ALEC REED ACADEMY
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Behaviour Policy and Statement of Behaviour Principles

The behaviour principles are common across both the Primary and Secondary Phases. The way the policy is applied has some variation in line with the differing behaviour issues that may be encountered in the different phases. These sections are clearly related to the specific phase to which they apply.

Links with other policies

This behaviour policy is linked to the following policies:

Anti-Bullying Policy
Attendance Policy
Equal Opportunities Policy
Safeguarding Policy
Special Educational Needs and Disability Policy
Social Media Agreement Policy
ICT Policy

Monitoring arrangements

Policy Owner:	Phil Cosby	**Approved By:**	The Board of Trustees
Target Audience:	Staff, parents, pupils and wider stakeholders	**Requirement to Publish on Website:**	Yes
Purpose:		**Statutory Policy:**	Yes
Review Date:		**Approval Date:**	
Oversight by:	The Board of Trustees		

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1. Aims

All academy staff are responsible for setting the tone and context for positive behaviour and have the statutory authority to discipline pupils, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed.

This policy aims to:

- Provide a consistent approach to behaviour management and a framework for the management of all behaviour-related issues.
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave and embed the ethos and values of Respect, Honesty, Kindness, Proud to Learn and Excellence.
- Promote positive behaviour for learning, self-discipline and respect
- Promote the well-being of all pupils
- Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
- Outline our system of rewards and sanctions
- Emphasise the importance of good behaviour and its relationship to learning.
- Emphasise the value of partnership between parents, pupils and ARA in the achievement of high standards of behaviour within the whole academy community.
- Encourage every member of ARA to develop as effective citizens, displaying an appreciation of British Values by showing care, courtesy and consideration to other members of the academy and to the wider community.

The policy is designed to facilitate and support the making of reasonable adjustments and modifications when applying sanctions to disabled pupils.

2. Legislation and statutory requirements

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

- Behaviour and discipline
- Searching, screening and confiscation
- The Equality Act 2010
- Use of reasonable force in
- Supporting pupils with medical conditions at the academy
- Special educational needs and disability (SEND) code of practice
- State-funded school inspection toolkit version 1.1
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (Sept. 2022).
- Behaviour and discipline in schools – Advice for head teachers and school staff (January 2016).
- Health and Safety at Work (October 1974).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines the academy's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property
- DfE guidance explaining that maintained academies should publish their behaviour policy online
- Schedule 1 of the Education (Independent Academy Standards) Regulations 2014; paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

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 academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, Theft, Fighting, Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as listed in Section 6.6 of the policy.

4. Roles and Responsibilities

4.1 The Governing Body

The Governors are responsible, in conjunction with the Principal for reviewing and approving this behaviour policy. They recognise that the Government has given powers to Academies to regulate pupils' conduct, and to impose sanctions and where appropriate to exercise such powers in relation to situations that may occur outside of the academy that have a direct, or indirect impact upon the life/functioning of the academy, or the wellbeing of pupils. The Governors also acknowledge the power of search that has been given to academies via the Violent Crime Reduction Act 2006. The Governors are also aware of the academy's responsibility to forward to the police any evidence of criminal acts discovered in the course of such searches.

4.2 Leadership Team

The Leadership Team contribute to this policy by:

- Establishing a positive culture and ethos within the Academy

- Monitoring and reviewing behaviour throughout the Academy, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Providing support and training in how to respond to behaviour incidents.

4.3 Staff

Staff contribute to this policy by:

- Working in partnership to implement the behaviour policy consistently
- Creating an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.
- Modelling positive behaviour, being good role models – punctual, well-prepared and organised
- Recognising and using Praise and Achievement in an effective way to improve and maintain good behaviour
- Administering sanctions fairly that are appropriate and proportionate to the breach of conduct.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Bromcom

4.4 Teachers

Teachers contribute to this policy by:

- Providing both a welcoming and stimulating environment and a challenging and enriching programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being aware of the needs of each individual child
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Dealing with low-level disruption and taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate and inappropriate behaviour and its impact
- Working collaboratively establishing clear routines with a shared philosophy and commonality of practice

4.5 Parents

Parents contribute to this policy by:
Signing and complying with the home school agreement which set out our expectations and:

- Accepting responsibility for the conduct of their children at all times and ensuring that the agreed Academy rewards and sanctions are followed.
- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time)
- Providing prompt notes to explain all absences
- Supporting their child in adhering to the pupil code of conduct including issues related to uniform and equipment
- Informing the academy of any changes in circumstances that may affect their child's behaviour
- Encouraging their child to show respect and support the Academy's Behaviour policy when it is implemented
- Being realistic about their children's progress and attainments
- Remaining informed on their child's progress by regularly accessing Bromcom and attending Parent Evenings.
- Ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate, ensuring that homework is done in a suitable atmosphere, and helping with reading, spelling and number facts
- Supporting their children's learning and independence by helping them become more organised and prepared for lessons
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Being good role models – punctual, organised and demonstrating acceptable social behaviour

In extreme cases parents/carers will be asked to sign a Pupil Support Plan (PSP) or the Academy may apply for a court-imposed parenting order to ensure parental support.

4.6 Pupils

Pupils contribute to this policy by:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books on time
- Taking responsibility for the Academy environment and for their own learning and behaviour

Pupils responsibilities, expectations and behaviour sanctions are displayed in every classroom and are set out in more detail below.

4.7 The Wider Community

These behaviour expectations extend beyond the classroom and will also be applied if pupils do not behave in a safe, sensible and courteous manner within the wider community, for example;

- When travelling to or from ARA and at any other time they are wearing ARA uniform or are in some way identifiable as an ARA pupil.
- When on an academy trip or when taking part in any ARA - organised or ARA related activity.
- If their behaviour could have repercussions on the orderly running of ARA.
- If their behaviour poses a threat to another pupil or member of the public.
- If their behaviour could adversely affect the reputation of the academy.

(section 90 and 91 of the Education and Inspections Act 2006).

The academy's behviour policy will be applied in full where a pupil has been in police custody or is on bail due to criminal activity outside of school. In these circumstances plans will be put in place to support the child but also ensure that any risks to the wider school community are contained. This may include a period of withdrawal that removes them from general circulation. This could be through an online learning platform completed at home, or in a behaviour room. Pupils that fall into this category will also be searched daily on their arrival to school for any banned items as a precautionary measure.

When sanctions are necessary they will always be proportionate.

5. Primary Phase Behaviour Policy

Primary Phase Behaviour Policy

At Alec Reed Academy Primary Phase, the responsibility for effective behaviour management lies with every member of our community. While our behaviour plan outlines clear procedures, all staff are expected to consistently model and promote positive behaviour across all areas of school life. We now follow a **Therapeutic Thinking ethos**, which recognises that behaviour is a form of communication and must be understood, taught, and supported through emotionally informed practice.

Therapeutic Thinking is a **whole-school, psychologically informed approach** that focuses on understanding the underlying causes of behaviour, building strong relationships, and creating inclusive environments where all children can thrive. It supports the development of internal discipline rather than relying on external control, and prioritises emotional wellbeing, especially for children with SEND or those affected by trauma and adverse experiences.

<u>We aim to create a nurturing and emotionally safe school culture by:</u>

- **Treating all children and adults as individuals**, recognising their unique needs, values, and beliefs.
- **Promoting strong relationships and a sense of belonging**, which are central to emotional safety and behavioural development.
- **Providing a well-structured environment** where behavioural expectations, rewards, and consequences are clearly understood and consistently applied.
- **Embedding emotional literacy** across the curriculum, especially through PSHE and cross-curricular links, so children have the language and tools to express themselves and regulate their emotions.
- **Using positive behaviour displays** in classrooms that focus on "Good," "Great," and "Brilliant" days, which link to personal points and promote self-esteem. Negative behaviours are logged privately on Bromcom using "Stop and Think," "Reset," and "Serious Concern," with care taken to protect pupil mental wellbeing.
- **Celebrating positive behaviour and effort** through whole-class rewards (e.g., bouncy balls for extra playtime), weekly and half-termly "Star Pupil" and academic awards, and milestone rewards linked to personal points.
- **Refusing to tolerate bullying, racism, or sexual harassment**, and responding to such behaviours with consistency and compassion.

- **Teaching regulation strategies**, including the use of calming tents with sensory tools and the Colour Monster framework, to help children manage their emotions effectively.
- **Maintaining a clean, stimulating, and well-kept physical environment**, which reflects pride in our school and supports positive behaviour.
- **Modelling respectful and supportive interactions** in all staff relationships, demonstrating the behaviours we expect from pupils.
- **Recognising and supporting individual behaviour journeys**, celebrating progress and effort as much as outcomes.
- **Provide effective support for – pupils experiencing behaviour problems due to issues such as an** undiagnosed or unmet special educational need (SEN), mental health issues or safeguarding concerns.

Through this approach, we aim to ensure that all children—regardless of background or need—are supported to access their full entitlement to education, develop emotional resilience, and experience success in a safe and inclusive setting.

We develop good partnership with parents by providing:

- **Regular informal contact** with teachers and the Primary Phase Leadership Team.
- **Scheduled meetings** to keep parents informed, especially around behaviour and support strategies.
- **Meet-the-teacher events** to build connections and share expectations.
- **Communication via Bromcom**, newsletters, and termly updates.
- **Classroom visits** and invitations to assemblies and productions.
- **Involvement in Academy events**, including the Christmas and summer fetes, Eid Fair, and charity initiatives.
- **A clear SEND policy** that includes parental and external agency collaboration.
- **Collecting parent feedback** to inform and improve our practice.

We provide children with opportunities to discuss appropriate behaviour through:

- **PSHE lessons** that include emotional literacy and activities focused on relationships, feelings, and self-regulation.
- **Classroom rules** created and agreed by pupils each Autumn term, based on our core values: *Honesty, Respect, Kindness, Proud to Learn,* and *Resilience*.
- **An 'Open Door' policy**, encouraging pupils to speak with trusted adults when needed.
- **Access to the SAFE Space**, run by trained SAFE workers, offering additional emotional support and regulation tools.
- **Support from a Mental Health First Aider**, available to all children, ensuring timely and appropriate wellbeing support.

We promote desirable behaviour through:

- **Specific praise and encouragement**, recognising effort, progress, and behaviours that reflect our core values: *Honesty, Respect, Kindness, Proud to Learn,* and *Resilience*.
- **A curriculum that is engaging, inclusive, and challenging**, offering all children opportunities to succeed and feel proud of their achievements.
- **A whole-school reward system** that celebrates positive behaviour, effort, and attitude through personal points, class rewards, and milestone achievements.
- **Recognition of positive role models**, highlighting children who consistently demonstrate valued behaviours or show significant improvement.

We aim to eliminate undesirable behaviour by having:

- **Clear, staff-agreed guidelines** for responding to behaviour, aligned with our Therapeutic Thinking ethos.
- **A structured response system** for unwanted behaviours: *Stop and Think*, *Reset*, and *Serious Concern*, all logged on Bromcom with sensitivity to pupil wellbeing.

- **Individual Behaviour Plans** for children with specific behavioural needs, ensuring tailored support and consistency across settings.
- **Conscientious supervision** of pupils at all times to maintain safety and consistency.
- **Immediate and appropriate responses** to incidents of bullying, racism, or sexual harassment.
- **Use of the SEN policy** to support persistent behavioural needs through inclusive and targeted strategies.
- **Playground Leaders** who help organise and support positive play during breaktimes.
- **Class-based activities** for wet play and lunchtimes to keep children engaged and settled.

We aim to promote care of the physical environment by:

- **Displaying children's work** across classrooms and corridors to celebrate achievement, boost self-esteem, and enhance the learning environment.
- **Using working walls** in line with our Teaching, Learning and Assessment Policy (TLAP) to support learning and showcase pupil voice.
- **Involving the whole school community** in developing and improving the physical environment.
- **Promoting child-friendly expectations** through visual, pictorial displays that reinforce behaviour expectations and responsibility for shared spaces.
- **Investing in the Primary Phase environment**, with dedicated funding to ensure it remains engaging, inclusive, and well-maintained.
- **Ensuring safety and security** through a strong perimeter, secure gates, sensitive lighting, CCTV, and a responsive alarm system.
- **Ongoing support from our Building Services and Security teams**, who maintain the site, respond quickly to repairs and help deter intrusions.
- **Trained student leaders** who help promote care for the school environment and model responsible behaviour.

5.1 Achievement, Rewards and Praise

Individual rewards

Class teacher, cover teacher or teaching assistants can give individual rewards. As well as this, good behaviour by individuals outside the classroom can be acknowledged by means of an appropriate certificate, which is given out in Assembly.

- **Positive Behaviour Displays**: Classrooms display only positive stages—*Good*, *Great*, and *Brilliant Days*—to promote self-esteem and reduce anxiety. These stages equate to **personal points**.
    - A **Great Day** recognises behaviour that goes above expectations.
    - A **Brilliant Day** is awarded for exceptional behaviour and includes a **purple sticker**.
- **Personal Points & Milestone Rewards**: Children earn personal points for positive behaviour, which contribute to milestone achievements and individual recognition.
- **Whole-Class Rewards**: *Bouncy Balls* are awarded for kindness, good manners, and exemplary behaviour. When the class jar is full, pupils receive a collective reward such as extra playtime.
- **Half-Termly Recognition**:
    - Certificates for children who modelled exemplary behaviour throughout the half term.
    - Certificates for children who have improved their behaviour, recognising both consistency and effort.
- **Weekly Awards**:
    - *Star Pupil* awards for children who model exemplary behaviour or show significant effort in meeting individual behaviour targets.
    - *Academic Achievement* awards for outstanding learning and progress.
- **Lunchtime Recognition**: SMSAs reward children for helpfulness, politeness, and positive behaviour during lunch.
- **Headteacher's Award**: Pupils may be sent to the Headteacher to receive a special sticker for exceptional work or behaviour.

5.2 Behaviour Management Structure

At Alec Reed Academy Primary Phase, we believe that positive behaviour is taught, modelled, and supported. In line with our **Therapeutic Thinking ethos**, we treat each child as an individual, make reasonable adjustments where needed, and provide the right support to help every pupil succeed.

All children begin each day on a **'Good Day'**, and the goal is always to support them in returning to this stage, no matter the challenges they may face.

We promote positive behaviour through:

- **Positive praise as the first response**, recognising and reinforcing wanted behaviours.
- **Individualised support and therapeutic strategies**, including emotional regulation tools, calming spaces, and adult guidance to help children reflect and reset.
- **Clear, consistent language** for behaviour responses:
    - **Stop and Think** – a gentle prompt to reflect on behaviour.
    - **Reset** – a supported opportunity to regulate and re-engage.
    - **Serious Concern** – for behaviours that require further intervention and follow-up.
- **Behaviour incidents are logged on Bromcom**, and parents are involved where appropriate to ensure a joined-up approach.
- **There are no public displays of negative behaviour stages**, to protect pupil wellbeing and reduce anxiety.
- **All children are supported to return to a 'Good Day'**, reinforcing the belief that behaviour can change and improve with the right support.

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Honesty - Respect - Kindness - Proud to learn- Resilience

Brilliant	Great	Good	Stop and Think	Reset	Serious Concern
Brilliant behaviour Excellent achievement Outstanding contribution	Great class contribution Great improvement Presenting in class Great achievement Great effort	Following instructions Modelling core values Good listening Proud to learn Good effort Taking part	Interrupting learning time Unkind/disrespectful Ignoring instructions Shouting out Not listening	Continued behaviour Not completing learning Disrupting learning time Significant disrespect Damaging property	Continued behaviour Serious physical contact Threatening behaviour Disrespecting adults Discrimination
Rewards, Response or Consequence					
Praise and celebration 'Brilliant' Personal Points Certificate or awards 'Brilliant' Raffle Tickets Parent communication 'Brilliant' sticker	Praise and celebration 'Great' Personal Points Certificate or awards 'Great' Raffle Tickets Parent communication	Praise and celebration Good achievement Personal Points Raffle tickets	Reminder/warning 'Positive reframing' Reflection chat 'Catch and praise' Refocus e.g. do a job '3-Part-Praise' PACE approach Brain break	Emotion coaching Part-break reflection Limited choice Time-out within class Completion of work 'Orange arrow card' 'Calm tent'	Part-lunchtime reflection Internal suspension: half or full day External suspension Restoration with others Reintegration into class Parent communication
Please note this is not an exhaustive list.					

5.3 Bullying (Primary Phase)

The academy does not tolerate bullying, intimidation, or racism of any kind. If we discover that such an incident has taken place, we act immediately and thoughtfully to prevent any further occurrences. While it is challenging to eradicate bullying entirely, we are committed to doing everything in our power to ensure that all children attend school free from fear and feel emotionally safe.

Where bullying is reported, staff must record the incident on **Bromcom** and escalate it to a member of the leadership team, who will follow up appropriately. Where a racist comment has been made, it must be fully investigated to understand what was said and in what context. If deemed racist, it must be recorded on **Bromcom**.

We use **circle times**, **assemblies**, and **PSHE lessons** to explore issues related to bullying, behaviour, emotional literacy, and peer support. These sessions help pupils develop the language and understanding to express themselves and build empathy. The Leadership Team also addresses issues with specific individuals or groups as needed. Pupils

know they can approach any member of staff about concerns, and they also have access to a **SAFE space** available during lunchtimes, as well as support from a **Mental Health First Aider**.

All staff are aware of the regulations regarding the use of force, as set out by the DfE. Staff do not hit, push, or slap children. Physical intervention is only used to prevent injury to a child or others, or to prevent serious disruption, and must be reasonable and proportionate. All actions taken are in line with government guidance on the restraint of children.
It is the responsibility of the class teacher to support the academy's behaviour policy and ethos. Teachers must keep daily records of pupil behaviour using **Bromcom**, logging positive behaviours as **Good**, **Great**, or **Brilliant Days**, which contribute to **personal points**. Negative behaviours are recorded as:

- **Stop and Think**
- **Reset**
- **Serious Concern**

These are not displayed publicly to protect pupil mental wellbeing and reduce anxiety. Leadership and Safe Workers are responsible for logging and following up on more serious concerns.

5.4 Internal Exclusion

The **Headteacher** may internally exclude a pupil from lessons when necessary to support the pupil's emotional regulation, maintain a safe learning environment, or allow time for reflection. Internal exclusions are used as part of a **Therapeutic Thinking approach**, which seeks to understand and respond to behaviour in a supportive and restorative way.
Reasons for internal exclusion may include:

- To allow time for a full investigation into an incident
- To reduce the opportunity for further misbehaviour while support is put in place
- To provide a 'cooling off' period for emotional regulation
- To encourage a period of reflection and restoration

Internally excluded pupils will remain under the supervision of the **Primary Leadership Team** throughout the school day. Work will be provided unless impractical to do so. Parents/carers will be informed by phone and receive a follow-up letter outlining the reason and duration of the internal exclusion.
Where a pupil in the primary phase exhibits extreme or persistent behaviours, elements of the **Secondary Phase Behaviour Policy** may be applied to ensure appropriate support and consistency across phases. **Reasonable adjustments** will always be considered to meet the individual needs of the pupil.

5.5 Lunchtime Behaviour

Lunchtime is a valuable part of the school day where pupils are encouraged to build positive relationships, develop social skills, and enjoy meaningful social experiences. We promote positive behaviour through clear expectations, adult modelling, and consistent language aligned with our **Therapeutic Thinking ethos**.
School Meal Supervisory Assistants (SMSAs) play a key role in supporting behaviour during lunchtime. They:

- Use the same behaviour language as used in classrooms (e.g. **Good**, **Great**, **Brilliant**, **Stop and Think**, **Reset**, **Serious Concern**).
- Are aware of **individual behaviour plans** for key pupils and apply reasonable adjustments as needed.
- Communicate clearly with class teachers about any incidents or positive behaviour observed.
- May reward pupils with **stickers**, which contribute to their **personal points** and help reinforce positive behaviour choices.

All lunchtime incidents should be addressed before pupils return to class to ensure they are emotionally ready for afternoon learning. If an incident has the potential to disrupt learning for the wider class, the teacher should use their professional judgement and may facilitate a **Circle Time** discussion. This ensures that all pupils are morally, emotionally, socially, and spiritually ready to re-engage with learning.
Serious incidents must be reported to the class teacher and logged on **Bromcom** using the appropriate category. Staff will always consider **reasonable adjustments** to support individual pupils and ensure fairness and inclusion.

6. Secondary Phase Behaviour Policy

6.1 Achievement, Rewards and Praise

The academy endeavours to encourage pupils to behave in an appropriate and constructive manner, through setting high standards of expectations which affirm good behaviour and achievement. Praise and reward are fundamental in encouraging our pupils to achieve their social, personal, and academic potential as it displays that the academy community values their efforts and achievements. Sharing praise and reward with parents and carers strengthens a pupil's self-esteem and sends out a positive message beyond the immediate academy community. Our praise and reward policy comprises of a tiered approach that promotes these core values.

At KS3 the Academy also awards the below in addition to praise point through Bromcom:

- Bronze, Silver, Gold, and Platinum badges for reaching levels of conduct points in Year 7, 8 & 9. These are worn on blazer lapels as visible recognition of achievement at the Academy. Additionally for Year 10 & 11 students, achieving these levels of conduct points will be rewarded by being entered into a lucky dip prize draw to win vouchers.
- Termly Subject nominations for academic achievement and most improved in each subject area.
- Half termly rewards assemblies, an opportunity to recognise success within the student body at the Academy.
- Rewards breakfasts to celebrate improvements and progress.
- Hot chocolate nominations from staff for outstanding work or contribution to our community.
- Annual awards evening to recognise outstanding work and effort in key subject areas and our community.



6.2 Sanctions

The following sanctions may be used in response to unacceptable behaviour:

- A verbal reprimand or discussion
- The use of written comments of concern via Bromcom
- The carrying out of community service

- Shadow timetable - the removal of a pupil from a teaching group, or any particular lesson
- Detention at break or lunchtime, or after academy, pupils who fail to attend a given detention may also spend time in Internal exclusion or, for persistent failures, be given furthermore serious sanctions
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract that sets out clear expectations moving forward
- Putting a pupil 'on report' to support positive change
- Back on Track - Internal exclusion - in response to serious or persistent breaches of this policy. Pupils may be sent to the exclusion room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
  N.B. It is important to note that sometimes students may be placed in AIC until an investigation is completed or for a short period to write a statement.
- Stage of Suspension and Disciplinary Panel (See Appendix D)
- Fixed Term Exclusion

6.3 Restorative Justice

Following a behavioural incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved may need to be completed. This improves the relationship between the pupil and member of staff, encouraging reconciliation and mutual respect.

6.4 Detentions

At ARA detentions can be set by any member of staff as a consequence for poor behaviour/s. Depending on the level of the behaviour incident (see Appendix B) detentions range in length from 15 to 60 minutes and provide pupils with the opportunity for discussion, reflection and/or to catch up on classwork/homework missed.

Where a detention is missed by a pupil, a higher level detention or sanction can be set with the expectation that both the initial detention and the higher level detention or sanction are completed.

6.5 Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This will include items listed in table 8.1 or any item which is harmful or detrimental to academy discipline. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, *(section 94 of the Education and Inspections Act 2006).* Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and pornography must always be handed over to the police. Staff have the power to search for "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search. If a prohibited item is found in the possession of a pupil – a serious sanction will be set and where appropriate the item will be destroyed.

6.6 The following items are prohibited by the Academy

• Knives and weapons • Alcohol • All illegal, unauthorised, controlled drugs and drug and associated paraphernalia including THC laced 'edibles'. • All other drugs, including prescription medicines unless it is essential to have them on site in which case they should be left in a named and dated envelope with the Medical Room. • Stolen items • Tobacco products, cigarette papers and vaping products. • Fireworks • Pornographic images	• Any article that 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 pupil) • Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)
In addition the following items are **banned** by the Academy	
• Aerosols • Any propellants • BB Guns	• Solvents • Mopeds and Crash Helmets • Baseball Caps and Non-religious headwear

• Chewing Gum • Water Bombs and balloons • Multi packs of food or drink • High sugar fizzy drinks and energy drinks • Stink Bombs • Jewellery (other than that stipulated in the Uniform Policy)	• Bandanas • Hoodies • Laser Pens and Laser Pointers • Water Propelling Devices • Crackers (which explode when thrown to the ground) • Smart Glasses, including 'Meta' glasses

6.7 Mobile Phones and other electronic devices

There are increasing concerns regarding the use of mobile phones amongst children and the impact they can have on their learning and cognitive development. With this in mind ARA, in line with national guidance, ARA has clear rules regarding their use in the academy. Pupils are not allowed to use their mobile phone in school from 8.30am until they leave the school site. The only exception to this rule is where a member of staff explicitly requests that they use the mobile phone for health and safety reasons.

If a pupil is in possession of a mobile phone or other electronic device it must be kept in their bags, switched off and out of sight at all times. If it is seen by a member of staff it will be confiscated for 24 hours and recorded on Bromcom The phone will be returned at the end of the next school day. On subsequent occasions their parent/carer will be expected to come into the Academy to collect the phone. Any phones/devices not collected at this time will be made available for collection on the next school day. If there is repeated breach of this rule within the Academy, further additional sanctions will be in place such as detentions and internal suspension.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

6.8 Controlled drugs and drug associated paraphernalia

The academy operates a clear policy regarding the possession, use, supply or distribution of illegal, unauthorised or controlled drugs, including drug-related paraphernalia and cannabis-derived products such as THC-laced "edibles". The use, possession or distribution of these substances is strictly prohibited on Academy premises and during any Academy activity.

The health, safety and wellbeing risks associated with drugs, tobacco and vaping products are well established. Where a pupil is involved in the use, possession, supply or distribution of prohibited substances, the Academy will consider the seriousness of the incident and the associated safeguarding risks when determining an appropriate response. In cases involving the supply, distribution or intent to supply drugs to other pupils, permanent exclusion is likely to be considered. This reflects the Academy's commitment to maintaining a safe learning environment and meets the expectations of pupils, parents/carers and staff that drug-related incidents will be addressed firmly and consistently.

To support the health, safety and wellbeing of all pupils, the Academy has installed vape detection systems in designated areas of the school. Where a detector is activated, Academy staff may use CCTV and other available evidence to identify those involved. Any vaping device found will be confiscated and disposed of safely. Parents/carers will be informed of the incident, and an appropriate sanction and/or support intervention will be implemented in line with the Academy's Behaviour Policy and safeguarding procedures.

6.9 The Right to Search

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils will be asked to empty their pockets/bags and other area where items could be concealed. No physical searches will be undertaken by members of Academy staff. The person undertaking the search will be the same sex as the pupils being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the pupils being searched.

There is a limited exception to this rule. With co-operation of the pupil involved, staff will carry out the search of pupils of the opposite sex but only when the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to

summon another member of staff. Where a pupil refuses to co-operate, staff will consider whether to call for a police officer to carry out the search.

Members of staff may also use such force as is reasonable given the circumstances when conducting a search for a Prohibited Item.

6.10 The Use of Reasonable Force

In line with current DfE guidance on restrictive interventions (2026), the use of force is recognised not only as a behaviour management issue but also as a safeguarding matter. Any intervention must protect the welfare, dignity and rights of pupils and be lawful, necessary, proportionate and transparent.

The law permits teachers and other staff authorised by the Executive Principal to use reasonable force where necessary to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.
- Engaging in behaviour that seriously compromises the maintenance of good order and discipline within the Academy.

"Restrictive Physical Intervention" refers to any intervention involving the use of physical contact and reasonable force to prevent harm or serious disruption. It forms part of the wider category of restrictive interventions, which includes both physical and non-physical actions that temporarily restrict a pupil's movement, liberty or freedom of action. Reasonable force may range from guiding a pupil away from danger by the arm to more significant intervention in circumstances where there is an immediate risk of injury or serious disorder. The force used must always be the minimum necessary to achieve a legitimate aim and must be applied for the shortest time possible. Staff should use no more force than is reasonable in the circumstances and must cease the intervention as soon as the risk has reduced.

Restrictive physical intervention must never be used as a punishment, to secure compliance, or as a consequence for poor behaviour. Before considering the use of force, staff should seek wherever possible to employ preventative and de-escalation strategies.

The Academy recognises that some restrictive practices present unacceptable risks and **must not** be used. Staff must not use techniques that:

- Restrict a pupil's breathing or circulation.
- Apply pressure to the neck, throat, chest, abdomen, mouth or nose.
- Cause pain as a means of control.
- Involve dangerous or prolonged ground holds.
- Create an unnecessary risk of physical or psychological harm.

Any intervention must take account of the pupil's age, understanding, medical needs, disability, communication needs and any known vulnerabilities. Particular consideration must be given to pupils with SEND and those who may experience restraint as especially distressing.

The Academy will comply with statutory recording and reporting requirements. All significant incidents involving the use of force or other restrictive interventions, including seclusion used for safety reasons, will be recorded as soon as practicable. Records will include:

- The date, time, location and duration of the incident.
- The circumstances leading to the intervention.
- The de-escalation strategies attempted.
- The reason the intervention was necessary.
- The type and level of force or restriction used.
- Details of any injuries sustained.
- Follow-up actions and support provided.

Parents or carers will normally be informed on the same day that a significant restrictive intervention has occurred. The Academy will maintain accurate records to support accountability, transparency and safeguarding oversight.

6.11 Screening

At unannounced times, ARA will (in keeping with practice in other schools and academies) require pupils to undergo random screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon. This will be facilitated by the Safer Academies Police service and/or the Academy Leadership Team. The Academy has a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables the academy to impose a requirement that pupils undergo screening. Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

6.12 Bullying (Secondary Phase)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is characterised by intent to hurt emotionally and/or physically and can include online and mobile devices. Bullying can include:

Type of bullying	**Definition**	**Type of bullying**	**Definition**
Emotional	Being unfriendly, excluding, tormenting	Racial/Xenophobic/ Discriminatory	Racial taunts, graffiti, gestures
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further information relating to the academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

The following steps will take place when there is an incident of bullying:

- All pupils involved will record the details of what took place, including information on witnesses, the date, the time and place. Pupils will be encouraged and expected to fully co-operate with staff.
- The member of staff investigating the incident will make a judgment based on the balance of probabilities, as to whether the incident took place or not.
- The incident will be recorded on the Pupil Incident Log, available on Microsoft Teams, that supports Safeguarding, in relation to all incidents of bullying, especially those where discrimination is involved
- All pupils involved will receive support from staff. The support with be relevant to their needs and could involve specific intervention.
- Restorative practices will be used when appropriate.
- The Academy's Safer Academies Officer will be involved if the situation calls for it.
- In more serious cases the perpetrator could be sanctioned by being internal excluded or being issued with a fixed term exclusion. In very serious cases pupils could receive a permanent exclusion.
- The investigating member of staff will inform parents/carers of what took place and the interventions that will follow.

6.13 Internal, External, Fixed Term Suspensions and Permanent Exclusions

Internal Suspensions

For serious breaches of the ARA code of conduct, pupils will be internally Suspended and be placed in our Reflection Room. In some cases a pupil may be withdrawn to another place in the Academy where suitable interventions can take place as an alternative for the same or longer periods of time.

External Suspensions

For extreme breaches of the ARA code of conduct the Principal or in their absence the Associate Principal may choose to issue a pupil with a Fixed Term Suspension, which range in length from one to fifteen days depending upon the severity of the incident.

A decision to exclude a pupil will be taken:-

- In response to serious breaches of the academy's Behaviour & Discipline Policy.

• Once a range of alternative strategies have been tried and have failed.
• If allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or other pupils.

Some examples for which pupils may be Suspended
• Possession of cigarettes or vapes in the academy premises and/or whilst under the academy's jurisdiction (this includes before and after school).
• Possession of alcohol in the academy
• Consuming alcohol or other substances in the academy or on the way to and from the academy
• Persistent refusal to comply with the academy's uniform code.
• Continued and persistent breaking of academy rules.
• Continued and persistent low-level disruption.
• Abusive language
• 'Birthday Beats' – whereby a pupil assaults another under the pretence of celebrating the victim's birthday.
• Bullying.
• Racist abuse.
• Wanton damage.
• Theft.
• Actual or threatened violence towards any members of the academy community.
• Misuse of social media and electronic communications.
• Behaviour which brings the academy into disrepute.

This list is not exhaustive.

When a pupil receives a Suspension one or more of the following interventions may be put in place – target card, staff mentor, meeting with subject teacher, Daily/Weekly Mentoring through SaFE Worker, Therapeutic Thinking techniques, referral to CYP panel, referral to Educational Psychologist, referral to the EASY Project, Restorative Justice, Referral to MAP, Time out with EBSA in Internal Exclusion, EWO input, School Nurse consultation, Sexual Health Advice, Connexions

Fixed Term Exclusion (up to 45 days in one academic year)
This is for serious situations and/or persistent breaches of the behaviour policy, when it is thought appropriate to remove a pupil from the academy. Parents will be informed immediately and an interview arranged as soon as possible. Such exclusions will follow statutory guidance as laid out by the Department for Education (DFE).

Permanent Exclusion
Permanent exclusion is a most serious sanction that will be only taken in response to the following situations:- serious or persistent breaches of the academy's Behaviour & Discipline Policy, persistent and defiant misbehaviour including bullying and harassment of others in the academy community.
The Principal will consider all the relevant facts and evidence to support the allegations made. A fixed term exclusion may be made in the first instance to give the Principal time to investigate the case fully. The Principal will then decide whether to extend the fixed term exclusion or make it permanent.
There are, however, exceptional circumstances where, in the Principal's judgement, it might be appropriate to permanently exclude a pupil for a first **one-off offence**.
These may include:
• Where there has been serious actual or threatened violence against another pupil or member of staff.
• Sexual misconduct or assault
• Supplying an illegal drug, possession or misuse of an illegal drug, medicines or solvents. (Current Government guidance on drugs will be used to identify substances that are classified as illegal, unauthorised, controlled drugs for example THC laced products or edibles.)
• Carrying an offensive weapon, or the use of any implement as an offensive weapon.
• Making a malicious and false allegation against a member of staff.
• Setting off or possession of fireworks.
• Persistent and defiant misbehaviour including bullying
• Where the academy believes that a pupil's presence in the academy represents a serious threat to others.

N.B. There may be other 'one off' offences which in the judgement of the Principal warrants permanent exclusion. The Principal has the power to sanction pupils for their behaviour outside academy if it impacts on the academy.

The standard of proof applied when moving to an exclusion (and when investigating situations and incidents that do not lead to an exclusion), is that on the balance of probabilities the pupil was responsible for the particular behaviour. This means that the Principal decides that it is more probable than not that the pupil did what he or she is alleged to have done. The Principal's decision will always be informed by a thorough investigation.
Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents/carers of the period and nature of the exclusion.
- Advise the parents/carers about the rights of representation to the governing body and how these representations may be made.
- Make arrangements to provide suitable full time education from the sixth day onwards for pupils who have been given a long fixed period of exclusion.

It may be necessary for ARA to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.
Reasonable adjustments to this policy will be considered for pupils who have SEND (Special Educational Needs) and/or are LAC (Looked After Child) or PLAC (Post Looked After Child).

6.14 Alternative Provision (AP)

A pupil who demonstrates on-going behavioural issues and/or the academy shows that it cannot meet their individual learning needs may be directed to study off site to improve his or her behaviour. This approach will be used as an alternative to permanent exclusion and part of a stepped approach to support a pupil with specific difficulties. Pupils placed onto an alternative provision programme will have a key member of staff appointed to them and their progressed will be regularly reviewed and monitored weekly. When pupils are directed onto an alternative provision programme parents/carers will be consulted. All alternative provision programmes will be bespoke and relative to the needs of the pupil. Programmes could include a combination of approved educational providers commissioned by the Academy.

6.15 The Role of the Governing Body

The governing body will review various categories of exclusion and will consider any representations made by the parents/carers of the excluded pupil. If a pupil is aged 18 or over he/she may represent him/herself provided that there is a parental agreement.
The governing body has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the pupil's reinstatement, either immediately or by a particular date.

7. Child Protection and Safeguarding

ARA takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) the Academy has separate procedures in place for managing allegations of abuse against children (see the ARA Safeguarding Policy and Procedure). Parents/Carers should be aware of the Safe PP section of the Academy's website which is place where parents/carers and pupils can report any safeguarding concerns that they may have.

8. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

9. Pupil Support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. There is also a recognition that some pupils may have other factors impacting on their behaviour issues such as:

- Having an undiagnosed or unmet special educational need (SEN)
- Having problems at home or with their friends
- Being at risk of harm from criminal exploitation or other safeguarding concerns
- Experiencing mental health problems

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The academy's special educational needs co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil Transition

To ensure a smooth transition to the next year, pupils have meetings with their new teacher(s) and other key staff. These meetings ensure behaviour for learning is continually monitored and the right support is in place. Similar information may also be shared with new settings for those pupils transferring to other schools.

11. Academy Uniform

Our uniform identifies our academy and also helps all to have a sense of belonging. Our academy uniform must be worn correctly at all times including their journey to and from the Academy as they are representing ARA in the community. Further details about the specifics of the Academy uniform can be found in our School Uniform Policy on the website.

11.1. Equal Opportunities

Alec Reed Academy celebrates the diverse communities that are represented within the Academy. All groups have to wear the Academy uniform in order to maintain equal opportunities for pupils to respect their religions and customs. Pupils who have to cover their hair must wear black or white. The dastaar (turban) or patka should be worn traditionally as to respect the religion fully. The Academy uniform must be on show at all times.

Sikh pupils who have taken part in the Amrit Sanchar ceremony can wear the five "articles of faith" that must be carried at all times. Parents will be asked to clarify in writing that their son/daughter has been baptized. The Kirpan should be worn discreetly and out of sight. Families are asked to meet with a senior member of staff to inform the Academy if their child is to wear a Kirpan. The blade of the Kirpan must be restricted so that it cannot be drawn from the scabbard.

The Kirpan should not be more than 6 inches in length (including both blade and handle) and the blade should not exceed 3 inches in length; the Kirpan should always be sheathed. For health and safety reasons pupils will be asked to remove their Kirpan during PE lessons. If parents would like their son/daughter to wear the Kirpan underneath their clothing in these lessons, the Kirpan must be fastened close to the pupil's side underneath their clothing and the parents will be asked to write to the academy accepting responsibility for any potential accident that may occur related to the wearing of the Kirpan.

11.2 Haircuts and Facial Hair

In keeping with ARA's smart uniform, pupils are requested to style their hair in a way that is appropriate to the academy yet makes them feel most comfortable. Where hair colour is applied it should be a natural hair colour.

11.3 Face Masks

Face coverings or masks are not an item of school clothing and should not be worn unless specifically related to a medical condition or explicitly directed by a change in national policy.

11.4 Jewellery

Pupils are permitted to wear up to one pair of small, plain stud earring. Sikh pupils are permitted to wear a thin Kara. Sikh pupils are asked not to wear thick Kara's for health and safety reasons. The wearing of any other religious jewellery for cultural reasons should be raised by parents/careers though written communication to the Principal who will consider the request on an individual basis. The wearing of any other jewellery is not permitted.

11.5 Makeup

Pupils are not permitted to wear makeup. This includes false eyelashes and pimple patches, which are not permissible under any circumstances.

11.6 Nails

Pupils are not permitted to wear nail varnish unless it is a neutral (nude) tone. Nail extensions and press on nails are not permitted under any circumstances.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

ALEC REED ACADEMY
PROUD TO LEARN

ACHIEVEMENT FOR LEARNING

Please follow the levels below to award achievements in line with school policy. Praise points must be recorded on ClassCharts.

1 – Verbal Praise / Positive Point

- Good class contribution
- Good homework
- Good classwork
- Being motivated and enthusiastic
- Active participation

2 – Positive Point

- Outstanding homework or classwork
- High consistent effort
- Praise for taking chances
- Critical thinking
- Outstanding contribution
- Presenting in class

3 – Hot Chock / Subject Nomination / Award

- Consistent high effort or achievement in lesson over a long period of time, supported by exemplary behaviour across the academy.

★ – Star of the Lesson

- Outstanding contribution and/or question
- Extension work complete
- Consistent high effort
- Achieving above target

Positive Contact Home

- Consistent improvement in effort/work/respect/ behaviour
- A piece of outstanding work
- Completing extra reading and using it in lessons and homework
- Excellent progress

PLEASE NOTE: THIS IS NOT AN EXHAUSTIVE LIST OF POSITIVE BEHAVIOURS. PLEASE USE THIS AS A GUIDE AND PRAISE OTHER POSITIVE BEHAVIOURS WITH AN APPROPRIATE OUTCOME.

ALEC REED ACADEMY
PROUD TO LEARN

BEHAVIOUR FOR LEARNING

VERBAL WARNING

1

Behaviour point/Teacher Detention

- Homework concern
- Incorrect uniform
- Item confiscated
- Missing equipment
- Poor punctuality to lesson
- Lack of focus
- Lack of work

2

30 Minute Centralised Detention

- Missed Level 1 detention
- Disruption to lesson
- Physicality
- Rudeness to pupil/staff
- Persistent concern
- Mobile phone confiscated

3

45 Minute Centralised Detention

- Missed Level 2 detention
- Truancy
- Sent to shadow
- Ignored instructions from a member of staff
- Persistent concern
- Refusing to hand over phone

4

Academy Detention/ BOT

- Missed Level 3 detention
- Theft
- Banned item
- Bullying
- Fighting
- Unsafe behaviour
- Verbal abuse of staff
- Persistent mobile phone use
- Out of class behaviour concern



BOT Intervention/ Suspension

- Any serious incident or persistent behaviour concern

PLEASE NOTE: A ONE-OFF SERIOUS INCIDENT COULD RESULT IN PERMANENT EXCLUSION

Appendix B: Home School Agreement, including Pupil Code of Conduct

Alec Reed Academy aims to provide the highest quality of education for all pupils, enabling them to make progress and achieve their goals. Our Home-School agreement is an essential element of our strategy, which is central to the partnership between the Academy, parents, carers and pupils. On signing this contract, you are agreeing to uphold the Academy's expectations for pupil behaviour, attendance and the completion of homework. A copy of this agreement can be provided by request.

A good working atmosphere is essential. Our expectations are that our pupils display self-discipline and be responsible for the consequences of their actions. We expect high standards of attendance and punctuality as well as friendly and thoughtful behaviour towards others. This is in line with the values at Alec Reed which are **Respect**, **Honesty and Kindness**.

<table>
<tr>
<td>
The pupil's commitment - I agree to:
In the Academy:

Follow any staff instructions the first time they are given
Always wear the ARA Academy uniform correctly
Maintain an attendance record of at least 96%
Be punctual to school - arrive by 8.30am
Show respect and courtesy to visitors, members of staff and each other
Be involved fully in, and regularly attend, enrichment activities
Always demonstrate resilience and persistence
Take care of the environment and place all litter in the bins
Accept sanctions when given
Report any incidents of bullying, unkind teasing, swearing, fighting, stealing and vandalism
Make sure all mobile phones are switched off and out of sight, unless you are given express permission by a teacher to use yours in their presence
Make sure the Academy is a chewing gum free zone

In the Classroom:

Attend all lessons on time and get straight down to my work
Do all my classwork and homework to the best of my ability and hand it in on time
Look after my books and make sure they do not have graffiti on them
Keep my school computer network password secure to guard against misuse
Work independently and uphold the ARA values of respect, honesty and kindness
Always bring the correct equipment to my lesson
Act on the improvement targets and feedback set by teachers
Always try to do my best work and seek support when needed
Attend compulsory catch-up sessions during and after the school day
Only leave the classroom with the teacher's permission and with an 'out of class' permission card

In the Corridors and Pods

Walk on the left-hand side of the corridors
Respect the safety of others by not pushing or running
Move without delay to my next lesson
Co-operate with my year team by keeping my pod area clean and tidy and by looking after my locker and locker key

In the Playground and beyond

Respond immediately when the bell goes for the end of break and lunchtime
Respect the staff and pupil leaders on duty
Behave safely at all times by avoiding games that may endanger others or damage the building
Treat the Academy buildings and Academy property with respect
Travel to and from the Academy in a safe, sensible and courteous manner showing respect to the local environment and our neighbours

In the Restaurant

Line up quietly at the correct time and in the correct year group order
Clear up after myself, including trays, plates and left-over food

</td>
</tr>
<tr>
<td colspan="2">I understand that these expectations whilst on the Academy premises, during ARA hours, on ARA outings, to and from ARA and in the local community.</td>
</tr>
<tr>
<td>Name:</td>
<td>Date:</td>
<td>Signature</td>
</tr>
</table>

The family's commitment

We/I agree to:

- Maintain the spirit of this partnership
- Ensure that my child wears Academy uniform correctly and that jewellery and hair colour is in line with the uniform policy
- Help my child to maintain an attendance record of at least 96%
- Help my child to be punctual to school so they arrive by 8.30am
- Support my child to complete their homework and ask for support from the Academy if needed
- Fully support the Academy behaviour policy, including ensuring that pupils' mobile phones are switched off and out of sight in the Academy, unless pupils are given express permission by a teacher to use them in their presence
- Attend parents' evenings and other appropriate events to discuss my child's progress and remain informed
- Check Bromcom regularly to monitor my child's attendance, punctuality, homework, detentions and achievement and behaviour points
- Allow my child to participate in enrichment activities
- Allow my child to go on educational visits supervised by a teacher and other responsible adults
- Support the Academy in ensuring my child attends all detentions that may be set for them
- Make contact with the Academy should I have any concerns or worries regarding my child
- Support the Academy in upholding all other standards and policies

Name:	Date:	Signature

The Academy's commitment

We agree to see that each pupil/parent:

- Is provided with an environment where every pupil, regardless of ability, race, gender or class is given the opportunity to achieve their full academic, social and personal development
- Is taught in a stimulating educational community within which all pupils' individual needs are known, understood and met in an environment where staff, pupils and parents maintain positive lines of communication
- Clearly understands the work assignments, including homework, and their relevance to their course of study
- Acts co-operatively and responsibly and is given the support to develop
- Uses their time in the Academy positively and has access to a wide enrichment programme
- Is kept informed of their child's progress and of any sanctions that might have been applied
- Can always contact their child's SaFE Worker or another member of staff if appropriate
- Will have any question of bullying dealt with promptly and confidentially
- Will be informed of any Safeguarding concerns
- Will receive financial support where the family resources may prevent the full participation of their child in Academy events and activities
- Will have their calls and emails acknowledged within 24 working hours

Name:	Date:	Signature

Appendix C - Internal Exclusion (Back on Track)/Stages of Intervention

Referrals to Internal Exclusion (Back on Track)

The main reasons why a pupil may be referred to Back on Track are:

1. If a pupil is on Stages of Intervention and fails to comply with their agreed targets.
2. If a pupil breaches the pupil code of conduct with a Level 4 incident, or a serious incident has occurred.
3. If the daily behaviour log shows that a pupil has persistently disrupted learning in more than one lesson in one day. When this happens, an email is sent to the Year Team for them to decide the period of sanction.
4. When an incident occurs, a student may be referred to Back on Track whilst this is investigated.

Pupils in Back on Track will remain an additional 30 minutes at the end of the school day

Whilst in Back on Track pupils must follow the pupil code of conduct. If they do not do this, they will be required to repeat the time set. Parents/carers will be informed that their son/daughter is in Back on Track at the earliest opportunity.

Back on Track Tasks
Investigations:
In the event of an investigation pupil(s) **must** write a statement. (Support will be provided if needed by the Back on Track Team). The Year Team/AIC may ask for additional witness statements when required for further investigation. These will be completed alongside the Incident Report Form. Once the initial investigation is complete, the Incident Report Form, pupil and witness statements are handed to the Leadership Team to review, and a sanction will be decided.

Reflection:
Pupils **must** complete reflective work using resources agreed by the Back on Track Team. Where a student has made a homophobic, sexist, racist or other discriminatory comment, the student will complete a piece of work that addresses this in order that they reflect and understand the seriousness of and the impact it has had on others. Once the investigation evidence and reflective work is completed the Back on Track Team will decide if this has had a positive impact on the pupil, only then will the pupil complete their regular academy work.

Subject Specific Work:
The Back on Track Team will liaise with Curriculum Leaders to ensure that they have schemes of work and a bank of resources for each unit of work for each year group for each half term. This will be organised on the Academy's shared drive.

Restorative Justice:
A Successful RJ meeting should take place prior to the pupil returning to lessons. **If an incident is not resolved the pupil may need to remain in Back on Track until a satisfactory outcome**

Non-compliance whilst in Back on Track
If a pupil fails to comply with the Intervention, it may be necessary for the pupil to be sent to a member of the Leadership Team. Pupils who cause further disruption once isolated or refuse to enter the room may be referred for an extended period in Back on Track or a suspension (If a suspension is the outcome, then the Back on Track sanction will be completed upon their return.)

Monitoring and Evaluation
The Vice Principal and Lead Behaviour Practitioner will monitor the use of the Intervention/Back on Track Room. The Lead Behaviour Practitioner regularly reports and updates the Leadership Team as part of the review process. The Leadership Team will evaluate the impact of the use of Back on Track regularly. The Vice Principal will monitor and ensure that referrals to Back on Track are consistent and fair. The Governing Body receives information about the use of the Back on Track Room as part of the CEO/Principal's report to governors.

Stages of Intervention
Pupils are placed on a Stages of Intervention by a member of the Leadership Team/Lead Behaviour Practitioner. Parameters for why a pupil is placed on this target card should be discussed with the pupil and parent. At its core, it is because the pupil has received a suspension, not effectively engaging with learning (which automatically comes under the sub-category of disrupting the learning of peers) or displays behaviour concerns (including attendance and punctuality issues).
When a pupil is placed on a Stages of Intervention this is done during a meeting with the pupil and parents/carer. The purpose of the meeting are:

- to agree targets
- to ensure that all stakeholders understand that the purpose of the targets (and the target card) is to support the pupil in achieving success in their studies
- to ensure that the sequence of actions and reactions are understood by all parties
- to ensure that the pupil understands their responsibility in complying with the procedures of referrals and the consequences if they do not comply.

Appendix D: Alec Reed Academy: Stages of Intervention (overleaf)

ALEC REED ACADEMY – STAGES OF INTERVENTION

Please Note: A one-off serious incident could result in Permanent Exclusion

A pupil moves through each stage of intervention if they have not shown adequate improvement in progress against their targets **AND/OR** The pupil has a had a further Suspension or failed their placement in another educational setting

EARLIER INTERVENTION IS COMPLETED WITH FORM TUTORS AND SAFE WORKERS

INTENSIVE MENTORING	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
For students showing no improvement after completing targeted mentoring sessions, students who have received their 4th Internal Suspension in one term or a FT suspension **INTERVENTIONS** Intensive mentoring report card Reporting directly to the Pastoral Mentor weekly Mentoring Parental Meeting (Wk1 and Wk6) Student Passport to be created Solution Circle to be carried out Regular updates to CYP Discuss with Deputy SENCo Inclusion Strategy form set up **REVIEWED** Review after 6 weeks to determine whether mentoring has been effective. Support will either return to the Year Team, or the student will be escalated to the Stages of Intervention **OUTCOME** Removal from Report or upscale to Stages. A parental meeting will take place to confirm the outcome and to sign paperwork if upscaled to Stages	A student will move to Stage 1 of Intervention if they have not shown adequate improvement in progress against their targets on the Pastoral Mentoring Report, have received Intensive Mentoring sessions **OR** The student has been Suspended for the second time **INTERVENTIONS** Stage 1 Report Card issued behaviour contract agreed Mentoring Reporting directly to the Pastoral Mentor Parental Meetings (Wk1, Wk3, Wk6) Head of Year to attend first and last meeting Timetable review Student passport updated Regular updates to CYP Discuss with SEND Phone handed in daily (to be earned back) Inclusion Strategy completed **REVIEWED** After six weeks To be reviewed at CYP to decide whether to remove from Stages or Upscale **OUTCOME** Removal from Stages and pastoral care handed back to Year Team, or upscale to Stage 2 If upscaled the student will be placed on a one-week respite at another School (if deemed necessary) A parental meeting will take place to confirm the outcome and to sign paperwork if upscaled to Stage 2	A student will move to Stage 2 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 1 **OR** The pupil has received a further Suspension **INTERVENTIONS** Stage 2 Report Card issued behaviour contract agreed Reporting directly to the Pastoral Mentor/HOY Fortnightly parental Meetings/Assistant Principal to join first and last meeting Discuss with SEND Team Targets reviewed Timetable review Phone handed in daily/Loss of Social time (both to be earned back) Student Focus meeting with staff Inclusion Strategy form completed **REVIEWED** After six weeks To be reviewed at CYP to decide whether to move down to Stage 1 or Upscale **OUTCOME** Move down or upscale If upscaled the student will be sent to a two-week respite placement at another School or be put forward for a School-to-School placement A parental meeting will take place to confirm the outcome and to sign paperwork if upscaled to Stage 3	A student will move to Stage 3 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 2 **OR** The student has received a further Suspension **INTERVENTIONS** Stage 3 Report Card issued behaviour contract agreed Reporting directly to Pastoral Mentor/AP Weekly parental meeting, AP to join Wk1/Wk3 and last meeting. Phone handed in daily/Loss of social time, School Day extended to 3.30pm for Key stage 3, Key stage 4 students extended on Monday and Fridays (to be earned back) SLT Focus meeting Discuss with SEND Team **REVIEWED** After six weeks Discussed at CYP and reviewed by Disciplinary Panel Meeting with senior staff and parent/carer present **OUTCOME** Move down or upscale If upscaled the student will be withdrawn to RR for two weeks and a referral for a School-to-School placement or alternative provision will be made A parental meeting will take place to confirm Panel's decision and to sign paperwork if upscaled to Stage 4	A student will move to Stage 4 of intervention if they have not shown adequate improvement in progress against their targets on Stage 3, failed a School-to-School Placement at Stage 3 **OR** The student has received a further Suspension **INTERVENTIONS** Reporting directly to Pastoral Mentor/VP Penultimate behaviour contract issued Weekly parental meeting including VP joining meeting at week 1 and week six Discuss with SEND Team Placement to another school/Alternative provision Withdrawn to Back on Track/Reflection room or AIC for a minimum of 2-weeks then slowly reintegrated back into mainstream school during this process Phone Handed in daily/loss of social time, school day extended to 4pm for Key Stage 3 and Key stage 4 students extended on Monday and Fridays to 4pm (to be earned back) **REVIEWED** Disciplinary Panel Meeting with Principal, Pupil and Parent/Carer in attendance. The high risk of permanent exclusion will be communicated clearly to parents.	A student will move to Stage 5 of intervention if they have not shown adequate improvement in progress against their targets on Stage 4, failed a School-to-School Placement at Stage 3 **OR** The student has received a further Suspension **INTERVENTIONS** Reporting directly to Pastoral Mentor/Principal Final behaviour contract issued Weekly parental meeting including Principal joining meeting at week 1 and week six Discuss with SEND Team Second attempt an alternative placement Withdrawn to Back on Track/Reflection room or AIC for a minimum of 2-weeks then slowly reintegrated back into mainstream school during this process Phone Handed in daily/loss of social time, school day extended to 4pm for Key Stage 3 and Key stage 4 students extended on Monday and Fridays to 4pm (to be earned back) **REVIEWED** Disciplinary Panel Meeting with Principal, Pupil and Parent/Carer in attendance. The high risk of permanent exclusion will be communicated clearly to parents. STAGE 6 The Principal believes Alec Reed Academy can no longer accommodate the pupil's behaviour at this school **CONCLUSION** Permanent Exclusion