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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline how students are expected to behave
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation And Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

The Academy's Student Discipline including Anti-Bullying (Behaviour) Policy (from this point on referred to as The Behaviour Policy) is a practical working document and as such is subject to ongoing review in the light of developing practices and initiatives (internal and external) to ensure that it remains relevant and reflective of the current situation. The Policy aims both to guide and to reflect the Academy's good practice as we set out to create, within our daily work, an environment which develops appropriate behaviour for learning and support students' wellbeing.

We strive to support the attainment of the aims of the Every Child Matters agenda. That is, that every child, whatever their background or circumstances, has the support they need to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;

- Achieve economic well-being.

The Policy outlines what we have in place by way of:

- Structures which encourage and reward positive behaviour;
- Support structures for students, parents and staff;
- An effective system of referral;
- Fair, appropriate and consistent sanctions to be applied as situations demand;
- Anti-bullying strategies;
- MENTAL health and wellbeing support for all.

We understand wellbeing is a state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is “everyone’s business” across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

We believe that The Archbishop Lanfranc Academy – The BEC Trust is successful by giving priority to:

- Creating a morally and spiritually positive, active, yet reflective educational environment of lasting benefit designed to meet the aspirations and needs of each student in this technological age;
- Enabling each student to realise his or her full potential by assimilating those values and skills necessary for long-term self-development and the development of society;
- Positive and accountable relationships between individual members of the Academy community as well as with parents and the wider community;
- A commitment to carefully planned and continuing development as an institution for the nurturing of beneficial human achievement;
- Effective staff recruitment, support, development and training.

Students are encouraged to believe actively that:

- Learning changes lives;
- To work well we must all act with Courtesy, Co-operation and Common Sense (the 3Cs);
- They will play a part in shaping the present and future world;
- They control their own destiny through their own actions.

Towards achieving these objectives the Academy’s Behaviour Policy has evolved, to direct and reflect the good practice that underpins The Archbishop Lanfranc Academy – The Bec Trust’s growing reputation.

Roles and Responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Student Code Of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect and be kind to members of staff and each other
- In class, make it possible for all students 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

Around the Academy Site

Students must move around the school in a sensible, calm, courteous and appropriate manner. They should keep to the left in the corridors and stairways and keep moving. Students should not run around the Academy site (except in the playground or field areas). Students should not shout or make other loud noises;

If there are visitors in the Academy, students should be polite and helpful;

- Students should keep off grassed areas and flower beds. Use the paths to move around the site – do not cut across grassed area;
- Students are expected to respect the rights of others to use the playgrounds;
- Never drop litter. Always keep the Academy site, canteens, halls, classrooms and corridors tidy;
- The possession or use of cigarettes, alcohol, and illegal substances is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the Academy site under any circumstances;
- Electronic equipment such as computer games, iPods, etc, are not to be used on the Academy site;
- The use of mobile phones on the Academy site during the normal hours of the Academy day, including breaks and lunchtime, is forbidden. If families feel that it is necessary for students to carry mobile phones, such phones must be kept securely hidden in bags and must be switched off. If a phone is used during the Academy day it will be confiscated for seven working days. Any further breach of this rule will lead to the confiscation of the phone for a further seven working days, disciplinary action and the requirement for a parent or carer to collect the phone from the academy by appointment.
- Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas;
- All accidents must be reported immediately to a member of staff;
- Students must have signed permission from their parent(s)/guardian(s) and an 'exit form' in order to leave the Academy during the Academy day. They must show the slip to their teacher before they are allowed to leave. Upon returning to the Academy site, students must report to the Academy Office;
 - Students who are late for registration must report to the member of staff in reception;

- Students or visitors who need to arrive or leave the Academy during lesson times must sign in and/or out at the main reception;
- The Academy uniform should be worn correctly at all times.

Expectations of students' conduct and behaviour outside the Academy premises

The Archbishop Lanfranc Academy – The BEC Trust has high expectations of students with regard to their behaviour off the Academy site. This includes behaviour on activities arranged by the Academy, such as work experience placements, educational visits and sporting events; behaviour on the way to and from the Academy and behaviour when wearing the Academy uniform in a public place. The Academy will apply appropriate sanctions to regulate off-site behaviour whenever there is a need. Where there is a concern about student behaviour off-site in situations other than Academy arranged activities, The Archbishop Lanfranc Academy – The BEC Trust will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions.

These factors will include:

- The severity of the misbehaviour;
- The extent to which the reputation of the Academy has been affected;
- Related to this, whether the student(s) in question were wearing Academy uniform or were otherwise readily identifiable as members of the Academy;
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- Whether the misbehaviour in question was on the way to or from the Academy, outside the Academy gates or otherwise in close proximity to the Academy.

Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of the Academy.

- Smoking - smoking is not permitted on the way to or from the Academy, or during lunchtimes;
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public;
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners;
- Cycling/Walking - sensible use of roadways and pavements is expected and ensures safer journeys;
- Language - the use of loud and bad language is unacceptable.

Students must always be aware of other members of the Academy community and members of the public. We will respond in the Academy to any complaint received about unreasonable behaviour.

Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the Academy rules as directed by the member of staff in charge. Such activities will include Academy trips, work experience, further education courses or other courses organised as part of the students' Academy programme and sports events.

In all such situations students are expected to act as ambassadors for the Academy and ensure that, through their behaviour, our excellent reputation is maintained or enhanced. Where a student's behaviour is found to have fallen below the Academy's expectations, appropriate sanctions will be applied.

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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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 student)

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
Racial	Racial taunts, graffiti, gestures
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

Statement of intent

We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a 'telling' Academy. This means anyone who knows that bullying is happening is expected to tell the staff. The staff should then pass any information about incidents of bullying to the appropriate Achievement Co-Ordinator (ACO)

Why is it important to respond to bullying?

Bullying is damaging. No-one deserves to be a victim of bullying. Students who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect.

We all need to recognise that bullying can:

- Have an adverse effect on both physical and mental health;
- Have long term effects for both the victims and the bullies;
- Seriously disrupt a young person's education;
- Cause much stress and anxiety to both victims and their families.

We all have a responsibility to respond promptly and effectively to issues of bullying. The Academy must be informed about all incidents of bullying if it is to carry out this responsibility effectively. To allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic, gender and race-related bullying.

Objectives of this Policy

All students, Parents, Governors, teaching and non-teaching staff:

- Should have an understanding of what bullying is;
- Should be opposed to and actively respond to acts of bullying;
- Should know what the Academy Policy is on bullying, follow it when bullying is reported and model appropriate behaviour consistently.

As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated;
- Parents, students and staff should have an understanding of the procedures that will be followed when a bullying incident comes to light;
- Support and advice will be offered to students who are experiencing bullying.
-

Possible signs and symptoms to look out for

- Being frightened of walking to or from the Academy;
- Not wanting to go on the public bus;
- Change their usual routine;
- Being unwilling to go to class;
- Becoming anxious and withdrawn;
- Attempted or threatened suicide;
- Crying themselves to sleep at night/nightmares;
- Feeling ill in the mornings;
- Truancy;
- Beginning to do poorly in their work;
- Coming home with clothes/books torn;
- Having possessions 'go missing';
- Asking for money or stealing money;
- Unexplained cuts/bruises;
- Coming home hungry (money/lunch has been stolen);

- Becoming withdrawn, lacking in confidence;
- Becoming aggressive and unreasonable;
- Bullying other children or siblings;
- Giving improbable excuses for any of the above.

Please discuss your concerns with the Achievement Co-ordinator rather than worrying about whether you should act or not. Bullying may not be responsible for the changes that you have noticed, but there may be other causes that may need investigating.

Procedures to be followed by parents, students and staff

1. Report bullying incidents to the Achievement Co-ordinator.
 - students should tell either their parents or a member of the Academy staff;
 - Parents should contact the Achievement Co-ordinator through the Academy office.
 - **Teaching and non-teaching staff should:**
 - contact the Achievement Co-ordinator directly by going to see him/her;
 - record incident on SIMS.
2. All reported incidents will be recorded by the Assistant Principal - Pastoral in the Academy's bullying register.

The bullying register will be administered by the Assistant Principal - Pastoral. It will be used to hold, centrally, information about bullying incidents.

The register will enable the Academy to monitor the number of reported cases of bullying and to evaluate the Academy's current procedures.

3. In most cases parents will be informed about their child's involvement in bullying and, if it is thought to be appropriate, they will be asked to attend a meeting to discuss the problem.
4. If necessary and appropriate, the police will be consulted.
 - The Academy may involve the police if there has been a serious physical assault or if the bullying is happening outside the Academy.
5. Bullying behaviour or threats of bullying must be investigated and steps must be taken to stop the bullying quickly.
6. Following investigation and confirmation of bullying behaviour, the normal sanctions will be applied if appropriate. This might mean the use of detentions or exclusion (see 'Outcomes' - below)
7. An attempt will be made to help the bully (bullies) change their behaviour.

This could involve the School Counsellor, the Achievement Co-ordinator, other staff or external agencies as appropriate.
8. Achievement Co-ordinators will investigate all incidents and suspicions of bullying that have been reported to them.

Outcomes

- 2) If possible the students will be reconciled.

The Achievement Co-ordinator will discuss the incident with the victim and the bully (bullies) and an attempt will be made to resolve the situation to the satisfaction of the victim without the use of sanctions. A sincere apology may be all that is needed.

However, any single incident of physical assault will result in the bully being considered for a fixed-term suspension.

- 3) Repeated bullying and unrelenting bullying will lead to serious sanctions being used and eventually permanent exclusion may be considered.

With repeated bullying, the behaviour of the victim and the bully and how it contributes to the situation will be investigated by the Achievement Co-ordinator. Counselling for both may well follow.

- 4) The Achievement Co-ordinator or the Form Teacher will monitor all incidents and their resolution.

This will be carried out by arranging for the students involved in an incident to discuss the current state of their relationships with their Form Teacher or Achievement Co-ordinator.

Prevention

In our work across the curriculum we try to encourage students to show a high level of sensitivity and understanding of the needs and feelings of all members of the community, both inside and outside of the classroom.

There are several other methods that may be used, if appropriate.

- Assemblies;
- Tutorial periods;
- Signing of a behaviour contract;
- Making up role-plays;
- Having discussions about bullying and why it matters;
- Reading stories or poems or drawing pictures about bullying;
- Production of a range of informative leaflets relating to the different areas of the Bullying Policy; e.g. 'Coping Strategies' for those who have been, or are being, bullied;
- A workshop about mental health issues, including the effects of bullying must be included in immersion days or in the PSHE programme;
- Display anti-bullying posters;
- Arrange counselling for bullies and, if necessary, for those who are being bullied;
- Inform duty staff of areas around the site that may need better supervision.

Parents can help to counter bullying in the Academy by:

- Treating their child's anxieties seriously;
- Contacting the Academy as soon as any bullying is suspected;
- Teaching their children traditional values of honesty, tolerance and what is right and wrong.

Students can help counter bullying by:

- Reporting incidents of bullying;
- Supporting the bullied person;
- Not joining in.

Searching and Confiscation

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environment around The Archbishop Lanfranc Academy. Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Teachers have the authority to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers including vapes
- Fireworks
- Pornographic images

Any item that a 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 the property of, any person (including themselves).

Under common law, school staff have the power to search a student for any item if the pupil agrees. It will be made clear to students the reason for the search and how it will be conducted so that their agreement is informed. All searches of a student will be implemented consistently, proportionately and fairly, in line with the Academy's policy

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. Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal can authorise individual members of staff to search for items set out in the Academy's policy.

The designated safeguarding team will 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 as listed. The staff member should also involve the designated safeguarding lead without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

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. The authorised member of staff should always seek the cooperation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is.

Reasons might include that they:

- Do not understand the instruction;
- Are unaware of what a search may involve;
- Have had a previous distressing experience of being searched.

If a student continues to refuse to co-operate, the member of staff may sanction the student in line with the Academy's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. During this time the student will be supervised and kept away from other students.

During a search.

Where

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

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

The extent of the search

A member of staff may search a student's outer clothing, pockets, possessions or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means 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. A member of staff is able to search lockers or other personal spaces at the school for any item provided the student agrees. Lockers are used by students with the understanding that they may be searched if needed.

If the student withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the Academy rules for which a search can be made. The member of staff's power to search outlined above does not enable them to conduct a strip search.

Searching and Confiscation

Any search by a member of staff for a prohibited item listed and all searches conducted by police officers will be recorded on CPOMS (the Academy's safeguarding reporting system), including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Informing parents

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. Parents/carers will be informed of what, if anything, has been confiscated and the resulting action the Academy has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students;
- Is prohibited, or identified in the Academy rules for which a search can be made;
- Is evidence in relation to an offence.

Rewards and Sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Half termly Achievement Assemblies (including TALA values recognition badges)

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

- A verbal reprimand
- Removed from the classroom and taken to supervision for the remainder of the lesson
- Expecting work to be completed at home
- Detention after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract (AISP)
- Putting a student 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the inclusion room in response to serious or persistent breaches of this policy. Students may be removed via the on-call teacher and taken to the supervision room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. A detention will then be set.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on an academy trip or on the bus on the way to or from the Academy.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom management

The Archbishop Lanfranc Academy – The BEC’s Behaviour Policy aims specifically to create an atmosphere, both in classrooms and on the Academy site, which allows staff and students to engage in worthwhile and constructive activities in class and to move freely, safely and in good order around the buildings and grounds, treating each other and visitors with politeness and mutual respect.

Towards these aims, the Policy should:

- Contribute towards the successful development of the Academy’s overall aims;
- Encourage and reward good behaviour;
- Develop mutual respect between staff and students and between all students themselves;
- Allow the effective teaching of the Academy’s curriculum;
- Develop in students a sense of responsibility for their own actions, whether these affect:
 - Their own progress in class;
 - The progress of others;
 - The happiness of other students in the Academy;
 - Their relationships with members of the teaching and support staff;
- Visitors to the Academy;
- The upkeep of the buildings and the general Academy site
- The reputation of the Academy in the community.

Teaching and Learning – Behaviour for Learning

We believe that all students at The Archbishop Lanfranc Academy – The BEC Trust are entitled to receive and actively participate in lessons that deliver high quality teaching and learning opportunities. We believe that good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate.

We believe that all stakeholders have their part to play in this process. Students’ behaviour should enable both themselves and others to take part in the lesson and allow the teacher to deliver the curriculum free from distraction and hindrance. Students, with the support of their parents, therefore need to follow the common ground rules set out below:

- Students are expected to follow the Classroom Code, which is displayed in each classroom and in the ‘Student Diary’;
- Punctuality by all is expected;
- Lessons have a formal start; pupils are expected to complete a silent starter activity;
- Seating arrangements are determined by the teacher;
- An attendance register is taken for each class in every lesson;
- The Academy’s referral system is used to deal with inappropriate conduct;
- There is a formal end to the lesson, initiated and controlled by the teacher, and lessons do not overrun;
- Teachers will ensure that classrooms are left in an orderly state with straight desks and chairs under them/stools under benches – any paper should be put in the bin;
- The teacher controls exit from the room and behaviour on to the corridor.

In order for **Effective Learning** to take place, we believe students should have opportunities to **Achieve**, that is:

- Work at an appropriate level, make good progress, be challenged;
- Acquire knowledge, make connections, move from the simple to the complex.

Be active learners:

- Generate and test ideas and hypotheses, use strategies for thinking and problem-solving; e.g. talking, drawing, actions, maps, notes, diagrams;
- Critically respond and evaluate;
- Come prepared for the lesson with appropriate materials and preparation work/homework assignments completed.

Become independent learners:

- Have clear objectives and outcomes;
- Ask when they do not understand;
- Give opinions confidently, secure that they will be valued;
- Manage class, homework and coursework tasks;
- Self-correct as they work;
- Use and develop a repertoire of skills, including ICT;
- Select, use and evaluate information sources and evidence independently;
- Use self-evaluation to reflect on learning progress.

Work co-operatively:

- Behave appropriately;
- Work flexibly and supportively with a variety of others in pairs and groups;
- Contribute ideas, listen to and learn from others;
- Be prepared to compromise;
- Act as group leader.

Display positive attitudes about work so that they:

- Stay on task and persevere through difficulties;
- Accept new learning challenges;
- Learn from mistakes, misconceptions and strategies that fail;
- Respond positively to praise, feedback and constructive criticism.

Each of these **Effective Learning** characteristics must be seen at the core of the Academy's Behaviour Policy, as must the essential elements of **Effective Teaching**.

Teachers must ensure:

- **Careful Preparation** that has:
 - Identified clear short-term achievements and objectives as part of long-term strategy; i.e. utilising prior knowledge, understanding, skills and student outcomes;
 - Thorough planning incorporating assessment for learning;
 - An awareness of the appropriate assessment criteria for the programme of study/scheme of work; e.g. curriculum area objectives, National KS3, KS4;
 - Effective lesson structures designed to employ a variety of methods and strategies throughout the lesson;

- Differentiated resources.
- **A positive 'Classroom Climate'** where there is:
 - Ownership of the class and the students within it;
 - Clarity about the purpose of the lesson;
 - Order within the classroom environment;
 - Fairness and lack of favouritism by staff;
 - A clear set of standards related to behaviour and work expectations, including behaviour charts;
 - Varied teaching strategies, including speaking and listening, group work;
 - Good time management and balancing of activities;
 - Effective differentiation;
 - Efficient and apt use of additional resources; e.g. classroom, Learning Support Assistants, ICT and library resources;
 - Interaction with and among students; effective management of student contributions;
 - Inclusion of all students; i.e. all students are valued as individuals and are of equal worth;
 - The feeling that the classroom is an interesting and exciting place to be;
 - Critical thinking starters with plenaries for review;
 - Rapid responses and ongoing feedback to students;
 - A reinforcement of learning with the setting of regular, appropriate and challenging homework assignments;
 - A celebration of effort and attainment; e.g. use of students' work in displays;
 - An attractive environment, a classroom that is comfortable, well-organised and clean.
- **Reflection** that includes:
 - Consistent, transparent, helpful assessment and evaluation that is appropriate to the needs of its audience; i.e. be they students, parents, teachers, governors and/or Examination Bodies;
 - Listening and responding to feedback/advice, including the 'student voice';
 - Identifying the next step in terms of student need and/or the Schemes of Work and/or Curriculum;
 - Adaptation of material and strategies to meet student need;
 - Sharing good practice and resources with colleagues;
 - Identifying professional development needs.

Recognition and Motivation

The Archbishop Lanfranc Academy – The Bec Trust understands the importance of recognising and celebrating students' achievements. The development of schemes and systems to facilitate forms of motivation and encouragement are an ongoing whole Academy priority.

Values Card

This can be accessed through students demonstrating those traits actively encouraged around the Academy such as holding a door open for others, picking up someone else's litter or handing in a lost item.

Celebration Evenings

Towards the end of the Academy year, curriculum areas are asked to nominate deserving students who have achieved excellence or made great progress in their work. Awards are given out also for charity work, sport, drama, music, dance and good attendance.

Achievement Assemblies

Half-termly celebration assemblies are of significant importance for students in Years 7 to 11. These gatherings serve as an important occasions to recognise and celebrate various achievements, including 100% attendance, academic excellence, and notable progress in subjects. By acknowledging the highest attaining students in each subject and those who demonstrate exceptional progress, the assemblies reinforce the value of hard work and academic success. Furthermore, recognising students with the highest attitude towards learning (ATL) emphasises the importance of positive behaviour, dedication, and a growth mindset in their educational journey. These assemblies promote a culture of achievement, encouragement, and recognition within the school community, inspiring students to strive for excellence in their academic endeavours.

Achievement Points

Achievement points are a way of saying “well done” to students. They may be awarded for a wide range of reasons, including: being helpful, achieving well in classwork or homework, achieving well in tests or exams, improvement, participation, positive attitude, achievement in extra-curricular activities, being supportive of the Academy or of friends. Achievement points are recorded in the student diary and termly totals are passed to the Achievement Co-ordinators who arrange for the presentation of end of term Certificates. At the end of the year, overall totals result in the award of Gold, Silver and Bronze Certificates to three large groups of students.

Assemblies

Assemblies provide weekly opportunities for student achievement to be recognised. Awards following, for example, sporting successes are often made and news of charity events, Form activities and other Academy events. In addition, there is always the opportunity to say “well done” and/or “thank you” to groups and individuals within the year group or on the staff.

Achievement Boards

Students’ achievements are displayed around the buildings. At various times the boards incorporate:

- Photographs of particular extra-curricular achievements;
- Lists of praiseworthy students provided by curriculum areas;
- Nominations of individuals or groups by teachers;
- Lists of high merit scores;
- News of charity efforts;
- Local newspaper coverage.

Curriculum celebration

Team Leaders are encouraged to develop their own strategies for recognising and rewarding achievement within their areas. The strategies currently include the use of prizes/awards, displaying lists of students, letters home, postcards home, gatherings and trips.

Managing Behaviour Issues: General advice for..

Staff Subject Teachers

All staff should make every effort to deal with everyday classroom problems as they arise. When it is necessary to refer a problem, where possible, follow the guidelines listed below (Referral Guidelines).

Form Teachers

Through their daily contact with their forms and through the delivery of PSHE lessons, Form Teachers should be able to support students and colleagues, through discussion with the students and by:

- Monitoring students;
- Liaising with the Achievement Co-ordinators;
- Supporting the work of the Achievement Co-ordinators;

Team Leaders

Should support their team via the whole school system of warn, move, remove and support colleagues in ensuring restorative conversations take place and parents/carers are contacted when necessary. When required Team Leaders should complete inclusion requests to support the behaviour within their team.

Achievement Co-ordinators

Achievement Co-ordinators play a key role in the Academy's behaviour management system. They will track and review student behaviour within their year group. Their systems will ensure that students with behaviour issues and vulnerable students are closely monitored and supported. A wide range of strategies are currently used to prevent problems developing and support children, parents and staff where difficulties have arisen.

Achievement Co-ordinators will liaise with the Assistant Principal, as appropriate, and joint action will be taken as required. They will liaise with the Team Leaders and Form Teachers, as matters are dealt with. They will contact Parents and relevant outside agencies where appropriate.

Referral Procedures

The word referral is used to describe a situation in which a student is removed from the normal teaching class within the curriculum area as a result of poor behaviour in lessons.

Referral within the Curriculum Area

Expectations within a lesson:

- Be Prepared
 - Arrive on time and in an orderly manner
 - Remove coats and bags and take out your equipment
 - Ensure you have your planner, reading book and are in full school uniform
- Be Respectful
 - Show respect to everybody
 - Speak only with your teacher's permission
 - Follow your teacher's instructions the first time they are given
 - Keep hands, feet and other objects to yourself
 - Respect the Academy's resources and environment
 - Do not chew, eat or drink (in some classrooms you may drink water)
- Be Engaged
 - Make positive contributions
 - Produce your very best work

- Ensure homework is completed

Removing a student from a classroom because of poor behaviour should never be the first option when imposing classroom discipline. Staff should ensure that the full range of sanctions has been used before this step is taken.

This will include the following 3 step procedure:

- **WARN:** A verbal warning identifying the poor behaviour.
- **MOVE:** A repeated warning and/or possible re-seating.
- **REMOVE:** Collected and referred to supervision where the student will be set a 60 minute detention.

Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others.

It is not Academy policy to send students out of lessons to stand unsupervised in the corridor, pupils must only be removed from the class by requesting the on-call teacher to remove a student from the lesson. The teacher in Supervision must log the incident on SIMS and set the appropriate 60 minute detention which will take place that afternoon. The teacher who asked for the student to be removed will attend the detention and complete a restorative conversation to ensure that expectations are clear for the next lesson.

Further steps

In the case of repeated misbehaviour, it may be necessary to refer students to a designated member of staff for a longer period (up to two weeks). If this extended referral is used, Team Leaders must, after consultation with the appropriate Achievement Co-ordinators, write to parents informing them of the action taken.

An alternative strategy to referral within the subject area is to place a student on Subject Report.

Referral to Achievement Co-ordinators

- In some instances it may be appropriate to refer students directly to the Achievement Co-ordinators - this applies to students currently being monitored by the Achievement Co-ordinators or if serious behaviour issues arise;
- An email should be sent documenting the referral and the incident logged on SIMS.
- If departmental referral or Subject Reports do not help students amend their behaviour, then they should be referred to the Achievement Co-ordinators. Again an email should be sent to confirm the details of the problems and outline action taken to date. A SIMS entry should also be made.

Referring praiseworthy students

- Students who have consistently completed excellent work, made considerable progress or worked extremely hard may also be referred to Team Leaders for recognition;
- In all cases an appropriate email should be sent or the news logged on SIMS;
- In some cases parents may also be written to.

Behaviour and the Special Needs Register - Code of Practice

When students give cause for concern for persistent behavioural problems, they should be referred to the Achievement Co-ordinator. Support will be offered and, where necessary, appropriate sanctions will be applied. Where no consistent improvement is noted, students will be placed on the Academy's Inclusion Register to be monitored (N).

A letter will, at every stage, be sent to the Parents and they may, of course, wish to come in and discuss the problems/strategies with the Achievement Co-ordinator and SENDCO. A log of events, or strategies used to address classroom concerns, must be kept on SIMS.

If the usual classroom actions and sanctions have not resulted in expected improvements in behaviour, a student will be moved on to School Action (A) stage. At this stage, a student may start an I.E.P. (Individual Education Plan). Clear targets are set, action to meet these targets is agreed and will be reviewed twice a year. The Achievement Coordinator concerned will normally do this. If a student also has a learning difficulty, a member of the Student Support Department will write the I.E.P. with input from the Achievement Co-ordinator. It is then distributed to all staff who teach or support the student.

If School Action is not successful in improving the situation, a student will be moved to School Action Plus (P). Outside agency advice is sought, for example from Educational Psychologists and Educational Welfare Officers. Their advice will be acted on and included in any future I.E.Ps. Regular Planning and Review meetings (PARMs) are held with outside agencies to discuss action to be taken for students who are causing serious concern. They may then be put on an Additional Support Plan (A.S.P.) with actions and targets set and reviewed more regularly than the I.E.P. At agency meetings a whole range of strategies will be discussed and an appropriate plan of action will be agreed. On occasions it will be appropriate to hold a meeting for a more detailed, multi-agency consideration of the student's issues.

If all of the described actions have proved to be unsuccessful, a full report may be sent to the Local Authority and it will consider the need for a statutory assessment (Statement of Special Educational Needs). The Local Authority considers the need for a Statement of Special Educational Needs and, if appropriate, makes a Statement (S) and arranges, monitors and reviews provision. This will be used only for students with the most serious and complex needs.

Transition: When students arrive at The Archbishop Lanfranc Academy – The BEC Trust in Year 7 in September, having been on the Primary School's Inclusion Register, we will deal with them at the stage reached in their previous school. Their position will be reviewed at the time of the first year group Review and, where appropriate, changes made to the Register. When students join at other times and/or in other year groups, their position on the Inclusion Register will be reviewed over the course of the first term.

The structure and application of sanctions

As previously stated, the Academy understands the importance of encouragement and positive reinforcement of students' achievements and contributions to Academy life. It also works hard to make clear the boundaries of acceptable behaviour to the student and the wider Academy community. Where a student's behaviour fails to meet the Academy's expectations, sanctions will be applied. We will use our professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case.

Reprimand

For minor misdemeanours an immediate reprimand is required. This could be accompanied by a number of actions, e.g. follow-up conversation at the end of the lesson, verbal warning, or moving the students to another place in the classroom.

Values Card

This may be requested in order for minor misdemeanours such as shirt untucked, running in corridors or shouting. Students who cannot produce their values card when requested should be placed on a 20 minute detention.

D120 Detention (120 minute detention)

This takes place each Friday from 14:40 until 16:40 and is issued by a member of the Senior Leadership team.

Principal's Detention (D180 – 180 minute detention)

This takes place on Saturdays between 09:00 and 12:00. Students must attend in full Academy uniform. This detention is issued by the Principal. A letter is always sent home. Failure to attend results in an internal or external suspension.

Curriculum Area Reports

These may be used following problems which have arisen in a particular subject area and are usually monitored by the Team Leader.

Report Cards

Various report forms are used within the Academy for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Form Tutor, Achievement Co-ordinator or, on occasion, by a member of SLT. Parents are asked to check and sign these reports every day.

Community Service

Following minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students will be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the guidance supplied by Croydon LA.

Our criteria for confiscation will include:

- An item which poses a threat to others, e.g. a laser pen;
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone;
- An item which is against Academy uniform rules, e.g. rings, baseball caps;
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE;
- An item which is counter to the ethos of the Academy, e.g. material which might cause tension between one ethnic group and another;
- An item which is illegal for a child to have, e.g. racist or pornographic material.
- Confiscated items must be delivered into the hands of the Achievement Co-ordinator, Pastoral Manager or Assistant Principal;
- A written record of the confiscation will be kept showing the date confiscated; a description of the item; the Teacher confiscating; the student and form; and date returned;

- Items will be stored in a safe place until returned;
- When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student;
- Mobile phones – separate guidance regarding the use of mobile phones in the Academy has been published. Mobiles should be switched off during the Academy day. Use of a mobile phone during the Academy day will result in confiscation. Confiscated phones should be handed into the Academy office and will be returned to the student after seven working days. Where this is not the first offence, parents will be asked to collect the mobile phone by appointment.
- Personal music players should also be switched off during the day and will be confiscated using the protocol outlined above.

Internal Suspension

When it is felt necessary, the withdrawal process outlined above will be formalised as an 'Internal Suspension'. This will follow an interview with a member of the Senior Leadership Team. The Parents will be informed by letter and warned that ongoing or further misdemeanours may result in a period of external exclusion. A copy of the letter will be sent to the Principal.

Fixed Term Suspension

In extreme circumstances of disciplinary breakdown, the sanction of suspension will be used on a student. If a student is suspended, the Parents will be informed as soon as practicable, initially by telephone and then by letter. The Archbishop Lanfranc Academy – The BEC Trust's Policy on suspension is designed to be understood very easily both by students and by their Parents.

Examples of student behaviour likely to lead to a Fixed-Term Suspension:

- Refusal to accept the normal discipline of the Academy;
- Repeated unwillingness to complete the normal activities of that student's programme(s) of study both in the Academy and for homework;
- Abusive language towards a member of staff;
- Physical violence towards another student;
- Serious harm to the reputation of the Academy through grossly irresponsible behaviour outside the Academy;
- Persistent bullying or intimidation of another student;
- Significant involvement by a student with items or substances that should not legally be in his or her possession in the Academy.

Permanent Exclusion

We will have no hesitation in seeking a permanent exclusion for a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the Academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act The Archbishop Lanfranc Academy – The BEC Trust reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- Threatening behaviour with, or use of, weapons;

- The distribution of drugs;
- Large scale theft of property from the Academy site;
- Acts of violence against a member of the Academy community;
- Sexual assault against a member of the Academy community.

The Use of Detentions

Clause 91 of the Education and Inspections Act 2006 gave a statutory power for Teachers and other staff to discipline students. Detentions are one of the sanctions available to Academies. At The Archbishop Lanfranc Academy – The BEC Trust detentions may be used as a sanction on occasions when a student's behaviour falls below the Academy's required standards.

Detentions are centralized and take place at 2:40 each day. The only exception to this is the late detentions which take place at morning break. Pupils must attend this detention if they are late to school after 8:20am. The late detention takes place in G04 at first break.

Detentions are split into three categories;

- **D20:** A 20 minute detention issued to a student where pupils are not prepared for their learning for example a lack of pen, planner, not completing homework.
- **D40:** A 40 minute detention issued to a students who are not meeting expectations.
- **D60:** A 60 minute detention issued to a pupils not meeting expectations and is having a negative impact on the school culture.

Procedures

1. Parents/Guardians are notified about detentions via the student's diary. It is expected that diaries are shown to the Parents every day. They are also contacted through Edulink with a text message.
2. The relevant member of staff must indicate in the student's diary why the detention has been given and its time, duration and venue. Detentions are served on the same day as they are given. A letter to this effect has been sent to all parents. Any parent with concerns about this procedure should contact the Vice Principal to discuss alternative arrangements.
3. In the case of curriculum area detentions, Form Teachers should inform the Achievement Co-ordinator if it is obvious that a more general problem is developing;
4. Parents, of course, may contact the Achievement Co-ordinator at any time to discuss their child's progress.

Class Detentions

Staff should NOT give 'whole class' detentions. In such cases it is certain that some members of the group will be blameless. It is, therefore, unfair and impossible to justify the punishment to those students or their Parents.

Abuse or intimidation of staff outside the Academy

Members of our Academy staff have the same rights of protection from threat as any citizen in a public place. The Archbishop Lanfranc Academy – The BEC Trust will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the Academy site and when not under the lawful control or charge of a member of staff of the Academy. The Academy will always take seriously reports of such behaviour and apply rigorous sanctions when the student is next in the Academy.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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)

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Student Transition

To ensure a smooth transition to secondary school, students undertake transition sessions with their new teacher(s). In addition, SLT hold transition meetings in the summer term.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This behaviour policy will be reviewed by the Principal and full governing body every three years. At each review, the policy will be approved by the Principal.

Links With Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Policy Review

The effective date of this policy is 1st February 2024

The policy was approved by the Governing Body on 8th February 2024