) ISC Placement
Level B2	External Suspension	Two Days		
Level B3	External Suspension and Internal Exclusion	Two Days External and Two Days Internal (IER)		
Level C	Placement at the Golborne Education Centre (Alternative Provision). Placement can be for a minimum of 10 days or up to a maximum of 5 weeks	Or external suspension if necessary (up to 15 days)	Senior Vice Principal (Inclusion)	<u>Additional Examples include:</u> Final Warning Contract Pastoral Support Plan (PSP)*
Level D1	External suspension, Final Warning Contract and Governor Disciplinary Panel meeting		Principal	Final Warning Contract
Level D2	Managed Move or Permanent Exclusion			

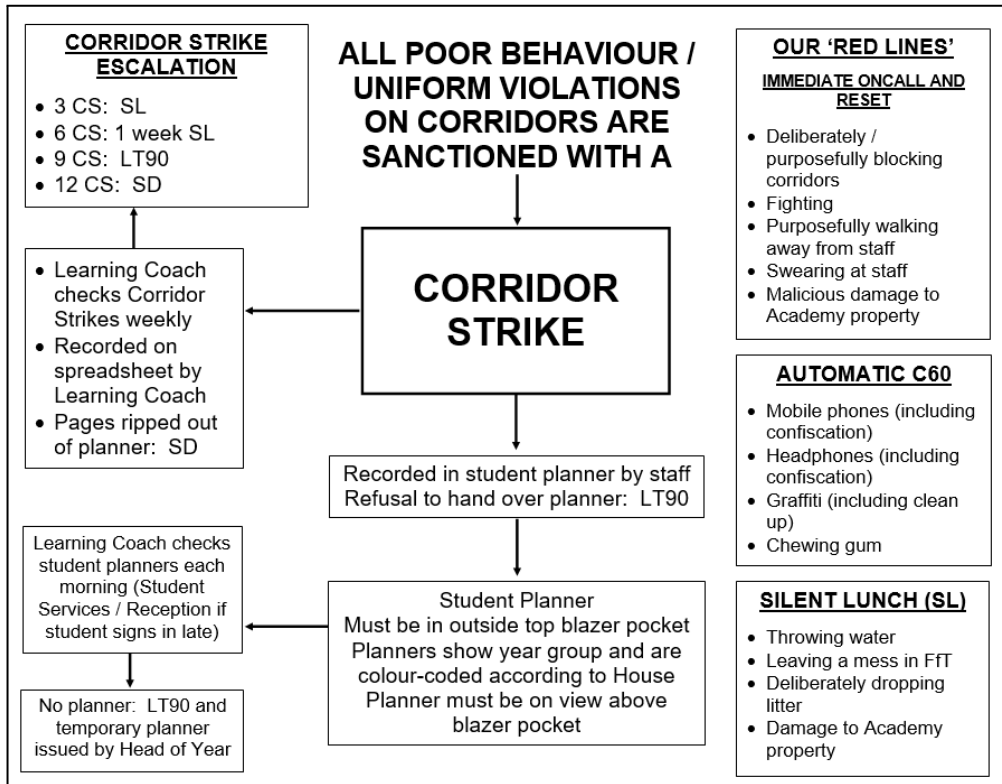
This hierarchy is a guide. Depending on the severity of incidents students may escalate more quickly through / skip levels. Students may also move straight to a high level if they are involved in a serious incident.

The support strategies will be put in place in most cases, if the Academy feel that they are appropriate and will have an impact in supporting the student to improve their behaviour.

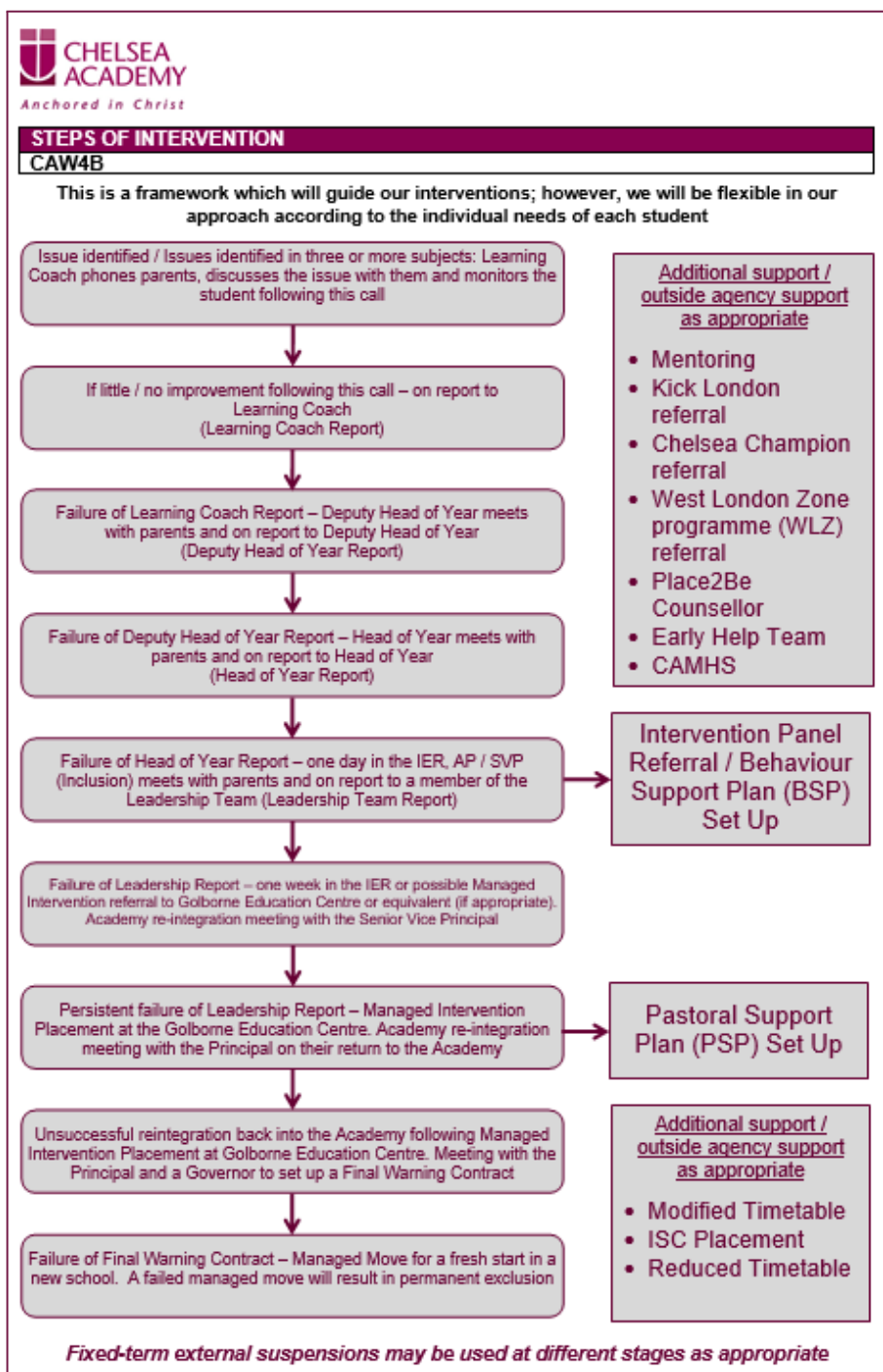
Appendix 7
CAW4B Classroom 'Three Strikes' System



Appendix 8
CAW4B Corridor Strikes System



Appendix 9
CAW4B Steps of Intervention



Appendix 10

Fixed-Term Suspensions and Permanent Exclusions

1. Exclusion occurs when a student's behaviour results in their removal from the Academy for a designated length of time. An exclusion may be a fixed term suspension (an exclusion for a fixed period of time) or, in exceptional circumstances, permanent.
2. The Academy follows the DfE Guidance on Suspension and Permanent Exclusion (May 2023). A full copy of this guidance is available on the DfE website or from the Academy office.
3. The Academy will only levy suspensions or permanent exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
4. We recognise that suspension and permanent exclusion cause disruption to students' learning, which might negatively influence their future behaviour, and will therefore only levy suspensions and permanent exclusions for serious incidents.
5. Following all fixed-term suspensions, a Re-Integration meeting with the student and their parents will need to take place. During this meeting the student and parent will be required to sign a Re-Integration Agreement. The student will only be permitted to return to lessons once this Re-Integration meeting has taken place and the Re-Integration Agreement signed.
6. In rare cases, the Academy may have to consider permanent exclusion. Sometimes this will be for an isolated incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate. Some of these are:
 - agreeing an individual Behaviour Support Plan / Pastoral Support Plan with parents
 - being placed on a Behaviour Contract or Final Warning Contract
 - an assessment of social, emotional and learning needs
 - alternative curriculum options (e.g. part-time college provision)
 - allocation of a mentor
 - attending a Governors Disciplinary Panel meeting with parents
 - a Managed Intervention placement at an Alternative Education Provision (Golborne Education Centre)
 - a Managed Move to another school or education provision

The Academy will make every effort to avoid fixed-term suspensions. However, there will be occasions when a fixed-term suspension is the appropriate sanction, due to the serious nature of the incident or due to persistent and ongoing defiance of the Academy rules (resulting in the student moving onto Level B of the Exclusion Hierarchy). The decision to suspend a student can only be made by the Principal and the appropriate procedures will always be followed.

Behaviour likely to result in Fixed-Term Suspension:

- Persistent and seriously disruptive behaviour
- Confrontational behaviour / obscene language towards students or staff including obscenity, offensive language, racist, sexist, transphobic or homophobic language
- Swearing directly at / verbally abusive language directed towards a member of staff
- Behaviour causing a health and safety risk
- Behaviour which puts the student out of the care and control of the Academy
- Persistent and ongoing failure to follow the Academy Code of Conduct
- Persistent and consecutive failure to complete an IER sanction
- Direct defiance of a senior member of staff
- Inappropriate contact with a member of staff
- Serious vandalism / serious deliberate damage to property
- Disruption in the local community
- Failing to comply with the conditions of a Re-Integration Agreement
- Failing to comply with the conditions of a Behaviour Contract
- In possession of, using or (suspected of) being under the influence of alcohol either on site, whilst in Academy uniform or on an Academy trip / visit

- (Suspected of) being under the influence of an illegal substance (including so called 'legal highs') either on site, whilst in Academy uniform or on an Academy trip / visit
- In possession of illegal drug paraphernalia on Academy site
- Smoking (tobacco) or vaping on Academy site
- Deliberately setting off the Academy fire alarm
- Serious fight / assault causing physical injury to another student
- Carrying a potentially dangerous weapon / implement on the journey to or from the Academy
- Misuse of Social Media
- Involvement in behaviour of a sexual / sexualised nature
- Behaviour likely to bring the Academy into disrepute
- Involvement in criminal activity

The Academy will make every effort to avoid permanent exclusion. However, there will be circumstances, including one-off extremes of behaviour, where permanent exclusion will be the appropriate and necessary sanction. The decision to permanently exclude a student can only be made by the Principal and the appropriate procedures will always be followed.

Behaviour likely to result in Permanent Exclusion:

- Physical assault upon a member of staff
- Serious physical assault upon another student
- Use of or possession of illegal substances (including so called 'legal highs') either on site, whilst in Academy uniform or on an Academy trip / visit
- Possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site or whilst in Academy uniform or on an Academy trip / visit
- Actual, intended or threatened use of a potentially dangerous weapon / implement on the Academy site, to or from the Academy, or anywhere when wearing Academy uniform or representing the Academy
- Failing to comply with the conditions of a Final Warning Contract
- Failure of a Managed Move trial to another school / education provision
- Posing a serious and / or repeated health and safety risk
- Repeated incidents of serious misbehaviour or repeated disruption to the learning of others
- Sexual misconduct - including distribution and production of inappropriate images.
- Serious criminal offences committed on the Academy site, whilst in Academy uniform, representing the Academy or whilst on the way to or from the Academy
- Other serious reasons at the Principal's discretion

Also in line with the Academy's Suspension and Exclusion Policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion.

Procedures

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the Academy's Suspension and Exclusion Policy):

Fixed-Term Suspension (up to 45 days per academic year)

- The Principal makes the decision
- Students are excluded by the Principal for serious breaches of the Code of Conduct
- Telephone contact is made with the parents once the decision has been made to issue a fixed-term suspension
- A letter is sent to the parents with an explanation of their rights, including their right of appeal
- If the student has a Social Worker, they will be informed of the suspension

- If the student is a LAC, the VSH will be informed of the suspension
- Teaching staff must provide work for the student
- Following the exclusion, the parents and student must attend a formal Re-Integration meeting and must sign a Re-Integration Agreement at this meeting. The student cannot return to lessons until this has taken place
- The Academy will follow at all times the guidance issued by the Secretary of State
- The Local Authority is informed of any suspension
- Day Six Alternative Provision is put in place when required

Permanent Exclusion

- The Principal makes the decision.
- The Principal and Senior Vice Principal meet with the parent to explain the reason for the permanent exclusion and to talk through the permanent exclusion process
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Board.
- Teaching staff must provide work for the permanently excluded student for the first five days of the permanent exclusion
- A Governing Board hearing will be convened to deliberate upon the exclusion; the parents / carers, student and the Academy will be expected to attend.

The Principal, supported by the Senior Vice Principal will present the case for a permanent exclusion. The parents / carers and student will be able to make representations to the Academy and Governing Board.

The governors can either:

- Uphold the permanent exclusion
- Re-instate the student

If the governors uphold the decision to permanently exclude, the parents do have the right to appeal to an Independent Review Panel. The panel can:

- Uphold the permanent exclusion
- Recommend that the Governing Board reconsiders their decision
- Quash the decision and direct that the Governing Board considers the exclusion again

If a student is reinstated, the parents and student will meet with the Principal and Senior Vice Principal as soon as possible after the disciplinary hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return of the student to the Academy.

Sometimes, students may get extremely anxious or agitated. During these times staff should, in the first instance, try to de-escalate the situation and help students to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when an individual student needs more help to calm down to ensure their own safety, the safety of other students and staff, or that property is not seriously damaged. This can require physical interventions. Teachers and other staff have the right to use reasonable, proportionate and necessary force to restrain students if the circumstances require such action.

At all times the intervention should be a last resort and prevent harm to any student or staff.

The Academy Code of Conduct for employees states:

Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two students
- active physical contact such as leading a student by the hand or arm, ushering a student away by placing a hand in the centre of his / her back, or, in more extreme circumstances, using appropriate restrictive holds

Employees should not:

- bar doorways or corridors to stop a student leaving unless there is reason to believe the student is about to commit a dangerous act such as harm another student.
- act in temper (involve another staff member if you fear loss of control)
- involve other students in the restraint
- touch or hold the student in sexual areas
- twist or force limbs back against a joint
- bend fingers or pull hair
- hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- slap, punch, kick or trip up the student

If employees have recourse to use physical restraint they must report this immediately to the Principal or one of the Vice Principals

Appendix 12

Student use of recreational areas at Break and Lunch time

The Academy appreciates the building's proximity to its neighbours, and recognises that behaviour on the roof terraces, in particular the Second Floor terrace, must be good as a result. The types of behaviour which are considered to be inappropriate, and the sanctions which will apply, are covered in the Corridor Behaviour Procedures section above. In summary, any behaviour which is anti-social, dangerous or poses a risk to students or the surrounding community will not be tolerated.

The Academy will ensure that:

- the second floor roof terrace will be used by one year group (or other grouping with the same, or fewer, maximum numbers) only. This will ensure that the terrace remains safe and is not over-crowded;
- the Head of Year of whichever year group are allowed to use the terrace will be allocated to both break and lunch duty positions there;
- if the Head of Year is unable to do the duty it will be taken by a senior Pastoral Team member. This will ensure that any behavioural issues are dealt with by a member of staff with strong pastoral skills

and who knows the cohort of students using the space;

- students are not allowed to play ball games in the outdoor recreational spaces (unless in designated areas);
- students are not allowed beyond the glass barriers on any of the terraces;
- students are not allowed to use the outdoor recreational spaces without supervision; and
- students will be reminded of the behaviour expectations when using the outdoor recreational spaces regularly throughout the year. This will be done through assemblies.

We will always try to identify and sanction individual students following reported incidents of poor behaviour. The Principal reserves the right to temporarily restrict students' use of the outdoor recreational spaces if they feel it is necessary. This will always be a last resort as removing access to outdoor recreational space for students in the long term is unfair and likely to impact on their readiness for learning.