

Behaviour Policy

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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 and unsafe 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/ carers 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 consistent and proactive use of the Behaviour Curriculum. All Academy staff receive regular training on the Behaviour Curriculum and how to use it to promote the Academy's desired behaviours, routines and habits.
- 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/ carers 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

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 (see Equalities Policy)
- c) To teach and clarify what is meant by desired behaviours through our consistent implementation of the Behaviour Curriculum
- d) To motivate students by using a variety of rewards to recognise effort, hard work and good desired behaviours in a structured way thus valuing their own and other's contributions, enabling them to flourish fully.
- e) To promote and develop confidence, self-esteem and self-discipline based on mutual respect and support for all members of the Academy community
- 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 flourish 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 and inclusive 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 (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) '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: teaching, modelling and using deliberate practice to embed an understanding of desired behaviours, as made explicit in the Behaviour Curriculum.
- 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 by living out the mission: 'Work Hard, Be Kind, No Excuses'
- 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.

Parents / Carers are expected to:

- Abide by the Home-Academy Agreement
- Support 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 and use the Academy digital platforms such as Edulink
- 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 through explicit training on the Academy's behaviour policy and the taught Behaviour Curriculum 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 student 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 SEND or specific medical conditions

Whilst the above reasonable adjustments/ interventions for behaviour of SEND students will be made, the Academy remains a mainstream school and, as such, conduct which seriously or repeatedly undermines our behaviour policy will result in escalation through our suspensions and exclusion hierarchy

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 focus on the Academy's mission of Work Hard Be Kind No Excuses to ensure students understand their role in routines for learning
 - Explicit teaching of the Behaviour Curriculum including deliberate practice of Routines and Expectations
 - 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 Routines and Expectations

To help us achieve our aims we have an agreed set of routines and expectations 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. 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 lessons or CT, 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 and other adults at the Academy 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.

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 LT. 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, LT, 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

At 3.30 pm each day, parents will be informed by email if their child has been booked into a C60 or LT90 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 an LT90 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 LT90 detention.

Another key aspect of our behaviour management procedures is a Suspensions and 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 9.30 am to 5.00 pm. For more serious behaviour incidents or due to escalation through the Suspensions and 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.

Once a student starts on the Exclusion Hierarchy, they continue to move up a level each time they are involved in a serious behaviour incident if the incident directly contravenes the specific terms of their previous reintegration agreement.

Students are removed from the Suspensions and Exclusion hierarchy after the following number of Academy weeks without being involved in a serious behaviour incident:

- for A level Sanctions: 4 Academy weeks without an incident
- for B Level Sanctions: 6 Academy weeks without an incident
- for C Level Sanctions : 8 Academy weeks without an incident

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 sanction
- 8 in a day Reset sanction for a full Academy day
- 15 in a week: LT90 detention
- 50 in a half term: IER, 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 Suspensions and 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 (e.g. 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:
 - Late to the Academy and/ or late to specified lessons during the Academy day
 - 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/ carer 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 the duration of time that it takes to fully investigate the incident. For some Red Line incidents a further sanction may then be issued. 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
 - Deliberate and dangerous behaviour that results in a significant health and safety risk

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

When students are sent to the Reset room it is for three periods. 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 three periods. Students will:

- Meet the behaviour expectations of the Reset room for three periods. 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 Reset Reflection; the Continuity curriculum using Oak National Academy resources and the Return to lesson agreement

Reset should be used sparingly when a student's behaviour is seriously impacting on their learning / the learning of others. Reset is a very 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 should take place between the student and the member of staff who issued the sanction. These should take place as soon as possible after the Reset sanction has been issued and, wherever possible, before the class teacher's next lesson with that student.

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 full compliance from all of our students in relation to our corridor routines and expectations. 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: IER

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 an LT90 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 until the incident has been fully investigated and a decision on a final sanction has been made.
 - deliberately / purposefully blocking corridors
 - Serious physical fighting
 - purposefully walking away from a member of staff
 - swearing directly at a member of staff
 - causing malicious damage to Academy property

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 the 'A Level' 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 by the Vice Principals, Assistant Principal (Inclusion) or Senior Pastoral Leader (Y11) in collaboration with the student's Head of Year. An IER day runs from 9.30am to 5.00 pm. Students should arrive on site at the main Reception at 9.20am in preparation for a prompt start. 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/ carers 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 targeted 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). Entry into the ISC is by referral only or as part of a reintegration plan for an excluded student. Admissions are managed by the Principal, Vice Principals, Assistant Principals and the Student Wellbeing / MH Lead. For as far as is reasonably possible, whilst in the ISC the student's core curriculum work is 'mirrored'. The ISC liaises closely with teaching staff 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
- AllChild Impact 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 Citizenship Curriculum, 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 behaviour 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 designated senior staff may search students' clothing or bags without consent for any banned item we believe could cause harm and / or is illegal. The process for managing screening and searching students is included as Appendix 14.

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
- Nicotine and caffeine pouches
- Illegal drugs and 'edibles'
- 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 student 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. Wherever possible key staff will have received face to face positive handling training from a specialist provider. Both staff and governors will be informed on who has received training. All incidents of reasonable force are logged.

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 only release phones to another family member (eg a grandparent or aunt/uncle) in exceptional circumstances. Older siblings are not permitted to collect mobile devices. There are rare 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 cooperation 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 2026.

.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
- Teaching and Learning Policy
- Uniform Policy

Appendix 1 Student Code of Conduct



'Learning together to Flourish'

Behaviour Routines & Expectations

In the classroom we...	In the corridors we...	During social times we...	Outside the Academy we...
<ul style="list-style-type: none"> - Enter quietly, head straight to our assigned seats and begin the starter activity. - Place all our equipment on the desk ready to be used. - Raise our hands before speaking and wait to be called upon, unless otherwise instructed by the teacher. - Remain alert and on task at all times, following instructions promptly and quietly. - Pack up only when instructed at the end of the lesson making sure our area is tidy. We stand silently behind our chairs until dismissed. 	<ul style="list-style-type: none"> - Walk with steady pace and purpose directly to our destination without blocking corridors. - Maintain a quiet voice level to ensure a calm environment. - Keep corridors and stairs clear to ensure a smooth flow of movement. 	<ul style="list-style-type: none"> - Remain in our designated social areas at all times. - Queue for food in an orderly fashion once called from our areas. - Eat our food sat at tables in FFT and only take sealed food items to our designated areas. - Dispose of food waste and rubbish in the appropriate waste bins 	<ul style="list-style-type: none"> - Travel to and from the Academy safely and responsibly. - Won't loiter in large crowds outside the Academy gates or in local public spaces. - Remain in smart Academy uniform whilst travelling. - Use public transport responsibly and make sure our interactions are quiet and mindful of the public.
We expect ourselves to...	We expect ourselves to...	We expect ourselves to...	We expect ourselves to...
<ul style="list-style-type: none"> - Be courteous at all times to staff and peers to maximise learning. - Listen actively and participate in lessons. - Come prepared with all required equipment and IL. - Take ownership of our own learning and actions. - Attempt all tasks to our best ability and take pride in our work. 	<ul style="list-style-type: none"> - Be courteous at all times to staff and our peers - hold doors open, greet politely and keep corridors clear. - Be mindful of others and move safely throughout the building without pushing, running or rough play. - Move promptly to ensure we arrive to lessons on time. 	<ul style="list-style-type: none"> - Be courteous at all times to staff and our peers using appropriate language and tone. - Enjoy food calmly and mindfully, contributing to a pleasant atmosphere. - Respect the Academy site and keep areas clean and tidy. Report any damage immediately. - Report any unsafe behaviour to a member of staff at the earliest opportunity. 	<ul style="list-style-type: none"> - Remember that we represent the Academy at all times when in uniform or whilst on Academy-related activities. - Behave respectfully, safely and with courtesy for the public. - Use online platforms appropriately and ensure communication is positive only.

Appendix 2 Home-Academy Agreement

HOME-ACADEMY AGREEMENT : LEARNING TOGETHER TO FLOURISH

	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 aside time 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 to support the learning of others.
	Create a safe and stimulating learning environment so that learning tasks are fully understood and completed. Students are able to receive regular feedback which allows them to make progress and realise their full potential.	Ask my child to share examples of their work and participation in their learning, so I can praise them for the progress they are making.	Take part in every lesson, take responsibility for my own learning, show my parent(s) / carer(s) examples of my work, including on google classroom and respect the rights of other students to learn.
	Set Independent learning (IL) 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 quiet environment for learning at home.	Meet all Independent learning deadlines set.
	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, equipment, 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 / carers 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) / carer(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, carers 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 / carers 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 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.
	Ensure all students follow the Academy's policy on electronic devices including mobile telephones	Ensure my child follows the Academy's policy on electronic devices including mobile telephones	Ensure I follow the Academy's policy on electronic devices including mobile telephones
Ethos and Academy Life	Ensure the staff serve as positive role models, welcome students of all backgrounds, and develop a genuine sense of belonging, in line with our Christian ethos.	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 flourishing of myself and others. Respect and understand other faiths.
	Provide a wide range of equally accessible opportunities for all students regardless of any protected characteristics	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 / carers informed about life at the Academy, their child's progress and any areas of concern.	Attend all meetings about my child, respond to all communications, be involved in the wider life of the Academy and keep the Academy informed of any change in my contact details.	Return all communications from my parent(s) / carer(s), invite them to Academy functions and keep them informed about what I am doing.
	Understand the needs of each student and know them well so that achievements can be celebrated and students are 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 the Extended Curriculum	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 participate in The Flourish 8.

Appendix 3 Classroom Rules

WE EXPECT YOU TO...

Come prepared

LISTEN ACTIVELY

BE COURTEOUS

Try your best

Own your behaviour



CLASSROOM ROUTINES...

START of Lesson

Enter quietly
Sit in the correct seat
Place all equipment on desk
Complete the starter

DURING Lesson

Raise your hand to speak
Remain alert and on task
Follow all the teacher's instructions

END of Lesson

Pack up when instructed
Leave your area tidy
Stand silently behind your chair until dismissal

Appendix 4 Corridor Rules

IN THE CORRIDORS & STAIRS WE...

WALK with a steady pace and purpose

MOVE around the Academy quietly

KEEP all areas clear and safe



IN FOOD for THOUGHT WE...

QUEUE in an orderly way

EAT food calmly whilst sat at a table

DISPOSE of food waste and rubbish appropriately

WE EXPECT YOU TO BE...

COURTEOUS

mindful

Respectful

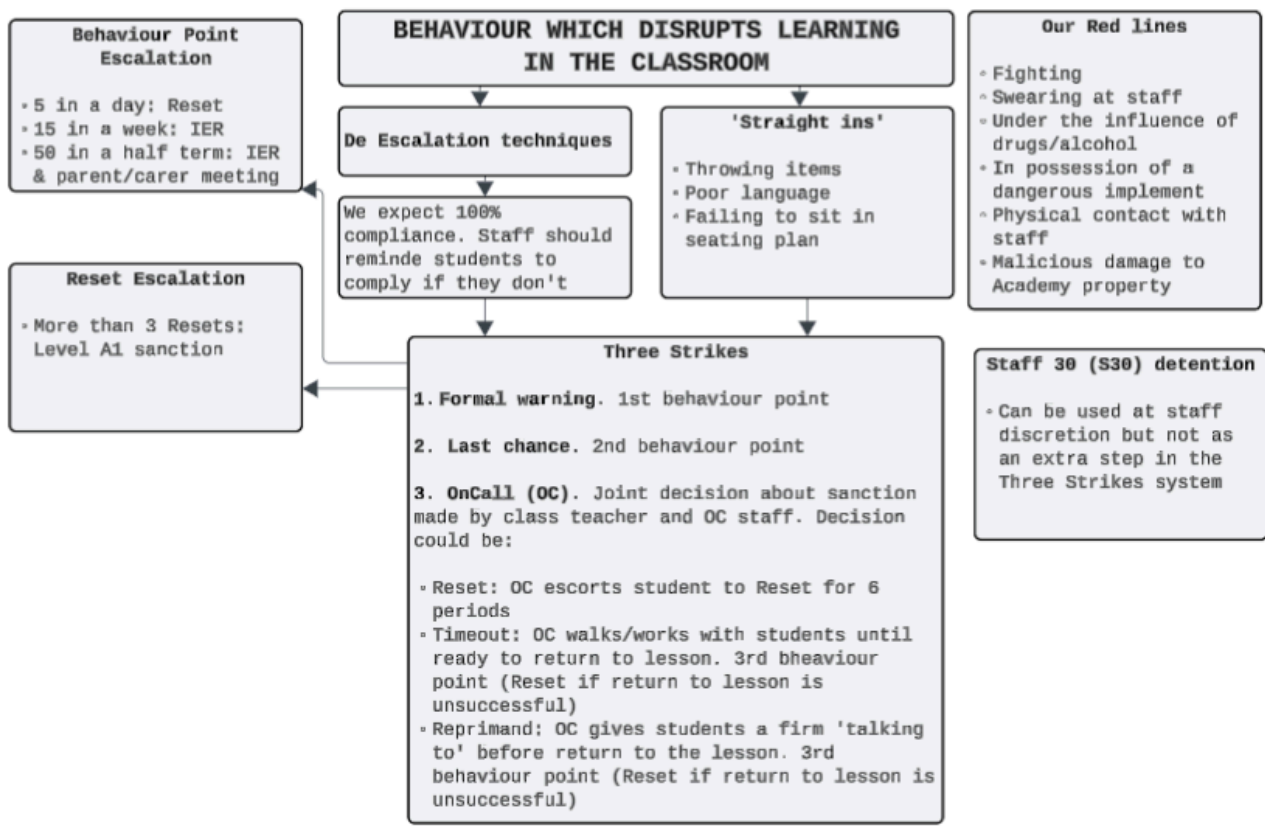
Appendix 5 Detentions System

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 walks away from LT90 collection or fails to attend the LT90 detention this will be escalated to A level A1 IER sanction. The student will also be entered for the next LT90 detention. Repeated failure to attend will lead to escalation through the exclusion hierarchy

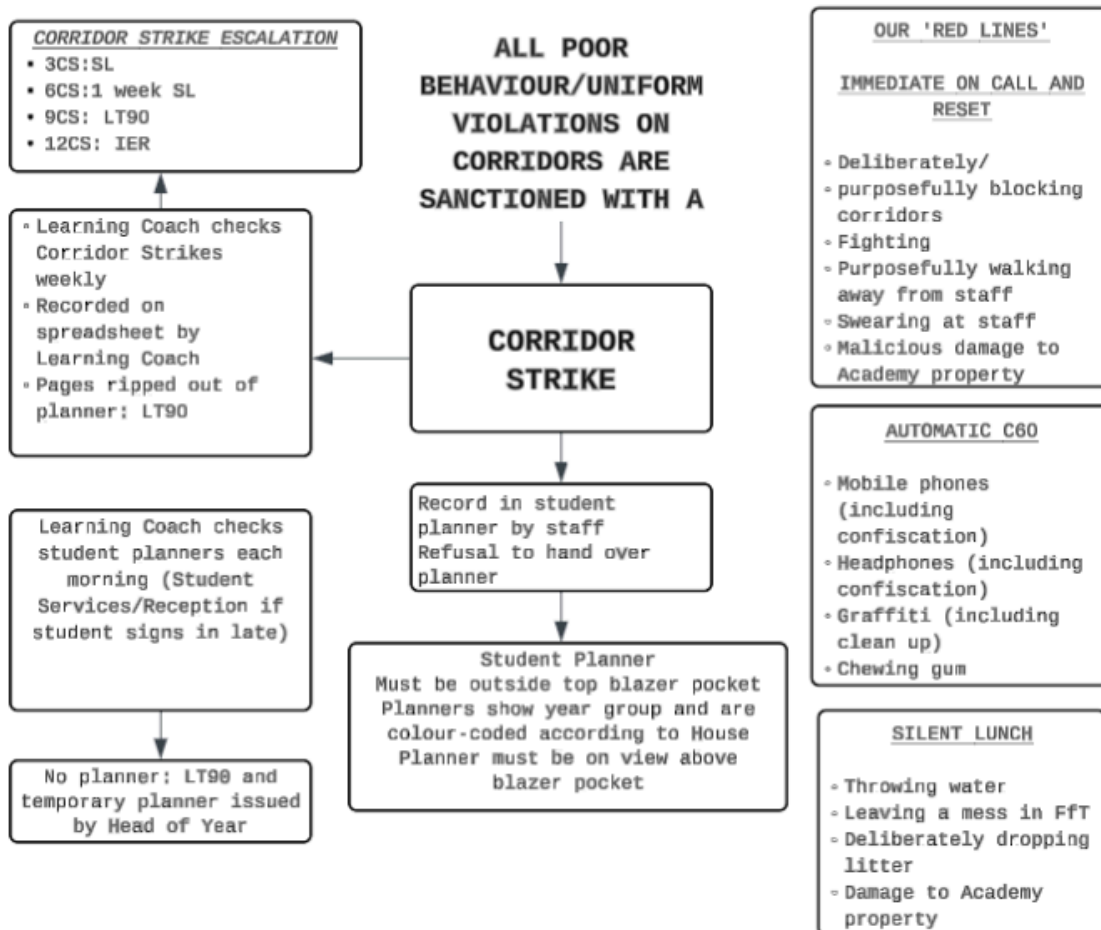
Appendix 6 Suspensions and Exclusion hierarchy

Level	Type of suspension	Reintegration Meeting with...			
A1, 2, 3	Freestanding incident	Head of Year or Deputy Head of Year			
B1 / no level	External Suspension (one day)	Head of Year	AND	Associate Assistant Principal (RDT)	
B2	External Suspension (two days)	Head of Year	AND	Assistant Principal (DWY) - for Year 7, 8 or 10	
B3	External Suspension (two days) and Internal suspension (two days)			Associate Assistant Principal (RDT) - for Year 8 Assistant Principal (DGE) - for Year 11	
C	External suspension (up to 15 days) or Placement at KCEC	Head of Year	AND one of: AND		Assistant Principal (DWY)
			Assistant Principal (DWY)		Vice Principal (SML)
			or		Vice Principal (DEN)
			Associate Assistant Principal (RDT) - for Year 8 AND one of:		Principal (MAN)
D	External suspension, Final Warning Contract and Governor meeting	Principal (MAN)	AND one of:	Assistant Principal (DWY)	AND A member of the Governing Board
				Vice Principal (SML)	
				Vice Principal (DEN)	
	Managed Move or Permanent Exclusion	Principal (MAN)	AND	A panel of three Governors	

Appendix 7 CAW4B Classroom 'Three Strikes' System

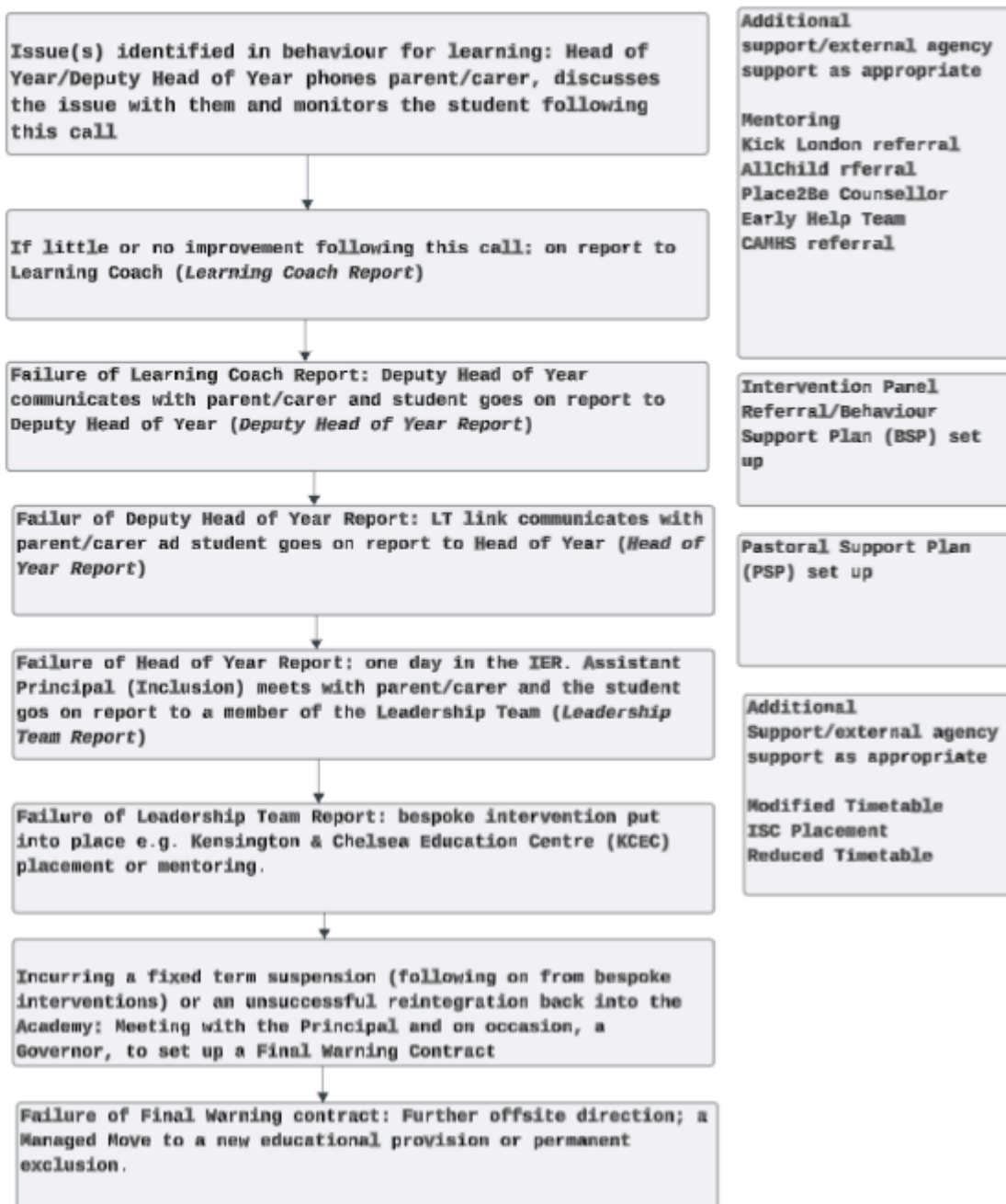


Appendix 8 CAW4B Corridor Strikes System



Appendix 9 CAW4B Steps of Intervention

This is a framework which will guide our interventions; however we will be flexible in our approach according to the individual needs of each student.



Fixed-term suspensions may be used at different stages as appropriate

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 (August 2024). A full copy of this guidance is available on the DfE website or from the Academy office.
3. The Academy will only issue suspensions or permanent exclusions when absolutely necessary and as a 'last resort' 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 Reintegration meeting with the student and their parent/ carer will need to take place. During this meeting the student and parent will be required to sign a Reintegration Agreement. For students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate. These include
 - agreeing an individual Behaviour Support Plan / Pastoral Support Plan with parent/carers
 - being placed on a Behaviour Contract or Final Warning Contract
 - an assessment of social, emotional and learning needs
 - alternative curriculum options allocation of a mentor
 - attending a Governors' Disciplinary Panel meeting with parent/ carer
 - Offsite direction to e.g. Kensington & Chelsea Education Centre (KCEC) or another partner school
 - a Managed Move to another school or educational 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 Reintegration 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 an offsite direction to another school / educational 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 DfE's Guidance on Suspension and Permanent Exclusion (August 2024), 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:

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

- The Principal makes the final decision
- Students are excluded by the Principal for serious breaches of the Code of Conduct
- Telephone contact is made with the parent/ carer once the decision has been made to issue a fixed-term suspension
- A letter is sent to the parent/ carer 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 CLA, the VSH will be informed of the suspension
- Teaching staff must provide work for the student
- Following the exclusion, the parent/ carer and student must attend a formal Reintegration meeting and must sign a Reintegration Agreement at this meeting. 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 where appropriate, another member of the LT meet with the parent/carer 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 relevant member of the LT 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
- Reinstate 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 other relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return of the student to the Academy.

Appendix 11 Physical Intervention Procedure

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 intervention. 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 interventions 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 or harm themselves
- act in temper (involve another staff member if you fear loss of control)
- involve other students in the intervention
- 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 intervention they must report this immediately to the Principal or one of the Vice Principals. Incidents are then recorded.

Appendix 12 Restrictive interventions, including use of reasonable force

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 behaviour 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. The Academy will follow the [guidance](#) published for use from April 2026, to inform our use, recording and reporting of restrictive interventions.

- Restrictive interventions require appropriate training. Wherever possible key staff will have received face to face positive handling training every two years from a specialist provider. Both staff and governors will be informed on who has received training
- The Academy follows the statutory guidance under section 93A of the 2006 Education and Inspections Act:

All incidents must be recorded as soon as practicable after the event. They should be recorded by the staff member(s) involved and staff should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan. The Academy will record this on the google sheet:

- names of student (s) and staff directly involved
- any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEND status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- a brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

All incidents must be reported as soon as possible to the parent/ carer after the event & no later than the same day. This applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a student's behaviour support plan. This reporting will normally be done by a member of the Leadership Team, the DSL, SENDCO or SEND postholder and in the first instance this will be done via a phone call followed by an email which will include:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Seclusion and non-force related restraint:

Seclusion - a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving - will only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the student is not acting with intent. Seclusion will not be implemented by staff through threat of punishment. The place to which the student is confined should be safe and not feel threatening or intimidating to the student. The student should be supervised at all times during the period of seclusion. Wherever possible this space will be the Flourish Centre or similar SEND space. As soon as the immediate risk of harm has reduced, the student should be allowed to leave. An incident involving the use of seclusion will be recorded and reported

as outlined above. The Academy recognises that seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

Unacceptable use of force:

It is illegal to use force on a student for the purpose of punishment. Students will not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the student will receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Consideration for students with SEND:

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to students with SEND being disproportionately subject to the use of restrictive interventions.

The Academy always seeks to understand the underlying triggers of challenging behaviour so that staff can provide proactive support, create an inclusive environment and consider the impact of the Academy's Behaviour policy on students with SEND. The Academy recognises and has considered how the Academy culture and environment may be experienced differently by students with SEND and will seek to support students to cope with situations that they may find distressing. The Academy will utilise key SEND staff as well as the Leadership Team who know individual students well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. The SEND team will also work with the student, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of such strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the student to express their emotions before getting overwhelmed
- engaging the student in an activity which can help them manage their feelings of anxiety
- distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, staff will work with students with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans will outline any adjustments, such as to address aspects of the Academy environment which the student finds challenging and ways for students to communicate their needs effectively. Behaviour support plans will detail circumstances where it may be appropriate for staff to have increased physical contact with a student. This will be discussed in conjunction with staff, parents, the student and health professionals. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, there will be a risk assessment in place and where possible, risks will be mitigated through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan. Any behaviour support plans should be

reviewed with the student and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual student. Where a student has a disability, the Academy has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the student can fully participate in the education provided by the Academy and that they can enjoy the other benefits, facilities and services that the Academy provides.

Appendix 13 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 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 or Deputy 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 or established member of Academy staff 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.

Appendix 14 Searching students checklist

- There must be a justifiable reason for searching a student (eg there is good reason to believe that they are in possession of a prohibited item, dangerous implement, stolen item etc)
- Before carrying out a search, authorisation for this must be given by either ***the Principal, the Vice Principals, the Assistant Principal (Inclusion) or the DSL**. In all cases the DSL should be informed of the search as soon as possible
- If a search is required, two members of staff must always be present
- One of these members of staff should always be a senior member of the Pastoral Team (AP- Inclusion, the DSL or the Senior Pastoral Leader), the Principal or either VP and at least one should be the same sex as the student(s) to be searched
- The student should be taken to the office of one of the above named senior staff and the reason for the search must be clearly explained to the student, together with how it will be conducted so that their agreement is informed. In the event of a search needing to take place off site, e.g on an Academy trip then an appropriate location for the search should be found. Where possible, this should be away from other students and prior to the search, contact must have been made with one of the above*. If this is not possible then the most senior member of staff on the trip can lead the search and follow all steps as detailed below
- If a student directly refuses to cooperate in a search, the Principal must be informed immediately and the student should be kept safely and separately away from others. In this situation parents and (with the Principal's agreement) police and/or Children's Services may be informed
- Staff should always show sensitivity when carrying out a search, recognising that it is not a pleasant experience for anyone concerned and explaining that it is only being done because it is absolutely necessary
- Before commencing a search, the student should be given the opportunity to hand over any item which they have on their possession which they know they shouldn't have
- After this, the student should be asked to empty the contents of their bag(s) onto a table and then pass the empty bag to one member of staff for checking. The other member of staff should check the items which have been placed on the table and should ask the student to open anything as required (e.g. a pencil case) so that they can look inside
- The student should then be asked to empty the content of their blazer/coat pockets onto the table and then pass their blazer / coat to a member of staff for checking
- The student should be asked to empty the contents of any pockets they have in their shirt/trousers/skirt onto the table and then turn out the lining of these pockets to be checked
- Finally, the student should be asked to take off their footwear and show them to a member of staff for checking
- At no point should either member of staff touch the student or the clothes they are still wearing
- Other than a coat, hat, scarf, blazer, jumper and footwear, students should not be asked to remove items of clothing. In specific cases when a student admits, or it is observed that they are wearing numerous layers of trousers, they can be asked to remove outer pairs, but the base layer of trousers must NOT be removed.
- If staff feel that there are potentially prohibited items in an inner pocket / area of a student's clothing, a metal detector may be used. However, the student must not be touched / patted down without the explicit permission of the Principal. Serious concerns about concealed items may lead to a decision for police involvement
- If nothing is found, the student should pack-up their belongings and return to lessons, after being thanked by the member of staff for their cooperation
- If any prohibited item, dangerous implement, stolen item etc is found during the search, this should be confiscated and passed onto the Assistant Principal (Inclusion) / the Principal / LT Link; the appropriate sanction should be issued (depending on the nature of the item found)
- If a prohibited item found raises safeguarding concerns, the DSL must be informed and a referral to Children's Services must be made

- In ALL cases where a search has been conducted parents/ carers MUST be contacted before the student leaves at the end of the Academy day
- If a searched student has a Social Worker they should also be informed
- In ALL cases where a search has been conducted the incident MUST be recorded on CPOMS; The record MUST include:
 - *the date, time and location of the search*
 - *Which student was searched*
 - *who conducted the search and any other adults or students present*
 - *what was being searched for and the reason for searching*
 - *what items, if any, were found*