



Blue Coat Church of England Academy

Relationships and Behaviour Policy

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	Signature	
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Galatians 5:22-23: “God’s Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways.”

Blue Coat Church of England Academy is an inclusive Christian learning environment; our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.

Rationale:

Blue Coat Church of England Academy encourages all its students to strive to achieve their full potential, helping them to flourish both academically and socially. There is a clear focus on developing positive relationships and taking responsibility for healing those relationships when mistakes are made; “bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you” (Colossians 3:12-13). We work to remove any barriers through a wide range of pastoral, behavioural, safeguarding and emotional support. High quality teaching and learning takes place in an environment that is stimulating, challenging and engaging, yet maintains order and clear boundaries. We are committed to promoting a partnership with students’ families and external agencies to support in creating positive behaviour and good attendance for all. We embrace Restorative Practice (RP) and our school values as a means of achieving this.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can flourish and have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students. Ensure that **everyone is treated fairly**, using the **school values and restorative practice** as a way of encouraging reflection on behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Develop in our community a sense of self- discipline and an **acceptance of responsibility for actions**.
- Accept that the maintaining of **good behaviour is everyone’s shared responsibility** in both school and the wider community.
- **Build positive relationships**, accepting failures, mistakes and taking responsibility as part of our learning.
- Establish an **environment** where children and staff are safe, happy, feel a sense of belonging and are able to develop confidence to enable them to make a positive contribution.
- Promote **high expectations** of positive behaviour through modelling the school values.
- Have a **clear structure** and implement rules **fairly and consistently** when addressing poor behaviour, recognising professional judgement;
- Continue to acknowledge and **recognise students’ achievement, attendance and good behaviour**;
- **Establish strong home-school links** and recording and communication systems that can be utilised for all matters relating to behaviour and attendance.

Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Supporting students with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

All staff and students at Blue Coat Church of England Academy will act with courtesy and show respect to others. **Everyone should treat others, as they would want to be treated.** It is important to create a positive learning environment and as such misbehaviour and serious misbehaviour by students is unacceptable.

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules;

Any form of bullying, including cyber bullying and online harassment;

Threats of violence or harm;

Sexual violence, which may include rape, assault by penetration or sexual assault (this may include an online element which facilitates, threatens and or encourages abuse);

Sexual harassment which is the unwanted conduct of a sexual nature (such as sexual jokes, remarks, online sexual harassment which may be standalone or part of a broader pattern of abuse);

Causing someone to engage in sexual activity without consent

Upskirting

Initiation/hazing type violence and rituals

Vandalism; Bullying

Abuse in intimate personal relationships between children

Physical abuse

Theft;

Fighting or physical assault;

Racist, sexist, homophobic or discriminatory behaviour;

Possession of any prohibited items.

These include:

- Knives or weapons

- Alcohol
- Illegal drugs and drug paraphernalia
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

The above list of examples is not exclusive or exhaustive and any incident of poor behaviour will be dealt with appropriately.

Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

Child on child abuse, takes place when children abuse other children, which can occur both inside and outside of school. Peer on peer abuse may include and is not limited to:

- Bullying;
- Abuse in intimate relationships between peers;
- Physical abuse (hitting, kicking, biting etc);
- Causing someone to engage in sexual activity without consent;
- Consensual and non-consensual sharing of nudes and semi-nude images;
- Up skirting, which typically involves taking a picture under a person’s clothing without their permission;
- Sexual harassment (physical, verbal and online)

The school takes child on child abuse extremely seriously and all instances will be dealt with immediately. Staff will challenge inappropriate behaviour between peers and support a culture where such behaviour is not accepted. All staff have received training on procedures regarding child-on-child abuse and all incidents will be logged on CPOMS. All students have the right to be safe and secure, and abuse of any kind between students will not be tolerated. A strong safeguarding culture exists within the school and students are encouraged to share concerns with staff or use the Sharp system to report abuse as soon as possible.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying of any kind is unacceptable and will not be tolerated at Blue Coat Church of England Academy. We define bullying as the conscious desire by an individual or group to hurt, threaten or frighten another individual or group, whether on the grounds of race, religion, culture, gender, sexuality, homophobia, disability, having Special Educational or EAL Needs, or any other pretext. It commonly occurs over time and is persistent. It covers any means, including physical, verbal, emotional, psychological or by electronic communication (including social media, websites, mobile phones, text messages, photographs and email).

The Academy will support and educate students around the issues of bullying through the use of mentoring (including peer mentoring), assemblies, Personal Development Day lessons, form tutor sessions and clear communication between home and school.

If students or parents/carers have any concerns about bullying, they should report them to the form tutor or Head of Year in the first instance.

The anonymous online reporting tool, the 'Sharp System', can be used by students to report bullying or any other pastoral concern.

All incidents and reports of bullying will be fully investigated and the Academy consequence system will be used to stop it from taking place. Please see the school bullying policy for further information and for guidance on contacting the school to speak to a pastoral member of staff.

Roles and responsibilities

Governors

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy with the governing body. The Principal and Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff

deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Principal and SLT will ensure that all staff understand the behavioural expectations and the importance of maintaining them and will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully. The Principal will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy and ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

The Principal will also ensure that detailed primary transition takes place, in order to support students with their behaviour on entering the school and that rules and routines are regularly revisited with students to make certain they understand the school expectations. Giving due consideration to the school's statement of behaviour principles Brilliant Basics (Appendix 1)

Staff

Staff are responsible for:

- Implementing the behaviour and relationship policy consistently;
- Developing positive relationships with students and parents/carers;
- Implementing Restorative Practice strategies;
- Being positive role models for students and peers;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Recognising hidden stressors for vulnerable students, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- Recording behaviour incidents in the school Management Information System - Arbor.
- Challenging students to meet the school's expectations
- Staff will receive regular training on the school behaviour systems and the rules and routines associated with effectively managing behaviour.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents / carers and family members are expected to and where possible, should:

- Work with the school to help students make wise and informed decisions that impact their attendance, achievement and well-being;
- Encourage their child to follow school expectations and show respect for members of the school community;
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school in modelling polite, calm and orderly behaviour;

- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with staff promptly;
- Take part in the life of the school and its culture
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Encourage their child to accept responsibility for their actions.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Student Code of Conduct

As members of Blue Coat Church of England Academy, we expect all students to act with courtesy and show respect to others at all times. This will help reinforce the link between behaviour and academic achievement and create the positive learning environment that can be achieved by the following:

- Be respectful to one another, speaking calmly and courteously.
- Try your best in class and allow others to learn.
- Move quietly and safely around the school and arrive on time to lessons.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept and serve sanctions when given.
- Work restoratively to avoid conflict and respect the rights of others to be different.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Do not use mobile phones in school. Please also refer to the online safety policy.

During their induction, new students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

All students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for students who are mid-phase arrival, or who require reasonable adjustments.

Mobile Phones and Smart Devices

Use of Mobile phones

The DfE's mobile phone guidance states that the use of mobile phones is prohibited throughout the school day. Students must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, as well as after school for students who choose to remain on site, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

At Blue Coat Church of England Academy, our approach to mobile phones is that they must not be seen or heard. Staff will confiscate mobile phones if they are seen or heard and these will be placed in lockable mobile phone cases in designated safe spaces. This will result in a 30-minute detention for students who have breached the Academy's mobile phone policy.

Students will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Students will be encouraged to see a mobile-phone free environment as desirable and valuable.

Use of Smartwatches

The DfE's [mobile phones guidance](#) includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in their policy.

Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smartwatches have wellness and health-related features.

Our approach to smartwatches is that their use will not be permitted on school site unless under special circumstances.

Exceptions for special circumstances and for sixth-form students

The Academy may permit students to use a mobile phone in school, due to exceptional circumstances. Permission will only be granted where there is a documented safeguarding or medical necessity. To request such permission, students and parents/carers should contact a member of the pastoral team (such as their Head of Year), a member of the safeguarding team or the SENCo.

Any students who are given permission must then adhere to the school's Acceptable use agreement for mobile phone use (see Appendix 3 and Appendix 4).

For students who are allowed to bring their mobile phone or other device to school, the following special extenuating circumstance may apply:

- Young carers who need to be contactable
- Students with diabetes who use their phones to monitor their blood glucose levels
- Sixth-form students

Sixth-form students are allowed access to their mobile phones during the school day, to reflect their increased independence and responsibility, but must not compromise our policy on the use of mobile phones for other students. Therefore, they are only permitted to use their mobile phones or smart devices out of sight of younger students and in Sixth Form designated spaces, such as the Bistro, the Canteen, but not at breaktimes and lunchtimes, and the Common Room. Misuse of mobile phones or other devices by students in our Sixth Form will lead to sanctions.

Sanctions

Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006.

Staff will confiscate mobile phones if they are seen or heard and these will be placed in lockable mobile phone cases in designated safe spaces. This will result in a 30-minute detention for students who have breached the Academy's mobile phone policy.

Any member of staff can confiscate a student's mobile phone. If mobile phones are confiscated, these will be returned to the student after their consequence has been served on the same day. If students have their mobile phone

confiscated more than 3 times, then the mobile phone will be returned to their parent/carer once they have attended a meeting with school to discuss the repeated breach of the Academy's mobile phone policy.

The Principal can confiscate mobile phones and similar devices for the length of time deemed proportionate, according to the DfE's guidance on mobile phones in schools.

Staff are permitted to search students' mobile phones in specific circumstances, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows staff to search a student's phone if there is a good reason to do so (such as if it is being/has been used to commit an offence or cause harm to another person and in other circumstances). If inappropriate content is found on a phone, or if inappropriate behaviour is suspected, staff will follow the Academy's behaviour policy.

In each case, the sanction given will be reasonable and proportionate. The school will also consider whether:

- There are any relevant special circumstances, such as age, religious requirements, special educational needs (SEN), disability.
- The student's behaviour may indicate they may be suffering, or at risk of, harm. If this is suspected, staff will follow the appropriate procedure set out in [Keeping Children Safe in Education](#). This will include speaking with the Designated Safeguarding Lead (DSL), who will consider if pastoral support, an early intervention, or a referral to children's services, is appropriate.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Use of mobile phones by parents/carers and visitors

Parents/Carers are encouraged to reinforce and discuss this policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Parents/Carers and visitors must adhere to this policy, if they are on the school site during the school day.

This means:

Not taking pictures or recordings of students, unless it is at a public event or of their own child.

Using any photographs or recordings for personal use only, and not posting on social media without consent.

Parents/Carers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school (Appendix 5).

Parents/Carers must use the school office/reception as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

Mobile phone loss, theft or damage

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

Confiscated phones will be stored in a secure location in a locked mobile phone cabinet. Where a mobile phone has been confiscated, school will be held responsible for any loss, theft or damage, while the mobile phone is under confiscation.

Any lost mobile phones should be returned to the Academy's main reception where we will attempt to contact the owner.

School behaviour curriculum

Please refer to our Teaching and Learning and Curriculum Policies. The latter policy also references the Academy's "Reconnect and Flourish" Pathway which has been implemented to support students who experience barriers to full engagement in mainstream education.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged

Maintain a consistent approach to Means of Participation strategies.

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that:

Changes in behaviour may be an indicator that a student is in need of support or protection.

Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Responding to good behaviour - Rewards and Sanctions

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Praise and encouragement are to be given wherever possible to promote a positive learning environment. Staff will reward students whose behaviour meets or goes above and beyond the expected behaviour standard; students' success and effort will be celebrated with:

- Verbal positive reinforcement
- Communicating praise to parents/carers via a phone call or written correspondence
- Positive behaviour points for positive academic and social behaviour
- Departmental and year group rewards
- Annual prize giving ceremonies/reward trips and activities
- Senior staff rewards
- Student of the week awards
- Positions of responsibility, such as student leadership and council or being entrusted with a particular decision or project

This provides an opportunity for all staff to reinforce the school's culture and ethos.

Responding to misbehaviour - Sanctions

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. De-escalation techniques and Restorative Practice can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a student has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand;
- Sending the student out of the class or to work in another classroom for short periods – also referred to as "parking";
- Setting of written tasks such as an account of their behaviour
- School-based community service, such as tidying a classroom
- Referring the student to a member of the pastoral team or senior member of staff
- Letter or phone call home to parents/carers
- Loss of privileges – for instance, the loss of a prized responsibility
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Meetings with parents/carers;
- Agreeing a behaviour contract;
- Putting a student 'on report';
- Putting students on an Individual Behaviour Plan;
- Putting students on a Pastoral Support Plan;
- Placing students in the Success Centre;
- Putting students on a placement at another school – short term Offsite Direction;
- Placing students on an Offsite Direction* at another school;
- Off-site direction of students to different provision to improve behaviour.

Students placed in the Success Centre for withdrawal time during lessons will be expected to complete reflective work set by Success Centre staff, in addition to academic work, set by teaching staff. All students placed within the Success Centre will also take part in follow up restorative practice sessions, in order to encourage reflection and rebuild relationships. Students in the Success Centre may also attend after school detentions, if they have not met the expectations of Success Centre staff.

*Parental consent is not required in order for a school to direct a student off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

Suspensions

Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL and any other staff to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Removal From Lessons

This school removes students from lessons in response to serious breaches of our behaviour policy. Removing a student from lessons will only occur when other options have been exhausted or if behaviour is so extreme that it requires students to be removed straight away and/or to ensure the safety of staff and students. Serious behaviour, such as persistent disruption to lessons, abuse and/or prejudiced behaviour and acts of violence, intimidation and bullying may require removal from lessons (this list is not exhaustive). The length of removal will depend on the severity of the incident and reasonable adjustments for SEND students will be considered at every stage to ensure all students are supported appropriately.

Removal can be used to:

- maintain the safety of other students or staff;
- restore a stable learning environment when other approaches have been unsuccessful.
- enable students exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted.
- enable a student to stabilise their emotions and de-escalate in a safe space

When a student is removed from class and is placed within the Success Centre, they will be expected to complete meaningful academic work, which allows for the continuation of a student's education. They will also complete reflection work and be given support with the behaviour that led to the student being removed. The Success Centre is fully supervised and resourced to ensure that students can have meaningful support during their time within the centre. Parents/Carers will be informed if their child is placed within the Success Centre. The schools Designated Teacher for Looked After Children and DSL will also be informed if specific vulnerable students are removed from lesson.

After a student has been removed, their Head of Year or other staff will support with reintegration back into lessons. Please see information in this policy relating to restorative practice. Every student's behaviour record will also be considered and support and interventions to improve behaviour will be considered.

Removal for non-disciplinary reasons:

There is a clear distinction between removal from the classroom for disciplinary reasons and what the DfE calls 'separation spaces'. A separation space is an intervention used for non-disciplinary purposes when a student needs time to regulate their emotions – this is often part of a planned response to known triggers or overstimulation.

Restorative Practice

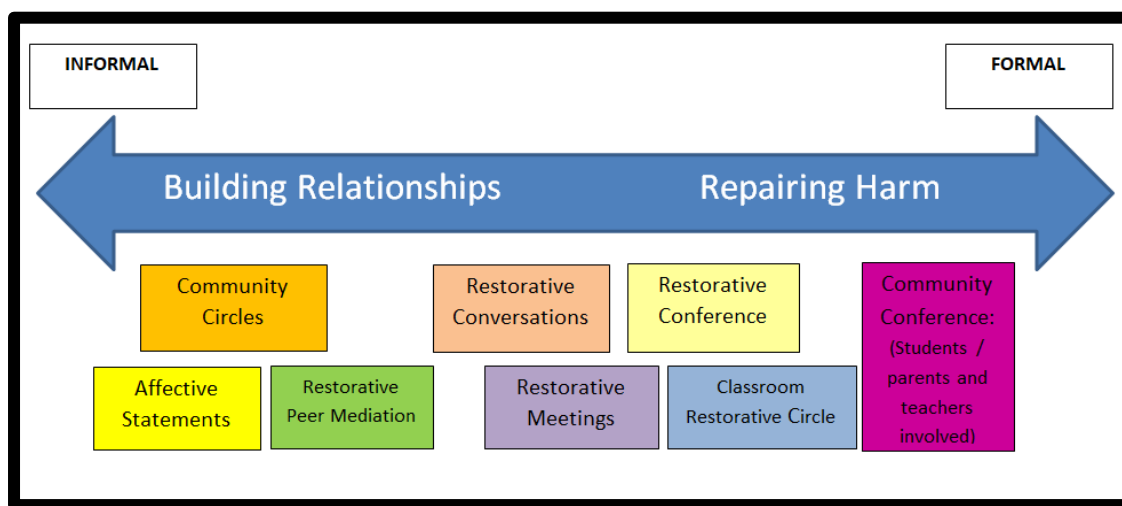
Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour and how to make better future choices. This is done by actively engaging participants in a process, which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

We expect all stakeholders to focus on and participate in, a restorative approach, while understanding that proportionate sanctions also sometimes need to be applied.

By applying the 'Restorative Practice framework', we aim to:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships: establish rights, accountabilities and responsibilities to the community;
- Provide a safe and constructive basis for staff, students and parents to share ideas and discuss issues.

Restorative Practice Framework (Appendix 6)



Building relationships:

Blue Coat Church of England Academy will formalise time that promotes positive relationships and promotes the values of the school community. We will:

- 'Meet and greet' students at the start of the day and start of each lesson;
- Develop 'Check in' – 'Check up' – 'Check out' opportunities across the school week;
- Provide daily pastoral support using restorative practice;
- Create regular community time involving all students and adults in a class or group, in order to embed a sense of value and belonging.

We will endeavour to provide as many opportunities as possible for students to express their feelings in a structured, calm environment, creating a greater understanding of each other's emotions and behaviour, and an insight into each other's lives for both students and adults.

Repairing relationships:

Restorative practice allows all involved to:

- Learn about the effects of their wrongdoing, harm or inappropriate behaviour;
- Take responsibility for making amends to those they have harmed;
- Repair and restore the relationship with those harmed and the school community.

Restorative dialogue: staff will use restorative language (affective statements) appropriately in lessons to support student understanding of the impact of poor behaviour and encourage engagement between students and staff.

Restorative conversations: staff will use set restorative questions to structure a conversation with a student after poor behaviour in the classroom. This may be done after the student has been sent out of the classroom or during detention time. However, a restorative conversation should occur as quickly as possible to encourage reflection and restore and rebuild relationships.

1. What happened?
2. What were/are you thinking?
3. What were/are you feeling?
4. Who has been affected and how?
5. What do you need (to do) to move forward?

Restorative meetings: students and teaching staff are expected to meet with HoD / HoY in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hours if at all

possible, to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they are ready to engage positively with restorative interventions.

Restorative conference: A more formal meeting, where all participants have taken responsibility for what happened, been prepared and agreed to participate in order to restore relationships and move forward. If an issue has impacted a whole class or large group, then a class restorative circle may be arranged. Community conferences, involving parents, may be put in place to help resolve more complex difficulties.

Stepped consequence system using restorative practice:

Step	Action	Consequence	Action	Restorative Response	Next Steps
1		Staff to issue a verbal reminder of expectations, up to two warnings may be given.		Staff use restorative language/ affective statements: I feel/am _____ (emotion) when you _____ (behaviour) because _____ (reason). I need _____ (request).	 Identify and praise positive behaviour.
2		A C1 to be issued for failure to complete work, disruptive behaviour, incorrect uniform or lateness to lesson. This will require students to have a 10-minute detention with the member of staff. This should be logged as a C1 on Satchel:one as a negative behaviour (a detention should not be logged).	 Identify & Fix	Staff to engage in restorative conversations with students. It is important to resolve the issue before the next lesson. Restorative questions used: 1. What happened? 2. What were/are you thinking? 3. What were/are you feeling? 4. Who has been affected and how? 5. What do you need (to do) to move forward?	 Identify and praise positive behaviour.
3		A C2 will be issued for failure to complete work, continued disruptive behaviour and failure to attend a detention (after a C1 has been issued). This will be logged on Satchel:one as a C2 and a 20 minute detention served with the member of staff issuing the C2. A C2 will also be issued if a student is sent out of the classroom and is 'parked' with another teacher due to poor behaviour. This should result in a 20-minute detention with the member of staff. A restorative conversation/meeting must be held with the student before the next lesson takes place. The teacher with whom the student is parked should send an email to both the teacher and HOD to confirm the student's arrival for 'parking'. The HOD should then confirm the detention and reconciliation have successfully taken place.	 Identify & Fix	Staff to engage in restorative conversation with student. It is important to resolve the issue before the next lesson (Appendix 2) Restorative questions used: 1. What happened? 2. What were/are you thinking? 3. What were/are you feeling? 4. Who has been affected and how? 5. What do you need (to do) to move forward? For ongoing issues, support may be requested from HoD for a restorative meeting to take place. This should be done only after initial restorative conversations have not been successful. A HoD should be involved if a student has been sent to another class during the lesson.	  For repeated concerns, discuss support with HoD. Ongoing issues may mean a department report is needed.  Contact the student's form tutor to identify any other behavioural issues and seek support.

					 Contact home for ongoing issues.
4		A C3 will be issued by a Head of Department or a Head of Year. A HOD will become involved if there is continued or serious disruption in lessons, persistent failure to complete work or if students do not attend a class teacher detention. A C3 should also be issued for use of mobile phones, if a student is placed with a Head of Department after being removed from lessons. This will result in a 30-minute departmental detention. This will be logged on Satchel:one as a C3. A *C3 Late is a same day 30-minute detention which will be issued for lateness to school. This should be logged as a C3 – Late to School by form tutors on Satchel:one (a detention will then be recorded by Success Centre).	 Mediate &	Restorative meetings: students and teaching staff to meet with HoD/HoY in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hours if possible, to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they are ready to engage positively with restorative interventions.	 The HoD and HoY may now need to become involved to support the teacher/department and student in resolving the issue.   HoD to contact parents.  Students may be placed on subject report.
5		A C4 HoY/SLT detention will be issued for serious incidents or misconduct or to support a Head of Department if a student fails to complete a department detention. If staff request support in removing a student from a lesson, then the Head of Year or a member of the Senior Leadership Team will support with this. This will result in a C4 detention. HoY to discuss student behaviour with parents/carers. A pastoral-C4 - HOY is a 60-minute detention. This will be logged on Satchel:one as a C4.	 Mediate &	HoY to arrange restorative meetings / conferences for students and teaching staff in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hours if possible to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they're ready	  HoY to contact parents.  Student placed on HoY / form tutor report

				to engage positively with restorative interventions.	Proactive behaviour interventions considered to support students.
6		A C5 sanction will be issued by a HoY or a member of the Senior Leadership Team for very serious incidents, misconduct or persistent serious misbehaviour. This will also result in time spent in the Success Centre. This will be logged on Satchel:one as a C5.	 Mediate & Reflect	HoY/Success Centre staff to arrange restorative meetings for students and staff to reflect on behaviour and restore relationships. For group/class issues it may be necessary to arrange class conferences. For more serious issues, parents may be invited. Restorative meetings with staff must take place as soon as possible, before students return to lessons.	  Parent meeting arranged. Proactive behaviour interventions must be put in place in order to support students.
7	A placement in the success centre will be put in place for students who consistently fail to follow the school rules (please see guidance in this document on removal from lessons). The focus will be on getting the student ready to return to mainstream lessons as quickly as possible, with a staged integration back into lessons. Students may also be sent on a placement in another school's isolation facility for serious and repeated behaviour.				
8	Fixed term suspensions will be issued for a serious one-off offence or for persistent disruptive behaviour. The Principal will decide if a suspension /exclusion should take place.				
9	An Offsite Direction will be considered if persistent poor behaviour continues and / or students may be directed off site to support with improving their behaviour. The Principal will decide if an Offsite Direction should take place.				
10	A permanent exclusion will be used as a final measure and will only be authorised by the Principal.				

Students arriving late to school will attend a 30-minute detention for Lateness (C1-Late) with a member of the pastoral team, on the same day, unless otherwise agreed with the student, parent/carer and member of the pastoral team. Failure to attend the late detention, will result in an escalation of the sanction initially issued. Students arriving late to lesson will attend a 10-minute detention with the subject teacher. Repeated lateness (more than 2 in one week) will result in a 1-hour detention.

Behaviour Management Strategies:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop positive relationships with students.
- Take responsibility for managing behaviour within their classroom.
- Consistently use the schools 'Brilliant Basics' behaviour and teaching strategies (Appendix1).
- Fully engage with restorative practice strategies to build and repair relationships.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school when they are in school uniform.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal, Vice Principal and/or Assistant Principal will discipline the student in accordance with this policy.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Staff should take every step to avoid physical contact with students and should not attempt to restrain students unless absolutely necessary.

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be recorded and reported to parents.
- **Never** be used as a form of punishment.
- **Never** involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen.

- **Never** be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour. Areas of seclusion within school may include: the Success Centre, an Intervention Room, a member of staff's office or classroom and these are chosen as a safe space where a student is supervised.

During seclusion:

- The student is in a safe place that does not feel threatening or intimidating to them;
- The student will be supervised at all times, by at least 1 member of staff .
- As soon as the immediate risk of harm has reduced, the student is allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession, as a result of a search, will be confiscated and not returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents/carers, if appropriate.

The Senior Leadership Team has a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below.

The list of **prohibited items** includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the student).

The school also specifies that students may be searched if there are reasonable grounds to suspect they have:

- tobacco and cigarette paper or Vapes
- fireworks; and
- pornographic images.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Blue Coat Church of England Academy Guidance on Searching Students is used in any situation where searching of a student is considered (Appendix 7).

Searching a student

Searches will only be carried out by members of staff who have been authorised to do so by the Principal.

Subject to the exceptions below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised 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; **and**
- 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 an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. Search logs are stored securely in the school safe.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, SLT or Designated Safeguarding Lead or pastoral member of staff who may have more information about the student. During this time, the student will be supervised.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other students or staff at risk;
- Consider whether the search would pose a safeguarding risk to the student;
- Explain to the student why they are being searched;
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf;
- Explain how and where the search will be carried out;
- Give the student the opportunity to ask questions;
- Seek the student’s co-operation and consent;
- Log the process in the Academy’s search book in which the student will be asked to sign to prove consent was granted.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction, contact the Principal, other member of SLT, pastoral or safeguarding teams to try to determine why the student is refusing to comply. If they still refuse to co-operate, the member of staff will involve the Police or SIPOs (School Intervention and Prevention Officers).

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the school rules.

The authorised member of staff will use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, or desk and locker, where applicable.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Leads (DSL)

The staff member who carried out the search should inform the DSLs without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system – CPOMS, therefore alerting the safeguarding department.

Informing parents/carers

Parents/carers will be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

Strip searches

Strip searches would only be authorised in the most extreme circumstances. While these could only be conducted by police officers, these must be authorised by the Principal. Any concerns over the conduct of police officers conducting the search would be reported directly to the Walsall Area Commander.

- The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- Before calling the 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 will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

- Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.
- The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student;
- Not be a police officer or otherwise associated with the police;
- Not be the Principal;
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Student support (post-search)

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Leads (DSL). The DSLs will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school aims to put a range of interventions and proactive support in place to assist students and prevent an escalation of poor behaviour. For example, workshops, mentoring, support with anger and friendships are all used to help students meet the school's behaviour expectations.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student;

- Could adversely affect the reputation of the school.

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

Online misbehaviour

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

- It poses a threat or causes harm to another student;
- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school;
- The student is identifiable as a member of the school.

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

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Leads (DSL) will inform children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school 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, to help determine whether to:
 - Manage the incident internally;
 - Refer to other agencies;
 - Refer to children's social care;
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information.

The Decision to Suspend

The decision to suspend a child from Blue Coat Church of England Academy will be taken by the Principal.

Parents/Carers are informed of the Academy's decision to suspend and are invited to attend a re-integration meeting together with the student on their return to the Academy. At this point, additional support and interventions will be discussed in order to support the student in improving future behaviour.

Permanent Exclusions

The Academy will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a student because of persistent, ongoing issues or even for a "one-off" incident.

Suspension and Exclusion Appeal Process

All correspondence regarding a suspension or exclusion from the Academy will inform parents of their right to appeal to the Governing body against the decision to suspend or exclude. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Responding to misbehavior from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). Students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual students with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the student, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction;
- The student was unable to act differently at the time as a result of their SEND;
- The student was likely to behave aggressively due to their particular SEND.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Students with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals]

Student transition

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Restorative Practice and the use of our consequence system
- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the students at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents – consequence data
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic and vulnerable group

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Principal and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti -Bullying policy
- Parent and Visitor policy
- Online Safety Policy
- SEND Policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Appendix 1

Brilliant Basics

Minimum Behaviour Management Expectations

1. Dynamic Doorways:

- All teachers in the doorway at the start of lessons
- Firm, fair and clear expectations should be set at the doorway – no negotiations
- No student to enter the classroom with coats on or uniform not corrected
- Build relationships by welcoming students in a positive manner

2. End & Send:

- All resources should be packed away a few minutes before the end of the lesson
- Students should be ready to leave on time, with all staff dismissing from the doorway

3. 'Do Now' Activity:

- On entering the classroom a task should be ready for students to complete. This should not need teacher input

4. Seating Plan:

- Every member of staff should take ownership of their classroom by ensuring a seating plan is in place

5. Listening Routine:

- All staff should raise their hand, at the same time as counting down '3-2-1', in order to get silence
- Before a member of staff speaks, all students should stop work, look at the teacher in silence and put equipment down

6. No Shouting Out:

- Remind students that 'hands up' are expected when answering questions. Give a non - verbal reminder to students, with staff putting their own hands up to model the correct behaviour
- Praise students who put their hands up. Do not give attention to students that shout out (use the non-verbal reminder)

7. Teach From Your Feet:

- Staff should not sit down while teaching
- Position yourself in the classroom to ensure you can see the students at all times
- Do not turn your back on students during the lesson

8. No students to be let out of class during lessons



Appendix 3

Acceptable use agreement for students allowed to bring their phones to school due to exceptional circumstances

Mobile Phones: Acceptable use agreement

If you bring your mobile phone to school, you must adhere to the following rules:

1. You may not use your mobile phone throughout the school day, including lesson times, in between lessons, breaktime and lunchtime, unless a teacher specifically allows you to.
2. Phones must be switched off (not just put on 'silent').
3. You may not use your mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
4. You cannot take photos or recordings (either video or audio) of school staff or other students.
5. Avoid sharing your contact details with people you don't know, and don't share other people's contact details without their consent.
6. Don't share your phone's password(s) or access code(s) with anyone else.
7. Don't use your mobile phone to bully, intimidate or harass anyone or otherwise to act in breach of the school's behaviour policy. This includes bullying, harassing or intimidating students or staff via:
 - a. Email
 - b. Text/messaging app
 - c. Social media
8. Don't use your phone to send or receive anything that may be a criminal offence. For instance, by 'sexting'.
9. Rules on bullying, harassment and intimidation apply to how you use your mobile phone even when you are not in school.
10. Don't use vulgar, obscene or derogatory language while on the phone or when using social media. This language is not permitted under the school's behaviour policy.
11. Don't use your phone to view or share pornography or other harmful content.
12. You must comply with a request by a member of staff to switch off, or hand over your phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.
13. Mobile phones are not permitted in any internal or external examinations or test environments. If you have a mobile phone, you will be asked to store it appropriately, or turn it over to an exam invigilator, before entering the exam room. Bringing a phone into an exam room can result in your exam being declared invalid and you being disqualified.

Appendix 4

Permission form allowing a student to bring their phone to school

STUDENT DETAILS	
Student name:	
Form and Year:	
Parent/Carer(s) name(s):	

The school has agreed to allow to bring their mobile phone to school because they:

- > Are a young carer
- > Need the phone to support their medical needs
- > Are attending a school trip or residential where use of mobile phones will be allowed
- > Attend a before or after-school activity where a mobile phone is required for the activity, or to contact parents/carers

Students who bring a mobile phone to school must abide by the school's policy on the use of mobile phones, and its Acceptable use agreement.

The school reserves the right to revoke permission if a student does not abide by the policy.

Parent/Carer signature: _____

Student signature (where appropriate): _____

FOR SCHOOL USE ONLY	
Authorised by:	
Date:	

Appendix 5

Template mobile phone information slip for visitors

Use of mobile phones and similar devices in our school

Our school is a mobile phone-free environment.

- Please keep your mobile phone on silent/vibrate while on the school grounds
- Please do not use phones where students are present. If you must use your phone, you may go to reception.
- Do not take photos or recordings of students or staff
- Do not use your phone in lessons, when working with students or while children are present

The school accepts no responsibility for phones that are lost, damaged or stolen while you are on the school grounds.

Failure to comply with this mobile phone policy may result in you being asked to leave the school premises immediately. The school reserves the right to withdraw permission for any visitor to remain on site where safeguarding, security, or school procedures are not followed.

Appendix 6

Restorative Practice in the Success Centre

Poor behaviour displayed by a student. Classroom strategies and initial Restorative Practice (RP) conversations prove unsuccessful.



A student is collected from class after an incident or is placed within the Success Centre



A student will initially be placed in a booth and the emotional state of the student will be reviewed by the Success Centre staff or HOY. For Restorative Practice to be successful, a student needs to be in the appropriate emotional state. Some students may require time in the Success Centre due to their heightened emotional state. Once calm, a student will spend time in the Success Centre exploring their behaviour. The student will complete initial reflection work and hold an initial conversation with an appropriate member of staff.



Success Centre staff or HoY will contact staff to arrange a restorative conversation. The meeting needs to be arranged as soon as possible and should be held before the student returns to class. All staff involved will be flexible and time can be arranged during break time, lunch time and after school. The meeting should be held within forty eight hours if at all possible and the staff member will fully engage in the restorative practice.



The restorative conference will be held in the Success Centre or restorative meeting room. Success Centre staff or HoY will facilitate and document the meeting. The teacher will contact the student's parents about the incident and a sanction will be given where appropriate.



The purpose of the meeting is to provide explicit tools for staff and students within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm. The structure of the meeting:

- Welcome all parties
- Share stories / points of view
- Name and agree key issues
- Find ways to resolve conflict and move forward
- Clarify agreement on next steps
- Closure / thank you



The behaviour of the student will be monitored and Success Centre staff or HoY will be informed about any on-going issues by the class teacher. The student must be given a fresh start by the member of staff. If appropriate, Success Centre staff or HoY may decide to use a weekly 'check in - check-up - check out' strategy to support the student over a set period of time.

Appendix 7

Blue Coat Church of England Academy Guidance on Searching Students

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

If school staff have reasonable grounds to suspect that a student may have a prohibited item (listed within the policy) or any other item that the school policy identifies as an item which may be searched for, then this guidance must be followed.

1. Student consent: under common law, school staff (those authorised by the Headteacher) have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. For those students with Special Educational Needs (SEN) additional care should be taken to ensure they are aware of the process. If consent is not given, then the Principal should be advised of this situation.
2. All searches must be logged in the Search and Screening logbook (kept in the school safe). The one exception to this protocol is for those students on specific risk assessments (Please see point 8). The student should sign the logbook to show they have given consent for the search. If students refuse permission for the search, then the Principal will meet the student to discuss the matter. The reason for the search must always meet the criteria laid out in the DfE 'Searching, Screening and Confiscation Advice for Schools July 2022'.

Date:	Time:
Name of Student	
Signature of student <i>Permission for the search has been given and everything has been explained.</i>	
Name of staff members conducting the search:	
Reason for search	
What was found	
Please record follow up action / consequences given because of the search: Full details may be recorded on CPOMs.	

3. A student should be searched by a member of staff of the same sex. **No** member of staff should search students alone. A witness **must** always be present.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The DfE 'Searching, Screening and Confiscation Advice to Schools' (2022) states that guidance for staff members will be altered if it is considered that there is a serious risk of harm being caused.

4. All searches should take place in the presence of the Principal, Headteacher, Assistant Principal for Pastoral Care or another member of SLT. Searches should take place in the meeting rooms or SLT offices.
5. The person conducting the search should not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is worn next to underwear - outer clothing includes hats; shoes; gloves, blazers and coats.
6. Student's possessions can be searched only in the presence of the student and another staff member. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. Staff members may use metal detectors as part of the search.
7. If a student refuses to cooperate, the Principal must always be informed. The decision may be taken to sanction the student in line with the school's behaviour policy. If a student still refuses to cooperate, then staff will assess whether it is appropriate for the police to be contacted.
8. For a very small number of students, a risk assessment will need be put in place, due to identified risks or serious safeguarding concerns. This risk assessment will identify the need for daily searches and /or screening for specified items. All information regarding the need for search / screening will be recorded on the risk assessment and the student and family will be fully informed that a search / screening will be taking place daily. Parents will sign the risk assessments to evidence consent.

Parental Contact

Parents/carers should **always** be informed of any search that has taken place for a **prohibited item** and the outcome of the search, as soon as is practicable after it has taken place. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Safeguarding

Whether or not any items have been found as a result of any search, the school will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate to support the student. The designated safeguarding lead should be informed of any search relating to **prohibited items** and all searches should be recorded on CPOMS. This will allow possible risks to be identified and allow the school to initiate a safeguarding response if required.