



**CORE**  
EDUCATION  
TRUST

## School Behaviour and Rewards Policy (incl. Suspensions & Exclusions)

<b>Approved by:</b>	Board of Trustees	<b>Date:</b>
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<b>Monitoring &amp; Review</b>	Annually	

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## **1 Introduction**

- 1.1 CORE Education Trust (“the Trust’s”) behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its academies. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our students, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust’s anti-bullying policy, code of conduct, SEND and safeguarding and child protection policy, all of which can be found on the Trust’s website. It will be reviewed annually by the Board of Trustees.

## **2 Aims and Objectives**

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- maximise the quality of the learning experience for all students enabling everyone to learn effectively.
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour.
- ensure every member of the Trust community feels valued, respected, and treated fairly.
- provide an ethos and environment within which everyone feels safe.
- foster discipline and mutual respect between students and their peers, and between staff and students.
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

### **3 Application of Policy**

- 3.1 This policy applies to all members of the Trust community. Each academy within the Trust uses ClassCharts to track and monitor student behaviour and inform parents/carers about student behaviour. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:
- 3.2.1 whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a student at the academy at the time of the poor behaviour; and/or
  - 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the academy and/or Trust.

### **4 Roles and Responsibilities**

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness, and respect. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.

#### **4.1 Board of Trustees**

The Board of Trustees has overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers to account for the implementation of this Behaviour Policy. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour, and discipline at least every two years.

#### **4.2 The Chief Executive Officer and Executive Team**

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

### **4.3 Local Governing Body**

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on behavioural sanctions and support put in place for students at the respective academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

### **4.4 Headteacher**

Each academy Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### **4.5 Staff**

All staff will:

- communicate the contents of this policy to all students and parents/carers to ensure that the Trust's expectations are transparent to all students and parents/carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this in assemblies, as part of PHSE, and discussed as part of student induction to the school.
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face.
- make reasonable adjustments for disabled students as required.
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need.
- model positive behaviour.
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.

- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.
- record incidents of poor behaviour and any given sanctions in the student's behavioural log on ClassCharts.
- provide praise, rewards and reinforce positive behaviour.
- deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively.
- focus on de-escalation and preventative strategies rather than being solely reactive.
- consider the welfare of the whole Trust community and ensure that most of the students' education is not jeopardised by the disruptive behaviour of a minority of students.
- contribute to the development of systems which support and reinforce positive behaviour.
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need.
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
  - more frequent engagement with parents/carers.
  - home visits.
  - mentoring and coaching.
  - report cards.
  - engaging with local partners and agencies to address specific challenges.
  - consideration of whether a multi-agency assessment such [as early help of Education Health and Care Plan] is required; and/or
  - designing an Individual Behaviour Plan and/or Pastoral Support Plan with set targets and support strategies embedded within.
- contact parents/carers if there is a problem with attendance, punctuality, or equipment and about any concerns or problems that affect their child's work or behaviour.

- set, mark and monitor homework and provide facilities for children to do homework in the academy if required.
- send parents/carers an annual written report on their child's progress and arrange Parents/carers' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.6 Parents/carers**

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the academy in the application and enforcement of this policy.
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped.
- work with the academy in support of their child's learning.
- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy).
- support their child in homework and other opportunities for home learning.
- attend Parents/carers' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

#### **4.7 Students**

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the academy rules to which all students must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and

situated around the academy. Students are expected to have a positive attitude and maintain high expectations for themselves.

## **5 Rewards**

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Each academy adopts its own reward system which should be based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each academy.

## **6 Sanctions**

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the priority will be to ensure the safety of students and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. academy will impose sanctions (also known as 'disciplinary penalties') in response to student misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability and any religious requirements.

6.2 The level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions may include:

- verbal reprimand.
- requiring a written apology.
- confiscation of a student's property.
- missing break time.
- extra work or repeating unsatisfactory work until it meets the required standard.
- the setting of written tasks as punishments, such as writing lines or an essay.
- academy-based community service or imposition of a task – such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom.



- removal from a class or groups.
- detention including during lunch time, after normal academy hours.
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- education off-site for a designated period.
- suspension or permanent exclusion.

6.3 Academy staff aim to work in cooperation with parents/carers 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 student, 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 Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers, and the Virtual School Head for looked after children, regarding students’ behaviour when necessary. When a sanction is imposed, parents/carers will be informed in writing.

6.4 The academy encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all students will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others.
- verbal abuse to students.
- physical abuse to/attack on staff.
- physical abuse to/attack on students.
- any form of bullying (to the extent not covered above).

- indecent behaviour.
- damage to property.
- gambling on academy property.
- recording or taking images of students or staff without their express consent.
- consuming, carrying, supplying, or misusing of illegal drugs and alcohol and other substances including “legal highs”.
- carrying, supplying, or taking prescription drugs or non-prescription drugs without lawful reason.
- theft.
- serious actual or threatened violence against another student or a member of staff.
- sexual abuse or assault.
- carrying an offensive weapon.
- arson.
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student’s behaviour.
- malicious allegations against staff.
- racist, sexist, homophobic or other forms of discriminatory behaviour.
- persistent truancy/lateness.
- possession of items prohibited under the academy rules (see Annex).

6.7 Removal from the classroom for a short period may occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption.
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and

- to allow the student to regain calm in a safe space.

During the period of removal, the student will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the student and parents/carers which facilitates reflection by the student, sets out any support to be put in place for the student to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- the detention may put the student at increased risk or compromise their safety.
- the student has known caring responsibilities or religious requirements.
- the detention timing conflicts with a medical appointment.
- parents/carers ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the student, disregarding any inconvenience for the parent.

6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and were allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## **7 Students with Special Educational Needs and/or Disabilities**

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than most other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional, or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the

student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy on the facts of the situation.

7.3 An Individual Behaviour Plan and/or Pastoral Support will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's special educational needs policy/ SEN Information Report for more information.

7.4 The respective academy will as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies students who have witnessed the behaviour will be asked to provide written, signed, and dated statements. I Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, and the member

of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the academy will ensure that a responsible adult is always present and will inform the student's parents/carers of what has happened as soon as possible.

- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for students, staff, and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.
- 8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.
- 8.4 In exceptional circumstances, students may receive a suspension pending an investigation if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

## **9 Search, seizure, and confiscation**

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by each academy Headteacher, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration 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.
- 9.2 Each academy Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). Each academy Headteacher will ensure that enough staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain, or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a

punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

9.5 Each academy Headteacher and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- e-cigarettes, tobacco, and cigarette papers.
- fireworks.
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where

the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

- 9.7 When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots, or scarves).
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the student(s) involved and should always advocate for student wellbeing. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is necessary by consulting with the designated safeguarding lead and academy Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should keep a record of any searches conducted on students and inform parents/carers that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time, and location of the search.
  - which student was searched.
  - who conducted the search, and any other adults or students present.
  - what was being searched for.
  - the reason for searching.
  - what items, if any, were found; and
  - what follow-up action was taken because of the search.
- 9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or

save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

- 9.11 The academy may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

## **10 Use of reasonable force**

- 10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of students but are off the academy premises i.e., on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where students need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan reviewed, and parents/carers will be informed as a matter of course.

## **11 Bullying**

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The Trust has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all students feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality;



bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of students' social, emotional, and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the respective academy will:

- take it seriously.
- investigate as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher.
- provide support and reassurance to the victim.
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used.
- consider whether suspension or exclusion is appropriate considering the circumstances.

11.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media

account. If the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

## **12 Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

## **13 Complaints**

If parents/carers have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the [DfE exclusions guidance](#) will be followed.

## **14 Academy behaviour procedure – Rockwood Academy**

### **CORE Rockwood - Behaviour Procedures 2023 onwards. Updated October 2023.**

Working together to create a culture of **Collaboration, Opportunity, Respect** and **Excellence**.

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The following procedures are underpinned by the principles of the CORE Education Trust Behaviour Policy.

The central principle of our approach is that: **we should treat each other as we would wish to be treated, within a culture of absolute respect.**

Rockwood Academy's approach is a blend of warmth, kindness and assertiveness. In setting out to achieve this, we have established a series of '**Behaviour Procedures**' to support students in self-regulation, as well as developing their understanding of our high expectations. In this, we are prioritising students' preparedness for the wider world.

The **BASE** principles and our CORE values which underpin school life, combine to provide all students with the Social and Emotional capacity to grow healthy as well as a set of principles to live by. **BASE** requires us all to build a sense of **belonging** for every individual, so students feel cared for, valued and safe. Rockwood Academy recognises that we need to provide opportunities for **autonomy** in the daily lives of our students. This helps students to make positive decisions as well as encouraging them to demonstrate **Social** and **Emotional** competencies which in turn will raise their Self Esteem.

The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

### **Student Code Of Conduct**

Rockwood Academy has created a Code of Conduct, based on the latest research and best practice. The Code is split into three distinctive areas, requiring our young people to be:

#### **Ready**

- We always wear correct and smart uniform at all times and always have the right equipment for learning
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning and follow our routines
- We give 100% effort towards academic achievement by completing work and homework on time.

#### **Respectful**

- We use good manners and are kind to everyone at all times
- We speak and act respectfully to all, representing our school positively
- We keep the school tidy and litter free, only eating/drinking in designated spaces
- We always follow all instructions 'first time, every time'
- We are STARS in all learning sessions
- We show respect for school property and others' property in the school community.
- We are always truthful and honest.

#### **Safe**

- We always walk quietly, calmly and purposefully
- We are always in the right place doing the right thing
- We do not bring in any items that might cause ourselves or others harm
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones/devices or headphones are not seen or heard on site
- We report any concerns to an adult to resolve them together.

#### **Routines for Learning**

Routines are essential for high quality teaching and learning to take place. We use simple routines to engage students and the expectation is that they are performed consistently across the Academy. These routines are known as STARS:

#### **Stand or sit smartly**

Sit straight and upright.

## Track the speaker

Show that you are listening, follow closely; look at the speaker.

## Actively Engage

Be on task, 'actively' engaged and give every activity 100% effort.

## Respect

Never interrupt. Present your work with pride and celebrate the success of others.

## Speak clearly and confidently

All responses must be conveyed in full sentences.

## Strategies to Maintain Good Behaviour

Rockwood Academy uses several key strategies to maintain respectful behaviour. Managing student behaviour is based on highly positive relationships. As required, Rockwood staff will spend time correcting and coaching students to make appropriate choices. The diagram below highlights this strategy.



The process of conduct is as follows:

**Stage 1:** Verbal warning, reminder of the 'Code of Conduct'.

**Stage 2:** A C20 is issued. A

C20 is a 'central correction' administered by any member staff, for a break of the Code of Conduct, after a verbal warning and reminder. This is scheduled after close of the standard Academy Day. Currently, staff escort students to the designated room from 3.10-3:30pm. Subject teachers who have issued the C20 correction will then collect students from the designated room and hold a coaching, reflection, and restorative conversation to support the student. A fresh start is agreed.

**Stage 3:** A C60 is issued. A 60-minute 'central correction' with a YGC or subject teacher can be issued as a more serious sanction. YGC will collect students and place them in the designated room from 3.10-4:10. Subject teachers who have issued the 60-minute correction will then collect students from the designated room. A 60-minute 'central correction' is issued automatically to:

- Students whose conduct requires a response from additional staff (Respectful / Safe)
- Those late to Academy without valid reason (Ready). Rockwood Academy school day begins at 8:35am each day and is the same for all year groups. forgetting their planner (Ready).
- Playfighting/boisterous behaviour outside/inside a classroom (Safe) Considered a danger to others (Safe)

Members of staff who issue a C60 must provide coaching, reflection and restorative conversations on the evening of the sanction. All students will complete corrections on the same day.

**Stage 4: Core Coaching/ reflection/ Removal - (Appendix 1).**

Isolation is a term no longer used at the Academy. Students can be removed from lessons and placed in another lesson if their conduct means that they cannot remain in their current

lesson because the teacher has exhausted all available strategies, including issuing a 20/60 minute 'Correction'. We use "on call" to support this process.

### **Coaching and support**

On the occasions that students need further therapeutic intervention. This can be for a period of time and involve reflection and coaching by designated staff / external agencies in the CORE Coaching room known as the reflection room.

### **Stage 5: Some students may move to stage 5 and supported with the following:**

- Community Service
- Form Tutor support time involving report and our step report process. (see below)
- Pastoral support
- Senior support
- CORE Academy Support (CAS)
- Personalised Support Plan
- Managed Move
- Off site direction
- Fixed Term suspension
- 

All students who are issued a C20, or C60 will complete the 'Central Correction' on the same day. The Academy will text parents to inform them of the 'Central Correction' out of courtesy by 2pm each day and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention or in our terms 'central correction' as a means of correcting poor behaviour and establishing good order.

### **Rockwood Reports**

Rockwood Academy will use personal student reports where appropriate. – Reports are directly linked to the monitoring of sanctions and provide clear targets for improvement. Reports are used to support student conduct and are reviewed weekly. There are five levels of report - Form Tutor, Year Group Co-ordinator, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. Students are given clear targets linked to our 'Code of Conduct', based on their behaviour data, to support them to improve.

### **Types of behaviour that may result in a 'Central Correction'**

#### **C20:**

- After a reminder warning for breaking the code of conduct a C20 will be issued. For example:
- Late to a lesson
- Not bringing in correct equipment for lessons
- Not completing tasks set by the teacher
- Not completing homework
- Lack of effort
- Not using good manners or being kind
- Not acting respectfully to all staff or students
- Not following instructions 'first time every time'
- Not wearing uniform correctly

#### **C60:**

- A C60 is issued when a student has not modified his/her behaviour after a C20 has been issued and the reminders set by the teacher.
- A C60 will be issued to any student who fails to attend a C20 without a valid reason for the absence. This will be at the discretion of the YGC.

- If a student has been removed from a lesson because they did not modify their behaviour.
- Failed to attend a C20 sanction without a valid reason. This will be at the discretion of the YGC.
- Students that are late to academy without a valid reason (Ready)
- Playfighting/boisterous behaviour outside/inside a classroom (Safe)
- Causing a potential health and safety concern in the class or outside the classroom
- Persistent defiance or refusal to accept responsibility for conduct.

### **C100**

- At Rockwood Academy we use C100 – Senior correction for any student who has missed corrections or has committed a serious breach of the academy code of conduct.



## **CORE Rockwood Behaviour Procedures**

### **Appendix 1 – Stage 4**

As noted in our behaviour procedures, Rockwood Academy's approach is a blend of warmth, kindness and assertiveness linked to our CORE values of Collaboration, Opportunity, Respect and Excellence. Isolation is a term no longer used at the Academy. Students could be removed from lessons once they have reached stage 4 of our behaviour procedures after all restorative conversations have been attempted by the classroom or responsible adult. There are two options that will be considered at this stage. These are:

- Parked in another lesson to self-regulate and have a period of time out

- Placed in the reflection room or with a member of pastoral team for coaching (therapeutic intervention).

The **BASE** principles and the CORE values which underpin school life, combine to provide all students with the Social and Emotional capacity to grow healthy as well as a set of principles to live by. **BASE** requires us all to build a sense of **belonging** for every individual, so students feel cared for, valued and safe. Rockwood Academy recognises that we need to provide opportunities for **autonomy** in the daily lives of our students. This helps students to make positive decisions as well as encouraging them to demonstrate **Social** and **Emotional** competencies which in turn will raise their Self Esteem.

The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

At stage 4, quite often there is a broken relationship with teaching or support staff. It is crucial that the student recognises that time spent with staff is a time to consider alternative actions in the future or to highlight what the school can do to assist the student in seeing the sense of belonging. Our staff are committed to assisting and supporting students. Our aim is to build the right "**BASE**" for every student.

**Parking or the reflection room:**

<b>Parking a student:</b>	<b>Reflection room:</b>
After all restorative conversations and the student is still making a deliberate decision not to follow school rules. (Ready, Respectful & Safe). C60 issued for the end of the day with class teacher to spend more time rebuilding the relationship.	Student is showing highly irrational behaviours. Student has been demonstrating aggressive behaviour which presents a risk to our community and does not demonstrate our CORE values.
Relationship with the class teacher has broken down. C60 issued to reflect and correct at the end of the day with the class teacher to review (Ready, Respectful and Safe).	Relationships with several teachers have broken down. Therapeutic intervention is required to refocus the student and offer support.
Student is able to rationalise actions and understands the need to work in another classroom to regain focus and be ready for future learning.	Student is making very poor decisions, not following the code of conduct and not meeting our CORE values. Student will need to be refocused in the reflection room.

### **The reflection room:**

Once a student is placed in the reflection room, they will be given 5 -10 minutes (egg timer) to take time out from any given situation. After this period the Pastoral Team will offer support to refocus students. The flow diagram illustrates what will be completed.

### **What the Coach (Pastoral Team) and those working with students need to do:**

**Be patient:** We understand that change doesn't happen immediately and will come with small steps over a period of time.

**Be understanding:** Student behaviour is very seldom personal and can be considered normal reaction of a person adjusting to change and sometimes experiencing stress.

**Remain Calm:** Reacting to poor behaviour by revealing personal emotions can in fact trigger a worse reaction in students. As hard as it may seem the team will not to react. We will always offer praise and re affirm positive behaviour as this will speed up the process of change and recovery.

Our team use the 3M's within the questioning/coaching period in the following stages to manage the moment when a student enters the reflection room.

### **Rewards:**

We believe it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

Due to our high expectations, we will never reward students for doing the expected. Our rewards recognise the 'over and beyond' qualities that exude our values.

At Rockwood Academy we value and appreciate the intrinsic reward of praise. We want all students to understand the benefit of education; to want to better themselves through their learning and to strive for and achieve their very best. Praise and positivity play a crucial part in this, and we would expect all of our teachers to create a positive classroom culture by:

- Personal acknowledgement
- Moments of sincere, private verbal praise
- More reflective comments, written and verbal
- Catching children doing the right thing
- Subtle, discreet praise CORE points can be awarded for:

### **Collaboration:**

- Working together successfully with others to produce a high- quality outcome.
- Selflessly helping another member of Rockwood Academy community.
- Trying hard in your work

### **Opportunity:**

- Outstanding effort to make the most of every minute of learning.
- Representing the academy superbly on a trip or visit

### **Respect:**

- Pride in work – high quality presentation
- Demonstrating high-quality respect or care for others



- An act of kindness above normal expectations

**Excellence:**

- Superb classwork or homework
- Outstanding progress / performance to represent the academy.
- 100% attendance

**Class Charts:**

Staff members will record CORE Rockwood Merits on our Management Information System (Class Charts) and students can purchase items to benefit their education with our points system. Items that can be purchased are decided by the student leadership team and will form part of our CORE Rockwood student shop. Other rewards and praise also include:

- Postcards home
- Rockwood Star Awards for subject excellence
- Rockwood Star awards for Attendance and Punctuality
- Hot Chocolate Friday with the Headteacher (Each half term)
- VIP (Very Important Pupil) Award for outstanding achievement (Termly).
- CORE Awards for demonstration of the value awarded by our Senior Leadership Team
- Headteacher Award
- Termly Rewards Assemblies
- Rewards Trips

