St Peter's
Collegiate Academy

Behaviour Policy

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Three Spires TRUST
'Life in all its fullness'

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1 Aims

1.1 This is the behaviour policy of St Peter's Collegiate Academy

1.2 The aims of this policy are as follows:

1.2.1 To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;

1.2.2 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;

1.2.3 to actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;

1.2.4 to ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;

1.2.5 to set out a clear and fair process for the proper investigations of allegations of poor behaviour and/or breaches of discipline;

1.2.6 to encourage pupils to accept responsibility for their behaviour;

1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;

1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;

1.2.9 to set out the sanctions available to the Academy in the event of pupil misbehaviour;

1.2.10 to help promote a whole school culture of safety, equality, inclusion and protection.

1.2.11 To support the academy's Christian values of Service, Aspiration and Respect

1.3 This policy forms part of the Academy's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.4 Although this policy is necessarily detailed, it is important to the Academy that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The Academy welcomes feedback on how we can continue to improve our policies.

2 Scope and application

2.1 This policy applies to the whole Academy

2.2 This policy all other Academy policies on behaviour and discipline) applies to all pupils at the Academy and at all times when a pupil is:

2.2.1 in or at the Academy (to include any period of remote education);

2.2.2 representing the Academy or wearing school uniform;

2.2.3 travelling to or from the Academy;

2.2.4 on Academy organised trips;

2.2.5 associated with the Academy at any time.

2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the Academy's community or a member of the public;

2.3.2 have repercussions for the orderly running of the Academy; or

2.3.3 bring the Academy into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the Academy's responsibilities under:

- Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
- The Education and Inspections Act 2006;
- The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Education (Independent School Standards) Regulations 2014;
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- Health Act 2026:
- Voyeurism (Offences) Act 2019:
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- Human Rights Act 1998; and
- Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- Keeping children safe in education (DfE, September 2022) (**KCSIE**);
- Working together to safeguard children (DfE, July 2018 updated July 2022);
- Information sharing advice for safeguarding practitioners (DfE, July 2018 updated 2023)
- Behaviour in schools: advice for Headteachers and school staff 2022 (DfE September 2022);
- Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
- (DfE, September 2023);
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation (DfE, July 2022);
- Alternative provision (DfE, January 2013);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
- Mental health and behaviour in schools (DfE, November 2018);
- Equality Act 2010: advice for schools (DfE, June 2018);
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
- Guidance for appropriate adults (Home Office, April 2003);
- DfE Mobile Phones in School Guidance (2024)
- Relationships education, relationships and sex education and health education (DfE, June 2019);

and

- The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following Academy policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

- Anti-bullying policy;
- Acceptable use policy for pupils;
- Three Spires Trust Online safety policy;
- Three Spires Trust Safeguarding and child protection policy and procedures;
- Three Spires Trust Special educational needs and learning difficulties policy;
- Three Spires Trust Staff code of conduct;
- Three Spires Trust Physical Intervention Policy; and
- Relationships and sex education policy

3.4 The academy will follow the Trust's exclusion Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

4 Publication and availability

4.1 This policy is published on the Academy's website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available on the staff shared area and Parents will be reminded that it is available on the website on an annual basis.

4.4 A copy of the policy is available for inspection from the academy website during the school day.

4.5 This policy can be made available in large print or other accessible format if required

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to Three Spires Trust the **Academy Trust**

5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

5.1.3 References to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.5 School leaders will:

6.5.1 Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

6.5.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

6.5.3 Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;

6.5.4 Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;

6.5.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;

6.5.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

6.6.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

6.6.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;

6.6.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;

6.6.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;

6.6.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties,

and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties, supporting behaviour management in line with the SEMH Policy.

6.8 The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

6.9 Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

6.10 All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO, Head of School and Subject Leader.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

6.11 Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

6.12 Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

7 Promoting high expectations of good behaviour

7.1 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships and sex education programme and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the code of conduct which links explicitly to our Christian values, good habits and routines). Illustrative of the ways in which the Academy teaches the behaviour curriculum and the pupil code of conduct are set out in Appendix 1. This will also include induction to school systems and routines on joining the Academy and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.

7.2 The Academy understands that rewards can be more effective than punishment in motivating pupils. The ways in which the Academy may reward good behaviour are set out in Appendix 3.

7.3 The Academy recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the Academy to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Responding to unacceptable behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the Academy's behaviour policy.

8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising. The approach that staff use is commonly referred to as our 'St Peter's Way' and can be found in Appendix 7.

8.3 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9 Minor breaches of discipline / this policy

9.1 The Academy adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the Academy at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.2 The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the Academy's policies on behaviour.

9.3 The decision to issue a sanction and the sanction itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 3 for details of possible sanctions).

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the Academy's community as a whole.

10 Serious and/or persistent breaches of discipline/this policy

10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Head of School.

10.2 The decision to issue a sanction and the sanction itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.

10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

10.3.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;

10.3.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;

10.3.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling).

10.3.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

10.3.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

10.3.6 abuse in intimate personal relationships between peers (teenage relationship abuse);

10.3.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;

10.3.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;

10.3.9 behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;

10.3.10 supply or possession of pornography;

10.3.11 behaviour which may constitute a criminal offence, such as:

(a) possession or use of firearms, knives or other weapons;

(b) vandalism, defacement and / or destruction of school property

10.3.12 persistent breaches of discipline or attitudes or behaviour which are inconsistent with the Academy's ethos;

10.3.13 other misconduct which affects the welfare of a member or members of the Academy's community or which brings the Academy into disrepute (single or repeated episodes) **on or off** the Academy's premises;

10.3.14 other misconduct specifically provided for in the Academy's various policies on behaviour.

10.4 The Academy aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

10.4.1 in response to a serious breach and / or persistent breaches of the Academy's Behaviour policy; and

10.4.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4.

10.6 Complainants will be taken seriously and the Academy will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the Academy. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4.

10.8 Appendix 4 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The Academy will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the Academy (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 When a report is made to the Police, the Academy will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the Academy may decide to continue its investigation and impose sanctions.

11.5 The Academy will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12 Removal from the classroom

12.1 This section must be read alongside Appendix 2 below.

12.2 The Academy will only remove a pupil from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

12.3 Removal from the classroom will only happen for the following reasons:

12.3.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

12.3.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

12.3.3 to allow the pupil to regain calm in a safe space.

12.4 The Academy will consider whether removal from the classroom is proportionate, and will take into account the circumstances of each individual case, with parents being notified on the day.

12.5 The Academy will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

12.6 The Head of School / Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13 Intervention, support and reintegration

13.1 The Academy will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The range of intervention strategies, (Waves of Intervention) that the Academy will put in place include as appropriate, include for example, but are not limited to:

13.2.1 frequent and open engagement with parents, including home visits if deemed necessary;

13.2.2 providing mentoring and coaching;

13.2.3 short-term behaviour report cards or longer-term behaviour plans;

13.2.4 Creation of Pastoral Support Plans;

13.2.5 Access to Mental Health Support Programmes, such as ELSA;

13.2.6 Pupil Support Units; and

13.2.7 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the Academy has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

13.4 Following a sanction, the Academy will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the Academy. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.5 The Academy will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at an alternative site under an off-site direction or suspension.

14 The role of Parents

14.1 The Academy staff seeks to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve. The academy recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding pupils' behaviour, when necessary. When a sanction is imposed, parents will be informed in writing.

14.2 Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them.

14.3 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.

14.4 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.

14.4.1 Parents will also be notified of disciplinary sanctions imposed for significant minor breaches of discipline (persistent minor breaches such as behaviour points/detention); and those imposed for serious breaches of discipline and any rights of review as required and/or within school reports.

14.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the Academy considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

14.6 Whenever the Head of School excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

14.7 When seeking to discuss pupil behaviour, or any other matters, parents will follow the Academy Parental Code of Conduct as they interact with all members of our community, including all members of staff and our pupils.

15 The role of pupils

15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes.

Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

16 Additional needs

16.1 Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or interim / emergency review.

16.2 The Academy will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

16.3 The Head of School and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate sanction, the Head of School should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 The Academy will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Head of School if they are unsure about how to manage a pupil's behaviour where this is related to a disability.

16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of School / SENDCO and further action in accordance with the Academy's Special educational needs and disability policy will be considered.

16.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17 Safeguarding and child-on-child abuse

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The Academy will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

17.1.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);

17.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

17.1.3 sexual violence and / or sexual harassment;

17.1.4 causing somebody to engage in sexual activity without consent

17.1.5 upskirting and / or attempts to commit upskirting;

17.1.6 consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and

17.1.7 initiation / hazing type violence and rituals (which may 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).

17.2 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in the Academy's Safeguarding and child protection policy and procedures. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority.

18 Malicious allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head of School will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The Academy will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19 Use of reasonable force

19.1 Corporal punishment is not used at the Academy and force must never be used as a form of punishment.

19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5 and the Academy's Use of reasonable force and physical restraint

policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20 Searching pupils

20.1 Academy staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree.

20.2 The Academy will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arises as a result of any actions connected with a search of a pupil.

20.3 If a pupil is not willing to cooperate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Head of School or appropriate member of pastoral staff.

20.4 If a pupil refuses to cooperate with a search, the Head of School , and staff authorised by the Head of School, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.

20.5 If a pupil continues to refuse to cooperate, they may be sanctioned in line with the Academy's behaviour policy where this appropriate, in a consistent, fair and proportionate way.

21 Staff training

21.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

21.1.1 how staff can support pupils in meeting high standards of behaviour

21.1.2 how staff can to ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way

21.1.3 where applicable to reflect the needs of particular pupils.

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The Academy maintains online records of all staff training on Blue Sky.

22 Risk assessment

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The Head of School has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to Vice Principal: Personal Development, Behaviour and Attitudes and DSL who have / has been properly trained in, and tasked with, carrying out the particular assessment

23 Record keeping

23.1 All records created in accordance with this policy are managed in accordance with Academy policies that apply to the retention and destruction of records.

23.2 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.

23.3 The Academy will keep a separate record for:

23.3.1 allegations and concerns reported in respect of:

(a) sexual harassment or sexual violence;

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.

23.4 The Academy will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the academy's safeguarding reporting system.

23.5 The Academy will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

23.5.1 the name and year group of the pupil concerned;

23.5.2 the nature and date of the offence;

23.5.3 the sanction imposed and reason for it; and

23.5.4 the name of the person imposing the sanction

23.6 This record will be reviewed regularly by the Vice Principal so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the Academy.

23.7 This record will be review by the Three Spires Trust Behaviour and Discipline Committee will in order to evaluate all data recorded in order to meet its obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

24 Version control

Date of adoption of this policy	November 2026
Date of last review of this policy	September 2026
Date for next review of this policy	July 2027

Appendix 1 School behaviour expectations and routines

1 The academy Teaching and Learning Framework outlines the expectations for Climate for Learning. Within this policy it is made clear the expectations with regard to Behaviour for Learning. These are below:

What it looks like	Rationale	What to avoid
Teachers greet students at the door. This is where the teacher stands half in and half out of the doorway to greet and speed up transitions.	Develop purposeful relationships, support transitions on corridors and deal with any concerns at the door.	-Sitting at your desk when students are arriving -Not greeting students as they enter the room
Classroom environment is tidy with high quality display boards.	Research has found when a child's workspace is clean, they are 83% more productive, 77% more creative and 77% less stressed. The broken window theory applies to classrooms in which an untidy/disorganised classroom will create this culture for students. Display boards when utilised correctly can be a powerful tool inside and outside of the curriculum	-Rubbish and mess visible around the room -Folders and books on the side of classrooms -Broken equipment/damage has not been reported to site -Ripped display boards
A classroom is set up in one of the following ways: -1x table of 2 facing the board -Rows of tables facing the board -U-shape facing the board	Teacher centred seating plans are shown to help support maximum progress and productivity within knowledge rich schools as they minimise disruption, are easier to supervise and are highly effective for teacher demonstrations and presentations	-Clusters or group tables
Seating plan is in place	Seating plans create consistency for students, enable strategic placements to maximise learning and solve problems prior to them occurring.	-No seating plan in place -Students choosing where to sit every lesson
Lessons begin with a 'do now' task. This should last no longer than 10 minutes.	Consistency of delivery for students between all subjects will develop good routines.	-Staff don't use a do-now task at the start of a lesson -Starting a lesson using a different structure

Register is completed within the first 10 minutes. Any missing students reported on class charts	Safeguarding concern if not completed.	-Staff not completing registers promptly at the start of the lesson
Students sit upright with their legs under the desk, bags away, equipment/planner out and hoods/hats off.	Clear expectations and structure at the start of lessons will address behavioural issues, increase pace and set clear routines students should follow.	-Students sitting with bags and coats on -Students not having their equipment out -Students not paying attention
Phones are not seen within the lesson at any point	The use of mobile phones in lessons can cause distractions and hinder learning.	-Staff allowing students to have phones out/visible
Behaviour systems are applied clearly and consistently.	Behaviour management is vitally important within the classroom. It is not just about punishing unwanted behaviour or even rewarding desired behaviour. Rather it is about having strategies in place to support children to behave in ways that help them gain the most from their schooling.	-Staff not sticking to the behaviour Policy -Staff allowing students to get away with unacceptable behaviours
Teacher's notice and reward excellent behaviour.	Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy. Every success story helps students become more self-confident. They are proud and also encouraged to achieve another successful result.	-Not recognising excellent work and interactions -Not giving visible praise within lessons
Teachers are circulating throughout the lesson	Circulating the room helps maintain proximity to your students, they are more likely to stay on track, and you are more likely to prevent behavioural issues from occurring to begin with.	-Teachers just standing or sitting at the front of the room throughout the lesson

2 The behaviour curriculum which is delivered to the student will be centred on the Academy's values which are Service, Aspiration and Respect. These will be explained in collective worship, PSHE, and be used when conducting restorative conversations.

St Peter's Pupil Code of Conduct

"*Above everything, love one another earnestly*" - 1 Peter 4:8

Service	Respect	Aspiration
• We are on time for school and all lessons. • We have the right uniform and are equipped for learning. • We follow staff instructions, first time.	• We value each other's differences. • We keep ourselves and each other safe. • We use appropriate language.	• We strive to produce work to the best of our ability. • We celebrate our achievements. • We get involved with wider school experiences.

3 St Peter's Collegiate Academy uses Arbor to record positive and negative behaviours. The use of this platform allows for the academy to quickly share information with students and parents, through an app. The App also allows students to purchase items through the reward store, check their timetables and to see whether they have a detention. All staff are able to access Arbor and are able to award Achievement and Behaviour points too.

Appendix 2 Removal from the classroom

1 Removal of a pupil from the classroom is a formal sanction imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.

2 Removal from the classroom will only be used for the following reasons:

2.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

2.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

2.3 to allow the pupil to regain calm in a safe space.

3 The Academy's arrangements for removal from the classroom are:

Chosen Behaviour	**Adult Response**	**Log on CC**	**Pupil Consequence**
S – Low-level disruption/poor effort	1st Warning. Positively framed instruction. (I need you to…)	N/A	
R - Repeated disruption/defiance	2nd Warning issued, Choice and Consequence stated. Classroom intervention – seat move, check understanding of work etc…	B1	15 minute detention after school – same day
S – Lateness to school S – Incorrect/missing equipment R – Use of mobile/electronic device S - Incomplete Home Learning	Detention set – Attendance Detention set – Tutor/Teacher		
S – Persistent disruption/defiance in lesson	Pupil placed in Buddy room Detention set – Tutor/Teacher	B2	30 minute detention after school – same day
S – Missed 15 minute detention R - Using inappropriate language R – Dangerous/reckless behaviour R – Truancy – Placed into Refocus when found	Detention set – Detention Staff Detention set – Tutor/Teacher Detention set – Tutor/Teacher Detention set – On Call staff		
S – Disruption/defiance in buddy lesson	Pupil taken to Refocus Room by On Call staff Detention set – On Call staff	B3	1 hour SLT detention – following day
S - Missed 30-minute detention	Detention set – Detention Staff		
R – Fighting R – Bullying	To be decided on a case by case basis by the Principal..	B4	Refocus Room

R – Harmful Sexual Behaviours R – Swearing at a member of staff R – Discrimination R – Possession of banned item S – Bringing the school into disrepute R - Possession of a Weapon		B5	Fixed Term Suspension
		B6	Permanent Exclusion

4 It will be the responsibility of the Head of School to maintain overall strategic oversight of the school's arrangements for any removals.

5 The Academy will collect, monitor and analyse the data on the removal of students from the classroom in order to interrogate its use and effectiveness.

6 When dealing with the removal of a student from the classroom each case will be dealt with on its own individual facts and circumstances. The Head of School and teachers will:

6.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;

6.2 inform parents of the removal from the classroom on the same day;

6.3 facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

6.4 ensure that students are never locked in the room of their removal except in limited exceptional situations.

6.5 if a student has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the student is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Appendix 3 Rewards and sanctions

1 Introduction

1.1 Examples of the rewards and sanctions the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the Academy's Policies on behaviour.

1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.

1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

2 Rewards

2.1 At St Peter's a range of rewards are used. Examples of which are below:

2.1.1 Achievement Points

2.1.2 Stickers in work books

2.1.3 Verbal Praise

2.1.4 Praise Postcards

2.1.5 Telephone Calls home

2.1.6 Bronze/Silver/Gold Achievement Awards

2.1.7 Reward Visits

2.1.8 Students are able to use their Achievement Points to purchase items from the Class Charts Store

3 Sanctions

3.1 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.

3.2 In addition to the table laid out in appendix 2, examples of sanctions may include:

3.2.1 a verbal reprimand and reminder of the expectations of behaviour

3.2.2 Behaviour Points

3.2.3 the setting of written tasks such as an account of their behaviour

3.2.4 loss of privileges e.g. the loss of prized responsibility

3.2.5 after school detention

3.2.6 school based community service, such as tidying a classroom

3.2.7 regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;

3.2.8 removal from the classroom;

3.2.9 withdrawal from lessons to work in the Academy Refocus Room;

3.2.10 suspension; and

3.2.11 in the most serious of circumstances, permanent exclusion.

3.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances.

3.4 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

3.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.6 It will also consider any special circumstances relevant to its imposition including:

3.6.1 the student's age;

3.6.2 any special educational needs or disability they may have; and

3.6.3 any religious requirements affecting them

4 Suspension and permanent exclusion from school

4.1 Only the Head of School has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Head of School is on extended leave, or the post is vacant, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

4.2.1 Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or

4.2.2 permanent exclusion.

4.3 Permanent exclusion from school will only be imposed for:

4.3.1 a serious breach or breaches and / or persistent breaches of this policy; and

4.3.2 where allowing the student to remain in school would seriously harm the education and / or welfare of the student and / or others (such as staff or students) in the school.

4.4 The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The Head of School may cancel (i.e. withdraw) any suspension or permanent exclusion for which Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

4.6 In all cases, the Head of School will comply with the requirements of the Exclusion Guidance in respect of notifying/reporting the cancellation to parents and others, and offering a meeting with parents to explain the reasons for the cancellation.

Appendix 4 Investigations of incidents and alternative action

1 Investigation

1.1 The Head of School may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or he may appoint a member of staff (usually a member of the Senior Leadership or Pastoral Teams) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with students will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The students involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where students are at risk of disciplinary action, they may be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.

1.4 Students who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.

1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).

1.6 The student will be asked to give an account, and / or a written record of the interview will be made by the interviewing member of staff. When this has been reviewed, they may be asked further questions for further clarity or detail.

1.7 CCTV footage may be viewed and students' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 6 of this policy for the Academy's policy on searching and confiscation.

1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's designated safeguarding lead (or a deputy) will take a leading role on decisions. However, involvement from other agencies would not prevent the academy from completing their investigation and making a decision based on the information that has been found.

1.9 Where the Head of School has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Head of School to enable an informed decision to be made.

2 Removal from the classroom/suspension pending further investigation/enquiries

Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the Academy, the student may be removed from the classroom while the investigation continues and / or enquiries are made (for example, consideration of a Direction Off-Site). During this time the student is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account when determining the final sanction.

2.1 Alternatively, where it is not appropriate for the student to remain on the Academy's premises while the investigation continues / enquiries are made, the student may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

2.2 Before a suspension pending further investigation / enquiries is imposed, the Head of School must be satisfied that a prima facie case has already been established in relation to the student's involvement in the incident to an extent that merits a suspension of at least that length.

2.3 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

2.4 Once the investigation / enquiries are complete, the Head of School will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

3 Decision

3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).

3.2 Students' behaviour and discipline records will be taken into account, together with the students' background, and any special educational needs and / or disabilities they may have. The Academy will follow its special educational needs and learning difficulties policy and Equality policy.

3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the student's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary sanctions will be recorded in the student's behaviour and discipline record.

3.5 The Academy will usually notify the Parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4 Off-site directions

4.1 The Academy has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision Academy, or another academy / school (or unit therein).

4.3 Parental consent is **not** required for an off-site direction, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the student's improvement and attainment, the time frame involved, the arrangements for assessment and monitoring progress, and with a baseline of the student's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the student is benefitting from it.

4.7 During the period of an off-site direction by the Academy to another school / academy, the student must be dual registered which means that they will be registered at both the Academy and the school / academy to which the student is directed off-site.

4.8 The Academy will follow the Alternative Provision Guidance when exercising this power.

5 Managed moves

5.1 A 'managed move' is used to initiate a process which leads to the permanent transfer of a student to another mainstream school / academy following a trial period. It is designed to give students who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted while this is being explored. However, a move as a temporary measure will usually be used through a direction off -site initially.

5.3 If a temporary move to another setting is needed with the aim of improving the student's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

5.4 A planned managed move will only happen when it is in the student's best interests.

5.5 During the trial period, the student will be dual registered at both the Academy and the new school / academy. If the Direction off Site is unsuccessful then the Academy will work with the new school / academy to arrange for the student to return to our academy.

5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the behaviour policy for which permanent exclusion is deemed by the Head of School to be the only appropriate sanction, where the Academy would not be prepared to accept the student back at the Academy if the managed move broke down during a trial period.

5.7 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the student's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.

Appendix 5 Use of reasonable force

1 Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013)

2 Reasonable force may be used to prevent a student from doing or continuing to do any of the following:

2.1 committing a criminal offence;

2.2 injuring themselves or others;

2.3 causing damage to property, including their own; or

2.4 engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its students, whether that behaviour occurs in a classroom or elsewhere

3 In these circumstances, force will be used for two main purposes: to control students or to restrain them. Reasonable force may be used, for example, to restrain a student at risk of harming themselves or another individual or to prevent a student leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment.

4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).

5 In these circumstances, "reasonable" means using no more force than is needed.

6 In deciding whether reasonable force is required, the needs of individual students will be considered and reasonable adjustments will be made for students with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for students with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

7 Where reasonable force is used by a member of staff, the Head of School must be informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force.

Appendix 6 Searching, screening and confiscation

1 All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

2 The Academy's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

3 **Prohibited items**

3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

3.1.1 Knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 Tobacco and cigarette papers, fireworks and pornographic images;

3.1.3 Any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the student); and

3.2 In addition to the above, the Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

3.2.1 mobile phones (must be switch off and kept out of sight);

3.2.2 hand-held electronic games;

3.2.3 sharp items including compasses;

3.2.4 other electronic devices; and

3.2.5 vaping devices / e-cigarettes

3.3 Students must not have these items in their possession, or use them in a way which is restricted, on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).

3.4 Students may be searched for any item which is prohibited or its use restricted by the Academy (as set out above) with their agreement (note that the Academy will never use force to search for these items: see paragraph 4.3 below).

4 **Searching students**

4.1 Under common law, school staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers the school must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

4.3 If a student refuses to cooperate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 3.4 above.

4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

4.5 Where a student is not willing to cooperate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

4.6 If a student refuses to cooperate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Head of School / DSL and / or pastoral member staff will be sought. During this time the student should be supervised and kept away from other students.

4.8 Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit or in training settings[1].

4.9 If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out:

4.9.1 search of outer clothing; and / or

4.9.2 search of the School property (e.g. students' lockers or desks, bed, studies or dormitories); and / or

4.9.3 a search of personal property (e.g. bag or pencil case).

4.10 Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the student being searched. As a limited exception to this rule, staff can carry out a search of a student of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

4.11 A student'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.

4.12 Where the Head of School, or staff authorised by the Head of School, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the student will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

1 The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

5 Strip searching

5.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).

5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for pupil wellbeing at all times.

5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

5.4 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

5.5 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

6 After a search

6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7 Recording searches

7.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 3.2 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

7.2 Records of the search will include:

7.2.1 the date, time and location of the search;

7.2.2 which pupil was searched;

7.2.3 who conducted the search and any other adults or pupils present;

7.2.4 what was being searched for;

7.2.5 the reason for searching;

7.2.6 what items, if any, were found; and

7.2.7 what follow-up action was taken as a consequence of the search.

7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8 Screening

8.1 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

8.2 Screening will take the form of a walk through or hand held metal detector to scan all pupils for weapons before they enter the Academy premises.

8.3 If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.

8.4 The academy (often in partnership with statutory services, including but not limited to, the police) may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand), regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening, the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

9 Confiscation

9.1 Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

9.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

10 Searching electronic devices

10.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

10.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.

10.3 Subject to 8.4 below and the requirements set out in KCSIE 2026 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

10.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

10.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.

10.6 The School will comply with data protection law in relation to any search of an electronic device.

11 Disposal of confiscated items

11.1 **Alcohol**: Alcohol which has been confiscated will be destroyed.

11.2 **Controlled drugs**: Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head of School or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

11.3 **Other substances**: Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above. Additionally, substances which are banned to those below a certain age, such as vapes, will be confiscated and disposed of as above.

11.4 **Stolen items**: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head of School or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

11.5 **Tobacco or cigarette papers**: Tobacco or cigarette papers will be destroyed.

11.6 **Fireworks**: Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head of School or other authorised member of staff, which may include donation to an appropriate charity.

11.7 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

11.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

11.9 **Article used to commit an offence or to cause personal injury or damage to property**: Such articles may, at the discretion of the Head of School or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.

11.10 **Weapons or items which are evidence of an offence**: Such items will be passed to the police as soon as possible.

11.11 **An item prohibited or its use restricted by the Academy**: Such items may, at the discretion of the Head of School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

11.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner in the first instance, unless the Head of School considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.

11.13 **Electronic devices**: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

12 Communication with Parents

12.1 There is no legal requirement for the Academy to inform parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

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

12.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

12.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.

12.5 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints Policy and Procedures.

12.6 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.

Appendix 7 The St Peter's Way

The St Peter's Way was developed to give all staff members clear guidance on how behaviour should be addressed consistently. This approach aims to do the following:

- **Create a positive, purposeful, predictable environment where learning is prioritised for all.**
- **Foster a culture of high expectations for all that is reinforced through clear routines and calm application of the sanction system.**

Non-negotiables
● Teacher decides the seating plan ● Learn Pupil names and use them. ● 'Strong Start' and 'End and Send' protocol is followed by all staff. ● Meet and greet at the door (warm welcome with gentle reminders of expectations) ● Check uniform – coats off before entering the classroom, incorrect uniform is challenged. ● All pupils are silent when the teacher is talking. ● Every lesson is a fresh start approach must be adopted by all adults

Positive behaviour management strategies:

Set Expectations	**Positive Framing -** through deliberate kindness
'Establish what you establish'. If you tolerate mediocre work, poor punctuality or off-task talking, you establish this as the norm – 'what you permit, you promote' **1. Know the St Peter's Way for pupils – Code of Conduct and how this links to learning.** 2. **Communicate these expectations** – talk through these with your classes. Ensure all pupils understand what they mean. 3. **Reinforce expectations** – Follow through, routinely and positively insisting on your expectations in every lesson. Notice and narrate pupils getting it right (also see positive framing). 4. **Redirect, correct or challenge** – when expectations are not met, use positive direction to redirect pupils so they change their immediate behaviour *'I need you to put your pen down and look this way, thank you Mason'* 5. **Sustain your expectations** – make your routines the norm, practise these and ensure that you are consistent.	Maintain high expectations and a positive, predictable environment through the use of positive reinforcement and affirmative language. 1. **Affirm positive responses first** – give positive affirmation to pupils who meet the expectations BEFORE dealing with those that do not. *2.* **Frame correction as positive reinforcement** – Narrate what you want to see instead of describing their behaviour. Instead of 'Sean stop talking and turn around' you say *'Sean I'd like you both looking this way and listening thanks'* *3.* **Give the benefit of the doubt** – avoid engaging with accusations and denials, assume the pupil's best intentions. Louise 'but I wasn't talking' Teacher *'OK, thank you for showing respect and facing this way now'* 4. **Assume confusion over defiance** – feign confusion instead of issuing a challenge. *'There seems to be some confusion about our expectations here – can we just check we've all understood the routine?'*
Signal, Pause, Insist	**Choices and Consequences -** Preserve the relationship and depersonalise the sanction.
Use this strategy to ensure all pupils are silent before expert teacher instruction begins.	Here the emphasis is placed on the pupil to make the right choice in full knowledge of the consequences of the choice they make. It also links

Everyone talking → signal – pause – insist → Everyone listening (silent) 1. **Select an easily reproduced signal** (3.2.1, two claps, small bell) 2. **Rehearse the signal** – introduce to each class and practise the process of stopping and active listening. 3. **Give the signal** – in all lessons when you want active listening. **4. Pause** – This is CRUCIAL. Give pupils time to follow the instructions. Wait. Highlight those pupils getting it right. *'Well done, Sarah, you are looking and listening. Thank you, front row, super respectful…"* **'** 5. **Insist** – Before moving on ensure everyone is actively listening (and silent). Use low-level reminders *'When you are ready, thank you, John' or 'John, I need you listening too, thank you'*	back to school policy so the relationship between pupil and teacher is not damaged. 1. **Use least intrusive interventions** - Do not explicitly highlight specific pupils initially - 'I am waiting for a few more to face the front now, just two more now, thanks.' 2. **Preserve the relationship** - "I was so impressed by the effort that you put in last lesson, but I need you being respectful and listening now" *3.* **Depersonalise the sanction using assertive choice direction** – Give pupils a chance to get their behaviour right. *'James, I need you facing forwards or I will have to give you a detention'* 4. **Narrate the consequence** – when setting a consequence always explain why. *'You have been out of your seat twice. The school rules mean you will now have 15-minute detention.'* 5. **Be fair and consistent** – be consistent in issuing sanctions. Being inconsistent will undermine what you are expecting.

Appendix 8

Sixth form – Phased Intervention

Purpose of document

The vast majority of students progress well throughout their program of study in sixth form. But for some students things don't always go to plan. This document has been created to support students who are at risk of failing. This document can be implemented if a student is risk of failing one subject or all three. In sixth form we have a duty of care to support students through their program of study, but also have very honest conversations if they are not likely to pass. These discussions should involve a combination of stake holders, the student, the class teacher, head of department, parents and the sixth form team.

It is imperative that students are supported to achieve and reach their potential and sometimes this is a supported leave from Sixth form. There are essentially three stages which fit roughly within the three terms. This is just a guidance, and if you want to change the review to half termly you are free to do so. **Regular communication home is key**

Outline of actions for each stage

Stage 1 (Class teacher/Form Tutor) Monitor & Inform	Stage 2 (HOD/Head of 6th) Action & Inform	Stage 3 (Head of 6th Form) Meeting
● Monitor Students progress and complete reviews/ predicted grades as accurately as possible. ● If a student is on a grade E or Pass/Fail - Students should be on stage 1. ● Contact home with any concerns around progress/attainment or commitment. T&L docs and attitude to learning descriptors may help. (see below) ● Log contact with parent on Arbor. ● Ensure HOD is aware of the concern and what action you have taken. ● Ensure any attendance or 'marks' are reflected on class charts. ● If a student has accrued 10 'marks' on class charts form tutors will take responsibility. Phone call home required.	● If there continues to be a concern (after a set time) Half term/review point/month – departmental discretion. HOD involvement. ● HOD speak to student and parents. ● Communication logged on Arbor. ● Ask P16 admin team to send 'concern' letter home. ● Create measurable targets and share with students and parents (to be included on letter) ● Post 16 admin inform Head of P16 of which students have received letter and copy on Arbor ● If a student has accrued 20 'marks' on class charts form tutors escalate to Head of 6th. Form tutors will need to make parents aware of this. Phone call home required.	● Sixth form team to arrange meeting with parents and work with HOD for other viable options e.g. AS, resit/year 14, not continuing year 13, alternative subjects ● P16 team meet with parents and discuss student not returning in year 13. ● Arrange careers appointment ● Support student looking at alternative education provision ● If a student has accrued 30 'marks' on class charts Head of 6th will take responsibility. ● Head of 6th will invite parents in for a meeting to discuss next steps.

	● Letter of pastoral concern to be sent home via P16 admin.	
Key Communication/Action at each stage		
● Phone call ● Attendance letters (automatically sent out) ● Class charts data (automatically sent out)	● Phone call from HOD ● Put concern in writing to be posted home. (Template letter provided – P16 Form admin can support) ● Attendance letters (automatically sent out) ● Class charts data (automatically sent out)	● Head of P16 contact home and review all areas ● Parental meeting arranged ● Round robin sent to staff ● Attendance letters (automatically sent out) ● Class charts data (automatically sent out)

If the class teacher and HOD are the same person the expectation is that communication will be sent twice before it is escalated to sixth form.

Additional information regarding intervention document:

When working on the sixth form intervention document we are not looking for a description of how the students present in your lesson, we will gain this information from class charts and the round robins we send out. The focus of this document is to give vital information about how your department has supported these students, so this information can be communicated to parents in key meetings with the sixth form team and where intervention is successful, share good practice across departments.

Please see below some examples of what you may wish to discuss with parents

- Extended deadlines
- Offered additional support in lesson/extra curricular clubs and if the student attended these sessions
- Resit opportunities
- Any additional resources shared with students to support
- Any additional/modified tasks given to students
- Any meetings with students/teachers/HOD to discuss progress
- Any strategies that you have tried with this student
- Any intervention in relation to SEND/Bursary needs

Concern	Requires Improvement	Good	Exemplary
Independent Study • *Uses independent study poorly.* • *Often uses independent study as an excuse to engage in other activities i.e. going home.* • *Distracts others during independent study.*	• *Independent Study* • *Does not seek extra work/practice new techniques completes assigned work.* • *Occasionally uses independent study for intended purpose but is easily distracted.*	**Independent Study** • *Uses independent study periods wisely to complete assigned work.* • *Often asks for practices exam questions/revision technique.*	• Independent Study • Actively seeks work/learning outside of classroom. • Practices exam/revision technique frequently. • Uses independent study periods wisely and to full effect.
Organisation • *Frequently comes to lessons with little to no material to be productive in lesson.*	**Organisation** • *Sometimes comes to lessons ill prepared/ missing stationary/books.*	**Organisation** • *Comes to lesson prepared with necessary materials.* • *Has notes organised clearly and coherently.*	**Organisation** • Comes to lesson prepared with necessary materials. • Manages time well.
Meeting Deadlines • *Frequently misses deadlines/work is missing or of a poor standard.*	**Meeting Deadlines** • *Sometimes meets deadlines/ work is poor or basic in standard.*	**Meeting Deadlines** • *Completes all assigned work to the deadline to good standard.*	**Meeting Deadlines** • Completes all work to the deadline at exceptional standard.
Commitment/ Engagement • *Lack of effort.* • *Responds poorly to instruction.* • *Does not engage / disrupts others learning.* • *Often misses lessons / late to lesson.*	**Commitment/ Engagement** • *Will occasionally ask questions.* • *May give up especially if work become difficult.* • *Attends lessons but is not always prepared.*	**Commitment/ Engagement** • *Attentive during lesson/actively engaging/ eagerness to learn.* • *Attends all lessons on time* • *Engages in classroom discussions.*	**Commitment/ Engagement** • Attentive during lesson/actively engaging/ eagerness to learn/ actively seeks extra work in order to improve. • Seeks opportunities to add to classroom discussion. • Attends all lessons on time.
Response to feedback • *Actively avoids feedback.* • *Rarely listens or responds negatively.*	**Response to feedback** • *Limited response to feedback.* • *Not always acted upon.*	**Response to feedback** • *Sees mistakes as opportunities to learn.*	**Response to feedback** • Sees mistakes as opportunities to learn seeks opportunities to gain more feedback.

Managing Behaviour – Lesson Protocols

Chosen Behaviour	Adult Response	Log on CC	Pupil Consequence
S – Low-level disruption/poor effort	1st Warning. Positively framed instruction. (I need you to…)	N/A	
R - Repeated disruption/defiance	2nd Warning issued, Choice and Consequence stated. Classroom intervention – seat move, check understanding of work etc…	B1	15 minute detention after school – same day
S – Lateness to school S – Incorrect/missing equipment R – Use of mobile/electronic device S - Incomplete Home Learning	Detention set – Attendance Detention set – Tutor/Teacher		
S – Persistent disruption/defiance in lesson	Pupil parked in Buddy room Detention set – Tutor/Teacher	B2	30 minute detention after school – same day
S – Missed 15 minute detention R - Using inappropriate language R – Dangerous/reckless behaviour R – Truancy – Placed into Refocus when found	Detention set – Detention Staff Detention set – Tutor/Teacher Detention set – Tutor/Teacher Detention set – On Call staff		
S – Disruption/defiance in buddy lesson	Pupil taken to Refocus Room by On Call staff Detention set – On Call staff	B3	1 hour SLT detention – following day

Chosen Behaviour	Adult Response	Log on CC	Pupil Consequence
S – Low-level disruption/poor effort	1st Warning. Positively framed instruction. (I need you to…)	N/A	
R - Repeated disruption/defiance	2nd Warning issued, Choice and Consequence stated. Classroom intervention – seat move, check understanding of work etc…	B1	15 minute detention after school – same day
S – Lateness to school S – Incorrect/missing equipment R – Use of mobile/electronic device S - Incomplete Home Learning	Detention set – Attendance Detention set – Tutor/Teacher		
S – Persistent disruption/defiance in lesson	Pupil parked in Buddy room Detention set – Tutor/Teacher	B2	30 minute detention after school – same day
S – Missed 15 minute detention R - Using inappropriate language R – Dangerous/reckless behaviour R – Truancy R - Breach of No-Touch Rule	Detention set – Detention Staff Detention set – Tutor/Teacher Detention set – Tutor/Teacher Detention set – On Call staff		
S – Disruption/defiance in buddy lesson	Pupil taken to Refocus Room by On Call staff Detention set – On Call staff	B3	1 hour SLT detention – following day
S - Missed 30-minute detention	Detention set – Detention Staff		
R – Fighting R – Bullying R – Harmful Sexual Behaviours R – Swearing at a member of staff R – Discrimination R – Possession of banned item S – Bringing the school into disrepute R - Possession of a Weapon	To be decided following investigation and consultation with SENCO, DSL, Pastoral Team.	B4	Refocus Room
		B5	Fixed Term Suspension
		B6	Permanent Exclusion

Managing Behaviour – Lesson Protocols

Stage of Intervention	Report Card	Indicator	Timescale / Method of Review / Responsible Staff member
Wave 4 Bespoke Provision	Head of School Report	• Persistent non-compliance across subjects or further significant incident.	• SYTL/SHOY - VP SS to QA • 2 weeks minimum but extended by 1 week where report is unsuccessful*. • After two successful weeks move down to SLT report for one week.
Wave 3 Highly Personalised Support	SLT Report	• Persistent non-compliance across subjects or further significant incident • Failure of HOY report for 3 weeks	• SLT • 2 weeks minimum but extended by 1 week where report is unsuccessful*. • If one week extension is failed, move up to Head of School Report • After two successful weeks move down to HOY report for one week.
Wave 2 Personalised Support	HOY Report	• Persistent non-compliance across subjects or a significant incident • Failure of Tutor report for 3 weeks	• HOY - SLT to QA • 2 weeks minimum but extended by 1 week where report is unsuccessful*. • If one week extension is failed, move up to SLT report • After two successful weeks move down to Tutor report for one week.
Wave 1 Targeted support	Tutor Report	• Persistent Disruption across multiple subjects (5 detentions from two or more subjects in one half term)	• Tutor - HOY to QA • 2 weeks minimum but extended by 1 week where report is unsuccessful*. • If one week extension is failed, move up to HOY report

	Subject Report	• Persistent Disruption in a subject (3 B1 detentions in one subject in a half term)	• DLS - QA by HOY • 2 weeks minimum but extended by 1 week where report is unsuccessful*. • If one week extension is failed, refer to Year Team
Universal Support	Quality First Teaching with St Peter's Way embedded into all lessons.		

Appendix 9

Appendix: Mobile Phone & Smart Device Policy

General Expectations

- St Peter’s Academy operates as a strict "No Phone Zone" from the moment students cross the school gates.
- Mobile phones and smart devices must be switched off completely and placed inside school bags prior to entering the site.
- Devices must remain out of sight at all times throughout the school day, including during break and lunchtimes.
- Students must carry physical bus passes or paper travel tickets, as digital tickets on phones cannot be accessed inside the school gates.
- Post 16 pupils should comply with all guidance above with the exception of the sixth form common room.

Confiscation & Collection Procedures

- Any device that is visible or used on school property will be immediately confiscated, logged, and stored securely in main reception.
- This requires a parent or carer to collect the device from main reception alongside the student after school hours.
- Parents who cannot attend in person must contact reception to give permission for student self-collection, which is permitted only after 3pm and following a minimum 24-hour waiting period.
- Repeat offenses will result in an extended retention period of 48 hours or up to one week before the device is released.

Non-Compliance

- Refusal to hand over a device to a member of staff upon request constitutes a serious breach of the Behaviour Policy and will result in immediate formal disciplinary escalation.