

United Learning Behaviour Policy

# Shoreham Academy

Document Control	
Document Title:	United Learning Behaviour Policy
Version:	2a
Summary of Changes from Previous Version:	<ul style="list-style-type: none"> <li>▪ Updated to reflect changes to DFE guidance</li> </ul>
Name of Originator/Author (including job title):	<ul style="list-style-type: none"> <li>▪ Stuart Ingram – Regional Director</li> </ul>
Target Audience:	Principal, Governors, SLT, Students, Parents/Carers
Review By Date:	August 2025
Date Issued:	September 2024

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## United Learning Behaviour Policy – Shoreham Academy

### 1. Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

#### Rationale

The purpose of our behaviour policy is to ensure that all members of our community have knowledge of the behaviour for learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour during our phased return.

#### Aims and Objectives of Policy

Shoreham Academy, as part of the United Learning group, affirms that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. An effective, caring and learning environment that exhibits good behaviour and discipline will be more readily created when the following principles are evidenced:

- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early effective intervention
- Providing a safe environment free from disruption, violence, bullying and harassment
- Encouraging positive partnership with parents/carers

Our key purpose is to ensure the safety, wellbeing, and success of all our students. Poor conduct has consequences for learning, achievement and the safety and wellbeing of our community. High expectations of staff and students make a positive contribution to our aim of achieving the 'Best in Everyone'.

It is important to maintain the high standards of behaviour and value system we have built in Shoreham Academy.

This policy is built around our key values of Excellence, Hard Work and Integrity.

#### Expectations in the Classroom

If a student fails to adhere to the rules set out by the school in the classroom during a period of teaching, then the process set out below should be followed.

**We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons. We must also ensure that students and staff are kept safe.**

Our key classroom expectations remain the same:

1. Follow all instructions at first time of asking
2. Do not make a noise when the teacher is speaking
3. Give 100% effort

- A verbal rule warning should be issued by the member of staff in the first instance. (The staff member will write the student's name on the board and give them an explanation of the reason for the warning)
- A second warning should lead to the member of staff issuing a blue slip for the student to be removed to the 'reflection room'. Students will work independently for the remainder of the day and parents will be informed.
- If the student then fails to amend their behaviour in the 'reflection room' or refuses to attend, the student will be suspended for the remainder of the day.
- Parents/carers will be contacted and asked for permission for them to walk home or to collect at the school gates
- Any student who is suspended should not be allowed to return until a parent/carer, student and senior member of staff re-integration meeting has taken place and a risk assessment carried out.
- The risk assessment may indicate it is not safe for the student to return at the moment due to risks to other staff members or students' health and safety – the risk assessment should be reviewed on a weekly basis
- When issuing a suspension, it should be for the shortest time possible or for the time that is necessary.
- If a student walks out of the classroom without permission, then a member of the senior team will be contacted, and the student will either be taken to the 'reflection room' for the remainder of the day or will be suspended for the remainder of the day.
- If a student displays seriously poor or dangerous behaviour in the classroom they will be sent straight to the reflection room without an initial warning.

## 2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, the school is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Appendix A for further guidance on this).

Detail here the responsibility for implementing the policy, i.e.:

**All staff** to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.<sup>1</sup>

**The senior leadership** team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents/carers when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture<sup>2</sup>

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<sup>1</sup> Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

<sup>2</sup> Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

**Students** are responsible for:

Calm and sensible movement around the academy and safe, polite behaviour is always essential from all. Students must remain on the left-hand side of the corridors and not run – failure to do this may result in either being moved to the ‘reflection room’ or being sent home on a suspension depending on the seriousness of the risk.

### **Toilets**

- Are open all day.
- Students can use the toilets during lesson time although we request that they do this only in an emergency, unless they have a note confirming a medical condition.
- Students must use the toilets that are situated closest to their classroom to minimise their time out of class.
- Students who have been found to have damaged the toilets may be charged and will be either be taken to the ‘reflection room’ or given a suspension (depending on seriousness).

### **Lifts**

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use.

### **Mobile Phones and Electronic Equipment**

We understand the need, for safety and practical reasons, to carry a mobile phone. We will follow our existing policy in this regard, insisting that phones will be removed from students if they are seen or heard at any time in the school day. As always, there should be no direct communication between students and parents during the school day, and students are not permitted to take photos, audio recordings or videos of staff or students at any time. Students are not permitted to post to social media.

If phones are confiscated by staff, the student is to collect it from their school pastoral team at the end of the day.

When students are on report, where there have been instances of prior misuse of mobile phones or if mobile phone is considered a barrier to positive behaviour students will be required to hand their phone in to their school pastoral team at the start of each day and pick it up at the end of the day.

Phones may be used for learning purposes only if directed to do so by the teacher in the class, for example, uploading work via One Drive to Firefly.

### **Uniform Expectations and Banned Items**

All our students must have high standards of dress at all times. Please see ‘Uniform Policy’ for guidance [Shoreham Academy \(shoreham-academy.org\)](http://shoreham-academy.org). The following items are not permitted and should not be worn or brought into the academy. Failure to remove these items will result in the student being placed in the ‘reflection room’ for the day:

- No jewellery may be worn to school, including facial piercings of any kind (e.g. lip/nose/tongue/eyelid etc) Students are permitted stud earrings or hoops smaller than a 10 pence piece in the ear lobe.
- Any type of hat or cap
- Excessive make up
- Unnatural nail varnish colours and/or nail extensions
- Unnatural hair colour
- Fake eye lashes
- Hoodies are to be taken off in the building

- Tattoos including henna tattoos
- Chewing gum
- Energy drinks
- Drinks in glass bottles
- Laser pens
- Weapons/Drugs
- Vapes
- E-cigarettes
- Smoking paraphernalia

**Parents/Carers are responsible for:**

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/carers should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

Schools should place value in a close relationship with parents/carers and encourage parents/carers to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents/carers to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, schools should liaise closely with parents/carers where practical and, if relevant, other local or national support agencies.

**3. Behaviour expectations**

As in society, poor behaviour results in sanctions. Sanctions can be linked to work, effort, behaviour or personal conduct. We strongly believe that students are entitled to a disruption free learning environment every minute of every lesson. Students will be given one warning if they disrupt learning, after the warning any further disruption will result in them being placed in the reflection room until 4pm. This behaviour will be logged on the student's behaviour log on ARBOR, parents/carers will be notified, and it is expected that the student has a successful repair with the teacher before their next lesson.

Green slips will be issued for arriving late to school/lesson, littering, not following the uniform policy, not having the correct equipment for lesson and if a student is chewing gum. This will be a 15 minute after school detention. If a student has 2 or more green slips in a week they will be issued with a senior team one hour detention after school.

Students will be issued a 1-hour homework detention if they fail to hand in their independent work during the lesson. This detention will take place on the same day and parents/carers will be contacted if their child will be staying after school. If students fail to turn up to this detention, then a 2-hour detention with the senior team will be set. If the student fails to turn up to this detention, then they will be placed in the reflection room the next day until 4pm.

If students are given a consequence for their behaviour, they will not represent the school in sport or other subjects until the consequence has been completed.

Students who consistently engage in negative behaviour will find the length of any subsequent exclusion longer than the previous. Shoreham Academy aims to support students who are identified at risk of permanent exclusion. We can offer multi-agency support, counselling, group work and time spent at our Gateway facility. Students who fail to address poor behaviour will be placed on a Behaviour Support Plan

(BSP) with a number of targets to help improve behaviour. This will outline clear intervention strategies to support positive behaviour by parents/carers, the pastoral team, and teaching staff. Failure to adhere to targets set in a BSP may result in a strike system, which may lead to a managed move, or alternative provision, or in extreme cases permanent exclusion from Shoreham Academy.

#### **4. Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. **Anti-bullying Policy can be found here:** [Policies | Information | Shoreham Academy \(shoreham-academy.org\)](#)

#### **5. Contextual Safeguarding**

**The safeguarding policy can be found here:** [Policies | Information | Shoreham Academy \(shoreham-academy.org\)](#)

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding / Child Protection Policy.

#### **6. Rewards**

The academy will continue to reward good behaviour, promoting an ethos of kindness and co-operation in and around the academy and encouraging students to support the school's values.

The reward system aims to create a clear, simple and recognizable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing excellence, hard work and integrity around the Academy.

Staff praise and reward students for good behaviour in a variety of ways:

- Teachers congratulate students.
- Teachers call home to inform the parents/carers.
- Teachers send achievement emails to inform parents of their child's good work
- Letters of praise from Head of School
- Students gain achievement points for their good work
- Gratitude post cards received by students.

#### **7. Graduated Approach**

Set out the school's graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. Please see Appendix A. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

## **8. Sanctions**

There are higher levels of sanctions that can be applied for higher level misdemeanours or if misdemeanours are persistent. These are imposed after consultation with other colleagues:

- 'School' detention
- SLT detention
- Meeting with parents/carers
- Placed on subject report/monitoring
- Placed on general report from mentor level to reporting to the principal
- Placed in the reflection room
- Exclusion with senior staff
- Suspensions (used to be known as a Fixed Term Exclusion)
- Permanent exclusion

Suspension decisions will be sanctioned by members of the senior leadership team when a student:

- Has used extreme verbal abuse aimed towards a member of staff
- Has been persistently disruptive over a period of time
- Has engaged in physical assault
- Has engaged in substance misuse
- Has put staff and/or students in danger

In applying sanctions, especially those with serious consequences, the school undertakes reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. There is consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have (see Appendix A).

Note that 24 hours' notice of a detention is no longer required. Parental permission is not required.

Staff must consider:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention, any travel arrangements. Inconvenience to the parents/carers does not matter as long as the child has a means to get home safely.

The permitted times for detentions are any school day when the student does not have permission to be absent.

All staff may give detentions. A lunch-time detention allows a reasonable time for the child to eat, drink and use the toilet whilst in detention.

### ***Allegations against staff***

The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a

member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy found here [Shoreham Academy \(shoreham-academy.org\)](https://www.shoreham-academy.org)

### ***Malicious accusations against staff***

Schools have the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. This type of behaviour may result in the student being suspended or permanently excluded. These will be dealt with on a case-by-case basis.

#### **9. Supporting pupils following a sanction**

Support is put in place on a case-by-case basis, considering any specific needs. There will be a meeting with the student and their head of school in the first 2 weeks back and a subsequent referral may be made for further support in the following weeks. These may include:

- Time out card
- Support report 6 of 9
- Increased pastoral care
- Adjustment to behaviour policy in lessons
- Counselling
- Protective behaviours
- Staff mentoring
- Referral to the wellbeing team (who provide a range of different packages)
- Referral to child protection officer and/or social services
- Referral to external agencies: Children and Adolescent Mental Health Services (CAMHs), Learning Behaviour Advisory Team (LBAT), Youth Offending Team (YOT), Educational Entitlement, Educational Psychologist (EP)

#### **10. Use of reasonable force**

##### **Physical Intervention by staff**

At Shoreham Academy the guiding principle is always focused on maintaining the safety of students and staff. Only in exceptional circumstances will 'positive handling' physical intervention be instigated.

**Please note – any student who requires the intervention of staff using 'positive handling' will automatically be 'uninvited' and a risk assessment put in place that outlines it is not safe for staff and students for them to be in school.**

Members of staff have the power to use reasonable force, and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Students will be given a verbal warning that physical intervention is going to be used before colleagues proceed.

The school will follow the Department of Education advice ['Use of Reasonable Force - advice for school leaders, staff and governing bodies'](#).

#### **11. Prohibited items and searches**

The policy should provide for searching both without and with consent and should reflect the legal position as indicated in the following notes.



Please also note that records of all searches carried out, including the results of any search, and the actions taken following that search, must be maintained by the school.

### The law relating to searches

The principal (or authorised members of staff) have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a student’s possessions to check for property not covered by the statutory power but identified in the school’s behaviour policy as an item which may be searched for. If an item is **not** listed in the school’s behaviour policy under this heading (or included in a separate document<sup>3</sup>) then a search cannot be conducted without consent from the student. Consequently, it is vital to include any specific banned item not on the DfE’s standard list in the school’s policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the principal or a member of school staff authorised by the principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student’s own person or of their possessions must be carried out with due consideration for the student’s personal dignity, health and safety, the school’s safeguarding policy, united learning staff-student relations guidance, and the school’s own equal opportunities policy [Shoreham Academy \(shoreham-academy.org\)](#). There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the student’s parents/carers of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent/carer's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where, leaving a

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<sup>3</sup> If including in a separate document, this should be referenced in the behaviour policy.

student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons (an object that is designed or used to inflict bodily harm or physical damage)
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in the student's possession. Only staff members authorised by the principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data<sup>4</sup> on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy [Shoreham Academy \(shoreham-academy.org\)](#)

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the school policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain

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<sup>4</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the student in accordance with this policy [and, Exclusions and Policy [Shoreham Academy \(shoreham-academy.org\)](http://Shoreham Academy (shoreham-academy.org))] where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### **Searches with consent**

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of search**

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained the Education and Inspections Act 2006.

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

## **12. Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school and trips. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so -called 'legal highs', and any substance pertaining to be a drug.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. Reference will also need to be made to the Substance Misuse Policy [Shoreham Academy \(shoreham-academy.org\)](http://Shoreham Academy (shoreham-academy.org)) The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and students concerned.

Schools should take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

### **Confiscation of drugs**

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

### **Parent/Carer involvement**

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **13. Removal from Classrooms – Reflection Room**

Examples of reasons for being placed in the ‘reflection’ room include:

- Deliberately coughing/spitting towards someone
- Leaving the classroom without permission
- Putting hands on another student without permission
- Dropping litter – not respecting the environment
- Failing to follow instructions
- Removal from lesson
- Eating in class
- Bringing Fizzy drinks/Energy drinks on site
- Swearing/aggressive language – not being respectful
- Talking during fire drill
- Not following instructions
- Vandalism (minor)
- Inappropriate body language/gestures
- Consistent equipment issues
- Homophobic/bi-phobic or transphobic language
- Bullying other students.

**Please note that this is not an exhaustive list, and we may move students to the ‘reflection room’ for other reasons not listed.**

DfE guidelines state: ‘Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction’

## 14. Suspensions and Permanent Exclusions

### Exclusions

Please see Exclusion Policy for full details [ULT Exclusion Policy \(shoreham-academy.org\)](https://www.shoreham-academy.org/ult-exclusion-policy) and also DfE guidelines - <https://www.gov.uk/government/publications/school-exclusion>

Suspensions can be used if students are deliberately and maliciously verbally abusive towards staff, physically violent or present a significant danger to themselves or others (running around the school and refusing to follow any instruction set by staff being one potential example). **Reasonable adjustments will always be used where applicable.**

Any suspension will be across the days that a student is expected in school where a reduced timetable is in operation. It may also be appropriate for the principal to uninvite these students into school due to the risks they present (this would be for a fixed period and under constant review). If a student is 'uninvited' then this will be due to the risk assessment being completed and indicating there is too high a risk to the health of other students and/or staff.

A list of reasons for suspension are listed below:

- Deliberately spitting towards somebody else
- Walking around the building without permission
- Persistent failure to comply with code of conduct
- Fighting (Primary fighter – suspension, Secondary fighter – Reflection Room)
- Refusing/failure of the 'reflection room'
- Swearing at a member of staff
- Setting off fire alarm/extinguishers
- Damage to school property including graffiti
- Continued Bullying
- Intimidation or aggressive behaviour towards other students
- Repeated non-cooperation with a member of staff
- Non-compliance with Academy rules
- Using lighters matches or cigarettes
- Sexist, racist or homophobic behaviour
- Sexual misconduct
- Breaching Academy ICT security
- Bringing fireworks into school
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Malicious allegations against staff
- Theft
- Harassment or intimidation of a member of staff or student at school or off site
- Bringing the Academy into disrepute both in and out of school.
- Refusal to hand phone over after using in school (See it, hear it, take it)

### Permanent Exclusions

- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying
- Serious actual or threatened violence against another student or individual on site
- Serious damage to school property

- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Where an offence is repeated after suspension.
- Where the health and safety of others is at risk including setting off fireworks
- Serious intimidating behaviour towards a member of staff
- Serious breach of the behaviour policy
- Continued breach of the behaviour policy

**N.B. Please note this is not an exhaustive list for reasons for Permanent Exclusions**

Unstructured times (before school/break/lunch/after school)

- If a student is failing to follow the rules set out by the school during a period of unstructured time, then a verbal warning should be issued by the member of staff on duty. Any further verbal warning in the same period of unstructured time should result in a member of senior staff being called. Parental contact would then be made by the senior member of staff or Head of School and a decision taken on whether that student is able to re-engage safely with the classroom teaching offer.
- If not, then they would be sent to the 'reflection room' to work independently for the remainder of the timetabled day. Failure to attend the 'reflection room' would see the student being placed on a suspension for the rest of the day.
- Parents will be contacted and asked for permission for the student to walk home or to be collected at the school gates
- Any student who is suspended should not be allowed to return until a parent, student and senior member of staff re-integration meeting has taken place and a risk assessment undertaken. This will be with a director of learning or senior member of staff. Part of any reintegration includes a teaching/ training session on student behaviour.
- The risk assessment may indicate it is not safe for the student to return at the moment due to risks to other staff or student health and safety – the risk assessment will be reviewed on a weekly basis
- When issuing a suspension it should be for the shortest time possible
- Extreme poor behaviour of a student outside of school can be considered grounds for suspension or permanent exclusion

**Preventing recurrence of misbehaviour**

*Initial intervention following behavioural incidents*

There are a range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion. Interventions may include students reports (mentor, pastoral, head of school and assistant principal report), respite in a supportive environment for specific needs and/or support from outside agencies.

*Reintegration*

During a reintegration from suspension a member of the senior leadership team will be present and a representative from the student's pastoral team. This meeting is to focus on how the student can move forward in a positive way. The same focus is applied during a repair conversation if the student has been removed from class and placed in the reflection room.

## *Monitoring and evaluating school behaviour*

The school captures positive and negative behaviour data through Arbor, this data is analysed to identify possible factors contributing to poor behaviour, support is provided including all components of the behaviour culture and how this data will be analysed to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

### **Specific behaviour issues**

#### *Child-on-child sexual violence and sexual harassment*

In every aspect of the school's culture sexual violence and sexual harassment are never acceptable, it will not be tolerated and students whose behaviour falls below expectations will be sanctioned.

#### *11. Behaviour incidents online*

Provisions apply to all activity online including all forms of social media and they apply to online activity for both school purposes and personal use that may affect the school, students or staff in any way.

Instances of prohibited use may include:

- Damage to the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- False or misleading statements
- Use that impersonates staff, other students or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks

Where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Such prohibited activity should be reported to the behaviour and safety officer or the pastoral teams.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

### **Appendix A - Individual Reasonable Adjustment to the Behaviour Policy**

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Shoreham Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted.

Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, Head of School and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The senior leader for Culture and Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and head of school will create a specific learning plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and head of year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an educational psychologist, speech and language therapist, autism outreach worker, behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**