



Bexhill
Academy



Behaviour Policy 2023-2024

Adopted: 1ST July 2023
Next Review: 1ST July 2024

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 is able to achieve academically and become a well-rounded and good citizen, therefore having a successful and fulfilling working life. We believe that in order to achieve this, students have to 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 particular 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 Co-Principals and monitor the policy's effectiveness, holding the Co-Principal's 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 apply at all times

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 ladder 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**.

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.

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.
- Absconding from lessons and truancy.
- Failure to meet expectations in the Reset Room.
- 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

Mobile phones are not allowed out on the school site. When entering the school site students should place their phone within the mobile phone pouch given to them by Bexhill Academy. This pouch should be locked. The pouch can be reopened at the end of the academy day at the mobile phone collection points at the front of the school.

If a student attends the academy outside of normal school hours i.e. after school intervention or school clubs the mobile phone policy applies. Phones should remain in the pouch until the student leaves the academy site.

Any mobile phones seen in school will be confiscated until the end of the day for collection from the reception area.

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 student refuses to borrow uniform, they will be placed in the Reset Room 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 items can be confiscated by teachers.

Parking

Where possible, students removed from a classroom for low level behaviours will be parked 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 a non-negotiable.

Reset Room

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. 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 (see **Appendix 2**) for an example of classroom 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**), 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**) 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.

Principals 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 Co – Principal’s alone, or in their absence the Vice Principal.

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

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 Academic Centre of Excellence (ACE)

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 Co-Principals 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 Co-Principals 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.

APPENDIX 1

Bexhill Academy – Scripts for Staff

De-escalation Techniques and phrases (in and out of classroom):

- **Use the child's name when you begin to speak to them** - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- **"I can see something is wrong"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- **"I am here to help you"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- **"Talk and I will listen"** - this tactic provides children with a calm option to explain what is on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour will not be repeated in the future.
- **"Come with me and we'll talk about it..."** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they are in an unsafe place (e.g. on a wall or on the roadside).

Scripts for Classroom Management

- **Script 1: Statement of Reality** (i.e. simply tell them what you see)

"Fred, you're... (E.g. tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you are serious but in a way that might otherwise lead to a defensive response. Do not ask 'why?' they are doing what they are doing – It is confrontational and you do not need to know why. They just need to know that you have noticed it. After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence. Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or student, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change, make sure to acknowledge that with praise: "Thank you Fred for... (E.g. putting your pencil down/listening nicely...)"

If the student's behaviour does not change after a reasonable take-up time, move on to Script 2.

- **Script 2: Tell them the behaviour you want to see**

"Fred, I need you to... (E.g. thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Be assertive and avoid starting or ending with 'please'. Use 'I need you to...' and end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional. If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

- **Script 3: Statement using Language of Choice**

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. tap your pencil/speak when I'm speaking) then I will have to [consider a suitable consequence]"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice. Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour does not change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of backchat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it is good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: "Well done/Thank you Fred, you made the right choice" Should the child choose not to do as you have asked, and then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. Once a consequence has been issued you should see it through. Do not cave in to protests, remove or reduce the sanction.

If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

- **Script 4: Reinforce and depersonalise**

"Fred, at Bexhill Academy we respect and listen so that everyone can learn"

Repeatedly referring to whole school expectations can be very helpful in reminding children of an objective set of rules and values, which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Example of Class Teacher specific and meaningful praise:

“Well done Fred, your opening paragraph is really creative and uses good vocabulary”

Example of script for dealing with inappropriate classroom conversation/language:

“Fred, I am stopping this conversation now. Am going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation.”

“Fred, How do you think that word may make someone feel?”

“Fred, that language is unacceptable in our community”.

Example of script for dealing with non-violent physical contact with other students:

“Please stop touching him/her /each other”

	Behaviour	Required Action	Consequence
R1	Mobile phone/electronic devices. Littering, inappropriate and derogatory language or poor behaviour and uniform infringement	Challenge student and amend behaviour appropriately.	No Action Required
R2	Refusal to follow staff instructions after R1 behaviours	Record on Classcharts TLC – Time Location Camera and email year team	5 Minute Detention (Whole school break time detention)
C3	Persistent R2 Behaviour Truancy Refused attending Re-engagement room	Record on Classcharts	Re-engagement room for the remainder of the day. Refusal - ½ day suspension & Re-engagement room for the next day
C4	Persistent C3 Behaviour Vaping / Smoking. Vandalism & Damaging Academy Property. Physical Assault Direct Verbal Abuse Health & Safety that in dangers others significantly Threatening Behaviours Drugs / Alcohol Offensive Weapons Theft, Bullying	Emergency Oncall Immediately Inform year & behaviour team. Further investigation and collect statements from both staff & students. Record on Classcharts	SLT Friday Detention, Internal or External Suspension