



Academies Trust

Positive Behaviour Policy

Policy details

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Responsibility for review: Stuart Carvell [Stoke]

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1. Policy Statement and Purpose

Co-op Academy Stoke on Trent has developed this Behaviour for Learning Policy to ensure that all members of our community understand our high expectations for conduct and safety and to make clear to pupils what acceptable and unacceptable behaviour looks like. We know that excellent behaviour leads to better outcomes and we want our pupils to leave Co-op Academy Stoke on Trent as well qualified, well rounded citizens. Pupils' ability to make the right choices, to learn from their mistakes and demonstrate self-responsibility is both rooted in co-operative values and is also an important part of developing into responsible citizens who can go on to make a positive contribution to society. Our behaviour for learning policy allows pupils to clearly see the consequences, both positive and negative, that arise from the choices they make.

The academy, as a learning community, is committed to ensure success for all. This means that in all work with young people we aim to ensure that they: make great progress and enjoy learning; stay mentally and physically healthy; stay safe; make a positive contribution to the community and the world.

Co-op Academy Stoke on Trent is committed to the development of pupils' personal, social and moral development. The purpose of the clear code of conduct set out in this policy is to ensure that everyone at Co-op Academy Stoke on Trent will go on to be positive and creative members of society and will fulfil their potential. The policy is based on principles of unconditional positive regard; clear boundaries delivered with warmth; and belief that every pupil, regardless of background, is able to succeed.

We are committed to doing what matters most by ensuring that our pupils strive to achieve success. We are dedicated to succeeding together to ensure that all pupils are able to study at further and higher education in order to have a successful career as valuable members of society. We believe that anyone who is successful must be co-operative, responsible, happy, healthy, resilient, independent and show they care about their own aspirations and the aspirations of others. We also want our pupils to express themselves in the right way embodying 'being yourself, always' across our community.

This policy should be read in conjunction with the following policies (available on the [Co-op Academy Trust](#) website and the [Co-op Academy Stoke on Trent](#) website):

- Anti Bullying
- Equality Statement and Objectives
- Health and Safety
- Positive Handling
- Safeguarding and Child Protection
- Special Educational Needs
- Mental Health and Well-Being
- Exclusions

This policy is underpinned by the following legislation and guidance:

- [Behaviour in Schools - Advice for Headteachers and School Staff](#)
- [School suspensions and Permanent Exclusions](#)
- [Searching, Screening and Confiscation - Advice for Schools](#)
- [Keeping Children Safe in Education](#)
- Education Act (2002), as amended by Education Act (2011)
- Education and Inspections Act (2006)
- School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)
- Equality Act (2010, revised 2018)

2. Rules and Ways of Being

Co-op Academy Stoke on Trent is underpinned by the values of the Co-op and all within the academy aspire to the Co-op Ways of Being:

Do what matters most:

- We follow the academy behaviour policy
- We listen to and respect all members of the community
- We come to school each day, ready to work hard and make progress

Be yourself, always

- We stand up for what we believe in - even if it is not the popular choice
- We know it is cool to be smart and value learning
- We look ahead at the long game to help us make the right choices

Show you care

- We are kind to each other
- We do not tolerate discrimination, bullying or unkindness to others
- We are polite and courteous

Succeed together

- We respect our shared learning environment
- We work together as a team - knowing that team always beats individual
- We look for opportunities to become leaders and role models within our community

Our rules for pupil conduct are underpinned by our Ways of Being. Our Ways of Being determine how we behave with each other both in and out of the Academy. Our rules are drawn from our values and add clarity to how we can live out our values on a day to day basis - in the academy:

Always be READY

1. Be punctual
2. Be prepared with equipment
3. Wear uniform correctly
4. Be ready to learn

Always be RESPECTFUL

5. Have a positive attitude to learning
6. Be on task and follow the behaviour policy
7. Follow instructions first time every time
8. Speak politely and with manners

Always be SAFE

9. Always be where you are supposed to be
10. We are a non contact school
11. Follow entry and exit routines at the beginning and end of lessons
12. Move sensibly around the academy

3. Rights and Responsibilities

Rights

All members of Co-op Academy Stoke on Trent have:

- The right to learn
- The right to teach
- The right to feel safe and secure
- The right to respect and dignity

Responsibilities

All members of Co-op Academy Stoke on Trent have a responsibility:

- To live by and embody the Co-op Ways of Being
- To be good role models
- To speak politely and calmly to everyone
- To be punctual, prepared and productive in every lesson (to be ready, respectful and safe)
- To treat everyone as we would like to be treated

All members of the school community are expected to display positive behaviour at all times both on the school premises and wherever they are identifiable as being part of the school community.

Academy Community Council (ACC)

The ACC has a delegated responsibility around the monitoring and promotion of positive pupil behaviour and attendance. Within its routine activity, the ACC will develop a strong understanding of these areas via its interaction with the Headteacher and their leadership team, and engagement with parent/carers, pupil and staff voice.

The Headteacher

The Headteacher is responsible for reviewing and approving this Positive Behaviour policy. The Headteacher will ensure 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.

In addition:

- The Headteacher and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in the Positive Handling Policy), but cannot, under any circumstances, use force as a form of punishment. Corporate punishment of any kind is entirely illegal.
- The Headteacher and delegated staff have the power to search pupils, screen electronic devices, and to confiscate property in circumstances that align with the Positive Handling Policy and section 13 of this policy (see below)
- The Headteacher and delegated staff have the power to discipline pupils outside of school hours if it is a school-related matter, or the pupil's actions undermine the safety of anyone from our community or the good reputation of the Academy
- The Headteacher and academy staff have the power to impose detentions beyond the hours of the school day

Staff

Staff are responsible for:

- Implementing the Positive Behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on Arbor
- Recording any safeguarding related behaviour incidents on CPOMS.

Parents

Parents are expected to:

- Support their child in adhering to our policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school staff promptly
- Work in partnership with the school to uphold the policy

4. Developing Positive Behaviour

We have high expectations of pupils at Co-op Academy Stoke on Trent and believe that clear and consistent boundaries, positive relationships and regular and sustained use of praise and rewards leads to good behaviour and positive attitudes to learning.

To support staff and pupils in upholding the policy, we use many opportunities to induct and reinduct our staff and pupils into the rules and norms of the academy. These include:

Staff

- All staff receive training at the start of the academic year and are expected to read the policy
- Staff receive regular training updates and further CPD during designated CPD time
- New staff receive an induction of the school policies and procedures in managing behaviour
- Quality assurance of how staff establish a culture of good behaviour and routines in their classroom take place via regular drop ins, learning walks and feedback from leaders
- Elements of department time are used to ensure systems and routines are embedded and understood

Pupils

- Key habits and routines for pupils are established via assemblies, tutor period, role modelling, rehearsal and consistent reinforcement of expectations on a regular basis
- Comprehensive behaviour curriculum to teach pupils our high expectations is delivered through PSHE, assemblies, tutor time and other reinduction opportunities throughout the year
- Transparency of processes and routines are shared on a regular basis with pupils and families to allow all to be fully aware of our expectations, along with specific rewards and consequences.

Positive Behaviour Approach:

We must not be surprised when problems occur. We are working with young people who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves, change behaviour but simply apply the limits to behaviour that enables us to reward and reinforce.

Do all you can to:

- remind pupils of which Way of Being or rule they are not demonstrating
- reprimand privately – it encourages cooperation
- keep calm – it shows high status, reduces tension and models desired behaviour
- listen – it earns respect
- use first names
- focus on positive aspects of pupils' work and behaviour
- praise remorse when pupils take responsibility for poor behaviour
- remain positive and focus on what the pupil SHOULD be doing. Not what is going wrong
- be fair and consistent
- use the minimum sanction necessary to achieve your desired outcome
- use humour appropriately
- re-integrate the pupil into the class
- seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships (positive regard).

Do all you can to avoid:

- humiliation
- public confrontations – they promote retaliation through peer pressure
- sarcasm
- shouting often – it weakens your status
- over-punishing – it reduces options later
- blanket punishments – the innocent do not deserve them
- jumping to conclusions – avoid punishing what you can't prove
- overreacting – the problems will grow.

All sanctions quickly lose their effectiveness if frequently used. Avoid constantly punishing pupils. Only the pupil can change their behaviour and, repeated concerns, will require you to enlist support from others who might help you to influence the pupil, (e.g. Parents/Carers, Subject Leaders, Form Tutors, Heads of Year, Pastoral Managers and the Senior Leadership Team etc). It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and never scream and shout; we do not want pupils to have this behaviour modelled to them.

5. Recognition

All staff are encouraged to plan for positive behaviour and attitudes to learning and apply rewards regularly and consistently. There is a range of ways to do this which include:

- Reference to Values, Rules and Ways of Being displayed clearly
- Verbal praise and recognition given throughout lessons
- Teachers, leaders and staff can award achievement points to pupils for demonstrating the Co-op Ways of Being.
- Leaders award achievement points for high quality work via the weekly PRIDE table.
- Achievement points equate to Co-op Coins which pupils can accumulate and spend in the Co-op Shop where they can buy a range of luxury and practical items
- Each lesson each teacher will award a 'Recognition Card' positive for a pupil based on effort, good work or significant improvements seen - this will be recorded on Arbor and pupils receiving the golden tickets will go into a prize draw each week

Access to reward events (held three times a year at the end of every term) will be based on achieving the 'Stoke-on-Trent Goals'

1. Excellent attendance
2. Good punctuality (on time to 96% of all lessons)
3. Positive contribution to the school community
4. Low number of negative incidents
5. No referrals / RESETS / Suspensions

6. Classroom Strategies and Expectations

To support our students sustaining good behaviour our staff will

1. Prepare students for what is coming next. *We will be moving to silence in 2 minutes so we can review a model answer.*
2. Follow academy wide routines. *Silence in 3, 2, 1.*
3. Praise students who display the expected behaviours. *Brilliant behaviour xxxx, you have taken real pride in your written work.*
4. Use the invisible ladder to seamlessly support the students staying on task. *The class teacher makes eye contact with a student who has not yet started their work.*

Where a pupil is unable to sustain good behaviour or positive attitudes to learning during lessons the class teacher will use the following routine:

1. Informal warning. We give this in a calm way as a reminder to follow instructions. We remind our student we have taken this step as we want them to remain in the lesson and learn.
2. C1 issued. The students name is written on the board as a visual reminder. We again remind the student that we want them to remain in the lesson but further poor behaviour would lead to a lesson removal where their learning will be compromised
3. A C2 is issued by the class teacher on Arbor if the students behaviour does not improve.
4. The YM or member of the behaviour team attend the lesson to support the teacher
5. If the student is able to re-address their behaviour they can return to the lesson so that learning time is not lost. The decision to return to the lesson is taken with the mindset of what is the best decision for all concerned. For example, lost learning in year 11 will impact future outcomes and therefore it is in the interest of the academy that the student maximises their learning time in their timetabled lessons.
6. If the student is not able to re-address their behaviour they are escorted to the C2 rota classroom by the behaviour team. The YM/member of the behaviour team provides intervention to support de-escalation.
7. If the students behaviour is disrupting students in the C2 rota classroom
8. A C3 is issued by the C2 rota classroom class teacher

9. The YM or member of the behaviour team attend the lesson to support the teacher
10. If the student is able to re-address their behaviour they can return to the C2 rota classroom so that learning time is not lost. Again, as above, the decision to return to the lesson is taken with the mindset of what is the best decision for all concerned.
11. If the student is not able to re-address their behaviour they are escorted to the Internal Exclusion room by the behaviour team. The YM/member of the behaviour team provides intervention to support de-escalation.
12. The student remains IE for the remaining time in the lesson.
13. The student returns to lessons when the YM and IE manager agree the student has regulated their behaviour and are accepting of the poor choices they have made. In most cases this means students will be in their next lesson.

If a pupil exhibits behaviour which is unsafe including verbal abuse or threatening behaviour, this is a high level incident. A C2 will be logged immediately, without proceeding through the stages of the behaviour system. The YM/member of the behaviour team will respond immediately and appropriate consequences given.

Classroom Expectations

To support our students learning the expectations in the classroom are,

Be Ready

- Be prepared to follow routines and procedures
- No eating, chewing or drinking (except water)

Be Respectful

- Follow instructions first time, every time
- Be on task at all times
- Be aware of the rights of all students to learn around ourselves

Be Safe

- Be kind to others
- Follow instructions first time
- Follow the rules around prohibited items
- Remain calm

7. Expectations Around the Academy

We expect all members of our community to demonstrate our rules and ways of being in the corridors and space around school, as well as in the classroom. The expectation around the academy is:

- Go to all lessons and tutor period on time
- Follow instructions from all staff, first time every time
- Be polite and show respect for other people
- Show respect to school and other people's property no vandalism,
- Put litter in the bins
- Walk around the academy sensibly, quietly and with aim of getting to your destination quickly - keeping to the left of corridors and stairs
- Wear your school uniform correctly at all times

- No hats, caps, hoods, coats, hoodies, non Co-op jumpers inside the academy
- No jeans or skirts - tailored trousers only
- No trainers - Shoes only (No logos / labels - fully black leather type material)
- School blazer must be worn unless instructed by staff
- See school website for full details of uniform and PE kit
- Only eat in designated food areas at the correct time and place litter in the bin
- No chewing gum, sweets, high sugar fizzy drinks or energy drinks at any time
- Do not use mobile phones/smart watches or speakers or have them switched on during school hours
- No illegal substances to be brought onto the school site, along with cigarettes, lighters or vapes.
- Respect the surrounding community before and after school.
- No contact with other pupils and respectful, safe break time play
- Enter the building calmly and purposefully ensuring uniform is sorted before lessons

8. Expectations outside of School

When wearing our uniform, and as a member of our academy, you are an ambassador for Co-op Academy Stoke on Trent. We care about you when you are in the building and when you are at home or in the community. We expect all of our pupils to be respectful citizens both inside and outside of schools, and especially when identifiable as Co-op Academy Stoke on Trent pupils. When walking to and from the academy we expect you to:

- walk on the pavements
- be aware of other pedestrians and respectful of the neighbourhood
- walk in small groups so as not to block pathways, alleys or walkways
- be careful crossing roads, use crossings and not looking at mobile phones
- use respectful language
- follow the school rules regarding fighting, aggression or abusive language or behaviour
- be respectful in shops - go in in small groups and be polite to shopkeepers
no smoking or vaping
- talk positively and be positive about the academy and the Co-op
- continue to live by our Ways of Being and commit to being ready, respectful and safe

9. Consequences

Although Co-op Academy Stoke on Trent does everything they can to mitigate the need for consequences and sanctions, we know that students do make mistakes. If a student's conduct falls below the expectations laid out in this policy (including expectations inside and outside school) the following consequences would apply:

1. The Co-op Academy Stoke on Trent Behaviour Routine (Prepare, Routine, Praise, Invisible, Formal)
 - o See section 6 above
2. C2 detention
 - o 45 minute detention after school given for being removed from a lesson
3. Instant detention
 - o 20 minute detention after school for making the wrong choice when outside of a lesson

- i. Chewing
 - ii. Eating in areas other than the dining spaces without permission
 - iii. Running in corridor
 - iv. Out of bounds
 - v. Inappropriate language
 - vi. Dropping litter
 - vii. Wearing jewellery after Meet and Greet
 - viii. Incorrect uniform after Meet and Greet without a note e.g. carrying your blazer on your finger instead of wearing it or not wearing a tie
4. C3 detention
 - o 60 minute detention after school given for further disruption after being removed from a lesson
 5. Internal exclusion
 - o See behaviour ladder (appendix 2)
 6. Off site direction (time spent at another agreed school)
 - o Use where appropriate as a consequence to a serious breach of the behaviour policy
 7. Suspension
 - o A serious breach or persistent behavioural breaches of the behaviour policy

At each level of this list of sanctions, support is provided to help the pupil make more positive choices in the future. See section 10 for interventions offered to pupils to maintain excellent behaviour.

10. Further Intervention and Support

Where a pupil is unable to sustain good behaviour, despite the clear systems and staff use of positive reinforcement; or where there is a serious one-off incident which breaches the school ethos, a pupil will follow our graduated response process. This is a step by step process of support where the appropriate intervention is provided to our student to allow behaviour to improve (See appendix 3)

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm and all sanctions will be discussed with the safeguarding and inclusion teams. 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.

Where a pupil may be struggling to meet the expectations laid out in this policy, due to a special educational need or disability, reasonable adjustments will be put in place, in consultation with the SENDCO. An example of a reasonable adjustment could be a 5 minute early pass to avoid crowds in corridors; a temporary or long term adjustment to the uniform policy; a library pass to be able to avoid crowds during break / lunch time or a time out pass to support regulation in the classroom.

Please refer to our SEND policy for more information.

11. Child on Child Abuse

Co-op Academy Stoke on Trent is committed to ensuring a climate of safety for all students by challenging inappropriate behaviour between peers. We have a zero tolerance approach of all forms of child on child abuse including (but not limited to):

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

Where there are any reports of child on child abuse, including sexual violence and sexual harassment, we will follow the guidance set out in Keeping Children Safe in Education. The Academy maintains a zero tolerance approach to all forms of child on child abuse and always maintain the attitude 'it could happen here'. We will always take any reports or disclosures seriously. Any sanctions for child on child abuse will be proportionate, considered, supportive and will be decided on a case by case basis. Sanctions could include managing the incident internally, referring to early help, referring to children's social care or reporting the incident to the police. Serious incidents could result in permanent exclusion. The Academy will not tolerate behaviour of this nature, whilst also not demonising anyone – we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

For more information on how we deal with child on child abuse please see:

Co-op Stoke on Trent Anti Bullying Policy.
Co-op Stoke on Trent Child Protection Policy.
Keeping Children Safe in Education

12. Suspensions

Only the Headteacher can suspend a student and this will be done when all other options have been considered, and where appropriate exhausted, and as a last resort. In the Headteacher's absence, the decision will be delegated to the Assistant Headteacher - Behaviour and AP. Where a child is suspended in the Headteacher's absence, this must be reported to him by the end of the same day.

If a pupil is involved in extreme poor behaviour, the pupil will be excluded from lessons / school. Each suspension must be judged on the specific context of the particular event - thus the length of the suspension will reflect this. Suspension can be considered for behaviour outside of school. Where there is not definitive evidence, the Headteacher may consider 'the balance of probability'. When a pupil is excluded they will be expected to work at home with work provided by the school.

In all instances where a student is suspended the impact of time out of lessons will be considered. Please see our behaviour ladder (Appendix 2) for examples of behaviours that could lead to suspension.

If a student is suspended a letter will be sent out detailing the incident and the right to appeal.

Every pupil that returns from suspension will need to be reintegrated back into the Academy very carefully. A meeting with parents / carers will always take place to agree the reintegration plan and the level of support that the pupil will require to avoid further suspension. If appropriate, the pastoral team will also discuss and support the family with wider issues and circumstances that may be affecting the child's behaviour and include it in the integration plan.

Depending on the reason for suspension and the student's behaviour history, the support offered will vary to align with our graduated response model (see appendix 3).

Further information on suspensions can be found in the Trust's Suspensions and Permanent Exclusion policy. For further information on consequences for different behaviours see appendix 1

13. Permanent Exclusion

Only the Headteacher can take the decision to permanently exclude a student from the Academy.

Permanent exclusion is a last resort. A Headteacher may decide to permanently exclude a student for persistent disruptive behaviour, where despite the school's best effort, a student insists on breaching the school's behaviour policy. A permanent exclusion could also be the consequence for a first 'one off' offence, based on the severity of the behaviour. Further information on permanent exclusions can be found in the Trust's Suspension and Permanent Exclusion policy.

The Headteacher at Co-op Academy Stoke-on-Trent may permanently exclude students as a sanction for the behaviours at the appropriate stage of our Behaviour Ladder (see page 18). It must be noted that this list is not exhaustive.

14. Searching, Screening and Confiscation

The Headteacher has statutory power to search pupils and possessions if there are reasonable grounds to suspect pupils have prohibited items. Searches may also be carried out by members of staff and contractors authorised by the Headteacher. All authorised staff will be up to date with screening and searching procedures as laid out in government guidance and in the Trust Positive Handling Policy . When conducting searches, the Headteacher will consider the age and ability of students and make reasonable adjustments where necessary. Where possible searches will be conducted with the student present and away from other students (unless there is reason to believe that significant harm could happen if we wait).

The school can search a student for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a student possesses any of the following prohibited items:

- knives and weapons (including replica knives and weapons)
- water pistols
- energy drinks
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes
- e-cigarettes
- lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

The list above is not intended to be exhaustive, the final decision on any item rests with the Headteacher.

Wherever possible, searches will be carried out by two authorised members of staff, or contractor by staff members of the same gender as the student, and with the student present as a witness. Searches that require physical contact or use of force will always be a last resort. Where the risk is considered significant, they will be conducted by a trained member of staff of the same sex as the pupil, or, if possible, and preferably, by a family member. If this is not possible (due to urgency of the situation) searches will be conducted by a permanent member of staff, with the appropriate training, of the same sex and an appropriate adult (of the same sex). In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a student's underwear or skin (beyond shirt sleeves).

Staff will confiscate and retain a student's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson
- returning the item to the student at the end of that day
- escalating the issue to a member of the year team / senior leadership team
- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

Mobile Phones / Devices

- Phones and devices must not be seen or heard on the school site between 8.50am and 3.20pm
- Mobile phones / devices must never be seen or heard inside the school building
- For sanctions involving a breach of the above, see consequences table in appendix 2

If, when conducting a search in accordance with the above criteria, an electronic device is found that staff can reasonably suspect has been or is likely to be used to commit an offence, cause personal injury or damage to property, the data can be examined if there is good reason to i.e. doing so could mitigate harm / damage being caused. This must be done in accordance with the appropriate guidance. When an incident involves youth produced sexual imagery (nudes/semi-nudes), the member of staff should involve the Designated Safeguarding Lead immediately and the appropriate safeguarding guidance followed.

The DSL will be informed of all searching incidents (inc those where no prohibited items are found, and an accurate record kept of all search incidents (even if no prohibited item is found). We will endeavour to inform parents as early as possible, with as much detail as possible (including why the search was carried out, what was found and follow up support) if a search has been carried out on their child.

Screening

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The academy follows all DfE guidance for searching, screening and confiscation which can be found here:

Searching, Screening and Confiscation - Advice for Schools

Please also see the Co-op Academies Trust Positive Handling Policy for the process of searching and screening and use of reasonable force (available on the school website).

Appendix 1 - Coding on Arbor (MIS)

We use Arbor to record behaviour incidents.

There are eleven categories of behaviour incident to allocate any records to:

1. Disruption to learning
2. Community conduct
3. Bullying
4. Preparation for learning
5. Disrespect to adults

6. Disrespect to children
7. Abusive behaviour (protected characteristics)
8. Fighting, physically aggressive or threatening violence
9. Banned items
10. Dishonesty
11. Truancy

These categories will be reported at Trust levels for purposes of trend and outcomes analysis.

Within each category, there are sub-categories to guide staff in recording accurately:

Trust Category	School Behaviour Descriptions
Truancy	Failure to attend a detention
	Leaving the classroom without permission
	Not attending a timetabled lesson.
Banned items	Mobile phone or headphones/ bluetooth headsets seen or heard in school
	Using smart watches (such as apple watches)
	Having alcohol, cigarettes/e-cigarettes or other banned substances in school
	Having weapons, fireworks or other banned items in school
Disrespect adult	Verbal abuse or threatening behaviour against an adult
	Rude language or swearing to adults
	Walking off from a member of staff
	Refusing to follow instructions from staff
Disrespect child	Verbal abuse or threatening behaviour against a pupil
	Rude language or swearing to peers
Bullying	Bullying – physical
	Bullying – verbal
	Cyber bullying
Dishonesty	Cheating in exams/assessments
	Theft or bringing in stolen items
	Lying about an incident
Community conduct	Damaging school equipment/property
	Dangerous or unsafe behaviours
	Failure to behave sensibly around the school (such as pushing or horseplay)
	Damaging peers' equipment/property
	Chewing/eating in class
	Littering in the classroom or around the school
	Bringing school into disrepute
Abuse - protected characteristic	Homophobic and transphobic language or behaviour

	Racist language or behaviour
	Sexist or misogynistic language or behaviour
	Abuse relating to disability
Fighting, physically aggressive or threatening violence	Physical assault against a pupil
	Physical assault against an adult
	Threatening physical assault against pupil
	Threatening physical assault against pupil
	Fighting
Disruption to learning	Answering back
	Calling out
	Disturbing others/out of seat without permission
	Lack of effort in the classroom
	Talking over the teacher
Preparation for learning	Incorrect uniform
	Incorrect footwear
	Incorrect/no PE kit
	Wearing Makeup or Jewellery
	Failure to complete homework
	Arriving 5 or more minutes late to lesson (without a note from a member of staff)
	Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)

Appendix 2 - Behaviour ladder 2025 - 2026

Level	Examples	Consequences
C1	Warning given for low level disruptive behaviour	Logged onto Arbor and name written on the board
C2	Continuous low level disruptive behaviour that continues to prevent others from learning and teachers from teaching. Or Persistent (so, more than once) rudeness or disrespectful behaviour.	Removed from a lesson Up to 45 minutes after school detention. Parent message sent
C3	Disruption of the C2 rota classroom (issued by the class teacher)	Up to one hour after school detention: Parent message sent
C3	Interrupting learning of others around the academy (issued by all staff members)	
C3	Walking out of lesson without permission or valid reason (issued by staff member)	
C3	Non-compliance with a reasonable instruction <u>outside</u> of the classroom.	

C3	Failure to attend a C2 classroom	
C4	Persistent C2/3 behaviour within a specific subject area	Internal Exclusion (up to 1 day) served in the IE room
C4	Persistent truancy from a specific subject	Internal Exclusion (up to 1 day) served in the IE room
C4	Persistent truancy from a range of subjects	Internal Exclusion (up to 1 day) served in the IE room
C4	Persistent C3 behaviour across a range of subjects	Internal Exclusion (up to 1 day) served in the IE room
C4	Refusing to be removed from a lesson when causing a disruption	Internal Exclusion (up to 1 day) served in the IE room
C4	Aggressive behaviour towards others	Internal Exclusion (up to 1 day) served in the IE room
C4	Refusal to comply with the uniform policy through defiance	Internal Exclusion (up to 1 day) served in the IE room
C4	Persistent failure to attend a C3 detention	Internal Exclusion (up to 1 day) served in the IE room
C4	Smoking/vaping outside of school in Academy uniform	Internal Exclusion (up to 1 day) served in the IE room
C4	Use of inappropriate and/or offensive language	Internal Exclusion (up to 1 day) served in the IE room
C4	Refusal to hand over a mobile phone <i>or</i> any other prohibited items.	Internal Exclusion (up to 1 day) served in the IE room
C5	Persistent C4 behaviour	Internal Exclusion (up to 2 days) served in the IE room
C5	Theft, graffiti or vandalism	Internal Exclusion (up to 2 days) served in the IE room
C5	Possession or bringing in of prohibited items (non-weapon)	Internal Exclusion (up to 2 days) served in the IE room
C5	Encouraging and instigating a fight	Internal Exclusion (up to 2 days) served in the IE room
C5	Non-compliance and/or disruptive behaviour in I.E	Internal Exclusion (up to 2 days) served in the IE room
C5	Bringing the Academy into disrepute	Internal Exclusion (up to 2 days) served in the IE room
C6	Persistent C5 behaviour	Internal Exclusion (up to 5 days) served in the IE room
C6	Significant, widespread, disruptive and/or dangerous behaviour	Internal Exclusion (up to 5 days) served in the IE room
C6	Physical assault	Internal Exclusion (up to 5 days) served in the IE room
C6	Bullying (any kind)	Internal Exclusion (up to 5 days) served in the IE room
C6	Discriminatory abuse (racism, homophobic etc)	Internal Exclusion (up to 5 days) served in the IE room
C6	Smoking/vaping on site	Internal Exclusion (up to 5 days) served in the IE room
C6	Swearing at staff (with restorative practice)	Internal Exclusion (up to 5 days) served in the IE room
C7	Persistent C6 behaviour	Fixed Term Suspension (1-5 days)
C7	Violent behaviour	Fixed Term Suspension (1-5 days)
C7	Swearing directly at staff (without restorative practice)	Fixed Term Suspension (1-5 days)

C7	Dangerous behaviour that puts themselves or others at risk	Fixed Term Suspension (1-5 days)
C7	Malicious allegations against staff	Fixed Term Suspension (1-5 days)
C7	Extreme theft, graffiti or vandalism	Fixed Term Suspension (1-5 days)
C7	Persistent intimidation, harassment and aggression towards staff or students	Fixed Term Suspension (1-5 days)
C7	Inappropriate physical contact with staff or students	Fixed Term Suspension (1-5 days)
C8	Persistent C7 behaviour whereby allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the school.	Permanent Exclusion
C8	Possession of an offensive weapon (including any article made or adapted for causing injury	Permanent Exclusion
C8	Possession and/or intent to supply illegal drugs	Permanent Exclusion
C8	Serious assault on a student or member of staff (including causing injury indirectly because of violent misconduct).	Permanent Exclusion
C8	Sexual abuse, sexual violence and assault	Permanent Exclusion
C8	A discriminatory act, or acts, and harassment of students or staff.	Permanent Exclusion
C8	Serious actual or threatened violence against another student or member of staff (including online threats or abuse)	Permanent Exclusion

Appendix 3 - Graduated Response



Graduated Response to SEMH and Dysregulated Behaviour

Purpose

Some pupils may need additional and different ways to support them in regulating their behaviour and accessing the full mainstream offer. This graduated response should be used to provide preventative and targeted support to pupils showing signs of SEMH. The behaviours are potential indicators and the strategies not exhaustive. We do not need to have tried everything on the list but DO need to ensure that we are setting our pupils up for success by implementing the graduated response and ensuring strategies are subject to a proper assess, plan, do review cycle. Remember to consider strategies in conjunction with wider SEND strategies - 80% of students exhibiting poor behaviour have an underlying need (often speech language and communication)

The Graduated Approach

<u>Stage</u>	<u>Potential threshold indicators</u>	<u>Potential school interventions</u>
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Stage 1	<p>Across a fortnight, student has been logged as having,</p> <ul style="list-style-type: none"> • 2 counts of internal truancy or, • 2 C2s • 2 late to lessons • 2 lates 	<p>Universal offer and quality first interventions</p> <ul style="list-style-type: none"> • Identify 'hot spot' classes and areas and direct support • Use of seating plan • Teachers use strategies to make positive experiences in the classroom • Focus on achievement points and recognition cards • Meet and greet with form tutor • Lunch Club / structured lunch activities and support • Detention intervention • Regular contact with parents
Stage 2 Targeted support	<p>Across a week, student has been logged as having,</p> <p>more than 2</p> <ul style="list-style-type: none"> • internal truancy • C2s • corridor behaviours • late to lessons • lates <p>or,</p> <ul style="list-style-type: none"> • 2 IE periods in three weeks 	<p>All stage one and...</p> <ul style="list-style-type: none"> • Increased parental contact - e.g. weekly check ins • Pastoral support plan instigated and specific staff training • Referred to mentors, interventions discussed and implemented • Discussed at Inclusion Panel / Matrix meeting • Access to tier 3 ISAP support (emotional coaching; ELSA etc) • Reading interventions from the recovery team if appropriate • Support from an AT in class where available • Report to HOY • Directed to extra curricular activities • Referral to SENDCo using google form
Stage 3 More intense support	<p>Year to date</p> <ul style="list-style-type: none"> • 2 or more suspensions for disruptive behaviour 	<p>All previous stages and...</p> <ul style="list-style-type: none"> • Discussed at inclusion panel • Daily contact with year manager, support during lessons • Referrals made to outside agencies e.g. CAMHS, MIND • Early help offered • Placed on SEND register at SEN support -K • Ed Psych assessment • SaLT assessment and other cognitive assessments • School counsellor • Consider if managed move appropriate • Careers intervention (alternative pathways) • Parental meeting with the headteacher • Governors panel
Stage 4 External and bespoke support	<p>At risk of Permanent Exclusion</p> <ul style="list-style-type: none"> • 15 days or more suspensions in a term 	<p>All previous stages and...</p> <ul style="list-style-type: none"> • ISAP referral for Tier 1 full time placement • EHCP application made (SEND assess, plan, review) • Risk assessment/positive support plan if appropriate • Bespoke timetable if appropriate • Off site direction • Referral to external AP e.g medical • MAMP referral if appropriate • Regular input from YOT, OT, SaLT, EP

Have the above been tried and evidenced for pupils and subject to a proper assess, plan, do review cycle?

Any pupil who is reaching stage 3 – 4 of a graduated response for behaviour needs to be considered for SEND assessment, registered as a K code and other SEND explored



Graduated Response to SEMH and Dysregulated Behaviour

Pupil Information

Name		Date	
Attendance		Reset Room Days	
Late marks		Truancy Logs	
Behaviour points		Suspensions	
Detentions		Off site directions	

Graduated response

Stage 1 interventions	Date	By whom	Links
Regular parent meetings and involvement set up			
Department Report			
Form Tutor Report			
Progress Sheet			
Use of school rewards / verbal praise in class and around school			
Lunch Club / structured lunch activities and support			
Seating plan consultation and changes			
Discussion and review of curriculum e.g options, groups			
Identify 'hot spot' classes and areas and direct support			
Warm welcome and check out each morning and afternoon			
Time out Card (can only be issued after discussion with MA/DD)			
Regular check-ins			
Lesson chunking, task boards and identification on class profile			
Opportunity for 1 to 1 meeting			
Stage 2 interventions	Date	By whom	Links
Increased parental contact - e.g. weekly check ins			
Pastoral support plan instigated and specific staff training			

Discussed at Inclusion Panel / Matrix meeting			
Peer mentoring			
Access to tier 3 ISAP support (emotional coaching; ELSA etc)			
Test for reading age and / or referral to SENDCO			
Access to TA in lessons (move lessons / bands etc if appropriate)			
Report to HOY / Year group ALT			
Directed to extra curricular			
Career intervention (1:1 with careers counsellor)			



Graduated Response to SEMH and Dysregulated Behaviour

Stage 2 interventions (Cont...)	Date	By whom	Links
Trust SEMH tracker			
Mental health referral - e.g. school counsellor			
Short term engagement intervention			
Morning Pick Ups (refer to attendance)			
Stage 3 interventions	Date	By whom	Links
Referral to outside agencies (School nursing team / CAMHS)			
Respite placement at another school			
Access to Tier 2 of ISAP (hybrid / key worker)			
Early help offered			
Ed Psych assessment			
SHS / EBSA referral for school pathway			
SaLT assessment and other cognitive assessments			
Ed psych involvement			
School counsellor			
SEND K registered and pupil passport created and shared			
Consider if offsite direction is appropriate			
Careers intervention (alternative pathways)			
Governors panel			
Meeting with the headteacher			

SYM and AHT report			
Stage 4 interventions	Date	By whom	Links
ISAP referral for Tier 1 full time place			
EHCP instigated (SEND plan assessed and reviewed)			
Risk assessment / positive behaviour support plan if appropriate			
Bespoke timetable (if appropriate)			
Managed Move			
Consider if AP appropriate (Registered AP / SEMH provision)			
Regular input from SaLT / EP / OT			
Have the above been tried and evidenced for pupils and subject to a proper assess, plan, do, review cycle? Any pupil who is reaching stage 3 /4 of a graduated response for behaviour needs to be considered for SEND assessment under SEMH, registered as a K code and other SEND explored			

Appendix 4 - Behaviour routine (Behaviour blueprint)

Staff will follow the behaviour routine to support students to demonstrate positive behaviour at all times, this is shown below

