



**Bexhill**  
Academy

## Culture for Learning / Behaviour Policy

Adopted: September 2024  
Next Review: September 2025  
Reviewed by: Mark Linch



## Culture for Learning – Bexhill Academy Behaviour Policy

### Expectations

At Bexhill Academy, we aim to ensure that by putting **learning at the heart of everything we do**, every student can achieve academically and become a well-rounded and good citizen, therefore having a successful and fulfilling working life. We believe that to achieve this, students must take a **collective responsibility** and understand that their own actions and choices make Bexhill Academy the best school it can be. Our behaviour policy aims to help students to change any behaviours that do not lead to success so that they form good habits which, in time, become part of their **resilient and independent** character.

We have very high expectations of students, and we will be **firm but fair** in holding these high standards. We will never be unreasonable in our requests as we believe there are no excuses for poor behaviour and disruption to learning. We aim to create a safe learning environment for our whole academy community. By **delivering the highest standards** and disruption-free learning we know that we are creating the **best opportunities** for our students.

In applying this policy, Bexhill Academy will consider duties under the Equality Act 2010 regarding relevant characteristics protected by that act. It will also consider the requirements of students with special educational needs. The academy will also have regard to its Safeguarding and Child Protection Policy where appropriate.

### Implementation

Our Behaviour Policy begins from the principle that learning in the classroom is where we want every student to be, but that we must have a disruption-free learning environment where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions. We do not accept any excuses for poor behaviour. There will remain reasons for poor behaviour, but we are ambitious for all students and will therefore support them in meeting our expectations.

Bexhill Academy's approach to providing a **safe learning environment**, where students can show **resilience** and **independence**, is based upon the Nurture Principles of:

- Young people's learning is understood developmentally.
- The classroom offers a safe space.
- Nurture is important for the development of wellbeing.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of young people.

We believe that everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harmful behaviours are not tolerated, including online or outside of school.

Furthermore, the academy is strongly committed to promoting equal opportunities for all and makes appropriate reasonable adjustments for students with SEND.

### Responsibilities

At Bexhill Academy, we promote a **collective responsibility** for a **firm but fair** approach. The responsibility for implementing, adhering to and supporting this policy is as follows:

**All staff** to implement the Behaviour Policy fairly by setting the standards required to promote high standards of behaviour. Where there is an identified learning need, we will make reasonable adjustments.

**The senior leadership team** to ensure all staff adhere to the Behaviour Policy and implement effective systems for keeping records of all reported incidents, reporting to the Trust Board and parents/carers when required and to be a visible presence around the academy to set and maintain high standards.

**Students** are responsible for meeting the behaviour expectations outlined in this policy. This includes taking ownership of their choices and actions.

**Parents/carers** are responsible for working in partnership with the academy develop and maintain good behaviour. To support the academy, parents/carers are encouraged to know the academy's behaviour policy and where possible take part in the life of the school and its culture.

At Bexhill Academy we value our relationships with parents/carers and encourage them to work in partnership with us to assist in maintaining high standards of behaviour both in and outside of the school. In particular, the academy expects parents/cares to support the academy's expectations of attendance and punctuality, behaviour, uniform, standards of academic work, extra-curricular activities and independent learning.

The academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. The policy is reinforced as follows:

- Staff training – including frequent refresher sessions to ensure standards are maintained.
- Displays – including posters around the academy and in classrooms to reinforce high expectations.
- Behaviour Curriculum – the teaching of habits and routines to reinforce the high standards expected of all students.
- Whole academy safeguarding curriculum – to educate students on all aspects of behaviour and values, including British Values
- Assemblies and tutor time – these are used as an opportunity to reinforce high standards of behaviour and to positively respond to any issues that may arise in a timely manner.
- Home-Academy Agreement – this is signed by all students and parents/carers before they join the academy. It reinforces standards of behaviour.
- Academy Newsletter and Website - the website includes a copy of the Behaviour Policy

**The Trust Board** are responsible for reviewing and approving the Behaviour Policy. The Trust Board will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **Behaviour Expectations**

Our behaviour policy begins from the principle that learning an **ambitious, broad and balanced curriculum** in the classroom is where we want every student to be, but we must have disruption free classrooms. The academy rules and policies concerning behaviour and discipline always apply when a student is at the school, representing the school, travelling to and from the school and associated with the school at any time. This includes conduct online.

Students are expected to:

- Adhere to the Bexhill Academy value of **collective responsibility**.
- To respect members of staff and students – do not use inappropriate/discriminatory language or physical contact.
- Maintaining high standards of behaviour in the classroom.
- To move quietly and calmly around the academy building showing consideration for others
- Treat the academy buildings and property with respect.
- To wear the correct school uniform at all times
- To accept and reflect upon sanctions when given, following the processes outlined in the behaviour policy.
- Attend all lessons on time to adhere to the Safeguarding Policy

### **During lessons**

Students must turn up to lessons on time and follow the routines and expectations of the classroom, including completion of the “do now” task. This helps to make sure the start of the lesson is calm, and students are working from the beginning of the lesson. Students will not be permitted to leave the lesson in the first 15 minutes unless there is a medical emergency, a serious incident or unless escorted by a member of staff.

If a student is disturbing their learning or the learning of others, they will be given a warning by the class teacher.

Warnings will be given in lessons for any behaviour that either stops a student learning or stops others from learning. An example of the script used when warnings are given is included in **Appendix 1**.

Consequences, including warnings, will be implemented using a laddered approach. This is not a definitive list but provides guidance for staff and students. A copy of Bexhill Academy’s Behaviour Ladder and associated consequences can be viewed in **Appendix 2 & 3**

Other consequences may include, but are not restricted to:

- Referring the student to a member of the Senior Leadership Team for monitoring.
- Letters, emails or phone calls home to parents/carers.
- Removal from being eligible to attend school trips, enrichment or other school activities such as sports clubs.

Students are allowed to leave their classroom with permission from their teacher with a yellow “Classroom Exit Pass” which they must have whilst they are out of the classroom. Staff will complete the following to ensure staff safeguard all our students.

- Write the name of any student that has left your classroom on the board along with the time.
- Report this if the student is longer than 10 min via the on-call system.

At Bexhill Academy, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals. These adjustments may relate to the way that instructions are given, the way that behaviour is managed, or the consequences and rewards used. Bexhill Academy is committed to providing early intervention to support student behaviour and to ensure students are supported in improving behaviour. We also recognise that poor behaviour may be a symptom of other needs that a student may have, and we aim to address these as soon as they are identified.

### **High Level Behaviours**

There are certain behaviours that will not be tolerated and ones for which the students are likely to receive a suspension from school. This is not a definitive list but includes:

- Refusal to go to the Reset Room (Internal Suspension).
- Absconding from lessons and truancy.
- Failure to meet expectations in the Reset Room (Internal Suspension).
- Swearing at a member of staff.
- Defying a member of staff when walking away from them when they are being spoken to.
- Physical attack on another member of the academy.
- In possession of banned items.

### **Mobile Phones**

The DfE have directed school leaders to develop and implement a policy to prohibit the use of mobile phones and other similar devices which reflects their school's individual contexts and needs. This will depend on several factors including the size of the school, and the age and needs of all pupils.

Therefore, the academy has taken into consideration our local community and understand that we have students travelling distances on public transport and on foot to the academy. Therefore, we have agreed to implement the **'Never used, seen or heard' guidance from the DfE.**

### **Daily Process**

- 1) All mobile devices will be required to be switched off on entry to the academy
- 2) Placed at the bottom of student's school bag or in their trousers / shorts / culottes / coat / blazer pockets before entering the building.
- 3) Mobile devices cannot be used, seen or heard until students leave the school reception green gate outside the main building.
- 4) Students who have been placed in our Internal Suspension room from the start of the day will be required to hand in their mobile devices at the 'CONNECT' reception area.

Any mobile devices used, seen or heard in school will be confiscated until the end of the day for collection from the reception area before 5pm by parent /carers.

Further details are available in the academy's Mobile Phone Policy.

### **School Uniform**

Where a student has incorrect school uniform or is missing an item of school uniform, they will be sent to the Uniform Unit prior to the academy day to borrow an item. If the students refuse to borrow uniform, they will be placed in the Reset Room (Internal Suspension) and a phone call made to parents/carers. The student will remain in the Reset Room until someone is able to bring in the correct uniform or the student complies with the request to borrow uniform.

Non-essential items of clothing such as coats and hooded tops that are not required uniform item can be confiscated by teachers.

### **Refocussed (Trio Support Classroom)**

Where possible, students removed from a classroom for low level behaviours will be 'Refocussed' in an alternative classroom to reset. This ensures learning remains the priority for the student.

A member of staff will determine which room the student is parked in – this is non-negotiable.

### **Reset Room (Internal Suspension)**

Failure to go to the Reset Room is likely to result in a suspension from the academy.

Once in the Reset Room, the student will spend the remainder of the session in there plus the following break time for 15mins. The parent will be informed that their child has been placed in the Reset Room. Whilst in the Reset Room students will complete online learning linked to the curriculum.

### **Community Expectations**

We expect students at Bexhill Academy to represent the academy's high standards at all times. Students are expected to have an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school.

Our expectations of our students in the community are that they:

- Always walk on pavements and use crossings safely
- Respect others - do not use inappropriate language or physical contact
- Respect the property of others – do not lean on cars or walls, enter private property, disturb local neighbours or drop litter
- Represent Bexhill Academy – wear the uniform correctly and be polite and kind to everyone

This reinforces our high standards in ensuring students develop into **well-rounded, good citizens**.

### **Harmful Behaviours**

At Bexhill Academy we believe that every student has the right to feel safe and secure, and to learn in an environment where harmful behaviours are not tolerated. We aim to create and maintain an ethos in which students feel safe to report harmful behaviours and confident in our ability to deal with harmful behaviours quickly and effectively. We take all claims of harmful behaviour seriously, resolve individual issues as promptly as possible, fairly and with a view to teaching students high standards of behaviour for the future.

Further details regarding harmful behaviours, reporting processes, policies and consequences can be found in:

- Safeguarding and Child Protection Policy
- Friendship and Anti-Bullying Policy

### **Child-on-Child Sexual Violence and Sexual Harassment**

In every aspect at Bexhill Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations, verbally, online and physically, will be sanctioned. This can include suspension and permanent exclusion. We strongly believe all students and staff deserve to be in an environment free of sexual harassment and sexual violence.

### **Behaviour incidents online**

When considering behaviour incidents online we are clear the Behaviour Policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect Bexhill Academy, students or staff in any way.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the Behaviour Policy where that behaviour causes a threat or causes harm to another student, member of staff or could have repercussions for the orderly running or reputation of the academy.

Further details regarding inappropriate behaviour and processes can be found in the Safeguarding and Child Protection Policy and the Online Safety Policy.

### **Contextual Safeguarding**

At Bexhill Academy, we always consider the context and motive of a student's misbehaviour and whether it raises any welfare concerns. Where a member of staff reasonably suspects a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow procedures set out in the academy's Safeguarding and Child Protection Policy without delay.

Where disruptive behaviour may be the result of unmet educational needs, or any other needs, Bexhill Academy will discuss concerns with the students' parents/carers accordingly and implement support for the student which allows them to fully implement the academy's high standards.

### **Rewards**

Bexhill Academy's Behaviour Policy recognises, reinforces, and rewards positive behaviour and achievement. Students are praised when they exceed the basic expectations. In the classroom, this is done verbally by the class teacher through the use of specific and meaningful praise.

Students may also receive a positive phone call or a postcard home. Each term, students participate in a Year Group Rewards Assembly for consistent effort and progress with their learning.

Students will also receive positive behaviour points via Class Charts.

Events take place during the year that also rewards positive behaviour and achievements. This includes:

- Year 11 prom



- Parties and festivals
- School trips

### **Students with SEND**

In applying consequences, especially those with serious consequences, the academy takes reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students. With this in mind, when deciding consequences, the behaviour of SEND students will be carefully considered which means that:

- A consideration of whether behaviour on a particular occasion was affected by their SEND.
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a consequence will be imposed where it is considered lawful and appropriate to do so
- A consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the student may have.

It is important to note that this does not mean that a student with an identified SEND do not receive sanctions at Bexhill Academy, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

### **Detentions**

Most detentions are centralised at Bexhill Academy. The consequence is used if a student is late to school or any lesson, in line with the Bexhill Academy Behaviour Ladder (**see Appendix 2 & 3**), for poor behaviour around the academy building or for inappropriate behaviour outside of school. Following DFE guidance "Behaviour and Discipline in Schools July 2016" parental consent and prior notice is not required for detentions but we will endeavour to contact parents/carers by phone/email/text to inform them of the detention.

The permitted times for detention are:

- Any school day when the student does not have permission to be absent, including break times (with reasonable time to eat/drink and use the toilet)
- After school
- Teacher training days

Any member of staff may sanction a student with a detention. To ensure consistency and fairness in their use, the process for using detentions is set out clearly in the Behaviour Ladder (**see Appendix 2 & 3**) and is well-known to staff and students.

Any student refusing to complete detentions set either during the academy day or after school will be set an alternative appropriate sanction, including but not restricted to:

- Internal exclusion
- Suspension

### **Allegations against staff**

Bexhill Academy takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made by a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding and Child Protection Policy.

Bexhill Academy reserves the right to take disciplinary action, including suspension and up to permanent exclusion, against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals.

### **Use of Reasonable Force – Positive Handling**

At Bexhill Academy, our Positive Handling Policy follows the Department of Education advice “Use of Reasonable Force – advice for school leaders, staff and governing bodies”. The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

### **Prohibited items and searches.**

The Headteacher and authorised members of staff have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that a student has in their possession an item that has been, or is likely to be used, to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession prohibited items e.g. a weapon or illegal drug

Further details on prohibited items and searches can be found in Bexhill Academy Searching and Screening Policy. This policy has been produced in accordance with D of E Advice Searching, Screening and Confiscation July 2022 and the D of E Guidance Behaviour in Schools July 2022...

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied.

### **Drugs**

Bexhill Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from school. The word “drugs” in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called ‘legal highs’ and any substance pertaining to be a drug.

Over the counter and prescription medicines are dealt with separately and students and parents/carers should inform a member of the Pastoral or Welfare Team if they are in possession of/likely to be in possession of over the counter or prescription medicines so that these can be appropriately handled and the student be correctly safeguarded.

Bexhill Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent future incidents. Pupils receive drugs education as part of the PSHE programme and the academy will also involve other appropriate agencies for drugs education work.

Any pupil found to be involved in a drugs related incident will be disciplined in accordance with the Behaviour Policy. The sanction is likely to include a suspension or permanent exclusion from the academy but the decision to sanction is taken on a case-by-case basis.

Sometimes it may be necessary to inform the police. Bexhill Academy will take advice as necessary (see NPCC When to Call the Police – Advice for Schools and Colleges). It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs this does not in any way confer a criminal judgment or conviction. Bexhill Academy takes a contextual approach as to where students are affected by drug misuse, which may include early access to support through the academy or other services as appropriate.

## **Suspensions and Permanent Exclusions**

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. We recognise that suspension from school is a serious matter and therefore the decision to suspend or exclude is the Headteacher alone, or in their absence the Headteacher.

Suspensions and exclusions can include but not be limited to the following:

- Breach of academy rules
- Persistent disruptive behaviour
- Persistent defiance
- Persistent inappropriate or offensive language
- Theft
- Physical violence
- Threatening behaviour
- Possession of drugs and other banned items
- Possession of alcohol
- Racism and other forms of discriminatory behaviour and language
- Harmful behaviours
- Sexual violence and sexual harassment
- Inappropriate use of social media and/or technology
- Damage to property
- Verbal abuse
- 

Working Together to Improve School Attendance August 2024 Section 179:

“A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion”

## **Preventing Recurrence of Misbehaviour**

Bexhill Academy recognises that suspension from school is a serious matter, particularly in a situation where students have experienced significant disadvantage in their life. We avoid suspending students where possible and try to achieve the correct balance between the needs of the students and the needs of the Academy community. In order to ensure that suspensions and exclusions are used appropriately, we use several alternatives to suspension and ensure that there is early intervention with student behaviour.

This includes but is not restricted to:

- Internal Exclusion within the internal Exclusion Facility
- Placement within the Bexhill Academy CONNECT provision

## **Pastoral Support**

Bexhill Academy ensures that students who are not meeting our high standards and expectations are given the support needed to re-engage with their learning. This includes but is not restricted to:

- Report books

- Academic and other testing
- Targeted interventions, including group work, education programmes and counselling
- Mentoring

Bexhill Academy also works closely with our local agencies and support service for advice, guidance and targeted interventions regarding specific behaviour issues. Services include:

- East Sussex Behaviour and Attendance Service
- CLASS
- East Sussex Educational Psychology Service

### **Managed Moves**

Bexhill Academy participates fully in the managed move process in East Sussex which involves students transferring to another local school on a short-term basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between the student and the academy. Bexhill Academy also receives students under this scheme and has successfully reintegrated students on this basis. The decision to seek a managed move is made by the Headteacher and only where it is in the best interests of the student.

### **Alternative Provision**

When a student is at risk of exclusion or consistently failing to engage with the academy, alternative provision is considered. This may be in the form of a DfE-registered alternative education provider or a college placement. This may be a part time provision or a full time one. Where possible it will be done with the support of parents/carers, but the Academy may send a student without parental engagement where it is in the best interests of the student (see Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance September 2022).

#### ***“Preventative measures to school exclusion***

*32. Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.”*

The school day and term time dates of Alternative Providers may vary to those of Bexhill Academy. Students attending an alternative provision will be expected to conform to the timings of and meet the expectations of the provider.

### **Discretion**

No behaviour policy can cover all eventualities. The Headteacher reserve the right to use discretion to help Bexhill Academy pupils to make the best choices and achieve the highest standards.

### **Monitoring and Review**

At Bexhill Academy we monitor behaviour issues and evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning or problematic behaviours among students which may indicate whether there are possible cultural

issues within the academy which may be enabling inappropriate behaviour to occur. When patterns are identified, the academy will decide on the appropriate course of action, which may include staff training, additional PSHE lesson, assemblies or a review of the Behaviour Policy.

**Bexhill Academy – Scripts for Staff**

De-escalation Techniques and phrases (in and out of classroom) are available in the staff behaviour handbook.

|    | Behaviour  | Required Action  | Consequence   |
|----|--|--|---|
| C1 | Student disrupts learning for the first time   | Support provided by teacher or TA.<br>Remove any barriers to learning. Check the student's learning.<br>Allow take up time. Name on the board with 1 tick.<br><b>Does not need to be recorded on EduLink</b>   | None  |
| C2 | Student disrupts learning for the second time  | Move student to a new seat if possible.<br>Further support provided by teacher or TA.<br>Name on the board with 2 ticks. <b>Record on EduLink as a C2</b>  | None  |
| C3 | Student disrupts learning for the third time<br><br>Late (0 – 5 mins)<br>Absconding (5 mins +) | 'Refocus' within agreed 'trio' support classrooms <u>with work</u><br>Students are sent to agreed room for a <u>minimum</u> of 15 minutes<br><br>Student welcomed into class with set work and allow time to reflect.<br>Return to original class when appropriate, a student could be kept for the whole lesson, if suitable. Name on the board with 3 ticks. <b>Record on EduLink as a C3</b><br><br>Late / absconding <b>Record on EduLink</b> (3 Lates = After School Detention 20 mins)<br>Absconding and return within 20 min = 40min after school detention<br>Absconding and not returned within 20min = 60 min after school detention | Same day After School Detention for 20 minutes. Can be cleared at break or lunch time in G3 with a 15-minute detention  |
| C4 | Continuing disruption after a refocus<br>(Student returns from 'trio' support classrooms)      | Teacher sends a 'Call Out' for SLT Support<br>SLT supports the teacher and provides a resolution or final ultimatum for the student<br>If appropriate the student remains in a classroom<br>Original teacher to contact parents (scripted email)<br><b>Record on EduLink as a C4</b>   | In addition to the After School Detention (C3) SLT can direct a student to attend the IS room for the remainder of the lesson & 15 mins of break / lunch / after school.<br>Refusal - ½ day external suspension |
| C5 | Physical Assault, Direct Verbal Abuse, Health & Safety that endangers others significantly     | Emergency Call Out<br>Inform year & behaviour team immediately.<br>Record on <b>EduLink as a C5</b> & Myconcern.   | SLT Detention, Internal or External Suspension  |



## Detentions



|           | Consequence   | Required Action   | Further Consequence   |
|-----------|---|---|---|
| <b>C3</b> | Student issued a break / lunch time detention                     | Students completes a break / lunch time detention immediately after the lesson for 15 minutes with the classroom teacher.   | None  |
| <b>C3</b> | Student issued an after-school detention                          | Student attends the centralised break / lunch time detention for <b>15 minutes</b> in G3<br>Or<br>Student attends the after-school detention for <b>20 minutes</b> (40 minutes if issued with 2xC3s in a day)<br>(60 minutes if issued with 3xC3s in a day) | None  |
| <b>C3</b> | Students refuses to attend break / lunch / after school detention | Automatic message sent to parent / carers informing them of 'Failed Attendance'   | Placed in after school detention the next day for <b>40 minutes</b>   |
| <b>C4</b> | Students refuses to attend after school detention for 40 minutes  | Automatic message sent to parent / carers informing them of 'Failed Attendance'   | Placed in after school detention the next day for <b>60 minutes</b>   |
| <b>C5</b> | Students refuses to attend after school detention for 60 minutes  | Automatic message sent to parent / carers informing them of 'Failed Attendance'   | Placed in <b>Internal Suspension for a whole day</b> . Students cannot return to lessons until this has been completed. |

- All teachers of **lesson 3** need to inform the students that have an after-school detention that day after school
- If a student gets a C3 in lesson 3, then the teacher must inform them of the after-school detention **before** they are refocused
- Every C3 issued has a consequence of 20 minutes after school detention.
- If a student accumulates 60 minutes of after school detentions and then doesn't attend, then they will spend a whole day in internal suspension



## BEHAVIOUR & ATTITUDES

Referrals are needed for students to access: -

TASS / ESA  
Peak Performance  
Alternative Provision

ACE

S2S

Educational Psychologist

EHCP request

Please discuss any worries that you have about your child's behaviour with their SLT Lead for Behaviour and Attitudes

### CONTACTS FOR BEHAVIOUR ISSUES:

Year 7: Mr Eldridge

Year 8: Mr Dann

Year 9: Mr Steward

Year 10: Mrs Deeprise

Year 11: Mr Starkey

### REFERRALS

Listening Service,  
Outreach Work,  
ANP Review

### SUPPORT

Pupil Voice, EBSA Toolkit, Zones of Regulation, Anger Gremlin, and Anxiety Gremlin. Suspensions. ANP in place with Student Support Profile. SLT Kev Student.

### SCREENINGS & Support

SEND screenings (ADHD, ASD etc.) Team around a Child meeting, Interventions, Subject Report, HOY Report, SLT Report, Student analysis of timetable, behaviour points & RAG subjects. Internal Suspension

### WHOLE ACADEMY CLASSROOM STRATEGIES

Remove any barriers to learning. Check the student's learning. Allow take up time. Move student to a new seat if possible. Further support provided by teacher or TA. Record name on the student on the board. 'Refocus' within agreed 'trio' support classrooms. Students are sent to agreed room for a minimum of 15 minutes. Teacher sends an 'Oncall' for SLT Support. SLT supports the teacher and provides a resolution or final ultimatum for the student. Detention system.

### BEHAVIOUR IN SCHOOLS

Bexhill Academy, local partner, parents/carers and students should work together to create and maintain high standards of behaviour by ensuring:

- the school has high expectations of pupils' conduct and behaviour
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively