

Bede Academy



Behaviour and Discipline Policy

To be read in conjunction with other Bede Academy / Trust Policies:

- 1. Anti Bullying Policy*
- 2. Positive handling Policy (formerly "Physical restraint policy")*
- 3. Uniform Policy*
- 4. Attendance Policy*
- 5. Safeguarding and child protection Policy*
- 6. Transition policy*
- 7. Special Educational Needs Policy*
- 8. Home school policy*
- 9. Statement of Procedures for dealing with allegations against staff (ESF Policy)*
- 10. Equalities Policy (ESF Policy)*

Last review: March 2022
Approved: March 2022
Next review: March 2023

Contents

1. Aims and Statement of Intent
2. Legislation and statutory requirements
3. Roles and Responsibilities
 - 3.1 Governors
 - 3.2 Staff
 - 3.3 Parents
 - 3.4 Students
4. Rewards
5. Sanctions
6. Supporting students in relation to their behaviour
7. Ensuring equality
8. Links with other policies (see front cover)

Supplementary documents:

- Appendix 1: Detention tariff (secondary)
- Appendix 2: Responding to missed detentions (secondary)
- Appendix 3: Confiscation tariff (secondary)
- Appendix 4: Behaviour tariff (secondary)
- Appendix 5: Behaviour tariff (primary)
- Appendix 6: Responding to Sexual Abuse and Harassment
- Appendix 7: Learning Centre contract (secondary)
- Appendix 8: Learning Centre tariff (secondary)

1 Aims and Statement of Intent

1.1 Aims

- 1.1.1. To create a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfil their potential.
- 1.1.2. To have the highest expectations of student behaviour to maximise their opportunity to succeed
- 1.1.3. To develop strong, positive relationships in the academy between staff and pupils which recognise authority and demonstrate mutual respect, and to seek restoration where these relationships are damaged
- 1.1.4. To ensure that colleagues are consistent in the use of rewards and sanctions
- 1.1.5. To support children in taking responsibility for their own behaviour
- 1.1.6. Staff will use a restorative approach

1.2 Statement of Intent

At Bede Academy, our ethos underpins everything that we do, and is strongly reflected in this policy. In compliance with section 89 of the Education and Inspections Act 2006 the academy places a strong emphasis on the importance of each student seeking their 'Personal Best', in both their academic studies and their behaviour.

Our vision, along with the family of schools that make up the Emmanuel Schools' Foundation is outlined below:

Each person in our schools is valued, challenged and inspired, being 'made in God's image' and therefore infinitely precious, morally responsible and gifted for a purpose. Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.

1.2.1 Infinitely Precious

The core belief that every child is precious means that we want every student to experience the security of knowing they are valued, accepted and cared for, and to experience praise and encouragement.

1.2.2 Gifted for a purpose

The core belief that every child has gifts, means that the academy values the uniqueness and potential of every student. The goal is to provide an education that nurtures and develops the whole person, and provides opportunities to pursue talents through the curriculum and a wide range of extra curricular opportunities.

1.2.3 Morally responsible

The core belief that we are all responsible for our actions means that we hold all students to account in terms of their behaviour and conduct. We are unashamed of our high expectations, and believe that upholding these expectations enables students the freedom to learn and flourish, without distraction. We recognise too that students will make mistakes, and thus a key part of our approach to discipline is to seek restoration between all relevant parties when things go wrong.

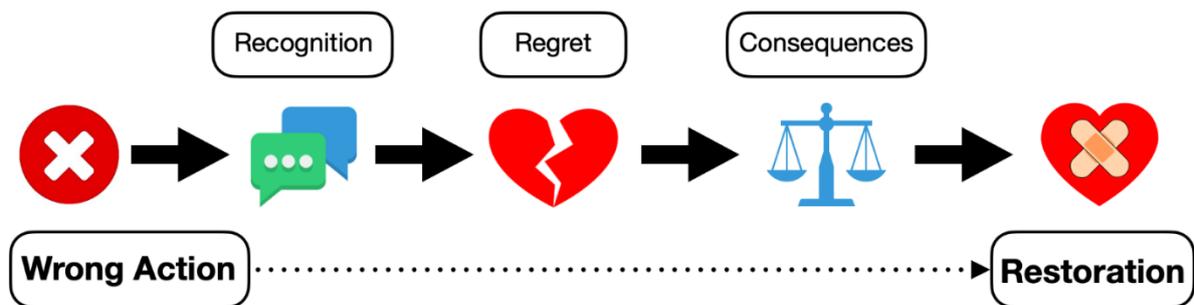


We aim to nurture each student's character in a manner consistent with our Christian ethos through our core virtues of:

- Love
- Wisdom
- Fairness
- Self-control
- Courage
- Humility
- Integrity

Our approach to behaviour and discipline, therefore, is built on the relationship that exists between each of our staff and the students in their care. This relationship is built on respect and the understanding that the teacher (*in loco parentis*) has the responsibility, authority and mandate to pass on the values, customs, traditions and manners which represent the best of Bede Academy's culture.

We recognise that, as fallible human beings, students (and staff) will get things wrong. In order to restore broken relationships, it is vital to build in opportunities to reflect and make amends, as shown in the diagram below:



2. Legislation and statutory requirements

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

- 2.1. [Behaviour and Discipline in Schools](#)
- 2.2. [Mental Health and Behaviour in Schools](#)
- 2.3. [Searching, Screening and Confiscation in Schools](#)
- 2.4. [The Equality Act 2010](#)
- 2.5. [The use of Reasonable Force in Schools](#)
- 2.6. [Supporting pupils with medical conditions at school](#)
- 2.7. [School exclusions](#)
- 2.8. [Keeping Children Safe in Education](#)
- 2.9. [Special educational needs and disability \(SEND\) code of practice](#)

3. Roles and Responsibilities

3.1. Responsibilities of the Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principals to account for its implementation. The governing body will also support the Principals of both sites by convening a Behaviour Panel, as required in order to review and challenge decisions relating to serious disciplinary matters, such as the recommendation for Permanent Exclusion.

3.2. Responsibilities of Staff

Everyone is Valued, Challenged and Inspired, and staff are pivotal in ensuring this is the experience of all students. Staff need to be both compassionate and challenging in striving to help students achieve their 'Personal Best' behaviour.

Managing behaviour is the responsibility of all school staff, teachers, teaching assistants, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage students to make the right choices and take responsibility for their behaviour.

Therefore, all staff are expected to

- fully embrace the academy's behaviour and discipline policy and apply it consistently, ensuring that the academy's chosen MIS is used to log and record all incidents
- treat all children with respect and kindness
- model expected behaviours and develop positive relationships
- raise children's self-esteem by celebrating successes and letting them understand that they are valued
- reward, recognise and praise students effort and achievement
- ensure that they apply a restorative approach when following up in behaviour incidents
- recognise that each child is an individual and may require specific support
- attend training, as directed, in order to be reminded of academy routines and expectations, as well as receiving information about individual students
- ensure a zero-tolerance approach is maintained to instances of bullying relating to gender, race, sexuality, appearance or any other defining characteristic

In addition, teaching staff are expected to

- create an environment that is organised, resourced, warm, friendly, exciting and reflects the character of the academy
- greet the children at the door and ensure they enter the classroom in a calm, orderly manner
- set clear classroom routines for ready to learn and transitions
- use seating plans to promote positive behaviour and relationships
- have an entry task ready
- plan differentiated lessons that challenge pupils
- read student support plans / SEN Passports in order to make appropriate adjustments to strategies used, to meet individual needs
- ensure all behaviour incidents are logged in the Academy's MIS and notes written in individual students' Study Files

- support students at key points of transition, such as into Nursery, Reception Class, Y6-7, y11- sixth form

Furthermore, Pastoral staff are required to

- Communicate with parents swiftly if a concern arises regarding the welfare or behaviour of their child
- Hold readmission meetings with parents / child in response to any internal or external exclusion
- Follow up, in writing, to all exclusions, outlining support that has been agreed and targets issued to the child in response to the incident that led to their exclusion
- Respond to all parental calls to the academy within 24 hours, where reasonably practical
- Inform parents via text if a same-day detention is issued
- Provide details to parents of any First Call from a lesson, resulting in their child being removed from class

3.3 Responsibilities of Parents

We recognise that working in partnership with parents is vital in supporting each individual student to strive for personal best. In order to support us in this, we require parents to:

- Sign the home school agreement as an indication of support for the academy's systems and routines
- Maintain regular contact with the academy, informing us when their child will be absent and liaising with us regarding any issues which might affect their child's behaviour
- Sign student Study Files (secondary) or Diaries (primary) weekly, in order to oversee homework requirements and notes from class teachers
- Ensuring that their child attends school ready to learn, with the necessary equipment and uniform
- Attend meetings as required in order to identify and address any concerns, and ensure appropriate support is in place by academy staff and other professionals
- Communicate with academy staff as required, ensuring courtesy is maintained at all times; the academy will not tolerate abusive behaviour towards staff or students
- Ensure at least two contact details are provided for each child, and ensure that these are kept up to date, so that immediate contact can be made in the event of an emergency

3.4 Responsibilities of Students

Students are given clear guidelines and boundaries which form the basis of routines, procedures and traditions. Students will be helped to understand the rationale for guidelines and boundaries, and learn that discipline is a manifestation of a parent's (or the academy's) care for them. The academy aims to develop a disciplinary approach which, rather than restricting students by boundaries, helps to give each student both a sense of security and the freedom to act appropriately and to develop their self-discipline.

The academy expects every student's best in:

- Attendance
- Punctuality
- Working hard
- Acting sensibly

- Treating others with respect and tolerance

To support this, students are provided with clear and consistent expectations with regard to routines:

General principles for all students:

Where?	Key principals:
In class	<ul style="list-style-type: none"> • Everyone has the right to learn and therefore it is everyone's responsibility to ensure all can learn when in class, and that the teacher can teach.
Out of class	<ul style="list-style-type: none"> • Move calmly, purposefully and safely around the academy • Keep the academy clean and tidy • Be punctual
In the community	<ul style="list-style-type: none"> • Wear the Bede uniform correctly, and with pride • Behave in the same way, as if you were in the academy • Act as an ambassador for the academy, helping those in need and showing courtesy
Everywhere	<ul style="list-style-type: none"> • Speak politely to everyone • Listen politely when being spoken to

4. Rewards

It is important that students are recognised and applauded when they meet expectations and to reward them for the quality of their work, sustained effort and contribution to the life of the academy. This will often be given very effectively in the form of a smile and a word of encouragement. Many students benefit from a more formal system of rewards which records those 'moments' and builds on them over time. In addition, students will occasionally behave in a manner which warrants more significant recognition.

4.1 Secondary (Bede North):

4.1.1. Rewards tariff:

<i>Reward Name</i>	Brief description
<i>House Points</i>	House Points (formerly known as GOLD marks) are our day to day merit rewards. These are awarded for students who display characteristics in line with the academy's core values. These contribute to the academy's House competition, and are also linked to individual rewards, as outlined below; Heads of House and Assistant Vice Principals can give House Points for students who are consistently good in attendance, punctuality, uniform etc.; looking in particular for students who would otherwise perhaps go unnoticed.
<i>Certificates</i>	From Head of House for recognition of high number of House Points.
<i>Post Cards</i>	Post cards or letters of commendation sent home to parents.

<i>Principal's Race Night</i>	Tutors in Year 5-10 nominate students who have shown consistent effort and have modelled the academy's values but have not been rewarded in other ways.
<i>Sent to Senior Staff</i>	Students who produce outstanding work can be sent with the work to the Principal or one of the Vice Principals to be congratulated.
<i>Star badges</i>	Issued to students in year 11 as a reward for attainment or progress. Allow students early lunch pass daily.
<i>Hot Chocolate Break</i>	At the end of every exam season, top performing students are rewarded with a hot chocolate break during DEAR time, in the Bistro
<i>House Commendations</i>	Students can be nominated for Star Student for outstanding work, initiative or service and would receive a mention in Assembly. In addition, praise phone calls are routinely made by pastoral staff and form tutors, and shout outs in weekly newsletters to parents
<i>Outstanding student certificate</i>	Every half term, each teacher receives a certificate they may award to one outstanding student of their choice.
<i>Principal's Commendation</i>	Awarded at the Principal's discretion for outstanding performance or contribution to the life of the academy and recorded in the Study File.

4.1.2 Recognition of rewards:

When?	What?
Ongoing	Awards will be presented in assembly to students who achieved totals of 25, 50, 75, 100 House Points. Those achieving in excess of 100 will receive a Principal's Commendation. At the end of each year, each student's total will be reset to zero. The total number of House Points will contribute to house competitions.
End of each term	<ul style="list-style-type: none"> An award (e.g. a shield) is presented to the House with most House Points. An award is presented to the Tutor Group with most House Points. Two students from each house identified to be recipients of a reward they can share with their family (typically a seasonal hamper / restaurant voucher). Allocated for outstanding contribution to their house or high levels of House Points / exceptional attendance The top student from each tutor group within their house will be invited to a celebratory lunch with their Head of House, typically to be held in the bistro.
End of year	<ul style="list-style-type: none"> A trophy is presented to the House with most House Points. A trophy is presented to the Tutor Group with most merits. Individuals in each year group from each house with the highest number of House points across the year will receive an invitation to a celebratory lunch with the senior team.

4.2 Primary (Bede South):

4.2.1. Rewards tariff:

Reward Name	Brief description
Merits /House Points	Merits are our day-to-day rewards. These are awarded for students who display characteristics in line with the academy's virtues. These contribute to the academy's House competition, and are also linked to individual rewards, as outlined below
Post Cards and Text Messages	Post cards, letters or text messages of commendation sent home to parents.
Sent to Senior Staff	Students who produce outstanding work can be sent with their work to the Principal, the Vice Principal or one of the Assistant Vice Principals to be congratulated.
Special Commendations	Students can be nominated for Special Commendation for outstanding initiative or service and would receive a certificate at assembly
Principal's Commendation	Principals Award badge when reach the top of the merits. Awarded at the Principal's discretion for outstanding performance or contribution to the life of the academy

4.2.2 Recognition of rewards:

When?	What?
Ongoing	Merits are recorded on a Star Chart in the classroom. Students with most weekly merits are announced in assembly each Monday. Merits run from Reception to Year 2 and from Year 3 to Year 6. The range of awards are Bronze 25, Silver 50, Gold 75, Platinum 100, Amber 125 Ruby 150 Topaz 175 Sapphire 200 Amethyst 225 Diamond 250 Principal's Award 275
End of Year	At the end of KS1 and KS2 an award will be given to the three students (one from each house) who have received the most merits. Other rewards, e.g. book tokens etc, are arranged as appropriate.

5 Sanctions

This section outlines the range of sanctions employed at Bede Academy. All students are made aware of expectations and associated consequences for not adhering to these expectations and teachers will be clear, consistent and fair in the application of discipline.

However, it is right that a student's circumstances and context are taken into account, and that sanctions aren't always applied mechanistically.

5.1 This section outlines strategies and behaviour tariffs for secondary students (Bede North):

5.1.1 Strategies for dealing with misbehaviour in the classroom

<i>Staged response</i>	Description
Teacher intervention	<ul style="list-style-type: none"> Reminder of expectations Moving student to a different seat Warning of BLUE mark if no improvement

<p>BLUE marks: <i>B Behaviour</i> <i>L Lateness</i> <i>U Uniform</i> <i>E Equipment</i></p>	<ul style="list-style-type: none"> • Designed to deal with low level issues • Recorded in student’s Study File and on MIS • Detention given for 3 BLUE marks from one teacher in any single category during the space of a lesson (or 10 BLUE marks in any single category at a whole academy level over the period of a term) <p>If BLUE marks are ineffective in addressing classroom behaviour, the student will be referred to their Head of Department or Head of House</p>
<p>Class teacher detention</p>	<ul style="list-style-type: none"> • Set for lateness, 3 BLUE marks or more serious classroom behaviour incident (see secondary detention tariff: Appendix 1) • Failure to complete homework results in a 45-minute homework detention • Are recorded in Study Files • If detention is set for the same day, a phone call will be made to a parent / carer • Students are to work in silence. Poor behaviour in detention will result in a new detention being set • All detentions will take place in the refectory at 3:10pm • For some IL students, detentions will be accommodated in room 54 <p>Failure to attend any detention will result in the detention being doubled</p>
<p>Confiscation</p>	<ul style="list-style-type: none"> • For banned items, or mobile phones turned on • If a student is using their phone or has deliberately brought in a banned item, there will also be a 1-hour detention set • Parents will be expected to collect <p>See confiscation tariff (Appendix 3)</p>
<p>First Call</p>	<ul style="list-style-type: none"> • This is used for serious incidents of poor behaviour in the classroom, or failure to respond to strategies to deal with ongoing low-level behaviour • The pastoral team will visit the classroom and in some instances will be able to address the issue and restore the student to the lesson • If it is necessary to remove the student, or the student walks out of class, they will work in the Learning Centre (isolation room) for at least the duration of the lesson. For some SEND students (as identified on individual passports), the period of isolation will be accommodated in room 54 • Students serve 1-hour, same day detention • All same day First Call detentions will be followed up with an email home, and an email letter which outlines the reason for the detention. This letter will be sent as soon after the First Call incident as is possible, once the class teacher has provided details • If a student receives a second First Call during the course of any day, they will remain in the Learning Centre for the remainder of the day. • If a student reaches three First Calls during the course of a week, they will serve a full day in the Learning Centre, along with a two hour pastoral detention <p>A restoration conversation will happen before the student is returned to lessons with the member of staff from whose lesson they were removed</p>

5.1.2 Strategies for dealing with more serious on ongoing behaviour concerns:

Staged response	Description

<i>Pastoral detention</i>	<ul style="list-style-type: none"> • Issued if concerns have been escalated by a Head of Department • Issued for ongoing uniform breaches, poor punctuality, truancy or serious incidents • Can be 2 hours long, on Mondays and Fridays
<i>Staged support (report cards)</i>	<ul style="list-style-type: none"> • Ongoing monitoring. Escalating stages: <ul style="list-style-type: none"> ○ GREEN ○ AMBER ○ RED ○ BLUE • Parents are required to sign cards daily • See below
<i>Internal Exclusion</i>	<ul style="list-style-type: none"> • Short term isolation in the Learning Centre follows all First Call incidents • A student may also be isolated if they attend the academy with an inappropriate hair style or with a uniform violation that cannot be corrected. It will always be the priority to correct violations so that students can be restored to lessons • Students may work for a fixed period of time in isolation in the Learning Centre, or in the back of another class' lessons (typically sixth form lessons) • Used as a strategy where a student is at risk of a Fixed Period Exclusion • Also used for students returning from a Fixed Period Exclusion, to support re-integration into the academy • Failure to behave appropriately in the Learning Centre, despite warnings, will result in a Fixed Period Exclusion • Internal Exclusions will require a parental meeting or phone call, and the student will remain in the academy until 4.10pm
<i>Fixed Period Exclusion</i>	<ul style="list-style-type: none"> • Issued for ongoing behaviour concerns or for serious behaviour incidents • Where a student crosses an academy "red line", a Fixed Period Exclusion of at least one day is almost always given: <ul style="list-style-type: none"> ○ Any form of abuse to an adult or student ○ Total defiance towards staff ○ Poor behaviour in the Learning Centre ○ Refusal to undertake set sanctions ○ Behaviour that is dangerous ○ Deliberate damage to academy property ○ Possession of alcohol / drugs / cigarettes / blade / lighter / indecent images on academy site ○ Bullying motivated by a student's disability, race, religion or belief, sex, and sexual orientation. • In the event of an exclusion, a phone call will be made to parent / carer who will be required to collect the student as quickly as is reasonably possible • During the exclusion, students must remain under the supervision of their parents during school hours, and will be provided with school work • No student will be readmitted to the academy after an exclusion, until a parental meeting has taken place, in which the student is expected to appropriately reflect on their actions. This also provides the opportunity to work with families to seek restoration and positive change, and to explore whether additional support is needed. In the meeting, targets will be set and the meeting will be followed up with a letter home to record the outcomes • All external exclusions require missed learning time to be made up through Saturday / holiday detentions (unless the student has completed all work during their period of exclusion, as evidenced through a Catch Up card)

Managed Move	<ul style="list-style-type: none"> • In some cases, a fresh start in a new school enables a student to leave their behavioural misdemeanours behind them and start again with a clean slate • A Managed Move may be offered by the academy where a student is at risk of Permanent Exclusion • Managed Moves run for a 6-week trial period; at the end of the trial, if successful, the student will transfer fully to the roll of their new school. If unsuccessful, the student will return to Bede and is likely to be given a final warning
Final Warning	<p>A final warning can only be issued by the Principal. The wording of the warning and the consequences if it is not followed will be carefully explained before it is issued and the effect of a breach of this warning will be acknowledged by a parental signature. It is unlikely that a final warning will be issued for a first offence, however, it remains at the discretion of the Principal to serve a <i>final warning</i>. A final warning may be issued for a one-off first offence, if the incident is serious in nature and causes risk to others, such as setting off the fire alarm.</p> <p>A breach of the final warning usually results in Permanent Exclusion from the academy</p>
Permanent Exclusion	<ul style="list-style-type: none"> • Only the Principal will make the decision to permanently exclude a student, and the decision will be presented to a sub-panel of the governing body for endorsement • For cases of sustained disruption, the breach of a final warning or a single significant misdemeanour which are listed in the discipline code (appendix 4)

5.2 This section outlines strategies and behaviour tariffs for primary students (Bede South):

5.2.1 Strategies for dealing with misbehaviour in the classroom

Staged response	Description
Teacher intervention	<ul style="list-style-type: none"> • A Traffic Light system is used in all classes with students starting the session on the green light. • Teachers intervene with reminders and support. • When a student is placed on the Red Traffic Light it is recorded on the MIS.
R-Time	<ul style="list-style-type: none"> • If behaviour does not improve after being on the Red Traffic Light it is logged as a behaviour incident and students will be given R-Time. • Students will be required to spend time in R-Time. R-Time is a time to Reflect on Relationships that have been affected due to behaviour and Reflect on what actions need to be taken to Restore Relationships. R-Time is a time to Reflect on how we should show Respect to ourselves and others. • R-Time will take place during playtime at break or at lunch. • R-Time will be 15/30/45/60 minutes durations. • R-Time will be supervised by class teachers initially and the next step will be supervised by senior leaders at lunch time. • Students are to reflect with the support of the adult on what virtue they have struggled to show, what relationships have been affected and what needs to be done

	<p>to restore those relationships. Students will spend time in silence as they reflect on this using resources to support them to focus on their reflections.</p> <ul style="list-style-type: none"> Any student in detention for more than four occasions within a 6 week period (KS2) (6 detentions KS1) will be put on Green Report. See sections below.
First Call	<ul style="list-style-type: none"> This is used for serious incidents of poor behaviour, or failure to respond to strategies to deal with on-going low-level behaviour The member of staff will request a senior member of staff to collect the student Parents will be contacted and R-Time issued
Green Report Class Teacher 10 days	<ul style="list-style-type: none"> If there is real improvement the student can be taken off report. If there is no improvement after 10 days, students will be placed on Amber report. Alternative intervention strategies could be used at this point. e.g. Senior staff (AVP).
Amber Report Assistant Vice Principal (Key Stage Lead) 10 days	<ul style="list-style-type: none"> If there is real improvement the student can be transferred to Green Report for further monitoring or taken off report altogether. If there is no improvement after 10 days, students will be placed on Red report. Alternative strategies could also be used at this point, e.g. involvement of senior staff.
Red Report Vice Principal 10 days	<ul style="list-style-type: none"> If there is real improvement, students can be transferred to Amber or Green report for further monitoring or taken off report altogether. If there is no improvement after 10 days, students will be referred to the Principal who will consider the student's future at the Academy. An Individual Behaviour Plan may be instigated at this point. Alternative strategies could also be used at this point, e.g. fixed-term exclusion or senior staff intervention. There will also be consideration regarding the involvement of external agencies / additional support from the Assistant Vice Principal SENDCO.
IBP Principal	<ul style="list-style-type: none"> Students on an IBP will be monitored daily by a senior member of staff. Intervention and support strategies will be in place through external agencies engaged, where appropriate. If there is no improvement after 10 days, the Principal will consider whether Permanent Exclusion is necessary, or whether a Managed Move to another school should be explored.

Fixed Term Exclusion	<ul style="list-style-type: none"> • Issued for ongoing behaviour concerns or for serious behaviour incidents. • Where a student crosses an Academy “red line”, a fixed term exclusion of at least one day is almost always given: <ul style="list-style-type: none"> ○ Verbal or physical abuse to an adult or student ○ Total defiance towards staff ○ Poor behaviour in detention ○ Refusal to undertake set sanctions ○ Behaviour that is dangerous ○ Deliberate damage to Academy property ○ Possession of alcohol / drugs / cigarettes / blade on Academy site ○ Bullying motivated by a student’s disability, race, religion or belief, sex, and sexual orientation. • In the event of an exclusion, a phone call will be made to parent / carers who will be required to collect the student as quickly as is reasonably possible. • During the exclusion, students must remain under the supervision of their parents during school hours, and will be provided with school work by the class teacher • No student will be readmitted to the academy after an exclusion, until a parental meeting has taken place, in which the student is expected to appropriately reflect on their actions. This also provides the opportunity to work with families to seek restoration and positive change, and to explore whether additional support is needed
Final Warning	<ul style="list-style-type: none"> • A final warning can only be issued by the Principal. The wording of the warning and the consequences if it is not followed will be carefully explained before it is issued and the effect of a breach of this warning will be acknowledged by a parental signature. • It is unlikely that a final warning will be issued for a first offence, however, it remains at the discretion of the Principal to serve a <i>final warning</i>. • A final warning may be issued for a one-off first offence, if the incident is serious in nature and causes risk to others, such as setting off the fire alarm. • A breach of the Final Warning usually results in Permanent Exclusion from the Academy
Permanent Exclusion	<ul style="list-style-type: none"> • Only the Principal will make the decision to permanently exclude a student, and the decision will be presented to a sub-panel of the Governing Body for endorsement • For cases of sustained disruption, the breach of a final warning or a single significant misdemeanour which are listed in the discipline code (section 3 below)

6. Supporting students with their behaviour

It is recognised that some students may need a range of interventions, both from staff within the academy and external interventions, to help them maintain positive behaviour.

Support is typically managed through the following teams:

1. Class teacher / form tutor – first port of contact in terms of support for students and work with families

2. House Teams (North) – provide pastoral support and intervention for all students within their allocated cohort
3. Welfare Team (North) – provides bespoke / specialised interventions and referrals to outside agencies. Includes internal specialists in the fields of Mental Health, Bereavement and Child Protection
4. Individualised Learning Team (both sites) – works specifically for students with identified Special Educational Needs, and ensures appropriate adjustments are in place, according to Student Passport Plans
5. Emotional and Mental Wellbeing Support Practitioner (both sites) – specialist support for identified individuals

Routine monitoring of behaviour is ongoing, and ensures that support is provided to students whose behaviour may be beginning to cause concern, before it escalates. The response to this monitoring is staged, as outlined below:

6.1 Staged Internal Support Strategies (SECONDARY)

Parents will be informed if a student is placed on support and when they change levels:

Stage 1: Form Tutor monitoring

Stage 2: Pastoral Head monitoring and support

- Weekly intervention from Pastoral Head or nominated member of staff
- Parental meeting
- Use of clubs and activities
- Same-day detentions
- Daily contact with student

Stage 3: Assistant Vice Principal monitoring

- Parental meeting
- Daily contact with student
- Same-day detentions
- Use of mentoring

Stage 4: Vice Principal monitoring (Individual Behaviour Plan)

- Parental meetings and twice weekly updates
- Same-day consequences – removal from lessons
- Referral to external agencies

Stage 5: meeting with the Principal

- Consideration of Alternative Provision

- Possible issue of Final Warning

6.2 Staged Internal Support Strategies (PRIMARY)

Level	Initiated and Monitored by	Duration	Further Action
GREEN	Class teacher	10 Days	<ul style="list-style-type: none"> • If there is real improvement the student can be taken off report. • If there is no improvement after 10 days, students will be placed on Amber report. • Alternative intervention strategies could be used at this point. e.g. Senior staff (AVP)
AMBER	Assistant Vice Principals (Key Stage)	10 Days	<ul style="list-style-type: none"> • If there is real improvement the student can be transferred to Green Report for further monitoring or taken off report altogether. • If there is no improvement after 10 days, students will be placed on Red report. • Alternative strategies could also be used at this point, e.g. involvement of senior staff
RED	Vice Principal (Primary)	10 Days	<ul style="list-style-type: none"> • If there is real improvement, students can be transferred to Amber or Green report for further monitoring or taken off report altogether. • If there is no improvement after 10 days, students will be referred to the Principal who will consider the student's future at the Academy. An Individual Behaviour Plan may be instigated at this point. • Alternative strategies could also be used at this point, e.g. fixed-term exclusion or senior staff intervention • There will also be consideration regarding the involvement of external agencies / additional support from the Assistant Vice Principal SENDCO
IBP	Principal	10 days	<ul style="list-style-type: none"> • Students on an IBP will be monitored daily by a senior member of staff. Intervention and support strategies will be in place through the pastoral / IL teams (as appropriate), and external agencies engaged, where appropriate. If there is no improvement after 10 days, the Principal will consider whether Permanent Exclusion

			is necessary, or whether a Managed Move to another school should be explored.
--	--	--	---

6.3 External Support

The academy works closely with a range of other organisations and professionals to provide support to students and families. A list of some of these partners is below, although this is by no means exhaustive.

- Early Help Assessments / TAFs
- Sorted
- Children’s Society
- Barnardos
- Children’s Social Care
- School Health
- CYPS
- Primary Mental Health
- Youth link
- ESLAC
- EOTAS
- Engage
- Choysez
- Newcastle United Foundation
- Northumberland Coalition against Crime
- Youth Offending Team (YOT)
- NCC Inclusion Team
- Education Mental Health Practitioners
- Family Gateway
- Emotional Behavioural Support Team (High Incidence Northumberland Team SEN)

7. Ensuring equality

It is recognised that some students demonstrate additional vulnerability as a consequence of protected characteristics, such as their gender, sexuality, race, religion or a disability. Our equalities policy outlines the academy’s response, to ensure that all students are valued, challenged and inspired, regardless of who they are. Any incidents of poor behaviour which target students on the basis of any of these characteristics will be dealt with as an incident of bullying, as outlined in the Behaviour Tariff (appendix 4)

Supplementary documents

Appendix 1: Detention tariff (SECONDARY STUDENTS)

When setting detentions, the general principles are for age appropriate sanctions which are fair, consistently applied across the academy, and an appropriate response to the unwanted behaviour. The intention is to correct the behaviour and avoid repetition. There should be clear escalation of time spent in detention and seniority of supervising staff, to reflect the seriousness of the incident.

Length of detention	When and where	Supervised by	Reason
15 minutes	Breaktime in the Learning Centre	Pastoral staff	Loss of social time due to behaviour
	After academy day in the refectory	All staff on a rota	1 st late to the academy in a half-term 3 or 4 on pastoral report
30 minutes	Lunchtime in the Learning Centre	Pastoral staff	Loss of social time due to behaviour
	After academy day in the refectory	All staff on a rota	2 nd late to the academy in a half-term 2 x 3 or 4 on pastoral report
45 minutes	After academy day in the refectory	All staff on a rota	3 rd late to the academy in a half-term
			3 x BLUE marks in a lesson
			No/unsatisfactory homework
			3 x late to lessons in a half-term
			10 x BLUE marks in a half-term 3 x 3 or 4 on pastoral report
60 minutes	After the academy day in the refectory	All staff on a rota (supported by Pastoral/SLT)	First Call
			Use of mobile phone
			4 th late to the academy in a half-term Extreme behaviour in class eg. Defiance / swearing / throwing / bullying
90 minutes	After academy day in the refectory (Monday/Friday)	SLT	Missed 45-minute detention
120 minutes	After the academy day in the refectory (Monday/Friday)	SLT	Missed 60-minute detention
			Non-correctable hair issue (extreme cut or dyed)
			3 x First Calls in a week
			Truancy from a lesson (including tutor/assembly/DEAR time)
Half day	Saturday/holidays	SLT	Truancy for up to half a day
			10 x First Calls in a half-term
			Completion of outstanding detention time
Full day	Saturday/holidays	SLT	Following exclusion/unauthorised holiday (unless catch up card has been completed)
			Truancy for more than half a day
			Completion of outstanding detention time

Appendix 2:

a) Responding to missed detentions (SECONDARY)

	Detention missed	Outcome
Step 1	Missed detention	Detention doubled
Step 2	Missed escalated detention	Internal exclusion followed by 2-hour detention
Step 3	Failure to comply with step 2 will result in 1 day FTE and holiday detention	

b) Responding to missed Saturday Detentions (SECONDARY)

Missed Saturday Detention	Consequence
First miss	Student to be placed in the Learning Centre all day on the next available school day, Saturday detention rearranged for the next available Saturday and a one-hour pastoral detention issued
Second miss	Student to be placed in the Learning Centre all day on the next available school day, Saturday detention to be rearranged for the next available Saturday and a and two-hour pastoral detention issued. Parental meeting required
Third miss	Student to work in Learning Centre for first day after the missed detention, and to serve two-hour detentions at the end of the academy day for the Monday and Friday, and one-hour detentions for the remaining days for a whole week. Truancy from any of these detentions will result in the rest of the week being spent in the Learning Centre. Parental meeting required, and re-signing of Home School Agreement

Appendix 3: Confiscations (BOTH SITES)

Dealing with makeup, jewellery, coats, caps, mobile phones, banned items, etc.

ITEM	RULE	ACTION
Makeup	Students may not wear makeup. If makeup is noticeable then action should be taken	Remove makeup in class using 'wet-wipe' also warning and noted in Study File/Diary. Nail varnish remover available from the pastoral office. Incident is recorded on MIS. Items of makeup to be confiscated. Break time pastoral detention issued for first offence, and lunchtime for second offence (see Appendix 4 below)
Jewellery	No jewellery is permitted (apart from watches)	Confiscate and warning. Incident is recorded on MIS.
Mobile phones	Must be switched off whilst on site	Confiscate if turned on, on site. The incident is recorded on MIS. 1-hour detention if used or causes a disturbance by ringing
Tablet / smart watch or any other device with audio, video and internet capabilities.	May not be used and watch may not be worn	Confiscate on sight (including seeing headphones in ears). The incident is recorded on MIS.
Cigarettes, lighters, vapes, alcohol	Students must not bring any of these items into the academy	Immediate confiscation and exclusion paperwork prepared
Medication of any kind (except inhaler / epipen),	ALL medication must be signed in at reception by a parent, where it can be stored safely and administered under supervision	If a student is found to be carrying medication, to be taken to reception and parents contacted to put appropriate arrangements in place

Confiscated items should be handed in to the administrative team in the pastoral office, where the details will be recorded and the item stored in an envelope and placed securely in the safe. Parents and students will be informed of the process of escalation below at each stage of confiscation in order to prevent future confiscations. Confiscated items may be collected as follows;

- 1st confiscation Collected at the end of the day by student
- 2nd confiscation Collected by parent at the end of the day or earlier
- 3rd confiscation Collected by parent and item handed in to pastoral office at the start of every day

Appendix 4 – Behaviour incident tariff: SECONDARY

Note: This list cannot include every possible act and the resulting consequence, but it gives an indication of how the academy will respond to ensure that the highest standards of behaviour are maintained.

Act	Consequence
Breach of uniform - correctable	Immediate correction of the breach and U mark issued, parents informed. Nail varnish remover and make up wipes available in the pastoral office
Breach of uniform or hair – not correctable (see Uniform Policy for details)	<ul style="list-style-type: none"> The student will work in the Learning Centre for a period of time This is usually for one day, with a corresponding two-hour Friday detention (dyed hair, fake tan, unacceptable hair style etc.) In extreme cases, a student may be required to remain in the Learning Centre until their appearance is deemed to be appropriate to return to lessons. In repeat cases, the student will be excluded for blatant disregard of academy rules (see escalations tariff)
Failure to complete homework satisfactorily	Possibly repeat the homework; then detention
Bullying (first incident)	Mediation, bullying warning recorded and detention, possible further sanction depending on severity
Persistent bullying (physical or verbal)	Final warning or Permanent Exclusion
Habitual lateness	Detention (see tariff table)
Failure to hand homework in at all	45-minute detention in the refectory; set by class teacher and recorded in Study File
Repeated breaches of minor rules such as classroom behaviour or uniform	Consideration on merits with possible exclusion suspension and eventual final warning
Repeat First Calls	2 in one day – remain in Learning Centre for remainder of the day 3 in one week – full day in Learning Centre and 2-hour detention on Friday 6 – meeting with Head of House and parents 10 – meeting with AVP and parents
Truancy	Truancy from school: time made up in holidays/Saturday Truancy from lesson: missed time doubled in detention after school
Chewing gum	£10 fine / 2 hours' litter picking
Ill-discipline on sports field and inter-school matches (namely removal from the field for abusive or foul conduct)	Exclusion from sports and consideration of further sanction. Possible Fixed Period Exclusion for “bringing the academy into disrepute.”
Fighting	Exclusion and consideration of further sanction
Tampering with the academy network	Exclusion and final warning
Smoking on site or off site in Academy Uniform	Exclusion with consideration of a final warning considered on the merits of the case
Assault on another student	Exclusion with consideration of a final warning considered on the merits of the case
Refusal to follow the direct instruction of a member of staff	Exclusion with consideration of a final warning considered on the merits of the case

Any form of verbal or physical abuse against staff or students	Exclusion
Deliberate damage to academy property	Exclusion, final warning and payment for repair
Malicious allegation	Exclusion and final warning
Illegal drug possession, supply, purchase or arranging deals in academy uniform on or off site	Permanent Exclusion
Breach of final warning	Permanent Exclusion
Possession alcohol / drugs / cigarettes / blade / lighter / indecent images on academy site	Exclusion and consideration of final warning
Criminal activity / criminal conviction away from the academy	Consideration of sanction based on merits of the case
Bringing in banned item	Item will be confiscated, in line with academy confiscation policy (Appendix 3). If the items poses danger to others, an exclusion is likely to be issued
Mobile phone	If phone is turned on = confiscation If phone is used in the academy grounds = confiscation and one-hour detention. Escalation of consequences for repeat issue. This might include handing the phone in every day to the pastoral office, for storage in the safe (see tariff table)
Theft	Replace stolen item and exclusion. Final warning likely to be issued if theft from the academy
Deliberately setting off of the fire alarm	Exclusion and final warning
Off-site behaviour, whilst in Academy Uniform	Depends on type of behaviour, but given potential reputational damage, incidents off-site whilst in uniform will be dealt with severely

Appendix 5 – Behaviour incident tariff: PRIMARY

Note: This list cannot include every possible act and the resulting consequence, but it gives an indication of how the academy will respond to ensure that the highest standards of behaviour are maintained.

Act	Consequence/Sanction
Breach of Uniform - correctable	Immediate correction of the breach and parents involved. Parents will be contacted to correct the uniform immediately.
Breach of Uniform – not correctable (eg. Dyed hair / hair too short / dyed eyebrows / piercing that cannot be removed / fake tan / acrylic nails)	The student will receive the following sanctions: Early Years and KS1 – 15 break R-Time on the first occasion with a letter warning of more detentions – every break for a week if it happens again. Y3 and Y4 – 1 hour R-Time and as above – letter and every break and lunch time for a week if it happens again. Y5 and Y6 – break and lunch time R-Time for one day – letter and every break and lunch time for a week if it happens again.
Not paying attention/talking in lessons/distracting others	Verbal reprimand Moved away from others in class

Refusing to do work or not completing work in designated time.	Break time/lunch time R-Time
Repeated breaking of classroom rules	Parents contacted by class teacher Parents contacted by Principal (Primary) Meeting with parents Possible exclusion
Inappropriate behaviour – pushing, name calling, spitting, swearing, exposing themselves, deliberately hurting others), and showing a lack of courtesy to staff/others	Verbal reprimand R-Time Parents contacted by class teacher Parents contacted by Principal (Primary) Possible exclusion
Acting inappropriately to a member of staff (physical or verbal)	Break time/lunch time detention Parents contacted by Principal (Primary) Possible exclusion
Deliberately misusing/damaging Academy/others property	Verbal reprimand R-Time Parents contacted by Principal or member of the senior team (Primary) Payment for repair
Stealing	Parents contacted by class teacher R-Time Parents contacted by Principal or member of the senior team (Primary) Possible exclusion
Fighting	Parents contacted by class teacher R-Time Parents contacted by Principal or member of the senior team (Primary) Possible exclusion
Physical or verbal bullying	Parents contacted by Principal or member of the senior team (Primary) R-Time Possible exclusion
Repeatedly not completing homework satisfactorily or handing it in	Repeat homework R-Time Parents contacted by teacher Parents contacted by Principal or member of the senior team (Primary)
Habitual lateness	Letter sent to parents R-Time Parents contacted by Principal or member of the senior team (Primary)
Truancy	Parents contacted by Principal or member of the senior team (Primary)

Appendix 6 – Responding to sexual abuse / harassment

Definitions:

- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Students are reminded that no behaviour of this type is tolerated, and they are taught specifically through Personal Development lessons about appropriate relationships and conduct. A culture of reporting is encouraged, and staff ensure that students recognise that their concerns are taken seriously.

Responding to reported incidents

Depending on the nature of the incident, it may be necessary to involve outside organisations such as Early Help, Children’s Social Care or the police. Such decisions will be made by the academy’s DSLs, in line with our Safeguarding Policy.

The academy’s response will therefore be:

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

Different sanctions will be appropriate for different “levels” of sexual harassment and sexist comments, and will range from detentions through to exclusions. Support will also be provided for alleged perpetrator(s) so that they can change their behaviour.

Act	Consequence/Sanction
Sexist comment	Verbal warning / education
Sexual harassment (including comments about personal appearance, use of sexualised language)	Depending on the severity / recurrence typical sanctions will include detentions or exclusion
Sexual violence	Exclusion, and referral to police. Consideration of Permanent exclusion. Full risk assessment required before returning to the academy.

Follow-up and support

This will be offered, agreed and coordinated by the academy’s welfare and pastoral team for victims, and alleged perpetrators in line with our Safeguarding Policy. External agency support will be sought and provided where appropriate.

Learning Centre contract

Whilst in the Learning Centre you must:

Work hard at all times

Do not speak, unless spoken to. If you need to ask a question, put your hand up and wait

Speak politely to members of staff

Please wait patiently for a member of the Pastoral team to come and talk to you; they know you are waiting

Follow instructions immediately

Reflect on why you are working here

Commit to putting things right

Hand in your phone on arrival

Failure to follow these instructions could result in exclusion from the Academy

- I have read and understood the Learning Centre rules
- I have handed in my phone, which will be locked in the pastoral safe until the end of the day OR
- I do not have a phone with me in the academy today (If I tick this box when I do have a phone, I understand that I am likely to get a detention for dishonesty)

Name: _____

Date: _____ Arrival time: _____



Bede Academy Pastoral team



Learning Centre tariff

Whilst in the Learning, Centre, students are expected to adhere to a clear set of rules. Failure to adhere to these rules will result in:

	Consequence for poor behaviour in the Learning Centre:
First warning	Learning Centre manager to remind student of expectations. Time to be extended to reflect time spent not behaving appropriately
Second Warning	Removed from Learning Centre by First Call and reminded of expectations. Opportunity given for putting things right. Hour long First Call detention issued
Third Warning	If the student continues to behave in a manner that is not appropriate (eg. Talking / disrupting the Learning Centre environment) they will receive a Fixed Term Exclusion for the remainder of the day. This will then require a parental meeting and a Saturday detention to be issued.



Bede Academy Pastoral team

