Behaviour Policy

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Reviewed by	Health & Safety, Premises and Safeguarding Committee



Signed:..... **Dated:** 22/10/2026

Chair of Governors



Signed:..... **Dated:** 22/10/2026

Principal

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Rationale

At Goldington Academy, all stakeholders are responsible for creating an environment which promotes positive attitudes towards tolerance, respect and learning at all times. Every member of the community has the right to feel safe and respected; we all share a collective responsibility in ensuring that the rights of no one member of our community are abused at any time.

We recognise the individual needs of our Pupils and endeavour to employ a wide range of strategies to enable our Pupils to behave in a way that allows them to foster positive relationships with each other and to learn as effectively as possible.

In the classroom, it is evident that the behaviour of Pupils clearly impacts on their academic progress and attainment. At Goldington Academy we encourage good behaviour through high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with this behaviour policy. We believe that our Pupils should always be given the opportunity to correct their behaviour and seek to achieve this through our red and yellow card system; however, we also recognise that the behaviour of a minority of Pupils should not impact negatively on the impact of others.

Rewards celebrate the success of individuals and groups of Pupils and promote a positive atmosphere in school. We seek to reward those Pupils who consistently uphold the expectations of the school and demonstrate high expectations of themselves. Our rewards system is a mixture of formal and informal rewards to suit different contexts.

Legal Frameworks and guidance:
This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- Searching, Screening and Confiscation: Advice for Schools (2023)
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (2026)
- Use of Reasonable Force in Schools
- Equality Act 2010: Advice for Schools
- SEND Code of Practice: 0-25 Years
- Supporting Pupils at School with Medical Conditions
- Working Together to Safeguard Children
- Improving School Attendance: Guidance for Schools and Local Authorities

This policy should be read alongside the academy's safeguarding, attendance, SEND, equality, anti-bullying and exclusion policies.

Policy aims:

1. To ensure that Pupils, staff and other stakeholders recognise that promoting positive behaviour in school is a shared collective responsibility.
2. To promote a fair and consistent approach to behaviour management across the Academy.
3. To ensure that persistent absence, lateness, truancy and lesson avoidance will be addressed through a coordinated behaviour, safeguarding and attendance approach.
4.
5. To ensure that Middle and Senior Leaders identify and challenge inconsistencies in staff practice when dealing with a range of behaviours.
6. To identify the Academy's responsibilities in promoting the welfare of its pupils, both inside and outside of school.
7. To actively challenge behaviour which adversely affects members of the school community i.e. low level disruption.
8. To create a clear sanction ladder in which staff should operate when challenging behaviour that is not in line with the expectations of the Academy.
9. To create a clear rewards ladder in which staff should operate to reward positive behaviour.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Alcohol
    - Tobacco in any form
    - Illegal drugs in any form
    - Any drug related paraphernalia, e.g. rolling paper, cannabis grinders etc
    - Vapes/e-cigarettes
    - Unusually large quantities of cash
    - Mobile phone – see mobile phone procedure
    - Deodorant/aerosol spray
    - Sharp or potentially dangerous items e.g. knife, screwdriver, hammer
    - Any item believed to have been stolen
    - Any item resembling a weapon of any type
    - Pornographic images
    - Fireworks
    - E-Scooters
    - Any item that jeopardises the smooth running of the school day e.g. water guns/pistols
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Stakeholder roles and expectations

The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Pupil expectations

Pupils are expected to:

- Be aware of this policy and the expectations within it
- Be aware of and uphold the expectations and ethos of the school
- Be punctual for school and for lessons
- Complete all work and homework to the best of their ability and by the deadline set
- Be prepared for lessons by bringing the necessary books, pens, equipment, kit
- Ensure they are wearing the correct uniform at all times, unless otherwise agreed by a member of staff
- Follow the instruction of all members of staff at all times
- Refrain from eating, chewing or drinking in the classrooms or corridors
- Walk quietly and calmly down the corridors
- Be courteous and respectful to all members of the school community at all times

The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour.

Parents are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

All staff

All staff employed by Goldington Academy have a responsibility to encourage good behaviour from pupils around school and to address unwanted behaviour in line with this policy. This is regardless of role, responsibility or directed contact time with children.

All staff must be familiar with this policy and take responsibility for its fair and effective implementation.

Form Tutor and Subject Teacher responsibilities

- Staff have an important role in developing a calm and safe environment for pupils. Staff must establish clear boundaries of acceptable pupil behaviour by establishing clear boundaries, appropriate professional relationships, maintaining predictable routines and use evidence informed behaviour strategies to promote excellent pupil/teacher relationships and maintain excellent standards of behaviour in the classroom.
- Staff must uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff must also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct by creating and sustaining clear and consistent class routines e.g., lining up before entering a room, standing behind chairs in silence before dismissal etc.
- All staff must communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations in a fair and consistent way.
- Plan and prepare engaging lessons that are appropriate to and accessible to the range of individuals within the class, including SEND.
- Use Pupil Passports and Learning Plans to effectively plan for and manage pupils with particular learning needs, by making reasonable adaptations to teaching.
- Work within the level ladders for behaviour.
- Use a range of strategies to challenge poor behaviour i.e. a change of seat.
- Challenge behaviour that is below expectation around the site, including during lesson changeover time.
- Engage positively with Restorative Practice procedures to repair relationships between peers and staff and pupils that have broken down.

- Ensure that behaviour is appropriately logged on Bromcom and that relevant members of staff are informed of poor pupil behaviour.
- To ensure parents are informed of their child's behaviour where appropriate e.g. following the issue of a red or yellow card.
- To engage proactively with behaviour management professional development provided by the school through various training and meetings.

School Leader responsibilities

- School leaders will be highly visible around school, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- School leaders will use Bromcom behaviour module to track and analyse the behaviour of Pupils in the school and specifically the cohort for which they are responsible. This includes tracking exclusions, removal etc on a half termly basis.
- School leaders will report key behaviour data to the governing body, e.g. the use and frequency of exclusion on a termly basis.
- The SENDCo will analyse half termly data when identifying pupils at need of SEN support.
- Using this data, school leaders will intervene in areas where pupil behaviour does not meet the expectations of the Academy through the Early Help Offer available through school or through Bedford Borough Early Help Team.
- Middle Leaders are also responsible for implementing, monitoring and reviewing Pastoral Support Plans (PSP) which outline specific intervention to provide support for an individual pupil.
- School leaders are responsible for identifying Pupils and families who may benefit from an Early Help Assessment to address problems in school or at home.
- Heads of Year, Learning Mentors and SENDCo will meet on a Wednesday morning at 8.00am to discuss the needs of individual pupils in each year group, with a specific focus on behaviour, attendance and safeguarding/pastoral concerns. These concerns will be logged on the Pastoral Communication Proforma (See Appendix F) and saved in the Heads of Year folder. Relevant members of staff will then monitor and review any action points on a weekly basis and update the proforma as necessary.
- School leaders will periodically carry out behaviour walks in which they target areas where behaviour is below expectations.
- School leaders are responsible for supporting teaching staff in challenging the behaviour of Pupils where this is deemed to be below expectation.
- School leaders are responsible for challenging inconsistencies in the application of the behaviour policy by staff.
- School leaders have a responsibility to support and guide other staff in managing the behaviour of groups and individuals effectively.

Staff induction, development and support

- New staff will become familiar with the behaviour systems on staff induction day, usually held in July, during which pastoral leaders run a session explicitly outlining the systems within this policy. New staff will then have further induction through safeguarding training in September and year team meetings.
- All staff are given the opportunity to attend Early Career Teacher training, which covers a multitude of behaviour management topics in the Autumn Term.
- In addition the school delivers ongoing training throughout the year focused on different elements of teaching and learning and behaviour management, to which all staff can attend.
- All staff are given development training through Year Team meetings, which are held half termly. Training in these sessions might be focused on safeguarding, SEN, behaviour management etc.
- All teaching staff have lessons observations throughout the year and will receive feedback on behaviour management as part of this process, which may include a suggested plan to help improve behaviour management.
- Staff requiring more specialist training to aid behaviour management may be trained externally, for example through a borough led training course.
- All staff, regardless of role, are able to access support from any senior or middle leader should they require it.

School Behaviour Curriculum

Pupils will be taught how to behave in line with the school's expectations through the following methods:

- Clear policy/behaviour ladders for behaviour and rewards
- Clear rules and expectations during lessons and unstructured times
- Consistent application of rules/policies by all staff
- Modelling of desired behaviours by staff/stakeholders
- Reinforcement of expected behaviours through form time/assemblies/Life Skills
- Opportunities for pupil leadership and ambassadors

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Bullying

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying will never be accepted at Goldington Academy and will always be investigated. Pupils and parents can report bullying through a number of different channels, including the

online reporting form on the school website, the anonymous anti-bullying box in each form room, through an anti-bullying ambassador etc.

Following a report of bullying, an investigation will be carried out by the relevant Head of Year in conjunction with the Safeguarding Lead.

Please refer to the school's anti-bullying policy for further information.

School systems and social norms

- All pupils are expected to be on the school site by 8.50am each day. Pupils are required to arrive in the correct uniform and to be properly equipped for their timetabled day Please see the uniform and equipment policy for further clarification
- Pupils are required to wear the correct uniform at all times throughout the day
- Pupils must not change out of their school uniform at any time during the school day without the permission of a member of staff
- All pupils must hand in mobile devices at the start of the school day – please see Mobile Phone Policy section later in this policy.
- On hearing the bell, pupils are to arrive at their form room for morning registration as quickly as possible
- All pupils are required to walk calmly in between lessons on the left hand side of the corridor. Pupils are required to arrive as quickly as possible to lessons following the sounding of the bell
- At break and lunchtime, pupils who wish to buy food from the canteen must line up in an orderly fashion and follow the instructions of lunchtime supervisors
- Pupils must treat the school buildings and school property with respect
- Pupils must accept sanctions when given by any member of staff
- Pupils must refrain from behaving in a way that brings the school into disrepute, including when outside school or onlin

Mobile Phone Procedure

Pupils may bring a mobile phone to school; however, all mobile phones must be handed in upon arrival and before the start of each school day.

Mobile phones are not permitted during the school day, in lessons or on educational visits, unless specific permission has been granted by a member of the Senior Leadership Team or a trip leader.

All mobile phones brought to school must be clearly labelled with the pupil's name and handed in at the designated collection point in the Small Hall before morning registration. Phones will be stored securely during the school day and will be returned to pupils from the Small Hall at the end of the school day.

Any pupil found in possession of a mobile phone during the school day that has not been handed in will have the device confiscated and taken to the school office for safekeeping. Parents/carers will be informed and asked to collect the device from the school at the earliest reasonable opportunity.

In exceptional circumstances, where direct contact with a parent/carer cannot be made, the academy may exercise discretion regarding the return of the device to a pupil at the end of the school day.

Whilst the academy takes reasonable steps to ensure that confiscated and handed-in devices are stored securely, pupils bring mobile phones to school at their own risk. The academy accepts no liability for loss, theft or damage to personal devices unless caused by the academy's negligence.

Responding to positive behaviours

Goldington Academy will promote positive behaviours (achievement, effort, engagement, punctuality and manners) through a rewards system that is consistently applied and meaningful to students.

Pupils will earn positive achievement points to:

1. Recognise achievement within learning
2. Recognise effort both in and outside of the classroom.
3. Incentivise and reward timely completion of good quality homework (1 positive point awarded per homework).
4. Encourage punctuality -1 positive point awarded per week for good punctuality (i.e. in classroom within 5 minutes of the bell) to registration and all 5 lessons.
5. Recognise when they are demonstrating respect, determination, politeness and going 'above and beyond' what is expected.

Our rewards system includes:

- Verbal praise, either personal or public, is the most frequent reward given;
- Parents/carers are told of their child's positive behaviours through positive points for achievement, effort, engagement, punctuality and manners with rewards given on a regular basis and visible on Bromcom with specified milestones separately recognised;
- Conversation, emails, parent's evenings and notifications through the Bromcom app;
- Subject specific rewards which could include stickers, postcards, letter and calls;
- Headteacher's award;
- Communication of the number of positive points awarded in one term via progress checks (TAs)
- Following each progress check, data will be reviewed to identify how students are working across all of their subjects and there will be written communication with home to recognise high levels of commitment to achievement, behaviour and effort;
- Displays to celebrate excellent achievement, effort, engagement, punctuality and manners;
- Weekly celebration of top positive point scorers and tutor groups;

- Regular shout outs in assemblies alongside as termly achievement assemblies;
- Awards at the end of the year for the top earners of positive points

When and how should positive points be logged?

- Positive points will be logged on Bromcom
- During every lesson Bromcom should be open and any positive points awarded should be logged by the end of that lesson
- Points awarded outside of lesson time should be logged as soon as possible at a convenient time but usually within 72 hours. E.g. at end of school day, whilst form group are in assembly, etc.

Recognition:

Pupils will be recognised when they reach each of the positive points thresholds.

These thresholds will be reviewed at the end of the Autumn term 2026 and periodically thereafter to ensure their suitability.

- 100 positive points – Certificate of recognition plus communication home from the form tutor
- 250 positive points – Certificate of recognition plus communication home from the Head of Year
- 500 positive points – Certificate of recognition plus communication home from a member of the Senior Leadership team
- 700 positive points – Certificate of recognition plus communication home from the Principal

Furthermore, on a weekly basis the top 25 positive point scorers in each year group will be entered into a weekly draw, with 5 students from each year group awarded with a dessert or drink token for The Eatery. The winners will be announced each Monday.

Responding to misbehaviour

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment.

It is important that staff across the school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service that is reasonable, supervised and proportionate
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Use of alternative provision
- Suspension
- Permanent exclusions, in the most serious of circumstances

Removal from the Classroom

The academy recognises that, on occasion, a pupil's behaviour may seriously disrupt the learning of others or compromise the safe and orderly running of a lesson. In such circumstances, a pupil may be removed from the classroom for a limited period of time.

Removal is intended to be a supportive and preventative measure that allows learning to continue for the wider class whilst providing the pupil with an opportunity to regulate their behaviour, reflect on their actions and re-engage positively with learning. Removal should normally be used only when other appropriate classroom strategies have been attempted, unless the severity of the behaviour makes immediate removal necessary.

A pupil may be removed from a lesson where they:

- Persistently disrupt teaching and learning despite appropriate interventions.
- Refuse to follow reasonable staff instructions.
- Use abusive, threatening or aggressive language.
- Behave in a manner that compromises the safety or wellbeing of others.

- Commit a serious breach of the academy's behaviour expectations.

At Goldington Academy, a Red Card will normally result in a pupil being removed from the lesson and directed to the Student Support Hub (SSH), where they will remain for the remainder of that lesson. Work will be provided to ensure that learning continues during the period of removal.

Following removal, the incident will be logged on Bromcom and parents/carers will be informed in accordance with academy procedures. Where appropriate, a restorative conversation will take place to support the pupil's successful reintegration into subsequent lessons and to reduce the likelihood of further incidents.

When considering removal, staff will take account of the individual circumstances of the pupil, including any special educational needs, disabilities, medical needs, safeguarding concerns or other vulnerabilities. Where appropriate, reasonable adjustments will be made in line with the academy's duties under the Equality Act 2010.

The use of removal will be monitored by academy leaders to ensure it is used consistently, proportionately and fairly, and to identify whether any groups of pupils are being disproportionately affected.

Misbehaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This includes bullying, cyber bullying and poor behaviour in the local community which may bring the name of the school into disrepute. This may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

Goldington Academy is committed to maintaining high standards of behaviour for all pupils whilst recognising that some pupils may require additional support, reasonable adjustments or targeted interventions to meet the academy's expectations. Adverse childhood experiences (ACEs), trauma, attachment difficulties and social, emotional or mental health needs may influence a pupil's behaviour, emotional regulation and ability to respond to expectations. Whilst high standards of behaviour will be maintained for all pupils, staff will seek to understand the underlying causes of behaviour and consider whether additional support, intervention or reasonable adjustments may be required. A supportive, relational and trauma-informed approach will be adopted where appropriate to help pupils develop self-regulation skills, build positive relationships and achieve success.

Whilst SEND may influence behaviour, staff should not assume that a pupil's SEND is the sole cause of any incident of misbehaviour. Decisions will be based on the individual circumstances of each case and the available evidence.

When investigating incidents involving pupils with SEND, school leaders will consider whether:

- The pupil understood the rule, instruction or expectation.
- The pupil was able to regulate or modify their behaviour at that time.
- The pupil's SEND, disability, medical condition or identified need contributed to the behaviour.
- Reasonable adjustments had been put in place and implemented appropriately.
- Additional support or intervention may be required to reduce the likelihood of recurrence.

Where a pupil's SEND is found to have contributed to their behaviour, school leaders will consider whether the proposed sanction is reasonable, proportionate and lawful in accordance with the Equality Act 2010.

Legal Duties

When making decisions about behaviour and sanctions, the academy will balance the need to maintain high expectations with its legal duties towards pupils with SEND.

These duties include:

- Taking reasonable steps to avoid placing a disabled pupil at a substantial disadvantage as a result of academy policies, procedures or practices.
- Using best endeavours to identify and meet the needs of pupils with SEND.
- Securing the provision specified within an Education, Health and Care Plan (EHCP).
- Co-operating with the local authority and other relevant agencies in meeting a pupil's identified needs.

Preventative Approaches and Reasonable Adjustments

The academy will seek, wherever possible, to identify triggers for dysregulation or misbehaviour and implement reasonable adjustments to support pupils in managing their behaviour successfully.

Preventative measures may include:

- Short, planned movement or sensory breaks.
- Adapted seating plans and classroom environments.
- Visual timetables, prompts or communication aids.
- Adjustments to uniform requirements where appropriate.
- Use of pastoral support plans, pupil passports or individual support strategies.
- Access to a safe space or trusted adult.
- Explicit teaching and modelling of behavioural expectations.
- Additional staff training in specific areas of need, such as autism, ADHD, speech and language difficulties or social, emotional and mental health needs.

Adjustments will be based on the individual needs of the pupil and reviewed regularly in partnership with parents/carers and relevant professionals as per the SEND code of practice.

Adapting Sanctions for Pupils with SEND

When considering a sanction, school leaders will take account of:

- Whether the pupil was able to understand the expectation that had been communicated.
- Whether the pupil was able to act differently at the time of the incident.
- Whether the behaviour was significantly influenced by the pupil's SEND, disability or identified need.
- Whether reasonable adjustments have been made and implemented consistently.

Where appropriate, sanctions may be adapted to ensure they remain reasonable, proportionate and effective. This does not mean that pupils with SEND are exempt from consequences; rather, any response must take account of individual needs and circumstances whilst maintaining the safety and learning of others.

Identifying Additional or Unidentified SEND

Where a pupil demonstrates persistent behavioural difficulties, the academy will consider whether there may be unmet or unidentified SEND contributing to those difficulties.

The SENDCo may undertake further assessment and, where appropriate, seek advice from:

- Specialist teachers.
- Educational psychologists.
- Health professionals.
- Early Help services.
- Other relevant external agencies.

Where additional needs are identified, the academy will work closely with parents/carers and professionals to develop and review appropriate support plans and interventions.

Pupils with an Education, Health and Care Plan (EHCP)

The academy will ensure that the provision specified within a pupil's EHCP is delivered and that staff are aware of relevant strategies and adjustments.

Where concerns arise regarding the behaviour of a pupil with an EHCP, the academy will review the support currently in place and work collaboratively with parents/carers, the local authority and other professionals to determine whether further assessments, adjustments or interventions are required.

Where appropriate, the academy may request an early or emergency review of an EHCP to ensure that provision remains suitable and that the pupil's needs continue to be met effectively.

Suspensions and Exclusions

In rare and extreme cases the school reserves the right to suspend or exclude pupils from attendance either for a fixed period or on a permanent basis.

Please refer to the Academy's Exclusion Policy for further information.

Safeguarding Separation Provision

Safeguarding Separation

The school recognises that there may be occasions when it is necessary to separate a pupil from their peers for safeguarding reasons. Safeguarding separation is distinct from suspension, internal exclusion or any disciplinary sanction and will only be used where it is necessary to protect the safety, welfare or wellbeing of the pupil and/or others.

Safeguarding separation may be considered where:

- There is an immediate safeguarding concern relating to a pupil or another member of the school community.
- A pupil is alleged to have been involved in behaviour that is being investigated by the school, police or other agencies and separation is required to manage risk.
- There is a risk of intimidation, witness interference or further harm.
- A pupil is at risk of exploitation, abuse, retaliation or significant emotional distress.
- Advice from Children's Services, the police, social care, the Virtual School, or other safeguarding professionals indicates that separation is necessary.

Principles

Any safeguarding separation arrangement will:

- Be proportionate, reasonable and for the shortest possible period.
- Be regularly reviewed by a member of the Senior Leadership Team.
- Be clearly recorded, including the rationale, duration and review arrangements.
- Take account of the pupil's age, SEND, medical needs and any known vulnerabilities.
- Not be used as a disciplinary penalty or substitute for suspension.
- Ensure pupils continue to receive appropriate education and support.

Educational Provision

Where safeguarding separation is necessary, the school will ensure that:

- Suitable educational provision remains in place.
- The pupil continues to have access to learning opportunities.
- Appropriate pastoral and safeguarding support is provided.
- Any arrangements comply with equality duties and reasonable adjustment requirements.

Communication with Parents and Agencies

Parents/carers will normally be informed of the reasons for the safeguarding separation and the arrangements being put in place, unless doing so would place a child at further risk or be contrary to advice from safeguarding partners.

Where appropriate, the school will work alongside:

- Children's Social Care
- The Police
- Early Help services
- The Virtual School Head
- Other relevant safeguarding professionals

to ensure that protective measures are coordinated and in the best interests of the child.

Review of Arrangements

Safeguarding separation arrangements will be reviewed regularly and removed as soon as the risks that necessitated the separation have reduced sufficiently. The school will seek to reintegrate pupils fully into normal school activities at the earliest safe opportunity.

Responding to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with robust, proportionate and consistent responses and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Banned items

The following items are not allowed in school, unless permission has been granted by the Academy Principal under an exceptional circumstance.

Items found in this list on pupils will be confiscated by school staff.

- Alcohol
- Tobacco in any form
- Illegal drugs in any form
- Any drug related paraphernalia, e.g. rolling paper, cannabis grinders etc
- Vapes/e-cigarettes
- Unusually large quantities of cash
- Mobile phone – see mobile phone procedure
- Deodorant/aerosol spray
- Sharp or potentially dangerous items e.g. knife, screwdriver, hammer
- Any item believed to have been stolen
- Any item resembling a weapon of any type
- Pornographic images
- Fireworks
- E-Scooters
- Any item that jeopardises the smooth running of the school day e.g. water guns/pistols
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

Searching, screening and confiscation

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

When considering whether to conduct a search, staff will take account of the age of the pupil, any known SEND, medical conditions, communication needs, mental health needs or safeguarding concerns. The dignity, welfare and wellbeing of the pupil will remain a primary consideration throughout the search process.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal to try and determine why the pupil is refusing to comply.

Any decision to use reasonable force to facilitate a search will be proportionate, necessary and lawful. Staff will take account of the circumstances of the incident, the risk of harm, the age of the pupil and any known vulnerabilities, including SEND, medical needs and safeguarding concerns. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any **prohibited items** outlined below, but not to search for items that are only identified in the school rules.

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

The authorised member of staff may use a metal detector to assist with the search. Where an electronic device has been confiscated and there is good reason to do so, authorised staff may examine data or files on the device where this is permitted by law and in accordance with Department for Education guidance. Any data or files found to be inappropriate, harmful or unlawful may be deleted where there is a good reason to do so.

Any safeguarding concerns identified through a search of an electronic device will be referred immediately to the Designated Safeguarding Lead.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

Where a member of staff has reasonable grounds to suspect that a pupil is in possession of a mobile phone contrary to the academy's Mobile Phone Procedure, the device may be searched for and confiscated in accordance with this policy.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents/carers will normally be informed of any search for a prohibited item as soon as reasonably practicable. In exceptional circumstances, where informing a parent/carer may place a child at risk of harm, the academy will seek advice from the Designated Safeguarding Lead and act in accordance with safeguarding procedures.

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

Pupils will be screened before entering the exam hall for either public examinations or mock examinations. This is to ensure they are not in possession of a mobile phone.

Pupils may be screened for mobile phones and other banned items with a hand-held metal detector when required. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search with or without consent.

Any member of school staff can screen pupils.

A pupil who refuses to be screened will be referred to the Principal.

Monitoring and Oversight

The use of searching, screening and confiscation powers will be monitored by senior leaders to ensure that they are exercised lawfully, proportionately, consistently and without discrimination. Records will be reviewed regularly to identify any patterns, trends or disproportionate impact on particular groups of pupils and to inform staff training and policy development.

Supporting pupils following sanctions

Pastoral support

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Report card
- Daily contact with pastoral staff/HOY
- Daily/weekly communication between school and parents
- Behaviour contract

Student Support Hub

The school has a Student Support Hub (SSH) which provides flexible provision for children on a variety of levels. The centre helps to support children with behaviour difficulties, as well as helping to re-integrate children returning from long term absence or with attendance problems. The centre also provides extra support for children with learning difficulties as well as focussing on social and emotional issues. Please see Goldington Academy's Early Help offer, which outlines the internal support available to all pupils.

External providers

Where appropriate, school leaders will seek support for pupils from external providers. This may be through the Early Help Team, Police Liaison Team, CAMH/CHUMS, Ed Psych service etc.

This support will be individual to the pupil and their needs and in conjunction with parent/carer views and wishes.

Behaviour systems and ladders

The red and yellow card system

Staff should use the red and yellow card system in line with the sanction ladders in this policy.

Staff should:

- Use a range of behaviour management strategies before issuing a red/yellow card.
- In the majority of cases staff should give two clear warnings before issuing a third warning and a yellow card.
- Only issue straight red or yellow cards without warnings in extreme cases and before other strategies have been tried.
- When issuing a yellow card, instruct the Pupil to stand outside the room for 2/3 minutes. After giving the Pupil time to reflect on their behaviour, teachers should go outside to explain to the Pupil why they have received the yellow card and how their behaviour is expected to improve upon re-entering the classroom.
- After receiving a yellow card, if a child continues to behave in a way that is detrimental to the learning of others and two more clear warnings have been given, then a red card should be issued and the child will be sent to the Pupil Support Hub (escorted by an appropriate member of staff where required)). The child will not return to that lesson – this is a removal from the lesson.
- Following a red card, the Pupil will be asked to write their version of events on a Pupil Incident Form (See Appendix H).
- Log the details of the incident (Red or Yellow card) on Bromcom that same day and send a notification to the HOY and Form Tutor using Bromcom messenger.
- The member of staff who issued the red or yellow card will phone home the same day to make parents aware of the details as to why the card was issued, this conversation will be logged on the Pupil's Bromcom communication log and saved for future reference.
- The HOY will carry out a detention the next break time and may also request a restorative justice meeting with the pupil and member of staff.
- A Yellow card detention will last for half an hour during a lunch time. A red card detention will last for the whole of morning break and lunch time. Pupils may be asked to carry out community service during this time. Pupils may also be requested to attend detentions after school by members of staff if it is judged that this would be the most appropriate time for the detention to take place.

Goldington Academy sanctions ladder

Level 1	Subject Tutor
Level 2	Form Tutor
Level 3	Head of Year
Level 4	SLT
Level 5	Academy Principal

Please also see the uniform and equipment policy for information and procedures relating to our expectations with uniform and equipment.

The thresholds for rewards may change before this policy is next reviewed by the Governing Body.

Level 1 behaviour – Subject Tutor	
Level 1 behaviours	**Level 1 strategies**
• Disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy. • No homework. • Late to lessons.	• Warnings given – yellow or red card (move to level three). • Pupil moved seat. • Cool down period outside of classroom. • Detention from Subject Tutor. • Note in planner. • Phone call home to parent/guardian. • Referral to Form Tutor.

Level 2 behaviour – Form Tutor	
Level 2 behaviours	**Level 2 strategies**
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy. • Persistently late to lessons. • Persistent lack of homework. • Late to school. • General poor behaviour across the school.	• Form tutor report card/target book to be monitored at the end of each day (inform parents). • Note in planner. • Phone call home to parent/guardian. • Meeting with parent. • Form Tutor detention. • Referral to Pastoral support team, including SENDCo – HOY informed. • Referral to HOY i.e. if Pupils are still late for lessons despite Form Tutor intervention.

Level 3 behaviour – Head of Year	
Level 3 behaviours	**Level 3 strategies**
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in yellow/red card. • Violent/aggressive conduct (in lessons or on playground). • Vandalism/destruction of property. • Swearing. • Racist behaviour. • Bullying on or off site e.g. through the use of social media. • child on child-abuse, including: *Bullying on or off site and through the use of social media;* *child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.* • Truancy/leaving class without permission. • Theft. • Behaviour before/after school which could bring the name of the academy into disrepute.	• HOY detention. • HOY report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Period of internal isolation in SSH. • Pastoral Support Plan. • Change of tutor group. • Loss of privileges i.e. extra-curricular sport, attendance on a school trip, sports day participation • After school detention. • Community service • Phone call home to parent/guardian. • Meeting with parent. • Referral to Pastoral support team, including SENDCo. • Liaise with external agencies. • Restitution, eg. payment for damage, replacement • Referral to SLT. • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed. • Parents to be informed via phone call for the majority of level three behaviours.

Level 4 behaviour – Senior Leadership Team	
Level 4 behaviours	**Level 4 strategies**
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in multiple yellow/red cards. • Violent behaviour/assault of other stakeholders (in lessons or on playground). • Illegal activities (carrying of weapons, dangerous goods etc). • Possession of illegal substances (including alcohol and cigarettes). • Racist behaviour (repeated) • Child on child abuse, including: *Bullying on or off site and through the use of social media;* *Child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.* • Truancy/leaving premises without permission. • Major vandalism/destruction of property. • Major theft. • Refusal to accept the authority of the Head of Year. • Refusal to accept the authority of the Senior Leadership Team. • Behaviour before/after school which could bring the name of the academy into disrepute.	• SLT detention. • SLT report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Referral to school SENDCo where appropriate • Period of internal isolation in LIC. • Referred to Academy Principal for external exclusion. • After school detention –. • Community service • Meeting with parents + external agencies. • Restitution, eg. payment for damage, replacement. • Referral to external agencies as appropriate. • Involve Police as necessary. • Any racist incidents are to be recorded on racist incident form and filed with School Business Manager and returned to Bedford Borough Council – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed with school business manager and returned to Bedford Borough Council – both sets of parents to be informed.

Level 5 behaviour – Academy Principal	
Level 5 behaviours	**Level 5 strategies**
• Refusal to accept the authority of the Senior Leadership Team. • Persistent refusal to engage with strategies already in place. • Child on child abuse, including: *Bullying on or off site and through the use of social media;* *Child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery.*	• Pastoral support plan, including referral to school SENDCo where appropriate • SLT report card. • Meeting with parents/external agencies. • External/permanent exclusion. • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed.

Parents will normally be informed of after-school detentions in advance. Parental consent is not required for the school to keep a pupil for a detention at the end of the school day for ten minutes; however, reasonable notice and safeguarding considerations will be considered.

Links to other policies

- Child Protection and Safeguarding policy
- SEND Policy
- Equality Policy
- Anti-Bullying Policy
- Attendance Policy
- Pastoral care, guidance and support policy
- Uniform and Equipment Policy
- Dealing With Allegations of Abuse Against Teachers, Other Staff and Volunteers
- Exclusion Policy

Pastoral Communication Meeting Date: _____

Name of Pupil	Area of concern	Strategies	Impact	Monitored by

Pupil Explanation Form

NAME ..... **FORM** .....

What Happened? **(This is a piece of English writing, please ensure you use your best handwriting, correct spelling and punctuation).**

What I think I should do to put things right

Teacher/Parent Comments

Signed _____

Date _____