



‘What we do at Robert Smyth Academy’
Behavioural Code of Conduct
Respect Succeed Aspire

1. Our vision and values

- **Respect, Success and Aspiration are the fundamental cornerstones of our culture.** We facilitate these values by ensuring that:
 - Every pupil is punctual to school and to their lessons.
 - Every pupil attends all their lessons.
 - Every pupil shows self-respect through hard work and positive conduct.
 - Every pupil shows respect for the importance of learning in every lesson.
 - Every pupil shows respect to their peers, parents, and members of staff.
 - Every pupil shows respect to the school premises and their role within the school.
- Staff and volunteers always set an excellent example to pupils.
- Every pupil will learn and work in a safe, respectful, and happy environment, without discrimination, disruption and without feeling threatened or uncomfortable.
- All pupils will develop positive attitudes to learning; all learning creates a powerful feeling of accomplishment and self-esteem which is fundamental to personal development.
- All pupils will show commitment and resilience that will allow them to make progress.
- Every member of staff will model and teach the highest standards of personal conduct so that pupils learn and apply these characteristics.
- Pupils in the Sixth form will abide by the general themes in this policy and the specific provisions agreed during enrolment and in the **Sixth Form Disciplinary Code**.
- We may involve families in behaviour incidents in the interests of the child. Parents will support the behaviour policy of the school so that pupils hear a consistent voice that will best support their development.
- Rewards and sanctions will be used consistently by staff, in line with the behaviour policy.
- The Behaviour Policy is understood by pupils and staff.
- Pupils will be supported to take responsibility for their actions.
- Suspensions and Permanent Exclusion will only be used as a last resort.

Values in Practice – How do we aim to create a climate conducive to our culture?

Respect

- Staff model respectful interactions with pupils. We recognise that “**Good Morning**”, “**Please**” and “**Thank You**” carry high value yet cost nothing.
- Staff choose their words carefully and act with purpose, recognising that language, visual cues and gestures are all vital in communicating respect.
- Staff will not miss opportunities to engage with pupils: they will be proactive on duty, try not to rush conversations, listen and take an interest.

Succeed

- Members of staff understand that the development of good conduct and character is a dialogue: pupils need the opportunity to understand our expectations. Respectful dialogue disarms and deters confrontation.
- Staff will reinforce the need to acknowledge failure as a fundamental aspect of success. Resilience is key.
- Staff will encourage taking responsibility; individual success requires self-motivation.

Aspire

- Staff will demonstrate readiness in our own practice, therefore showing students how to progress and improve.
- Members of staff will model the intrinsic value of learning and curiosity.
- Staff will engage with individual aspirations to facilitate quality support.



2. The Behaviour Curriculum

2.1 We believe in high expectations for all our pupils and to ensure they understand what those expectations are we actively teach the way in which pupils should behave during all activities in the school day.

<p>At all times</p> <ul style="list-style-type: none"> • Wear correct school uniform • Have correct equipment • Arrive to lessons on time • Do not drop litter • Do not swear • Do not go out of bounds • Only drink water in lessons (except practical and science lessons when no drinks are allowed) • No chewing gum or energy drinks • No eating in lessons • No mobile phones visible <p>How we communicate with adults in school</p> <ul style="list-style-type: none"> • Be respectful and polite • For example: "Hello Sir/Miss, how are you?" <p>How we communicate with other pupils in school</p> <ul style="list-style-type: none"> • Say only kind things to each other • Speak to each in a calm tone • Greet each other in a respectful way • Treat each other equally regardless of any differences you may have <p>When arriving at school</p> <ul style="list-style-type: none"> • Enter through a designated entrance • Leave cycles/scooters in the bike racks • Ensure your uniform is correct before entering the building • Behave calmly • Arrive at your tutor room by 8:45 am <p>When in corridors</p> <ul style="list-style-type: none"> • Do not shout • Walk calmly and purposefully • Greet adults with "Hello Miss/Sir" when passing in the corridor <p>When entering your tutor room</p> <ul style="list-style-type: none"> • Enter calmly • Sit in your allocated seat and take your coat off • On Mondays and Fridays get your equipment out, ready for checking <p>When entering the classroom</p> <ul style="list-style-type: none"> • Respond to your teacher's <i>Thrive welcome</i> with "Hello Miss/Sir" • Enter calmly • Sit in your allocated seat and take your coat off • Place your equipment on your desk • Complete the 'Do Now' <p>Throughout the lesson</p> <ul style="list-style-type: none"> • Ensure your whiteboard and whiteboard pen are always on your desk 	<p>When attending assembly</p> <ul style="list-style-type: none"> • Walk from your tutor room to the main hall quietly and calmly • All bags and coats should be removed before entering the main hall • Remain silent once you have entered the Main Hall • Sit with your form in alphabetical order • Sit up straight and listen <p>When using the toilets</p> <ul style="list-style-type: none"> • Only use the toilet at break and lunch time unless it is an emergency • Do not congregate in the toilets • Only one person per cubicle • Wash your hands after using the toilet • Treat everyone with respect • Treat all facilities respectfully <p>When walking to and from school</p> <ul style="list-style-type: none"> • Use pavements • Cross the road at appropriate points • Allow room on the footpath for others to walk past • Be aware of traffic and cross the road safely • Always use appropriate language <p>Catching the bus to and from school</p> <ul style="list-style-type: none"> • Wait in the 'D' calmly • Enter the bus slowly and take a seat • Show courtesy to the driver • Treat other pupils with respect and dignity <p>During a fire drill</p> <ul style="list-style-type: none"> • Leave your bag and coat in the classroom • Exit the building by walking calmly • Line up with your tutor group in register order and in silence • Remain standing, facing forwards <p>In an assessment</p> <ul style="list-style-type: none"> • Sit in your allocated seat • Do not communicate with others • Work in silence • Raise your hand if you need the teacher • Do not look at the work of others <p>Using an IT room</p> <ul style="list-style-type: none"> • Respect the ICT equipment • Only complete activities that have been directed by your teacher • Only print work when authorised by a teacher • Only view material relevant to the lesson <p>In detention</p> <ul style="list-style-type: none"> • Arrive on time to Sixteen07 – remember that your detention only begins once you sign in
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<ul style="list-style-type: none"> • When your teacher wants your attention, they will count “3, 2, 1”, you must be silent by the end of this countdown • Treat your teacher’s words like gold dust; never speak when your teacher is speaking • Respect personal space and property around you • Respect the work of others • Follow all the instructions given by your teacher • Accept penalties, detentions or sanctions assigned without arguing • Only leave the classroom if you have a corridor pass from your teacher <p>When exiting the classroom</p> <ul style="list-style-type: none"> • Pack your work away as directed • Stand in silence behind your chair until the teacher dismisses you row by row • Exit the classroom as directed by the teacher • Say “Thank you” or “Goodbye” in response to your Thrive exit, as you leave the room • Take the most direct route to your next lesson or to break/lunch <p>In Sixteen07</p> <ul style="list-style-type: none"> • Queue calmly • Do not shout • Remain seated when in Sixteen07 • Ensure all litter is placed in the bin • Coats and bags should be removed when seated <p>Outside during break/lunch</p> <ul style="list-style-type: none"> • Only throwing of balls is permitted • Put all litter in the bin • Congregate in small groups only 	<ul style="list-style-type: none"> • Sit in silence • Face the front • Raise your hand if you need the teacher • Complete your ‘Detention reflection’ sheet and work <p>In ATS</p> <ul style="list-style-type: none"> • Sign agreement and hand in your phone • Sit in silence • Do not turn around • Raise your hand if you need to ask a question • Complete all work • Remain on task <p>When leaving the school site</p> <ul style="list-style-type: none"> • Leave safely through a designated exit • Say “Goodbye” to staff as you leave • Look both ways before you cross the road • Only take your phone out once you have left the site • Only mount your cycle or scooter when you have passed the school exit • Walk straight home
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2.2 Pupils will also have access to the following sources of support, as appropriate:

- Positive recognition and rewards
- Personal support plans including mentoring.
- Behaviour and Attendance challenges
- Thrive based intervention.
- Referral to external agencies
- Governor Disciplinary Panels
- Support from the South Leicestershire Inclusion Partnership
- Alternative Provision
- Off Site Direction

3. Uniform

3.1 Please refer to our uniform guide [here](#).



3.2 Pupils are expected to be smart and well presented for school. If pupils are out of uniform, sanctions will be applied. This will normally be a penalty assigned if it is for the following concerns, which will result in a member of staff calling home:

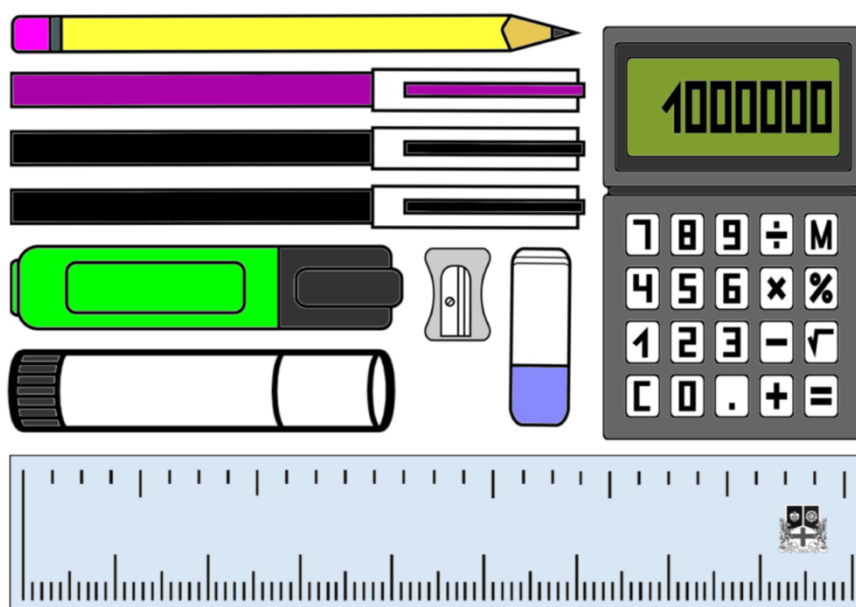
- Incorrect footwear
- An extreme haircut
- A piercing other than a single stud in either ear (e.g., a nose piercing)

If pupils are wearing incorrect uniform, they will go to Student Services to borrow alternative uniform. If no resolution can be found, they will be removed from circulation at social time. If there is a pattern of concern, contact from a form tutor or College Leader will be made and sanctions applied.

If a pupil does not attend in full uniform, then they may not be permitted to attend lessons (e.g., a nose piercing) and they may be sent home to resolve the issue. There may be points of transition between lessons and following social time when pupils may wear coats inside, but hats, scarves and gloves need to be removed. Blazers should be always worn, except when given permission to remove them in lessons or during social time. Exemptions may be made due to weather conditions.

4. Equipment expectations

4.1 All pupils should have the equipment pictured below available for all lessons, failure to have the required will normally result in a penalty.



5. Rewards

5.1 Positive recognition and rewards will be applied fairly and consistently. Positive recognition is a vitally important ingredient of the pupil experience. We operate overall points total that resets every half term. Staff can award positive rewards to pupils for behaviour, attitude or work that deserves recognition:

- Praise for specific contributions (e.g., an excellent question asked in a lesson, a great answer)
- Praise for attitude to learning (e.g., working beyond expectations, perseverance)
- Praise for supporting others (e.g., helping someone who is struggling socially)



- Merits (worth 1 positive point)
- Golden tickets (worth 3 positive points) – as a rule one ticket will be given in each lesson.
- Postcard (worth 5 positive points) – one per week as a minimum
- Subject award (worth 10 positive points)
- Phone calls, emails and letters of encouragement home to parents
- Special privileges such as weekly prizes, queue passes and celebratory events.

Staff can also issue sanctions that carry negative points:

- Penalty = 1 point
- Detentions = 2 points
- ATS (Alternative to Suspension) = 5 points per day
- Suspension = 10 points per day

The overall points total is the positive points—negative points. Every week tutors are sent a report and when pupils reach each tariff point outlined below, they receive a further reward. The prize draws feature prizes that were decided by pupils.

Points in half term	Reward
25	Tuck shop visit + 1 prize draw entry
50	Tuck shop visit + 2 prize draw entries
75	Tuck shop visit + postcard from college leader + 3 prize draw entries
100	Tuck shop visit + RSA (Robert Smyth Academy) merchandise + 4 prize draw entries
125	Tuck shop visit + letter from principal + 5 prize draw entries

6. Pastoral support and intervention

6.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's Special Educational Needs Co-ordinator (SENCO), the Senior Strategic Lead for Special Educational Needs and/or the Strategic Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review regularly.

6.2 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged, reinforce the pupil code of conduct and develop a positive relationship with pupils, which must include:

- Giving a Thrive welcome to pupils in the morning and at the start of lessons.
- Providing a seating plan to support pupil achievement.
- Establishing clear routines.
- Using positive reinforcement.
- Communicating expectations of behaviour non-verbally.
- Highlighting and promoting good behaviour.
- Concluding the lesson positively with a Thrive exit and starting the next lesson afresh.



- Having a plan for dealing with disruption, which employs the behaviour policy.

6.3 To help positive relationships in the classroom staff employ a system of establishing, maintaining and repairing relationships with pupils as outlined below.

Strand	Establish	Maintain	Repair
Definition	We cultivate a positive authentic relationship with each pupil (i.e., build trust).	We use proactive efforts to prevent relationships diminishing.	We repair harm to relationships after a negative interaction.
Strategies	<p>Every child has a supportive relationship with a member of staff, normally their tutor.</p> <p>Staff will set aside a window of time to spend with pupils. We inquire about pupils' interests.</p> <p>We always communicate positively.</p> <p>We teach pupils a behaviour curriculum.</p>	<p>Implementation of rewards policy.</p> <p>Quality First Teaching (QFT) provides conditions for full access to the curriculum and participation in lessons.</p>	<p>Refocus conversations from the Duty Officer and Behaviour team.</p> <p>Reflection documents</p> <p>Parental phone calls</p> <p>Restorative meetings</p>

6.4 A tiered system of pastoral support is implemented with pupils when school sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. A tiered system is used to ensure the right support is given to the right pupils and the right time. Bespoke support may include academic mentoring, positive report, mentoring and sport intervention.

Tier	Tier entry requirements	Support provided
0	Pupils who receive occasional negative behaviour points	<ul style="list-style-type: none"> • Consequence system to be used to act as a deterrent. • Parental involvement – most likely from subject staff or tutors
1	Pupils who accumulate repeated negative behaviour points.	<ul style="list-style-type: none"> • Form tutor meeting with pupil • Positive report to form tutor. • Bespoke support if needed
2	Pupils who continue to accumulate negative behaviour points despite Tier 1 support.	<ul style="list-style-type: none"> • Positive report to form tutor and contact with parents. • SEND (Special Educational Needs and Disabilities) specific support (if appropriate) • Bespoke support depending on pupil need.



3	<p>Pupils who continue to accumulate negative behaviour points despite Tier 2 support.</p> <p><i>And/or</i></p> <p>Pupils who have received a Suspension or ATS (Alternative to Suspension)</p>	<ul style="list-style-type: none">• Parental meeting with Associate College Leader• Targeted Action Plan (TAP) written and actioned (see appendix)• Positive report to Behaviour manager.• Bespoke intervention programmes (if appropriate)• SEND specific support for some pupils.• Bespoke support depending on pupil need.• Referral to Inclusion Forum (Tier 1 SLIP)
4	<p>One off serious incident</p> <p><i>And/or</i></p> <p>Pupils who continue to accumulate negative behaviour points.</p> <p><i>And/or</i></p> <p>Suspensions/ATS despite Tier 3 support.</p>	<ul style="list-style-type: none">• Parental meeting with the College Leader• Personalised Support Plan (PSP) written and actioned (see appendix)• College Leader mentoring• Bespoke intervention programmes (if appropriate)• SEND specific support for some pupils.• Bespoke support depending on pupil need.• Managed move (if appropriate)• Additional pupil/family support depending on pupil need.• Referral to Inclusion Forum (Tier 1 SLIP)

7. Behaviour management

7.1 There is a system of behaviour management employed in lessons as outlined below.

You deserve disruption free learning

Every minute of every lesson

**Student initials will be recorded by the teacher on the board.
A verbal warning may be given**

A penalty will be noted on Bromcom

**An after school detention will be assigned
At this point the student must leave the lesson to an assigned classroom,
quickly and without comment.
The student will be expected to complete the remainder of the lesson in
the assigned class until dismissed**

Please note that this is not an inflexible sequence of actions and can be adjusted according to the severity of the situation.



7.2 Sanctions will be applied fairly and consistently and with due regard to the welfare of all parties. High standards of pupil behaviour and discipline provide a positive environment in which teachers can teach and pupils can learn.

We expect high standards at all times, and the list below represents the most common sanctions that may be applied by the school because of behaviour that does not meet the expected standard:

- Verbal reprimand
- Movement to another seat
- Penalty mark assigned.
- Report to a member of staff at a break or after school for further discussion
- Corrective sanction (e.g., reattempting work that been completed poorly, clearing away)
- Requirement to complete the lesson in another location (e.g., another classroom)
- Removal from lesson by the Duty Officer (this sanction will carry an automatic after school detention)
- Referral to a more senior teacher or member of staff
- Placement on positive report
- Parents asked to visit Academy, joint monitoring by parents and key member of staff.
- Detention at break, lunch or after school
- Confiscation of mobile phone and/or any prohibited items
- Placement on TAP (Targeted Support Plan) or PSP (Personal Support Plan)
- Placement in ATS (Alternative to Suspension)
- Suspension
- Permanent Exclusion.

7.3 Suspensions and Permanent Exclusion - a decision to exclude a pupil will be taken in response to a serious or persistent breaches of the school's behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

7.4 Unacceptable behaviour - the following information constitutes behaviour that is unacceptable and will warrant a serious sanction (non-exhaustive list):

- Aggressive, threatening, or offensive behaviour
- Bullying
- Damage to property including vandalism.
- Dangerous conduct: endangering safety (i.e., fighting, physical assault)
- Defiance
- Discriminatory behaviour or language (e.g., using terms such as "gay" as a homophobic insult or "slut" as a gender insult)
- Disruption
- Extreme defiance (e.g., refusal to leave the classroom, refusal to hand over a mobile phone)
- Failure to adhere to health and safety requirements (e.g., fire assembly)
- Incorrect uniform
- Malicious allegation (e.g., pupil makes an accusation against a member of staff and that accusation is shown to have been false)
- Non-completion of classwork or homework
- Out of bounds
- Peer-on-peer abuse
- Possession of energy drinks
- Possession of inappropriate, dangerous, illegal, and/or prohibited items on the premises



- Possession, or attending under the influence, of banned substances, including alcohol and vapes.
- Racist, sexist, homophobic or any other discriminatory behaviour
- Repeated breaches of the school rules
- Selling items within school without express permission (e.g., for a charity event)
- Sexual assault*, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation. This includes sexual harassment and/or violence.
- Smoking or vaping
- Theft
- Use of foul, abusive or sexualised language.

Where appropriate, the Academy may report an individual incident to the police.

The most severe breaches of the behaviour policy are defined as:

- Attending under the influence, of a controlled substance, including alcohol
- Bullying
- Damage to property including vandalism.
- Dangerous conduct: endangering safety (i.e., fighting, physical assault)
- Racist, sexist, homophobic or any other discriminatory behaviour,
- Possession of any prohibited items**. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Vapes
 - 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).
- Repeated breaches of the school rules
- Sexual assault*, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. This includes sexual harassment and/or violence.
- Theft

***Sexual assault**

All pupils have the right to feel safe in school. The Academy condemns sexual violence and sexual harassment and does not accept that this should be an inevitable part of growing up.

This policy follows the definitions from “Keeping children safe in education” (DfE, 2021)

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.



Process

Reported incidents will be dealt with under the behaviour policy and appropriate disciplinary measures may be taken by the Academy with due regard to all possible sanctions in this policy. If there is an ongoing police or social care investigation this must not be jeopardised, but the Academy may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) and applying appropriate and proportionate consequences based on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support, including a named key worker, alongside any disciplinary measures.

In all reported cases of sexual violence, a risk assessment must be put in place immediately and records will be logged by the safeguarding team. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis and updated, as appropriate. Parents will always be informed, and consideration of support will always be made with all parties in mind.

If cases reported to the police result in a conviction or caution, this policy will be followed. This may involve consideration of permanent exclusion.

In determining a sanction, the following factors will be considered:

- The age and developmental stage of the alleged perpetrator(s),
- The nature and frequency of the alleged incident(s),
- How to balance the sanction alongside education and safeguarding support,
- The wishes of the alleged victim,
- How to ensure a culture of openness so that victims come forward with confidence,
- How to reinforce a culture of respect in the school community.

Whilst all these factors will be taken into consideration, the final decision regarding a sanction will rest with the leadership team including the Principal.

Any form of sexual violence constitutes a serious breach of discipline and will lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim, and possible other children at the school. Sexual assault may also lead to permanent exclusion amongst any other suitable sanctions.

Reports of alleged sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied.

Following such an outcome, the school can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the safeguarding policy.

****Illegal Substances and Weapons**

Any pupil involved in a drugs or weapons related incident is liable to be permanently excluded. This applies whether in the Academy, on their way to or from the Academy, or on an Academy approved activity. It covers not only the taking or possession of drugs, but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into the Academy.

7.5 The use of mobile phones and smart devices including smart watches is not permitted. If phones are seen, they will be confiscated, failure to hand them over will be treated as extreme defiance. This



will not apply if a child has been granted permission to go to the toilet during a lesson and has handed their phone to a member of staff.

Confiscated devices will only be returned to the parent or designated family member of the pupil in question who may collect this device on the afternoon of the following day.

If a parent has a genuine safeguarding concern about their child returning home without their mobile phone, then they should decide for their child to be collected from school. Pupils will be able to wait for their parents until they are collected. The device may not be returned until the following day.

Following a confiscation, collection, and sanction, the pupil may be required to hand in their device at the beginning of each school day to Student Services to ensure that they are not at further risk of using it in school. This arrangement will be determined by a member of the leadership team and communicated to the pupil and parent. If a pupil refuses to comply, this will be treated as extreme defiance and further sanctions will apply.

7.6 Any prohibited items found in pupil possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

7.7 Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.8 The Academy may consult with the Trust central team and/or the Local Authority when discussing the most serious breaches of the behaviour policy.

7.9 Physical restraint: In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder,
- Hurting themselves or others,
- Damaging property

Incidents of physical restraint will:

- 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.

7.10 Our staff are provided with training on managing behaviour as part of their professional learning. Behaviour management is an integral part of continuing professional development.

8. Bullying

8.1 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
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	The use of homophobic comments such as “gay” as an insult
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

8.2 How to raise a concern regarding bullying. We understand that students do not always want to share concerns and they may be anxious about making the situation worse. The Academy have a variety of ways that students and parents can raise concerns and seek support and regular reminders are given to students via tutor time, in assemblies and on posters. These include but are not limited to:

- Speaking with a member of teaching or support staff
- Email into the office email address
- Filling in the student virtual wellbeing box
- Speaking with a student wellbeing ambassador

Members of staff should be alert to possible signs/indicators of bullying, e.g., erratic attendance, spurious illness, regular desire to remain with adults, isolation. Although this behaviour may be symptomatic of other problems, it may be an early sign of bullying.

8.3 Action to be taken if bullying occurs:

When bullying is reported it will be taken seriously.

- Students are encouraged to report incidents of bullying to a member of staff.
- If a student approaches a member of staff and says they are being bullied in the academy, the member of staff should listen and take it seriously.
- It should be made clear to the student that they have made the right decision to say something. They have done nothing wrong; the bully has.
- It may be necessary to take immediate action as a member of staff.
- The member of staff should record what the student has said on a student statement form which should be passed to the behaviour team, Duty Officer or the student’s College Leader.



- If it becomes clear that it is not an isolated incident and requires more time and support, advice should be sought from either the Duty Officer or College Leader.
- If necessary, the matter will then be investigated further by a member of the leadership team.
- It may be necessary where serious incidents of bullying are taking place outside the academy premises to contact/involve the local police.

Once investigated and verified, the academy will take the following action:

Inform

Complete a student account. Form to be filed and logged on My Concern.

The investigating member of staff to inform relevant member/s of staff. If the academy feels it is necessary to inform the parents of both the alleged victim and the alleged bully this will be to outline action taken and highlight any support offered. The situation will be monitored and reviewed as necessary.

Alleged victim

If additional support is required, depending on the nature and seriousness of incident, this support could be given by an appropriate member of staff.

Staff will work with the alleged victim, and wherever possible their parents/carers, to help them feel safe and find coping strategies and responses to bullying. This may involve input from the mentoring team, Assistant College Leader or College Leader.

Alleged bully

Action taken will be determined depending on the nature of the incident and whether the student has been involved in bullying previously.

Incidents to be addressed as appropriate with use of sanctions and/or support. The alleged bully may receive a tiered system of pastoral support.

The alleged bully may require support. This support could be given by an appropriate member of staff, which could be a member of the mentoring team, Assistant College Leader or College Leader.

Substantiated incidents of bullying will be recorded on Bromcom

9. Parent/Carer expectations

- To accept and support the Academy's pupil behaviour policy.
- To recognise the academy's need to balance the rights of the individual pupil with the effective conduct of the academy.
- To provide direct practical support to ensure that the child abides by the academy rules, for example ensuring correct academy uniform, daily punctuality, homework undertaken in line with academy policy.
- To actively participate in academy behaviour-related procedures
- To ensure that your child attends detention as required
- To inform the academy of any personal circumstances which may affect the child's behaviour at the academy.



- To take an interest in their child's in-academy behaviour, using home-based rewards or sanctions in support where appropriate
- To agree to matters being referred to other external agencies if recommended by the academy.
- To follow the appropriate procedures for contacting the academy when it is necessary.
- To monitor pupils' online behaviour to ensure that it meets academy expectations.

Follow the appropriate procedures for contacting the academy when it is necessary.

Monitoring

This behaviour policy will be reviewed by the Principal and Local Governing Body every six months. At each review, the policy will be approved by the Principal.

The leadership team reviews pupil behaviour daily, weekly, and half-termly as part of effective routines for quality assurance. Where appropriate, the Principal and senior leaders may seek the advice of members of the executive team when arriving at a decision about the implementation of this policy.

Published: August 2023

Review date: March 2024

Next review August 2024

Responsible: D Paterson



TARGETED ACTION PLAN (TAP)

A **TARGETED ACTION PLAN** is a preventative measure for those students who: fail to attend school, display unacceptable behaviour and /or underachieve. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available.

Date:

Review Date (max 4 weeks):

Plan Number:

Student:

Tutor group:

Name of Parent /Carer(s)

Contact number

Background information – Why is a Targeted Action Plan required?

AGREED OUTCOMES What must achieve by the next review to make progress?

Support to be implemented

Review and next steps



PERSONAL SUPPORT PLAN (PSP)

The purpose of a **Personal Support Plan (PSP)** is to provide an extra level of support to those students who have not responded to any of the Academy's other interventions. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available.

In signing this document all parties are agreeing to make every effort to achieve the agreed outcomes.

Date:

Review Date:

Student Name:		Tutor group	
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Name of Parent/s or Carer/s	
1.	
2.	

AGREED OUTCOMES What must (student's name) achieve by the next review meeting to make progress at the academy.
1.
2.
3.

Parent(s) agrees to support the academy in achieving these changes by committing to the following agreed actions.
1.
2.
3.



The Academy agrees to support the parent(s) and named student in achieving these changes by being committed to the following agreed actions

1.

2.

3.

Other concerns

Student's successes

Suggested strategies for teachers to support student:

Action to be taken by an outside agency

SIGNATURES

By signing this agreement, I/we understand that the information may be shared with other relevant agencies to enable access to appropriate support services

Student Signature:



Parent Signature(s):	
Principal or College Leader:	
Date:	
Review Date (max 6 weeks):	
Outcome following review	