



Lord Lawson of
Beamish Academy

LORD LAWSON OF BEAMISH ACADEMY

BEHAVIOUR POLICY

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INDEX

	Page No.
General Statement and Policy Aims	(3 – 5)
SECTION	
1. A consistent Approach to Behaviour Management, Teaching and Learning	(6 – 7)
2. Academy Leadership	(7 – 8)
3. Classroom Management, Teaching and Learning	(8 – 9)
4. Praise and Sanctions	(9 – 10)
5. Behaviour Strategies and the Teaching of Good Behaviour	(10)
6. Sexual Harassment and Sexual Violence	(11)
7. Zero Tolerance Approach to child-on-child Abuse	(12 – 15)
8. Continuing Professional Development	(15)
9. Student Support Systems	(15 – 16)
10. Liaison with parents/carers and other Agencies	(16 – 17)
11. Managing Student Transition	(17 – 18)
12. Organisation and Facilities	(18 – 19)
13. Student Behaviour Outside the Academy	(19)
14. The Use of Detention	(19 – 20)
15. Confiscation of Inappropriate Items	(20 – 25)
16. The Use of Reasonable Force	(25 – 27)
17. Malicious Allegations Against Staff	(27)
APPENDIX	
Appendix 1: Consequences of Misbehaviour Within Lessons	(28 – 35)
Appendix 2: Praise and Consequences – Rewards	(36)
Appendix 3: Praise and Consequences – Consequences	(37)



BEHAVIOUR POLICY (Managing learning through the respect ethos)

General Statement

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our vision is that when we work together as a community, every child and adult can reach the very highest of standards. We believe that we are strongest when we work together, and through excellent pastoral care and inspiring teaching, children will be able to grow and learn. Our strong values capture the spirit of our vision. By showing respect for each other, we learn to trust and be trusted. We show courage in tackling new and complex tasks. We are ambitious for ourselves, and we encourage one another to attain ambitious goals. We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

The management of behaviour at Lord Lawson of Beamish Academy is often 'traditional' as well as 'modern'. Respect is sought, individuals are treated as such, but misdeeds are addressed. Staff and students know the context in which they work and what is expected. Staff realise that children are what they are and that there will be many occasions of misjudgement and immaturity. As professionals and adults, we are bound to deal with such instances in the correct manner, by taking concerns seriously but applying context and not over-reacting.

Good order and effective discipline are essential conditions if students are to make the most of their time at school. Students should be given clear expectations, effective pastoral support, guidance on how to behave appropriately and opportunities to build good social relationships. These aims should be supported by a system of rewards and appropriate sanctions.

The Governors value the good relationships fostered by the academy and the calm and ordered environment in which learning can take place, uninterrupted by disruptive behaviour. Poor behaviour is unacceptable in this academy and will not be tolerated. The academy will do what is reasonably practicable to eliminate poor behaviour and to support those who need help. Equally, the academy will reward and celebrate the achievements of those that achieve high standards, whether those are in relation to their academic potential or in their attitude and conduct.



The aims of this policy are in line with our ethos and values:

- Lord Lawson of Beamish is an academy based on the principle that all people are entitled to educational opportunities in their own community at any time of life.
- We aim to promote an Academy environment which will foster the intellectual, aesthetic, moral, spiritual, cultural, physical, and social development of all our students and where students will enjoy their learning.
- We believe that equality of opportunity is an entitlement necessary for our Academy community to flourish and that students and staff should be treated as individuals with needs and aspirations.
- We aim to develop positive relationships between students and staff.
- We seek to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in Academy life.
- We aim to develop effective collaborative practice with other Academies, with colleges, training providers and other agencies.
- We believe that extra-curricular activities are an essential part of Academy life and that all students should be encouraged to participate.
- The Academy strives to produce excellence in all it does.

Central to the policy is the main aim of our equal opportunities policy which reads as follows:

Lord Lawson of Beamish Academy is committed to equal opportunities and aims to be an Academy where everyone:

- Is respected and respects others
- Takes part in the life of the Academy
- Achieves to their potential
- Develops skills essential to leading a successful life
- Exercises choice.



We believe that no-one should receive less favourable treatment on the grounds of:

Race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender identity, sexual orientation, nationality, or trade union membership.

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

In addition, within the whole Academy community the following occurs:

- Good behaviour is recognised via our praise system.
- Sanctions are always applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students.
- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce, separation of parents are identified and supported.
- All Academy staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills including via the curriculum and in Academy life generally.



SECTION 1

A consistent approach to Behaviour Management, Teaching and Learning

Behaviour is managed via the positive behaviour management system and the consistent application of consequences and where necessary our Staged report process. (Appendix 1)

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption. Where this occurs we:

- Ensure that staff follow through issues with students indicating what must be done to improve
- Ensure that staff discuss with parents/carers the Academy's concerns and agree a common way of working to help students make improvements to their behaviour
- Establish the best way of communicating with parents/carers (phone, e-mail, meetings, written or combinations of these) and provide regular feedback on progress being made.

We believe consistent experience of good teaching engages students in their learning and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the Academy's expectations and allow staff to be mutually supportive.

As an Academy we will:

- Assess the needs of staff then use these to build specific opportunities to discuss and learn about behaviour into internal staff professional development programmes, e.g., induction, whole staff CPD and departmental development time
- Identify those students who have learning and behavioural difficulties or are experiencing crises, and agree common ways of managing and meeting their needs
- Ensure senior colleagues are highly visible throughout the day to maintain a sense of calm and order



Ensure senior managers regularly walk the Academy building, going into classrooms and monitoring the consistent application of the Academy's policy and use of rewards and sanctions.

It is important this occurs, as consistent application is vital if the policy is to be valued.

SECTION 2

Academy Leadership

Effective Academy leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The policy needs to be understood and applied consistently by all staff. The leadership team and governors have a central role in identifying and developing values and expectations that are shared by students, parents, carers, and staff. They have a responsibility to 'lead from the front'; however, leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents/carers have a responsibility to support the high expectations of the Academy and the governors play a pivotal role in monitoring and supporting the policies adopted.

As an Academy we will:

- In partnership with parents/carers, set high expectations for students and staff in all aspects of the Academy's life and show how they are to be met. For example:
 - In the application of the consequence system
 - By guidance on how to improve their work
 - Reporting to parents/carers at regular intervals on academic progress and Attitude to Learning (A2L)
 - Identify issues early and communicating with parents/carers as appropriate
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day



- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the Academy behaviour policy

SECTION 3

Classroom Management, Teaching and Learning

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations. This may include the use of an alternative curriculum provision.

As an Academy we will:

- Ensure all staff follow this Behaviour Policy and the Consequence System (monitored by pastoral staff, subject leaders, and senior staff)
- Plan lessons well, using strategies appropriate to the ability of the students. Adaptive teaching is crucial in supporting and promoting good behaviour.
- Know students well and establish positive working relationships.
- Use commonly agreed classroom management and behaviour strategies e.g., seating plans, student passports etc
- Senior staff will take every opportunity to visit classrooms as part of our programme of “Standards Walks” to support staff and students.
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class.
- Use Assessment for Learning (A4L) techniques e.g., peer and self-assessment, to increase students’ involvement in their learning and so promote good behaviour
- Use data collected via class charts on students’ behaviour and use it to target support.
- Ensure all staff understand and follow the positive behaviour management consequence system
- Recognise that students are knowledgeable about their Academy experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive feedback about their progress/learning needs e.g., via opportunities in 1:1 learning reviews, student voice questionnaires etc.



- Ensure all students understand and follow the expectations laid out in the positive behaviour management consequence system
- Give opportunities for the student leadership team (Student Ambassadors) to discuss and make recommendations about behaviour including relevant policies and effectiveness of rewards and sanctions
- Plan homework carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them. Homework is set via Class Charts to ensure this is viewable by both students and their parents/carers.

SECTION 4

Praise and Sanctions

Our aim is to provide a range of opportunities in which students can excel and be praised and a practical set of sanctions that deal appropriately with poor behaviour. (Appendix 2 and Appendix 3)

We will use a range of appropriate sanctions and ensure they are applied fairly and consistently by all staff.

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff.

We firmly believe that praise should be used to motivate and encourage students. At the same time, however, students must be aware of sanctions that will be applied for poor behaviour.

As an Academy we will:

- Have a wide range of appropriate praise and sanctions and ensure they are applied fairly and consistently by all staff
- Ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff.

In Academies with good standards of behaviour, there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage students.



At the same time, students are aware of sanctions that will be applied for poor behaviour.

SECTION 5

Behaviour strategies and the teaching of good behaviour

The Academy's policies on behaviour, learning and teaching will create an ordered Academy climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff) and of course, students and their parents.

As an Academy we will:

- Ensure all staff understand and use consistently, the behaviour management strategies agreed by the governing body and Academy community
- Identify opportunities to explicitly praise and recognise effective learning behaviours
- Ensure effective policy and practice is based on accurate information
- Ensure all staff joining the Academy (including supply teachers) are given clear guidance and use the Academy's systems and expectations for behaviour
- Use appropriate materials to develop students' emotional, social, and behavioural skills. This could include:
 - Arranging additional small group support for students who need it through our pastoral team or SEND department in the Academy
 - Arrange support through external agencies including the local authority.

SECTION 6



Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

For reference, sexual harassment and sexual violence are defined as the following:

- **Sexual violence:** such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- **Sexual harassment:** such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

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

The academy's response will be:

- Proportionate
- Considered
- Supportive to both victim and perpetrator
- Rooted in education to prevent further re-occurrences
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Meeting with parents/carers
- Detention
- A period in the Learning Support Room (LSR)
- A placement in an alternative provision
- A fixed term suspension
- A permanent exclusion.

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

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

Please refer to our Safeguarding and Child Protection policy for further information.



SECTION 7

Zero-tolerance approach to child-on-child abuse

Children can abuse other children. This is now referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child-on-child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child-on-child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults, and children.

In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child-on-child abuse by:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using the personal development curriculum to educate and reinforce our messages through stories, role play etc.
- Ensuring the school is well supervised, especially in areas where children may be vulnerable
- Ensuring all staff are aware of the indicators and signs of child-on-child abuse and how to identify them
- Addressing inappropriate behaviour (even if it appears to be relatively minor)
- Having clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensuring staff and children are aware of the policies
- Ensuring robust supervision and be aware of potential 'risk' areas in the school
- Increasing supervision during key times throughout the school day
- Taking steps to prevent isolation
- Separating children if needed
- Where risk is identified, an individual child risk assessment is put in place.

Each alleged incident will be recorded, investigated, and dealt with on an individual basis based on the following principles:



- All information will be recorded using CPOMS
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the Designated Safeguarding Lead (DSL) or their deputy should they not be available
- Where the incident also involves a child at a different establishment the DSL or their deputy will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL or their deputy will balance the child's wishes against their duty to protect the child and other children
- The school will work with our local safeguarding partners where appropriate
- The DSL or their deputy may need to go against the victim's wishes and make a referral to children's social care or the police. This will be managed sensitively, the reasons explained to the victim and appropriate support made available
- Parents/carers will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk).

Victims, perpetrators, and any other children affected by child-on-child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be considered, along with consideration being given to the most appropriate ways of protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made, and a safety plan put in place when required
- Early help assessment, children's social care and other agencies will support where appropriate.

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways.



Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Gang associated and serious violence.

There are several factors that make children more vulnerable to child-on-child abuse:

- Experience of abuse within their family
- Living with domestic violence
- Young people in care
- Children who go missing
- Children with additional needs (SEN and/or disabilities).

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional abuse
- The child may have viewed sexually explicit/violent movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone.

Relationship abuse is unacceptable behaviour between any two people.

SECTION 8



Continuing Professional Development

All staff in the Academy will be provided with the skills to understand and manage student behaviour effectively. This is vitally important for all staff. Training and coaching are both vital elements of a high-quality professional development programme. These must be made available for staff taking up a new post via our induction programme and ongoing via our CPD model.

As an Academy we will:

- Provide regular and personalised opportunities for all staff to share and develop their skills in promoting positive behaviour
- Ensure that all staff joining the academy receive induction training. This need applies equally to newly qualified teachers, senior leaders and experienced teachers from other schools and academies whose needs are often neglected
- Develop the specialist skills of staff who have leadership responsibilities for improving behaviour

SECTION 9

Student support systems

We believe it is important for the Academy to have effective pastoral support systems. We recognise that in our Academy this is the responsibility of the Principal and all members of the Senior Leadership team.

Lord Lawson of Beamish Academy uses a wide-reaching pastoral team, comprising:

- Deputy Principal (pastoral care and inclusion)
- Assistant Principal (behaviour)
- Assistant Principal (safeguarding and attendance)
- Year Leaders
- Deputy Year Leaders
- Attendance manager and assistant attendance officer
- Anti-bullying lead teacher
- Tutor teams
- School Counsellor
- Special Educational Needs Department
- Learning Support Room (LSR)



- School social worker
- Team around the school worker (TAS)
- Careers advisors

As an Academy we will:

- Recognise that a good pastoral system involves teachers and support staff.
- Ensure that staff allocated with pastoral responsibilities:
 - o Have appropriate time to carry out their tasks
 - o Are appropriately trained
 - o Have adequate administration support
 - o Have access to specialist support. These might include appropriate services such as educational psychologists, attendance team support, Child and Adolescent Mental Health Services, Children and Young Peoples Services and Speech and Language Specialists.
 - o Recognise that student support is not just about behaviour. Poor pastoral support just focuses on 'naughty students'. Good pastoral support is concerned with academic attainment, developing students' ability to become good citizens
 - o Understand and are responsive to the needs of groups within the Academy and wider community; and
 - o Regularly make clear to students, parents, carers, and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This will be emphasised through our anti bullying policy.

SECTION 10

Liaison with parents/carers and other agencies

In managing student behaviour, the Academy needs the support of parents and carers. Opportunities to meet with parents and carers within the Academy are encouraged via parent evenings and pastoral/behaviour review meetings. Communication via e-mail is open and encouraged. All parents/carers have their son/daughter's teacher e-mail address to facilitate communication. Parents/carers can also access up-to-date information about their son/daughter by logging onto our Bromcom module 'My Child at School' (MCAS) and by accessing Class Charts. All parents/carers are issued with login details.

As an Academy we will:



- Ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations
- Have clear and well understood procedures in place, for dealing with distressed and angry parents
- Ensure parents and carers hear from the Academy when their children are doing well
- Take advantage of technology such as e-mails and mobile phones to improve communications with parents and carers. This should not replace personal contact.

As practitioners we regard it as vital that the Academy maintains the trust and confidence of parents/carers who are our partners in educating children. We accept that good liaison takes time, is demanding and requires resources.

Parents/carers need to be aware when dealing with the Academy, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see.

Academies by themselves cannot resolve all the issues that some children present whilst attending the Academy. However, with strong links and liaison with other agencies most issues can be resolved. However, despite the frustrations that can occur, we believe that working with other agencies is important. We know through working together to manage behaviour, resources are enhanced so that students, parents, and communities' benefit.

SECTION 11

Managing student transition

Changing academies or schools is never easy. At Lord Lawson of Beamish Academy, we recognise this and aim for a smooth transition. Lord Lawson of Beamish Academy employs a dedicated Year 7 Leader whose responsibility covers all transition arrangements. They will coordinate all activities to support transition such as Year 5 and Year 6 parents' evenings, and day long transition events before entry to Lord Lawson of Beamish Academy. The dedicated transition teacher will also be involved in the organisation of the now well-established summer school for year 6 students.

As an Academy we will:



- Ensure that teachers receiving new students are given appropriate information to help the teacher plan work and manage the transition
- Develop buddy systems, using students to support each other on arrival
- Ensure a suitable timetable is drawn up for the students.

Changes of class, moving to new teachers and new academies or schools causes students and parents anxiety. As professionals we recognise that if we get this wrong it can adversely affect students' motivation, attitude, attainment, and behaviour. Working constructively with parents and others can significantly reduce this stress. All students joining the Academy will be given a one-to-one interview with the relevant pastoral staff.

SECTION 12

Organisation and Facilities

Our ethos is central to what we do in the Academy. It is therefore essential that our ethos is embedded into our curriculum and our pastoral system via our behaviour policy and our positive behaviour management system.

We also work hard to ensure that the facilities and learning spaces are of a high quality.

As an Academy we will:

- Recognise that good behaviour and learning are improved when students enjoy appropriate learning spaces
- Ensure that toilets are clean throughout the day, have soap, paper towels or hand dryers, and are accessible
- Ensure that social areas in the Academy are identified and seating provided to encourage students to interact
- Create welcoming and comfortable areas where parents/carers can be received
- Ensure that the site is adequately supervised through staff presence before, during and after school. This is supplemented by suitable CCTV throughout the academy
- Not permit smoking on or around the school site. Any breaches of this rule are addressed through the relevant Year Team.



SECTION 13

Student behaviour outside the Academy

Lord Lawson of Beamish Academy has a statutory power to discipline students for misbehaving outside the Academy premises. We may discipline a student for:

- Any misbehaviour when the child is:
 - o Taking part in any academy-organised or academy-related activity or
 - o Travelling to or from the Academy or
 - o Wearing Academy uniform or
 - o In some other way identifiable as a student at the Academy.
- We will also respond to misbehaviour at any time, whether the conditions above apply, that:
 - o Could have repercussions for the orderly running of the Academy or
 - o Poses a threat to another student or member of the public or
 - o Could adversely affect the reputation of the Academy.

This would include the misuse of any social media that is drawn to the attention of the Academy. Consideration will also be given to allegations made that involve sexual violence and/or sexual harassment involving a student(s)

Discipline will always be carried out in accordance with the sanctions laid out in this policy.

On occasions the Academy may deem another agency more appropriate to deal with the incident or issue e.g., the Police, Social Services.

SECTION 14

The use of Detention

Detention is used as our key consequence within our consequence system. Where a member of staff issues a detention, this is for good reason. We therefore expect that all students attend detentions without issue and that parents/carers support this by ensuring their children carry out this sanction.



Detentions have two main purposes:

1. To act as a sanction or punishment that would serve as a deterrent for a student for continuing such behaviour.
2. To give an opportunity for a teacher to discuss behavioural issues with a student, restore relationships and reinforce expectations for the future.

Detentions can be given during the Academy day e.g., breaktime or lunchtimes, or outside of the Academy day e.g., after school from 3.20pm onwards.

We are not required to give 24 hours' notice for a detention but would always endeavour to do so where a detention will take place after school. It should be noted that parental consent is not required for detentions. We will inform parents/carers by text message where the detention is to be held outside of Academy hours. The academy also encourages parents/carers to use the Class Charts parental app which will notify parents/carers of any detentions that have been set. The Academy will take consideration when deciding the timing of the detention and will:

- Consider whether suitable travel arrangements can be made by the parent/carer for the student if the detention is to be held outside of school hours (an arrangement of this type would only be on a one-off basis, the academy cannot agree to a long-term arrangement of this sort).
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime or breaktime detentions are used.

SECTION 15

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students and the school reserves the right to exercise these provisions:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- School staff also have the power to search without consent for prohibited items, which include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs



- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury to, or damage to property of; any person (including the student)
- Any item banned by the school rules which has been identified in the rule as an item which may be searched for.

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited or banned item. They may be searched on Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g., on an Academy trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets, complete a search of personal property (e.g., bag, pencil case etc.) and that of school property i.e., lockers, desks, etc. If the student refuses, the person conducting the search shall apply an appropriate sanction in line with this behaviour policy.

Before any search takes place, the member of staff conducting the search will explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The member of staff completing the search will always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff will consider why this is. Reasons might include that the student:

- Is in possession of a prohibited item
- Does not understand the instruction
- Is unaware of what a search may involve
- May have had a previous distressing experience of being searched.

If a student continues to refuse to co-operate, the member of staff may sanction the student in line with this behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Principal, DSL (or deputy) or senior pastoral staff who may have more information about the student. During this time the student should be supervised and kept away from other students.



If the student still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in above, but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves.

When completing a search, an appropriate location should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must also be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only if:

- The member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept.

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and will always advocate for student wellbeing.

Before calling police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not



recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

In respect to strip searches, unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent/carer of the student suspected of concealing an item in advance of the search, even if the parent/carer is not acting as the appropriate adult. Parents/carers should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

It should be noted that the conducting of strip searches is extremely rare within a school setting. Further guidance on strip searches can be found on pages 12 – 14 of the DfE guidance Screening, Searching and Confiscation July 2022.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain, and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation July 2022.

After the search the Academy will confiscate the item and dispose of it in the following way:

Academy rules	Procedure after confiscation
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<p>Mobile phones are permitted if they do not interfere with student learning. They are a useful tool, along with other devices, in helping students learn. Devices will be confiscated if they are hindering the learning of the students.</p>	<p>Held until the end of the day and then returned to the student. The student will be required to collect the mobile device from Reception at the end of the Academy day. If this is a repeat offence, the phone is held by the Academy office until the end of the week or until arrangements are made for the phone to be collected by parents/carers. Refer to separate Mobile Device policy.</p> <p>It should be noted that staff may examine any data or files on an electronic device they have confiscated because of a search if there is good reason to do so.</p>
<p>Cigarettes/Tobacco/Vapes/E-cigarettes</p>	<p>Disposed of.</p>
<p>Other electronic devices if used inappropriately.</p>	<p>Held until the end of the day and then returned to the student. The student will be required to collect the device from Reception at the end of the Academy day. If this is a repeat offence, the device is held by the Academy office until the end of the week or until arrangements are made for the device to be collected by parents/carers.</p>
<p>Prohibited items</p>	
<p>Knives and other weapons.</p>	<p>Handed over to the Police.</p>
<p>Alcohol.</p>	<p>Disposed of.</p>
<p>Controlled drugs.</p>	<p>Handed over to the Police.</p>
<p>Other substances not believed to be controlled drugs.</p>	<p>Handed over to the Police or disposed of.</p>
<p>Stolen Items</p>	<p>Handed to the Police if of high value. In some circumstances the item may be returned to the original owner.</p>



Fireworks	Disposed of.
Energy Drinks	Disposed of.
Pornographic Images	Police informed – advice taken from the Police in respect to pornographic images.

Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system (CPOMS), including whether an item is found. This will allow the DSL (or deputy) to identify possible risks and initiate a safeguarding response if required.

The following information will be recorded following a search:

- 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
- the reason for searching
- what items, if any, were found
- what follow-up action was taken because of the search.

SECTION 16

The use of reasonable force

Lord Lawson of Beamish Academy has a legal duty of care for all our students. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety, or the safety of others, and the student is not responding to a verbal request, help should be sought before intervening. Force is never used as a form of punishment.

Reasonable force covers a broad range of actions, which involve a degree of physical contact with students.

Force is considered reasonable when:

- It is in proportion to the consequences it is intended to prevent



- The level and duration are the minimum necessary to achieve the desired result.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property
- Causing disorder within the class or Academy grounds.

In our Academy we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Remove disruptive students from the classroom where they have refused to follow an instruction to leave the room
- Restrain a student at risk of harming themselves through physical outbursts
- Prevent a student from attacking a member of staff or another student or to stop a fight in the playground
- Conduct a search for a set list of prohibited items which includes knives and weapons
- In any situation where staff deem a student may hurt themselves, others, cause damage to property, or cause disorder within the class or Academy grounds.

Reasonable adjustments will be made for disabled students or students with special educational needs.

Those staff who are required to use reasonable force, in most cases, will follow the below procedure:

- Warn the student of what they are going to do. Offer them the chance to avoid the use of force by stopping the behaviour
- Carry out the physical intervention using no more force than necessary
- Stay calm and do not react to any abusive or highly emotional language from the student
- Allow the student to calm down, and once you feel the restraint is no longer necessary begin to release their hold on the student
- Discuss the behaviour that triggered the situation with the student
- Complete an appropriate record using CPOMS
- Inform the Designated Safeguarding Lead (DSL)

Where reasonable force has been used in the Academy, parents/carers will be informed when it is considered that there has been a serious incident. When deciding what constitutes a serious incident the Academy will use professional judgement and consider the:



- student's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the student or member of staff
- child's age.

All members of school staff have the legal power to use reasonable force. It can also be used by anyone who has been put in charge of students temporarily by the Principal. This can include unpaid volunteers. There is no legal requirement for staff to be trained in physical restraint. However, there are several members of senior staff within the academy who have been provided with such training.

All complaints about the use of force will be thoroughly, speedily, and appropriately investigated in line with the Academy's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. A suspension is not an automatic response to a complaint being made.

SECTION 17

Malicious allegations against staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant academy policy giving due regard to the statutory guidance from the Department for Education.

Where a student is found to have made malicious allegations the academy will apply an appropriate sanction. This could include a 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).

Appendix 1

Consequences of misbehaviour within lessons



Most of our students are very well behaved and visitors to the Academy regularly comment on this. We aim to keep it this way since misbehaviour in the classroom distracts both teachers and students from their work and interferes with learning. Students need to understand that they are in control of their behaviour and that if they choose to behave in a way which is unacceptable then consequences occur. These consequences become more **serious** if within the lesson misbehaviour **re-occurs**. The consequences below are displayed in every classroom and are written for the student.

C1

Verbal reprimand by the teacher.

Accumulation of 10 C1s will result in a 15-minute detention carried out in the year base, with the relevant Year Leader or Deputy Year Leader.

C2

Verbal reprimand by the teacher.

- Students will be issued with a 15-minute detention carried out with the classroom teacher
- Parents/carers informed via class charts and with a text message

At this point you may also be:

- Instructed to discuss the incident with a member of pastoral staff
- Sent outside to cool off
- Instructed to move to another seat
- Asked to stay behind to talk to the teacher at a time of their choice
- Placed on a subject report

C3

If you have chosen to continue to misbehave after all the above opportunities to help you to rethink your behaviour:

- A 30-minute detention will be carried out with the classroom teacher
- You will be moved to an alternative classroom, for the remainder of that lesson. This is known as working with 'a friendly neighbour'
- Parents/carers will be informed of the detention via class charts and with a text message

C4



If your inappropriate behaviour continues after a C3 detention has been issued and after you have been sent to a 'friendly neighbour', you will be removed from the classroom to spend the remainder of the day in the LSR.

- You will be detained in the Academy at the end of that day for a 40-minute detention which will be carried out in the LSR.

A 'cool off' day may be used for students who persistently misbehave whilst in the LSR. Where students undermine the rules and ethos of the LSR, we may direct them to have a 'cool off' day at another school. The purpose of a 'cool off' day is to give the student time away from the normal school environment to consider the impact of their actions whilst still receiving an education at another establishment. This also reduces the need for further fixed term suspensions.

Where a 'cool off' day is implemented, depending on the location of the provision, the Academy will provide transportation to and from the alternative premises. The Academy will ensure that the student has adequate work to complete.

FAILURE TO ATTEND DETENTIONS WILL LEAD TO FURTHER SANCTIONS BEING IMPOSED.

REFUSING TO ATTEND A DETENTION WILL LEAD TO A DAY IN THE LSR BEING ISSUED

Automatic suspensions will be strongly considered for the following behaviours which are unacceptable:

- Fighting or violence
- Swearing at a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon or replica weapon
- Persistent refusal to follow the reasonable instructions of a member of staff

Withdrawal

If the Year Leader or senior staff member feels that a student should be removed from lessons for a slightly longer period, for example a full day, and would benefit from one-to-one monitoring during that time, they may choose to place the student on 'withdrawal'.

Withdrawal means that the student will shadow the member of staff for that period. The withdrawal period and conditions should always be proportional to the incident or issue. The person withdrawing will take sole responsibility for the student and will ensure that the student is removed from others and works alone under close



supervision. The decision may be taken to remove break and lunch time privileges and the student may be detained after school. These conditions of withdrawal are under the control of the person who implements the withdrawal. Parents/carers should always be informed by phone and their co-operation gained during that conversation. The reasons for withdrawal should be fully explained. On some occasions the withdrawal process may take place in the LSR.

The decision to withdraw a student should not be taken lightly and the impact upon other teachers should be considered. If an exam subject is likely to be affected, the teacher wishing to withdraw the student should consult with the class teacher to agree a compromise. It may well be that the child could be released from the withdrawal to take an exam or work closely with the class teacher.

Learning Support Room (LSR)

The LSR is intended to support the school's behaviour policy and to support students in their learning:



- As an alternative to external fixed-term suspension, students may be placed in the LSR where they will continue their studies whilst having their behavioural issues addressed by pastoral staff.
- Students with a long-term history of behavioural problems may, on occasion, be placed in the LSR as a preventive intervention measure, aimed at reducing the risk of suspension at some later date.
- Where a student in an exam class is disrupting teaching and learning in a particular subject, he/she may be placed in the LSR where they can continue to study that subject in isolation. However, as for withdrawal, if an exam subject is likely to be affected, LSR and pastoral staff should consult with the class teacher to agree a compromise. It may well be that the student could be released from the LSR to take an exam or work closely with the class teacher in exam preparation. If necessary, the student should be escorted to and from the lesson by LSR or pastoral staff.
- Students new to the school may be placed in the LSR for a period of induction.

Suspensions and Exclusion

The Principal, or the Deputy Principal delegated to oversee the school in the event of the Principal's absence, may use fixed term suspensions or permanent exclusion in response to incidents of a very serious nature or persistent poor behaviour.

Suspension or exclusion may only be used as a sanction in response to a disciplinary issue. The objectives of using suspension or exclusion as a sanction are as a punishment and/or the protection of the education or welfare of others where there has been very serious misconduct or persistent poor behaviour.

A decision to suspend a student should only be taken when the 'exclusion threshold' is passed. This is:

- Where there has been a serious misconduct or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

Where it is proposed to impose a fixed term suspension or permanent exclusion the Principal or Deputy Principal, as appropriate, shall have regard to whether the suspension threshold has been passed in terms of serious or persistent breaches of the school's behaviour policy by determining the level of culpability of the student and harm caused to others.



In the case of permanent exclusion, the Principal or Deputy Principal must reach the reasonable conclusion that allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school and a fixed term suspension would not adequately meet the objectives of the use of suspension.

1. Has the 'exclusion threshold' been passed?

A fixed term suspension or permanent exclusion must not be imposed unless the misconduct or persistent nature of poor behaviour is so serious that a lesser sanction cannot be justified.

In determining this matter, the Principal or, where appropriate, the Deputy Principal shall have regard to:-

- the **culpability of the student** and any previous sanctions imposed, or support applied for misconduct or poor behaviour; and
- the **level of harm caused** by the misconduct or persistent poor behaviour.

The clear intention of the threshold test is to reserve permanent exclusion as a sanction for the most serious misconduct or persistent poor behaviour in which the student has a high level of culpability and which causes significant harm to others.

In determining the level of culpability of the student the Principal or Deputy Principal must take account of any special educational needs, any disability, or personal circumstances (where known) which might reasonably reduce the culpability of the student.

In determining the level of harm caused to others the Principal or Deputy Principal will have regard to the nature of the harm whether it be in the form of disruption to learning or good order, physical harm or harm to the mental health or wellbeing of others and the numbers of people affected. Where appropriate, the subjective views of any affected parties as to the level of harm they experienced should be considered.

Suspension **should not be used as a sanction where there is a low level of culpability and a low level of harm** unless it is justified and appropriate in all the circumstances to do so. Permanent exclusion must not be used where allowing the student to remain in the Academy would not seriously harm the education or welfare of other students in the school.

Suspension **may be used as a sanction where there is at least a high level of culpability or a high level of harm** where it is justified and appropriate in all the circumstances to do so. The Principal or Deputy Principal should be especially mindful of any special educational needs, any disability, or personal circumstances



(where known) where it is determined there may be a high level of culpability but a low level of harm before reaching the conclusion that suspension is justified and appropriate in all the circumstances.

Suspension **will most likely be used as a sanction where there is a high level of culpability and a high level of harm** unless it would be unjustified or inappropriate in all the circumstances to do so. The Principal or Deputy Principal should be mindful of any special educational needs, any disability, or personal circumstances (where known) where it is determined there may be a high level of culpability before reaching the conclusion that suspension is justified and appropriate in all the circumstances.

2. Is it unavoidable that a fixed term suspension or permanent exclusion be imposed?

Passing the suspension threshold does not mean that a suspension should be deemed inevitable. Suspension should not be imposed where another sanction could provide sufficient punishment and, in the case of persistent poor behaviour, sufficient restriction on the student's ability to continue to adversely affect the learning experience of others or where further reasonable intervention may be made to support the student to make better choices regarding their behaviour.

In the case of permanent exclusion for persistent poor behaviour the Principal or Deputy Principal must address the question of whether all reasonable resources have been exploited and efforts made to support the student making appropriate choices regarding their behaviour in the Academy environment, and there are no other strategies, methods, or approaches which the Academy could reasonably take which might lead to an improvement in behaviour.

Permanent exclusion must not be imposed where allowing the student to remain in the Academy would not seriously harm the education or welfare of other students in the school.

What the Academy will do where a student is suspended

If a child is suspended from school, the Academy will:

- Inform the parent/carer immediately, in writing, of the reason for the suspension
- Set work for the first 5 school days of any suspension
- Provide alternative provision from day 6 of any fixed term suspension; the Local Authority (LA) will provide this in the case of a permanent exclusion
- Arrange, where possible, a reintegration meeting, at which the reasons for the suspension will be further discussed
- Where appropriate, arrange for a Governors' Disciplinary Committee to consider the suspension.



A student will normally be placed in the LSR during investigations leading to possible suspension and for the remainder of the day on which a decision to suspend has been made unless they are collected by a parent/carer. Students may also be placed in the LSR on their return from a suspension.

Where there is the possibility of a permanent exclusion, the Principal may hold a pre-exclusion meeting with the student and parents/carers, to support the decision-making process. This meeting helps the school clearly understand all the key factors in the events that have led up to the consideration of a suspension. It allows all parties to share any information or mitigating factors that may be relevant in coming to a reasonable decision. These meetings will be minuted and copies of the minutes will be shared with all parties for accuracy and transparency.

In the event of a permanent exclusion, the school has up to 15 normal school days to convene a Governors Disciplinary Committee, from the date that both parents and governors are informed of the decision to permanently exclude a student.

Once the Governors Disciplinary Committee has decided on the outcome of the permanent exclusion, either upholding or overturning the school decision, a parent has 15 normal school days to appeal the decision. N.B. Time scales may be adjusted by the Local Authority/DfE to consider external factors.

What parents/carers must do where a student is suspended

Parents/carers have a legal responsibility to supervise students during the first 5 days of any fixed term suspension or permanent exclusion. This means that they must ensure their child is not in public during school hours. Parents/carers can be subject to fixed penalties if a child is seen out and unsupervised during that time.

What may be considered by the Academy as 'serious misconduct'?

This list is by no means exhaustive but is designed to indicate to students the kinds of behaviour which are likely to be considered as serious misconduct. In any given incident the full circumstances will be considered; just because a type of conduct is not listed here does not mean that it will not be considered serious misconduct in all circumstances.

- Swearing intentionally at a member of staff
- Stealing or deliberately damaging, destroying, or disposing of property belonging to the Academy or a member of the Academy community
- Refusing to conform to reasonable requests by a member of staff, especially where the safety or learning of others is jeopardized as a result
- Making a malicious allegation, grievance, or complaint against a member of staff
- Making an unprovoked physical assault on another person



- Bullying, directly or indirectly, of another student
- Being in possession, supplying or using drugs, or those substances referred to as “legal highs”, during the school day, an Academy-led activity off-site or at any time or place where the student is identifiable as a student of the Academy
- Bringing an offensive weapon to school
- Being in possession of pornographic material or involved in inappropriate sexualised behaviour
- Using social networking media or the internet generally in such a way as to bully, intimidate, threaten, blackmail, harass, insult, humiliate, distress, or defame other members of the Academy community
- Selling counterfeit or stolen goods on school premises
- Engaging in unlawful activity
- Making or using audio or visual recordings of members of the Academy community in a way which could be construed as harassment, bullying or an invasion of their privacy
- Taking up an inordinate amount of staff time because of having to deal with misbehaviour.

Where considered necessary in any circumstance, the Academy may involve the police in addition to responding to misconduct in accordance with this policy.



Appendix 2

Praise and Consequences

A positive behaviour reward system

P = Praise

Trust
Respect
Courage
Ambition

P1	<ul style="list-style-type: none"> Behaviour Class work Enthusiasm 	<ul style="list-style-type: none"> Effort Resilience Equipment 	<ul style="list-style-type: none"> Uniform PE kit Homework
<p>A P1 is a reward that teachers give to students to reinforce positive behaviour and expectations in class. These behaviours are expectations that we have of students and it is important to recognise that students are complying and following these expectations. This type of award will be issued to students as part of a routine each lesson.</p>			
P2	<ul style="list-style-type: none"> Challenging yourself Showing initiative 	<ul style="list-style-type: none"> Assisting students or staff Good progress 	<ul style="list-style-type: none"> Impressive homework Acting on feedback
<p>A P2 can be issued to a student where they go beyond our expectations. For example, a piece of homework that surpasses what our basic expectations are should be awarded a P2. Making significant progress with work, acting on feedback in a proactive and detailed manner or assisting staff or other students is worthy of recognition that goes beyond P1 and should be recognised accordingly.</p>			
P3	<ul style="list-style-type: none"> Consistent positive attitude Consistent positive effort 	<ul style="list-style-type: none"> Representing school Work in the community 	<ul style="list-style-type: none"> Attendance at revision session
<p>A P3 will be used by staff to recognise an achievement that is sustained over a period of time or an effort that is more significant than would be expected in a normal classroom environment, such as attending a revision session in a student's own time, representing the school at an event, or for work in the wider community.</p>			
P4	<ul style="list-style-type: none"> Mentoring students (literacy/numeracy) Fundraising 	<ul style="list-style-type: none"> Exceptional report Exceptional success 	
<p>A P4 is a praise award for students who have sustained a positive activity over a period of time. Activities such as mentoring other students would be a good example of this. Many students raise funds or work tirelessly for the school council and this would be one way of recognising this significant effort.</p>			
P5	<ul style="list-style-type: none"> Principal's Award recommendation 		
<p>A P5 praise award would be issued to students where a member of staff wants to identify an outstanding achievement that should be recognised with consideration for a Principal's Award. These achievements may lead to further awards during awards evenings.</p>			

“ Together we grow, learn and succeed ”



APPENDIX 3

Praise and Consequences

A positive behaviour reward system

C = Consequences

Trust
Respect
Courage
Ambition

C1

C1 - Low level behaviour consequence. This will have been dealt with in class by the teacher and not escalated by the student. No immediate sanction for this but an accumulation of 10 C1 entries would lead to a detention with the house block for 15 minutes. This would be repeated for each set of 10 C1 entries (a text would be sent the day before the detention by office staff).

C1 - Out of seat

C1 - Late for lesson

C1 - Shouting out

C1 - Off task

C1 - Talking

C1 - Not meeting homework deadline

C2

C2 - Repeat of low-level behaviour in the classroom after a C1 had been issued. This would result in a 15 minute detention with the member of staff either at break (same day), lunch (same day) or after school (the following day).

C2 - Repeat Behaviour

C2 - Rudeness

C2 - Late to school

C2 - Arguing

C2 - Not meeting 2nd homework deadline

C3

C3 - More serious incident such as persistent disruption, use of abusive or foul language, refusal to cooperate with previous consequences etc. 30 minute detention the following night with the classroom teacher.

C3 - Persistent Disruption

C3 - Offensive Language

C4

C4 - Most serious classroom based incidents. Removal from classroom for the remainder of the day and 40 minute detention after school on the same evening. This detention would be carried out in the inclusion centre, supported by the house block.

C1

C2

C3

***!#?**

Together we grow, learn and succeed