
FUTURE ACADEMIES

LIBERTAS PER CULTUM

BEHAVIOUR POLICY

2020-22

Pimlico Academy

Behaviour Policy 2020-21

Contents

Section 1: Introduction	4
1.1 Scope.....	4
1.2 Principles.....	4
Section 2: Uniform and Equipment	5
2.1 Uniform	5
2.2 Hair and make-up	6
2.3 Equipment.....	6
2.4 Banned items.....	6
2.5 Sixth Form Dress code.....	Error! Bookmark not defined.
Section 3: Expectations of student conduct	7
3.1 Conduct in the classroom	7
3.2 Conduct around the academy	7
3.3 Conduct in assembly	8
3.4 Conduct in the playground.....	8
3.5 Conduct in the restaurant at lunch and break time	8
3.6 Conduct at the start and the end of the academy day.....	8
3.7 Conduct in the community	9
3.8 Conduct with others	10
3.9 Conduct online	10
3.10 Health and safety	10
Section 4: Bullying	11
4.1 Bullying	11
4.2 Harassment.....	11
Section 5: Rewards and sanctions	12
5.1 Academy Points	12
5.2 Rewards for good conduct.....	13
5.3 Sanctions for poor conduct.....	13
5.4 Classroom behaviour management	15
5.5 Detention	16
5.6 Internal Exclusion.....	17
5.7 Physical altercations.....	18
Section 6: Conduct in the Sixth Form	32

6.1 Overview	32
6.2 Commendations and penalty points.....	32
6.3 Addressing behavioural concerns	33
6.4 Year 12 induction period.....	33
Section 7: Supporting our students	18
Section 8: Exclusions.....	19
8.1 The decision to exclude	19
8.2 Informing parties of an exclusion.....	20
8.3 The governing body’s duty to consider an exclusion.....	20
8.4 Supporting students at risk of exclusion.....	21
Section 9: Searching, screening and the use of reasonable force.....	22
9.1 Searching students.....	22
9.2 Screening students.....	23
9.3 The use of reasonable force.....	23

Section 1: Introduction

1.1 Scope

This policy outlines the rules, standards and expectations of behaviour for students attending Pimlico Academy. Like any good behaviour policy, it is predicated on a system of sanctions and rewards and aims to ensure clarity and consistency are the watchwords when it comes to the governance of student behaviour and conduct at our school. The Behaviour Policy underpins the ethos and mission of Future Academies and Pimlico Academy. It is designed to ensure that Pimlico Academy is a safe, warm environment, where the atmosphere is conducive to learning, in which all students can thrive.

This policy was drawn up by Future Academies and Pimlico Academy in consultation with the academy's Local Governing Body, the Principal, the Leadership Team and other members of the trust and academy communities. It has been drawn up with due consideration given to statutory and non-statutory guidance.

The Local Governing Body is responsible for establishing and maintaining this behaviour policy and for ensuring that it is followed. The Local Governing Body delegates authority to the academy's Principal to administer the behaviour policy on its behalf. The academy Principal is responsible for implementing the decisions of the Local Governing Body and for complying with this policy.

The policy applies to all members of the school community, including the Principal, the Leadership Team, all teaching and non-teaching staff, volunteers, students and their families and carers.

This policy applies at all times during the academy day, whether students are in the academy building or offsite; it applies when students are travelling to and from the academy, wearing academy uniform (including on trips and visits), representing the academy in their own clothes or otherwise identifiable as a member of the academy. The academy may also discipline students, whether or not the conditions above apply, if their behaviour could have repercussions for the orderly running of the academy, poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy.

This policy should be read in conjunction with the following documents:

- The Uniform and Equipment Policy
- The Health and Safety Policy
- The Anti-Bullying Policy
- The E-Safety Policy
- The Special Educational Needs and Disabilities (SEND) Policy
- The Staff Code of Conduct

1.2 Principles

The academy's ethos is built around a culture of high expectations and no excuses, and this applies clearly to student behaviour.

The objectives of this policy are:

- to develop a culture in which students learn how to behave well and in a way that is conducive to their learning and the learning of their peers, is safe and respectful; it is designed to be taught to students so they know what is expected of them and can learn to regulate their own conduct;

- to ensure that Pimlico Academy is a safe and supportive environment for all teachers, students, and anyone else who comes into the academy;
- to ensure that all members of the academy community are shown respect and show respect for others;
- to encourage a positive approach to behaviour by setting high standards for behaviour and by praising and rewarding good behaviour fairly and consistently;
- to ensure that, when behaviour falls short of acceptable standards, procedures are followed and sanctions are applied fairly and consistently; and
- to ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between students and staff, and to support students in modifying their behaviour.

The expected standards of behaviour are stated in the Home-Academy agreement, and will be reiterated regularly, both formally and informally, by all members of staff.

Section 2: Uniform and Equipment

2.1 Uniform

Pimlico Academy is a place of learning and our Uniform Policy encourages a sense of pride, belonging and loyalty to the community of which all students are members. The policy also removes any visible manifestations of inequality. The policy is applied consistently and without exception.

Students are expected to adhere to the policy at all times, including on their journey to and from the academy. While a student's appearance does not meet the Uniform Policy standards, they will not be permitted to attend lessons. In such cases, and if parents can be contacted and informed, students will be sent home to change, or alternatively will undertake supervised work within the Internal Exclusion Room until the correct uniform is brought to them, or until they are of the expected appearance.

If in any doubt about the details of the uniform policy, and to save time and anguish, parents should contact the academy; it is better to check with a member of staff.

The following general points about uniform must be observed.

- Blazers should be clean and well-maintained. They must be worn at all times when moving around the academy site as well as *en route* to and from the academy. Sleeves must not be rolled up and only academy-issued badges may be worn.
- Shirts must be tucked in at all times. Top buttons must always be fastened. Shirts must have no logos and should not be in a fitted design.
- Jumpers are an optional item. However, if a jumper is worn, it must be the academy jumper.
- Ties must be worn with a neat knot covering the top button and with the bottom of the tie touching the waist.
- Trousers should be navy blue and tailored; they should not be bootcut or tight-fitting. Denim trousers are not permitted.
- Skirts must be knee-length and not be shortened by being rolled up at the waist.
- Belts should be black and functional. They should have no oversized buckles, clasps, studs or trimmings.
- The only bag that is permitted is the academy rucksack.

- No headwear is to be worn (with the exception of black or blue scarves for Muslim girls and a black or blue rumal or turban for Sikh boys). For students in the sixth form, these items can be of any colour.
- Shoes must be smart, black and leather-fronted.
- Any outdoor jackets must be a plain black or navy blue coat.
- No jewellery is permitted, with the exception of a watch.

2.2 Hair and make-up

The Academy has specific rules about hair, which strictly apply to all:

- Hair should not be anything other than a natural colour.
- Hair extensions should be of a natural colour and neat.
- Long hair must be well-kept and tidy and allow the face to be seen. It may be tied back if necessary.
- Braids are allowed, but must be kept neat and must be a natural hair colour.
- Hair accessories must be plain, without patterns.

Students in Years 7 – 11 are not permitted to wear make-up. Students in the sixth form may wear make-up.

The academy reserves the right to make final judgements on what is and is not appropriate.

2.3 Equipment

Every student must have the following equipment with them every day:

- A student planner (issued by the academy)
- A reading book
- A scientific calculator
- A transparent pencil case containing:
 - a black pen with at least one spare
 - a green pen
 - a pencil
 - a ruler
 - a rubber
 - a pencil sharpener (preferably with its own compartment for shavings)
 - a highlighter

2.4 Banned items

The academy has the legal power to confiscate any items that it has banned. The rules on confiscation are applied without exception. Banned items will be confiscated, regardless of to whom they belong.

High value objects such as mobile phones and electronic devices will be kept in a secure place until the end of the confiscation period. Mobile phones will be confiscated for a week in the first instance. All other confiscated items will be kept until the end of the half term.

The academy does not accept liability for any claim arising from theft, accidental loss or damage to personal effects, money, belongings or clothing whilst on the premises, even if lost after being confiscated.

The following items are not permitted at the academy:

<ul style="list-style-type: none"> • Mobile phones (students may have a mobile switched off in the bottom of their bag, but it will be confiscated if it is seen or heard at any time) • High value items and electronic items (MP3 players, iPads or similar) • All non-uniform items of clothing, including: <ul style="list-style-type: none"> - Hoodies and non-academy jumpers - Baseball caps - Jewellery (with the exception of a watch) - Handbags • Fizzy drinks and ‘energy’ drinks • Large quantities of confectionary beyond that which a student could reasonably consume on their own in a day • Chewing gum • Glass bottles and containers 	<ul style="list-style-type: none"> • Toys, laser pens and fidget spinners • Birthday accessories (e.g. large badges, sashes or balloons) • Metal hair combs • Aerosols or sprays • Fireworks, bangers, firecrackers, etc. • Drugs, tobacco or alcohol, including any related paraphernalia • Vaping equipment • Pointed objects/blades • Any item that is deemed by the Leadership Team to disrupt learning • Any item deemed to be a weapon • Any other item/substance that is prohibited by law
---	--

Section 3: Student conduct

3.1 Conduct in the classroom

- If the teacher is not already at the classroom door to greet the class, students should line up outside the classroom in single file, quietly. They should only enter the classroom when invited to by the teacher.
- Students should arrive on time to lessons and should greet their teacher courteously.
- Students should be fully equipped for learning and should ensure that they are ready to take part in learning within a short time of entering the classroom.
- Students should listen to their teacher and follow instructions.
- During the lesson, students should not leave the classroom without the teacher’s permission.
- Students should speak using polite, positive language and formal language.
- At the end of the lesson, students should write homework in their planners when instructed to do so.
- At the end of the lesson, students should not pack away their belongings until asked to do so by the teacher.

3.2 Conduct around the academy

- Students should move quietly, calmly and in a considerate way around the academy.

- Students should walk on the left-hand side through corridors and up/down stairs.
- Students should never run, push, barge or shout. Swearing and slang language is not permitted.
- Students should remain in supervised spaces and should not enter areas that are off-limits.
- Students should be ready to help others by opening doors, standing back to let adults pass and generally showing patience, good manners and courtesy.
- At lunchtime and break time, no students should remain inside the academy buildings unsupervised. During wet weather, arrangements are in place to ensure that students are supervised and safe indoors.
- Students should always place any litter in the bins provided.
- Students should respect academy buildings, displays and property.

3.3 Conduct in assembly

- Students should enter the hall in silence and sit in silence listening to the piece of music playing and taking time to look at the piece of art work displayed on the slide.
- Students should stand when requested to do so, as a mark of respect for the teacher leading the assembly.
- Students should listen carefully to the speaker and concentrate without talking or distracting others. They should face the front and look at the speaker.
- Students should celebrate the achievements of others in a respectful manner.
- Students should leave the assembly hall in silence and proceed directly to their next destination.

3.4 Conduct in the playground

- Students should be sensible, careful and aware of other people in the playground, including the staff on duty.
- Food or drink is only permitted to be consumed in the designated sections of the playground and litter must be placed in the bins provided.
- Students should not take part in dangerous games or activities which could cause injury or endanger the health and safety of others.
- Gambling of any kind is strictly forbidden.
- Students should not gather in large groups, as this may lead to boisterous conduct or may inadvertently intimidate other students.

3.5 Conduct in the restaurant at lunch and break time

- Students should line up quietly for lunch. There is to be no pushing-in in the lunch queue.
- Students should sit at the table to which they are directed by a member of staff.
- When everybody on the table has finished eating, students raise their hands and wait to be dismissed together as a sign of the fact that eating in the restaurant is a communal act.
- Trays and plates should be returned so that the table is left clean and tidy for the next person. Any leftover food, bottles, etc. is to be placed in bins provided.
- Students should be polite and respectful towards the staff in the restaurant and remember to say 'thank you' and 'please' to those who serve them and look after them.

3.6 Conduct at the start and the end of the academy day

- Students should leave home and make their way directly to the academy in the morning. The gates open at 8am and students should aim to arrive before 8.20am.

- Students should arrive at the academy in good time, allowing an adequate buffer for potential transport delays
- Students should be standing silently in their Tutor Group lines by 8.25am.
- Students who arrive after 8.30am will be counted as late and will be given a 1-hour detention.
- Equipment and uniform checks will be conducted by tutors every day during Tutor Time.
- Students must be in a supervised area if arriving early or staying on site after the school day
- Upon leaving the academy, students should return straight home and change out of their uniforms.

3.7 Conduct in the community

Students are the public face of the academy – they should be our best advertisement. The local community will form an opinion of the academy based partly on students' behaviour whilst wearing the academy uniform. Students must therefore display exemplary conduct whenever they are:

- travelling to and from the academy;
- wearing academy uniform (including on trips and visits);
- representing the academy in their own clothes; and
- otherwise identifiable as a member of the academy.

Guidance from the Department for Education (DFE-00023-2014) makes clear that academies have the right to discipline students for misbehaviour outside of academy whenever the above conditions apply. Furthermore, academies may discipline students for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the academy, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the academy.

The academy's Principal will develop a relationship with the local police to enable sharing of information about students. This will include a daily update from the local link.

Our Community Code of Conduct outlines the following expectations of students outside of school:

- Students should wear the full academy uniform with pride on the way to and from the academy.
- Students should be mindful of the language that they use and the volume of their voices.
- Students should cross the road safely. They should always use the crossing and wait for the green man.
- Students should queue in single file at bus stops and outside shops. They should allow members of the public onto buses first and should give up their seat to the elderly or to those who need it.
- Students should walk in no more than double file. They should be careful not to block the pavements.
- Students should respect the environment and not drop litter.
- Students should ride bicycles safely and sensibly. They should not ride them on public walkways.
- Students should not congregate in public areas before school. This includes in parks, outside shops or on estates. They should proceed directly from home to the academy before the school day.
- Students should not congregate in public areas after school. If they want to meet up with their friends, they should first return home and change out of the academy uniform.
- Students should show the normal respect to teachers when they see them outside of the academy.

Any reports from members of the community will be investigated thoroughly and, in certain cases, the police informed.

Any student who displays poor conduct whilst identifiable as a member of the academy community will be considered to have brought the academy into disrepute. In such instances, the academy will use the full range of disciplinary actions up to and including permanent exclusion.

3.8 Conduct with others

It is paramount that respect and consideration are shown for all other students and adults including teachers, caretakers, the office staff, the kitchen staff, technicians and visitors.

There is no excuse for personal, insulting and hurtful comments directed at anyone or members of their family. This includes cussing and swearing.

There must be no form of intimidation towards others. This includes bullying, extortion of money, etc.

There will be no excuse for rudeness, disrespect or insolence towards any member of staff. This includes in a student or member of staff's gestures, body language etc.

Any request from any adult must be carried out at once and without argument.

3.9 Conduct online

The academy's IT facilities and associated internet access must be used responsibly.

Students may only use the academy's IT facilities for academic work, revision or research. The facilities must not be used for any other reason such as social networking, chat rooms or cyber-bullying.

Students must not attempt to contact academy staff via social media.

Students must not use social media in or out of school in a way that brings themselves or the academy into disrepute.

Any student that does not comply with the academy's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

3.10 Health and safety

The health and safety of all staff and students in the academy is of paramount consideration. Health and safety is not just the responsibility of the staff. Everyone, including students, must play their part.

This means that students are expected to ensure that they:

- exercise personal responsibility for their own safety and the safety of others;
- follow the Academy rules in a way that ensures consistency with safety;
- observe all safety regulations and any safety instructions given by staff;
- use (or not willingly misuse, damage or interfere with) things provided for safety (e.g. water hoses, fire extinguishers and fire alarms).
- report any potential hazard they see to a member of staff immediately (e.g. a broken window, liquid spilled on stairs, loose flooring, damaged fencing or defects in electrical fittings).

No student is permitted to leave the academy premises during the day without the written permission of his/her parents/carers and the authorised teaching staff.

Any student who endangers any other member of the academy community by having any weapon (or any object which could be used as a weapon) will be subject to formal disciplinary sanctions including permanent exclusion.

Laser pointers or similar items which can cause loss of vision, are banned from the academy premises.

Any student who is found trading in drugs, is in possession of drugs, or is in the company of other students who are in possession of any illegal substance at any time during course of the normal academy day will be subject to formal disciplinary sanctions including permanent exclusion.

Section 4: Bullying, Harassment & Harmful Sexual Behaviours

4.1 Bullying

The academy places high importance on creating and maintaining a happy, safe learning environment for all students. Students are reminded regularly that the academy has a culture of communication and disclosure.

There exists a separate Anti-Bullying Policy which can be accessed for further information.

4.2 Harassment

Implicit in our ethos as an academy is the belief that all are all equal, regardless of race, colour, culture, gender, sexual orientation, disability or religion. This ethos therefore fosters a spirit of respect for each other and for all. As an educational establishment, we recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity.

Harassment has no place in our community and will not be tolerated. Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, making them fear for their safety or impacting upon their quality of life. Harassment may present itself in the following ways:

- physical assault because of race, colour, culture, gender, sexual orientation, disability or religion
- derogatory name-calling, insults and jokes
- offensive graffiti
- provocative behaviour such as the wearing of racist badges or insignia
- bringing offensive materials such as leaflets, comics, magazines into the academy
- verbal abuse and threats
- incitement of others to behave in an offensive way
- attempts to recruit other students to certain organisations and groups
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc
- refusal to co-operate with other students because of race, colour, culture, gender, sexual orientation or religion

The above behaviour, in any form and on any grounds, is totally unacceptable and will be dealt with in accordance with procedures outlined in the academy's Anti-Bullying Policy. Any offensive remarks, whether intentional or otherwise, will always be challenged by staff. All incidents will be recorded on the Bullying Log and referred to the Head of Year who will then take further appropriate action.

4.3 Harmful Sexual Behaviours

Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult. (derived from Hackett, 2014).

At Pimlico Academy, in line with Part 5 of Keeping Children Safe in Education, we encourage staff to maintain an attitude of ‘it could happen here’, and we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, or “just having a laugh”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting-up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important. Harmful sexual behaviours will be addressed in the academy’s PHSE programme and staff trained to recognise and address such matters adequately.

In the event of a receiving a report of harmful sexual behaviours, the academy will follow the guidance laid out in paragraphs 441 ff. of Part 5 of Keeping Children Safe in Education. Where necessary, external agencies, including children’s social care and the police, may be informed and the matter investigated thoroughly. Sanctions may then be issued once the matter has been investigated.

Section 5: Rewards and sanctions

5.1 Pimlico Points

The ‘Pimlico Points’ system forms the cornerstone of the academy’s Behaviour Policy. It provides a simple and transparent way for students, parents and teachers to evaluate how well students are conducting themselves. Students earn positive points for demonstrating outstanding effort and achievement as well as for doing good things around the academy. Students earn negative points for displaying behaviour that detracts from learning or that runs counter to the academy’s culture. A student’s Pimlico Points balance is the difference between their positive points and negative points. In other words,

$$\text{Pimlico Points (Net Points)} = \text{Positive Points} - \text{Negative Points}$$

As students accrue more Pimlico Points, they pass through various Reward Levels and have their achievements recognised through letters home, certificates, invitations to the Principal’s Breakfast and trips. If a student accrues negative points, they will move through the Behaviour Boundary system. This will trigger increasing levels of sanction, but it will also enable support to be put in place in order to try and stop the negative behaviour.

5.2 Rewards for good conduct

The academy recognises that praise and reward are powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. We reward students for displaying the following behaviours across our academy and within our community:

Positive action	Points
Excellent effort	1 point
Excellent class work	1 point
Excellent homework	1 point
“Star of the Lesson”	2 points
“Star of the Week”	5 points

Students can also receive Pimlico Points for demonstrating good character, receiving +1s or +2s on their report card, or as rewards for inter-House competitions.

As students accumulate Academy Points, they will progress through various Reward Levels. Upon entering a new Reward Level, students will receive the rewards listed below. In addition, every half term, a rewards event will take place. Students who have reached bronze, silver or gold status are invited to a bespoke rewards event.

Level	Academy Points	Reward
Reward Level 1	25 points	<ul style="list-style-type: none"> Postcard home from the Tutor
Reward Level 2	50 points	<ul style="list-style-type: none"> Letter home from the Head of Year
Reward Level 3	100 points	<ul style="list-style-type: none"> Bronze certificate in termly Achievement Assembly Bronze lapel badge awarded.
Reward Level 4	200 points	<ul style="list-style-type: none"> Silver certificate in termly Achievement Assembly Silver lapel badge awarded.
Reward Level 5	300 points	<ul style="list-style-type: none"> Gold certificate in termly Achievement Assembly Gold lapel badge awarded. Invitation to attend a Principal's Breakfast

5.3 Sanctions for poor conduct

Academy staff act consistently, in accordance with this policy, ensuring that rewards and sanctions are handled fairly. Any staff member who is not sure how to proceed with a behaviour or disciplinary issue should seek support from their line manager. If their line manager cannot be found, advice must be sought from any member of the Senior Leadership Team.

Any poor conduct, whether in class or around the academy, incurs negative points. Negative points are awarded as follows:

When	Behaviour	Points	Logged by	Further Sanction(s)
Tutor Time	Late arrival at school	-1	Pastoral Team	Academy Detention

	Incorrect uniform	-1	Pastoral Team	Students will not attend lessons until in correct uniform
	Missing equipment	-1	Tutor	Academy Detention
	Not getting planner signed	-1	Tutor	Academy Detention
In class	Late to class	-1	Class teacher	Class Teacher Detention
	Verbal warning	0	n/a	
	Name on board	-1	Class teacher	
	Poor focus	-1	Class teacher	Class Teacher Detention
	Unsatisfactory class work	-1	Class teacher	Class Teacher Detention
	Unsatisfactory homework	-1	Class teacher	Class Teacher Detention
	Referral - Yellow Card	-3	Class teacher	Academy Detention
	Referral - Red Card	-5	Internal Exclusion	Internal Exclusion, followed by LT Detention
	Any time	Uniform worn incorrectly (1 st time in a week)	0	Any staff
Chewing		-1	Any staff	Academy Detention
Boisterous behaviour		-1	Any staff	Academy Detention and community service
Eating/drinking outside of a designated area		-1	Any staff	Academy Detention Food/drink will be confiscated
Bringing in a banned item (non-dangerous)		-1	Any staff	Banned item will be confiscated until Half Term (or a fortnight for mobile phones)
Rudeness/ Back-chat		-1	Any staff	Academy Detention
Defiance / Walking away from staff		-5	Pastoral Team	Internal Exclusion, followed by LT Detention
Swearing/Discriminatory language		-5	Any staff	Leadership Team Detention
Physical altercation		-1 to -20	Pastoral Team	See separate guidance
Bullying		-5 to -20	Pastoral Team	At the discretion of the Principal
Harmful Sexual Behaviour		-5 to -20	Pastoral Team	At the discretion of the Principal
Bringing the academy into disrepute		-5 to -20	Pastoral Team	At the discretion of the Principal
Internal exclusion		-10	PA to Principal	Parental meeting with Head of Year and/or Leadership Team
Fixed-term Exclusion		-20	PA to Principal	Parental meeting with Principal, member of the Leadership Team or Head of Year
Response to sanctions	Failure to attend Class Teacher Detention	-3	Any staff	Academy Detention
	Failure to attend Academy Detention	-5	Pastoral Team	Leadership Team Detention

	Failing to attend Leadership Team Detention	-10	Leadership Team	At the discretion of the Principal
	Failing a report card	-5	Tutor	Academy Team Detention

Negative points are deducted from a students' Academy Points total. If a student accumulates a Academy Points deficit, they will progress through various Behaviour Boundaries. Upon entering a new Behaviour Boundary, students will receive the following support:

Boundary	Points	Report to	Additional support (as appropriate)
Behaviour Boundary 1	-10	Tutor	<ul style="list-style-type: none"> Phone call home from Tutor
Behaviour Boundary 2	-25	Pastoral Leader	<ul style="list-style-type: none"> Parental meeting with Pastoral Leader Strengths and Difficulties Questionnaire Review of SEND needs
Behaviour Boundary 3	-50	Head of Year	<ul style="list-style-type: none"> Parental meeting with Head of Year Referral to Early Help, if appropriate
Behaviour Boundary 4	-100	Leadership Team	<ul style="list-style-type: none"> Parental meeting with a member of the Leadership Team Governors Behaviour Panel Educational Psychologist assessment, if appropriate Manage Move considered
Behaviour Boundary 5	-150	Principal	<ul style="list-style-type: none"> Meeting with Principal Permanent Exclusion considered

The Pastoral Team keep a record of all of the interventions that put in place as students enter Behaviour Boundaries. These 'Behaviour Boundary Checklists' ensure that students receive all of the appropriate support and that this can be evidenced.

The academy reserves the right to 'carry over' behaviour points at the end of the academic year. This may be done for all students, for students on particular behaviour boundaries or for selected students. In relation to this, the Principal's decision is final.

5.4 Classroom behaviour management

The academy does not tolerate any disruption to learning. Staff consistently apply a tiered approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct. Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others.

Good behaviour can be encouraged and promoted through well-planned, effective and reflective teaching. Before resorting to verbal and written warnings, teachers should manage behaviour by applying basic positive behaviour management techniques and using their professional discretion. However, this must never involve lowering expectations, accepting excuses or tolerating disruption.

Where positive behaviour management fails to correct a student's behaviour, teachers should apply the following three-step process:

1. Verbal warning (no further action, no behaviour points)
2. Name on board (behaviour point issued by class teacher)
3. Summon 'On Call'

When On Call is summoned, the student will be removed from the room. Any student who received an On Call sanction twice in a day will be removed to the Internal Exclusion Room for the remainder of that day and sit a Leadership Team Detention at the end of the day.

On call sanction	Serious sanction
<ul style="list-style-type: none"> • The student is moved to the back of another designated classroom by the On Call team with a clear instruction that they will: <ul style="list-style-type: none"> a) complete the work set; and b) not interrupt in any way. • This is not an opportunity to sit and sulk. Any failure to follow the above will result in escalation to a Red Card. • The student should return to their original class teacher at the end of the lesson. • An Academy Detention will be set. • The class teacher should call home to parents within 24 hours, after attending their reconciliation meeting with the student. 	<ul style="list-style-type: none"> • If a student shows poor behaviour that does not warrant an opportunity to redeem themselves, they can be removed directly to the Internal Exclusion for the remainder of the day and sit a Leadership Team Detention. • The class teacher should call home to parents within 24 hours.
<p>Examples of behaviour that will lead to a Written Warning or on-call sanction include:</p> <ul style="list-style-type: none"> • Continued low level disruption • Poor quality/quantity of work after intervention from the teacher • Any behaviour that is counter-cultural to the Academy's ethos of teaching and learning 	<p>Examples of behaviour that will lead to a serious sanction include:</p> <ul style="list-style-type: none"> • Extreme rudeness • Swearing or discriminatory language • Aggressive behaviour • Outright defiance • Disrupting a partner lesson

5.5 Detention

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy's expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions. Sometimes this require students to sit a detention.

All detentions logged before 14:30 will be sat the same day. Detentions logged after 14:30 will be sat the following day, so that adequate notice can be provided to parents/ carers.

Any teacher that sets a detention will go to the detention room at the end of the day to have a reconciliation discussion with the student concerned.

Detentions may only be rescheduled or annulled by a member of the Senior Leadership Team.

Detentions will be set as follows:

- i. **Class Teacher Detention (lunchtime or after school):**

- Teachers may issue a class detention when a student misbehaves and or works to a standard below their potential in a lesson.
 - Students may be detained for 20 minutes without providing the parents with prior notification.
 - The details of the detention and reason for giving it must be noted in the student's planner.
 - If a student misses a Class Teacher Detention, they will serve an Academy Detention. The Class Teacher logs this on SIMS.
- ii. Academy Detention (30/60 minutes after school, the same day):**
- Academy Detentions last for 30/60 minutes.
 - Academy Detentions will generally be set for: lateness to school, failing to attend a class teacher detention, chewing, lack of equipment and misconduct outside of lesson time.
 - As a courtesy, a text message will be sent to parents before the end of the academy day.
- iii. Leadership Team Detention (2 hours after school, the same day):**
- Heads of Year or Pastoral Leaders may refer a student for a Leadership Team Detention by logging this on SIMS. All referrals for these detentions will be reviewed by a member of the Leadership Team.
 - Leadership Team Detentions will generally be set for serious breaches of the academy's behaviour policy, including failing to attend an Academy Detention.
 - A member of duty staff will collect students for a Leadership Team Detention towards the end of their final lesson.
 - As a courtesy, a text message will be sent to parents before the end of the academy day. The pastoral team will also attempt to contact parents by telephone. However, being unable to establish contact will not excuse the detention being sat.

5.6 Internal Exclusion

On rare occasions, a student's behaviour may fall so far short of the academy's expectations that the student must be removed from class and taken to the Internal Exclusion Room. The Internal Exclusion Room provides a calm and orderly environment in which students can:

- reflect upon their conduct;
- consider how to make amends; and
- continue with their learning until they are allowed to return to class.

Whilst in the Internal Exclusion Room, students are guided through a structured reflection about their behaviour led by the Internal Exclusion Leader.

Any student that is placed in Internal Exclusion will remain there for the remainder of the academy day and then sit a Leadership Team Detention in the main detention room.

Students may be referred to the Internal Exclusion Room for varying lengths of time:

- Until the end of the same day: This will happen if a student is issued with two Yellow Cards or one Red Card as a result of On Call being summoned to their lessons.
- For a fixed period of time (up to five days): This will happen following a serious breach of the Behaviour Policy or as an alternative to a fixed-term Exclusion.

Parents will always be informed if their child is placed in Internal Exclusion. A log of referrals to the room is stored centrally. When a student is referred to the room for an Internal Exclusion of more than two days, parents are notified in writing.

Students in the Internal Exclusion Room are provided with scheduled toilet breaks and lunchtime, separate to the main student body. Students may also request to use the toilet at other times, through the usual On Call system.

5.7 Physical altercations

Students at Pimlico Academy are able to settle disputes and arguments through non-physical means. Violence of any kind will not be tolerated. If students need support, there is always a member of staff that they can go to, rather than resorting to a physical altercation.

The following descriptors will be used to determine sanctions whenever a physical altercation has taken place. Precise sanctions will be determined by the Principal.

Altercation	Description	Sanction
Play fighting	Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue	<ul style="list-style-type: none"> A Leadership Team Detention will be issued
Grappling and grabbing	An aggressive situation in which no punching, kicking or striking is taking place. May result in students grabbing each other's clothes, bags	<ul style="list-style-type: none"> Depending on the students' response, the students will serve an Internal Exclusion ranging from 1 to 3 days
Fight	Two or more students who are kicking, punching and/or striking	<ul style="list-style-type: none"> Up to 5 days in Internal Exclusion will be served. A fixed-term or permanent exclusion will be considered Criminal prosecution may be considered
Attack	An action, in which an instigator punches, kicks or strikes another student. The other student does not retaliate but may offer some form of reasonable self-defence (i.e. holding or blocking)	<ul style="list-style-type: none"> Up to 5 days in Internal Exclusion will be served. A fixed-term exclusion is likely. Permanent exclusion may be considered. Criminal prosecution may be considered

The academy will consider all elements of the incident before making a decision, including:

- Whether the student was an instigator, participant, respondent or victim.
- If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator.
- How the students responded to the staff who intervened (for example, whether they followed instructions the first time).

Section 7: Supporting our students

At Pimlico Academy, we value all students and recognise that they may sometimes need bespoke support to help them fulfil their academic and personal potential. We have a strong pastoral system and, should a student require help at any time, they will be able to access a member of the Pastoral Team.

We hold fortnightly student support meetings; attended by a member of the Leadership Team, the SENCO, Heads of Year, Pastoral Leaders and other relevant support staff. At these meetings, key academic and pastoral data is discussed and tailored support is agreed for individual students as required. Students also receive formalised support if they reach a Behaviour Boundary or receive a fixed term exclusion.

The academy makes use of a range of specialist support staff, including a school nurse an academy counsellor and a Safer Schools Officer.

The academy recognises the importance of working closely with our feeder primary schools to support Year 7 students during this crucial stage of their education. A full transition programme is in place.

The following groups of vulnerable students may at some point require adults at the academy to take account of their individual needs and circumstances when monitoring the academy's behaviour policy:

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- students who need support to learn English as an additional language
- students with special educational needs and disabilities (SEND)
- students looked after by the local authority
- unwell students
- young carers
- students from families under stress
- pregnant students and teenage mothers

Section 8: Exclusions

The academy complies fully with the Department of Education (DfE)'s statutory guidance on exclusions, as issued in September 2017 (see DFE-00184-2017). The points below should be read in conjunction with that guidance.

8.1 The decision to exclude

The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's power to exclude'.

Only the Principal, or in their absence one of the Vice Principal, will have discretionary power to exclude any student for a fixed period. Only the Principal shall have the discretionary power to permanently exclude any student.

Before making the decision to exclude, the Principal will ensure that a thorough investigation has been carried out, including, where possible, allowing the student to give their version of the events, seeking any witness accounts and considering any mitigating factors.

When establishing the facts in relation to an exclusion decision the Principal will apply the civil standard of proof; i.e. 'on the balance of probabilities', rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

The Principal must be satisfied that the decision to exclude a pupil is lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. The academy gives particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

The academy will never 'informally' or 'unofficially' exclude a student (e.g. by sending him/her home to 'cool off'). This would be unlawful, regardless of whether it occurred with the agreement of parents or carers. All exclusions, even for short periods of time, will be formally recorded.

Any student may be excluded for a fixed term for the reasons outlined in this Behaviour Policy.

Any student may be permanently excluded if,

1. a. They have committed a serious breach of the academy's Behaviour Policy, or
b. They have persistently breached the academy's Behaviour Policy; and
2. allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school

An indicative but non-exhaustive list of serious breaches of the academy's Behaviour Policy which may lead directly to permanent exclusion includes:

- Being in possession of an offensive weapon
- Being in possession of or supplying drugs
- Serious and ongoing bullying
- Serious assault on a student
- Assaulting a member of staff
- Damage of academy property
- Sexual or indecent assault
- Making a false allegation against a member of staff
- Bringing the academy into disrepute
- A single act of outrageous behaviour that runs contrary to the academy's ethos

8.2 Informing parties of an exclusion

The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's duty to inform parties of an exclusion'.

No student will be sent off-site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on-site, withdrawn from class until the end of the normal academy day. At the point of exclusion, a letter will be sent home both by email and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with the parent/carer of the student informing them of the exclusion.

All exclusions will be recorded in the Academy Exclusion Record by the Principal's PA and on the student's file.

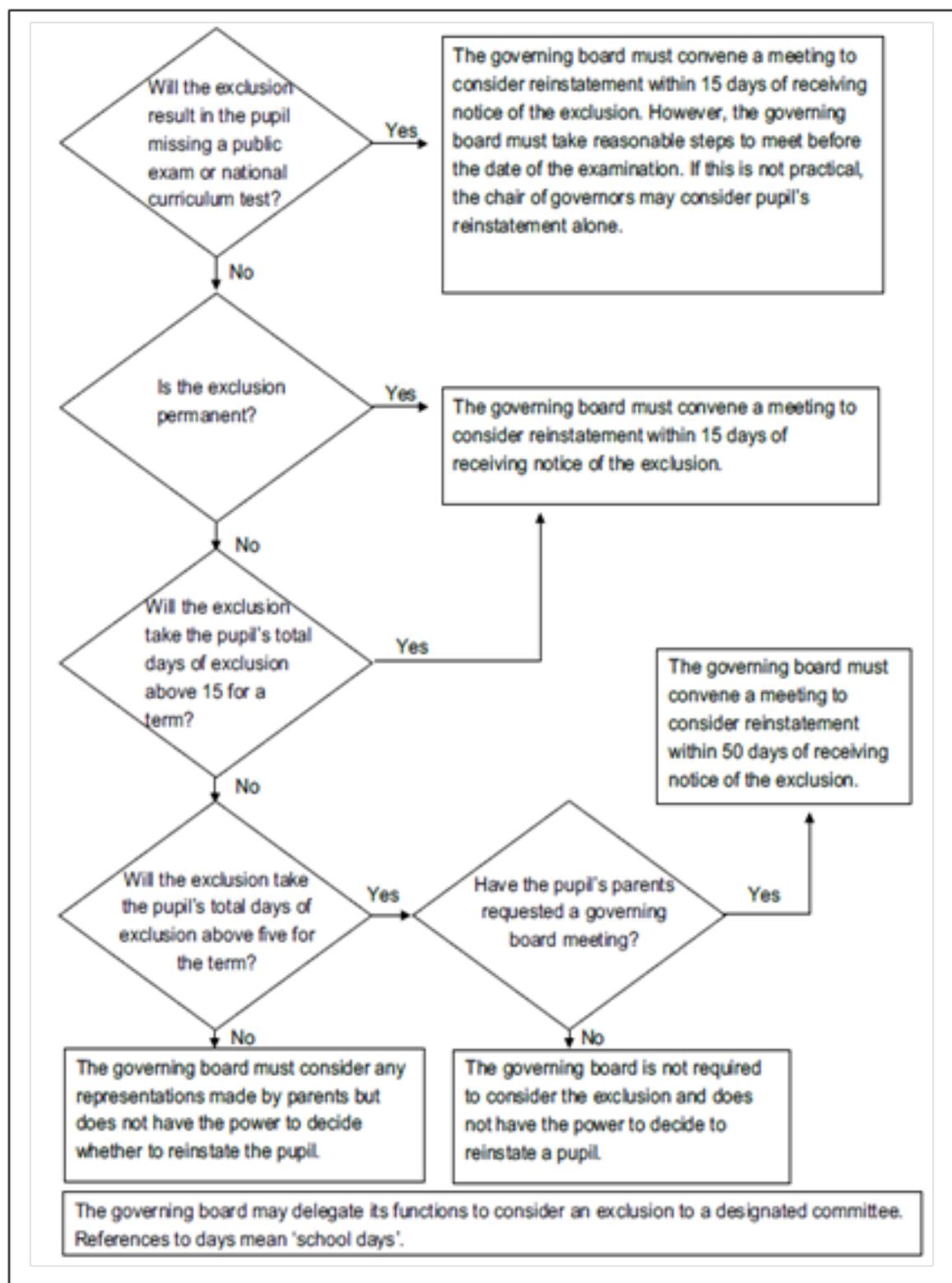
The Trust CEO will be kept informed of fixed-term exclusions and will be consulted prior to any permanent exclusion.

The Chair of Governors and the Local Education Authority will be kept informed of exclusions in line with the statutory guidance.

8.3 The governing body's duty to consider an exclusion

The Principal and the governing board will have regard to Section 6 of the current DfE guidance relating to 'the governing board's duty to consider an exclusion'.

The governing body's duties in relation to considering exclusions are summarised in the flow chart below:



8.4 Supporting students at risk of exclusion

Without making excuses, the academy is aware that disruptive behaviour can be an indication of unmet needs.

When any student returns to school from a fixed-term exclusion, the following steps are taken to help the student reintegrate and to support them in improving their behaviour:

- A meeting will be held between a parent, the student and the Head of Year or a member of the Senior Leadership Team.
- The student will report to an agreed member of staff at the end of every day.
- The student's academic progress, attendance and welfare will be reviewed by the pastoral team.
- If appropriate a SEND assessment may be undertaken, or current SEND provision will be reviewed.

If a student is at risk of permanent exclusion, the following steps will also be taken:

- The student and parent/carer must attend a meeting with the Principal. Expectations of all parties will be agreed and the home-academy agreement will be re-signed.
- All internal and external support will be reviewed.
- Consideration will be given to a Managed Move.

Section 9: Searching, screening and the use of reasonable force

9.1 Searching students

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the student)

Authorised academy staff may also conduct a search with consent for any item banned by the school rules. Whilst the academy has a named list of banned items, this list is not finite or exhaustive list. Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Refusing to submit to a search will be treated as a disciplinary act and will be dealt with in line with the Academy's Behaviour Policy.

There should be two members of staff present during the search. The person doing the search must be the same sex as the child. The search witness should also be the same sex wherever possible. Students must not be asked to remove clothes other than outer clothing e.g. a coat or blazer. (Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.)

9.2 Screening students

As part of the academy's commitment to ensuring the safety of all students and staff, it may periodically require students to undergo screening through use of a walk-through arch and/or handheld wand. This process may be coordinated and/or supported by the academy's Safer Schools Officer and the Metropolitan Police. The requirement to undergo screening is not predicated upon and does not imply any suspicion of wrong-doing.

If a pupil refuses to be screened, the school will refuse to admit the student into the school and will seek to inform a parent/carer immediately. In such circumstances, the school has not excluded the student and the student's absence will be treated as unauthorised. The student is expected to comply with the rules and attend.

9.3 The use of reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- Causing personal injury to, or damage to the property of, any person (including the student himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

This does not advocate or allow the use of corporal punishment in any circumstances. Nor does it allow for any teacher or member of staff to use any degree of physical contact which is deliberately intended to punish a student or cause pain injury or humiliation.

Appendix A – Harmful Sexual Behaviour protocol

When concerns come to your attention about a child or young person (C/YP)'s sexual behaviour:

Agencies: refer to [Brook Traffic Light Tool](#) and consider the level of concern

- a. If behaviour is green: *agency to address, involving parents as appropriate*
- b. If the behaviour is amber: *gather further information, including contacting any current/previous agencies involved. Establish any risk to child displaying HSB. Complete [Appendix 2](#) checklist. Discuss with own agency safeguarding lead. Consider need for MASH referral **or** notify existing social/YOT worker.*
- c. If behaviour is red: *Gather information as above; refer to MASH **or** notify existing social/YOT worker*

Police: when notification of under 18 sexual offence or HSB is received, liaise with MASH

MASH

MASH: check available systems, evaluate thresholds, consider referral history and refer to the [Hackett continuum](#) and [Appendix 2](#) checklist to decide whether to proceed to:

1. **Referring agency further action** – *MASH to discuss further actions the referring agency can take to address the concerns*
2. **Support Assessment** with potential for ongoing keyworker/YOT prevention support – *if sexual behaviours are inappropriate/problematic, not abusive, and CiN threshold not reached but CAF has been unsuccessful due to parental non-engagement. Consult with HSB Services Coordinator/YOT Team Leaders*
3. **Single Assessment** – *if sufficient concerns are present and there is no indication of significant harm having occurred or being likely; e.g. some Amber behaviours on the Brook Traffic Light Tool. Consult with HSB Services Coordinator/YOT Team Leaders*
4. **Strategy** – *if the concerns are that a child has suffered, or a child or children is/are likely to suffer, significant harm. Invite HSB Services Coordinator/YOT Team Leaders*
5. **Notify existing team** (where case already open) for consideration of strategy or planning meeting. *Invite/consult with HSB Services Coordinator/YOT Team Leaders*

N.B. *Where there is no requirement to hold a formal strategy meeting, it is still good practice to hold a multi-agency planning meeting to consider the needs of the children or young people involved. Consider bringing forward a Child in Need meeting.*

Give separate consideration the alleged victim's support and safeguarding needs in accordance with usual safeguarding procedures.

Referring agency further action

MASH worker: Potential further actions to advise agencies may include: informing parents; providing advice and further information to the child or young person and their parents/carers; increased monitoring, supervision and/or support for the C/YP and parents, making a single agency referral or completing a DART. Signpost to further resources as outlined in [Appendix 3](#).

Single assessment or Support assessment

When assessing the child's needs, consider the C/YP as primarily in need of support and/or safeguarding, with the harmful sexual behaviour a part of this overall picture. Remember that lack of parenting concerns does not in itself indicate that there is no role for social care.

1. **Assessor:** Invite all professionals involved, including education to a meeting, in line with usual case coordination guidelines, to share information and coordinate the plan to safeguard children involved. Invite or consult with the HSB Services Coordinator or YOT Team Leaders.
2. In the assessment report, as well as the wider assessment of need, outline:
 - a. the nature and extent of HSB. *Refer to where it features on the Brook Traffic Light Tool and specify any age/developmental differences between alleged perpetrator and victim, emotional distress caused to victim(s) and any coercion or violence used. State the alleged perpetrator's response to the allegations and examine the needs met by the behaviour*
 - b. the context of the abusive behaviours – where, when, how it was discovered and reaction of carers
 - c. the C/YP's learning needs and any neurodevelopmental needs, such as autism spectrum conditions. *Examine the relevance of this for the HSB*
 - d. any family or wider social factors that have contributed to the harmful sexual behaviour
 - e. parent/carers' capacity to adequately supervise the C/YP to prevent further harm
 - f. the impact of the HSB on other family members
 - g. ongoing education and accommodation arrangements in relation to the risk of further harm

Section 47

Assessor: consider the safeguarding needs of both the alleged perpetrator and other children, particularly in the same household, and whether the child suspected of the HSB can remain in the home safely. Carry out checks with relevant organisations and share information as appropriate to enable them to manage the risks.

Specific (AIM U12 or AIM2) assessments

Where *abusive* and *violent* (see [Appendix 1](#)) sexual behaviour is established to have taken place, use a recognised HSB assessment tool such as the AIM2 (for boys age 12 to 18) and the AIM under 12 frameworks to inform your assessment and plan. Where problematic sexual behaviour has taken place, consider the need for such an assessment tool, considering the impact, severity and frequency of the behaviours. Record the reason for your decision. Where the assessment involves a female

alleged perpetrator or a C/YP with neurodevelopmental and/or learning difficulties, discuss with the HSB Services Coordinator the best tool to use.

1. **Allocated team manager:** Inform the HSB Services Coordinator or YOT Team Leaders of the decision to commence a specific assessment. Request details of available AIM2 trained assessors (trained CSC assessors can work Wiltshire wide and aren't bound by team area)
2. Contact the manager of the available trained assessor to discuss allocation to that worker as lead assessor
3. Appoint a co-assessor, depending on who is most appropriate in relation to skills base, capacity and existing involvement for the C/YP – e.g. a keyworker, a YOT worker (if the lead assessor is from children's social care), and vice versa
4. **Assessor:** Ensure you are given access to all relevant records in relation to the C/YP to inform the assessment process

Multi-agency plan and provision of services

Following assessment, a well-coordinated multi-agency plan is key to facilitate safe and effective work and promotes information sharing. This should be integrated, in most cases, with the existing service case-management processes such as Team Around the Child, Child in Need, Looked After Child, AssetPlus or through the Core Group meetings. To avoid delay, call an early review or additional meeting if necessary to ensure timely action is taken to intervene and ensure safety.

- **Lead professional:** Coordinate a multi-agency planning meeting on completion of the assessment with all relevant agencies, including education and parents wherever possible. Invite or consult with the HSB Services Coordinator or YOT TEAM LEADERS to discuss the plan, including any intervention work
- Ensure the plan:
 - addresses all assessed needs, not just the sexual behaviour concerns, and takes account of the C/YP's learning and neurodevelopmental ability
 - supports the C/YP to build a positive social identity free from harmful sexual behaviour
 - is reviewed in a timely way and takes account of any changes in risk
 - makes effective use of the Circles of Safety framework to address any specific risk of further harmful sexual behaviour
- Where direct intervention work is indicated to address sexual behaviour concerns identified in the assessment report, trained intervention workers can be drawn primarily from the Youth Offending Team or Children's Social Care. Check who is trained with the HSB Services Coordinator or YOT Team Leaders; allocation should be discussed between team managers. Use recognised intervention tools such as AIM, AIM2 and the Good Lives Model
- Provide clear information to the family regarding any planned interventions, and ensure parents are included in the work (unless this is judged not to be in the child's interests)

Criminal Justice Route

Out of Court Disposals

For those 12 and over who admit to the allegation of harmful sexual behaviour, an AIM2 may be requested to inform the appropriate course of action. Liaison should take place between a YOT Leader/ YOT Manager and Police (Investigating Officer) in relation to the most suitable outcome for the young person.

- **Investigating Officer:** consult with CPS if needed, and agree to refer the case to a YOT Leader/Manager for a decision. The offence must have been admitted by the young person for this to be an option.
- **YOT:** Allocate a YOT worker as a YCC suitability/AIM2 assessor. Social care may also allocate a Social Worker, depending on whether the case meets threshold for a Single Assessment or Section 47 Enquiry.

Young people charged in relation to harmful sexual behaviour

Carry out a specific (e.g. AIM2) assessment of risk when a young person admits guilt or is found guilty in relation to harmful sexual behaviour. Request an adjournment, if necessary, to carry out the specific assessment (28 days), which should inform the Pre-Sentence Report.

Not guilty findings or discontinued cases

A further strategy or multi-agency professionals meeting should be called to consider any outstanding risk. In this instance, an AIM2 assessment may be offered to the young person and their family depending on risk and level of engagement.

Referral Order

If a young person is sentenced to a Referral Order following conviction of a sexual offence, an AIM2 assessment should be considered as part of the Referral Order Contract.

Appendix 1 – The range of sexual behaviours

Sexual behaviours range from those that are developmentally expected, consensual and exploratory to those that are violent and highly abusive, with many types of behaviours in between. Be as specific as possible when describing the nature of the behaviour under discussion, rather than resorting to overly generalised terms. The following continuum shows the range and definitions within the umbrella term *harmful sexual behaviour*:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

(Simon Hackett, 2010 Taken from NSPCC Harmful Sexual Behaviours Framework www.nspcc.org.uk/services-and-resources/research-and-resources/2016/harmful-sexualbehaviour-framework)

Appendix 2 – Clarifying degree of concern

When considering how concerned to be about children or young people’s sexual behaviour (particularly those that fall under the amber category of the Brook Traffic Light Tool) use the following questions to clarify your concerns.

More positive responses entail greater concern, since the harm for both the child carrying out the behaviour and any potential victims is likely to be more significant.

1. Is the behaviour occurring more often than would normally be expected for the developmental stage?

2. Is the behaviour getting in the way of the child’s development? In what ways, and to what degree (be specific)?

3. Did or does the child use coercion, intimidation or force in the process of carrying out the sexual behaviour?

4. Were or are any of the children involved emotionally distressed by what has happened?

5. Did or does the behaviour occur between children of divergent ages or developmental abilities?

6. Has the behaviour persisted even after intervention from staff or caregivers?

(Questions adapted from Chaffin et al., 2002)

Appendix 3 – Further information and resources

To explore further, and when advising parents and professionals, the following links can be helpful to use or pass on. Either ctrl + click on the link or enter the title and organisation into a search engine to find the resource and the web address.

Sexual behaviour and development

- [Child's play? Preventing abuse among children and young people](#) (Stop it Now!)
- [Healthy sexual behaviour](#) (NSPCC)
- [Helping you understand the sexual development of children under the age of 5](#) (Parents Protect)
- [Helping you understand the sexual development of children aged 5-11](#) (Parents Protect)
- [Healthy and unhealthy relationships](#) (Childline)
- [PANTS sexual harm prevention resources](#) for conversations and work with children (NSPCC)

Sexual development of SEND children and young people

- [Healthy bodies guides to puberty and sexual development](#) for parents of CYP with learning disabilities (Vanderbilt)
- [Growing up, sex and relationships – a guide for young disabled people](#) and [a guide to support parents of young disabled people](#) (Contact)

Online safety and pornography

For resources, Think U Know is a good starting point and has good introductory videos for parents and young people.

- [What's the problem? A guide for parents of children and young people who have got in trouble online](#) (Parents Protect)
- [Think U Know – Parents, Children and young people, professionals](#)
- [Keeping children in care safe online](#) (Think U Know)
- [Keeping children safe - Online porn](#) (NSPCC)
- [Keeping children safe - Online safety](#) advice for parents (NSPCC)
- [Your guide to social networks your kids use](#) (NSPCC)

Sexting

- [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) (UK Council for Child Internet Safety)
- [Keeping children safe - Sexting](#) (NSPCC)
- [Nude selfies – a parents' guide](#) (Think U Know)

NICE Guidance for professionals

[NICE Guidance on harmful sexual behaviour](#) includes recommendations on:

- [multi-agency approach](#) and [universal services](#)
- [early help assessment](#)
- [risk assessment for children and young people referred to harmful sexual behaviour services](#)
- [engaging with families and carers before an intervention begins](#)
- [developing and managing a care plan for children and young people displaying harmful sexual behaviour](#)
- [developing interventions for children and young people displaying harmful sexual behaviour](#)
- [supporting a return to the community for 'accommodated' children and young people](#)

Future Academies | Behaviour Policy

Document control table			
Document title:	Behaviour Policy		
Author (name & job title):	Paul Smith, CEO Future Academies		
Version number:	V3		
Date created:	July 2021		
Date approved:			
Approved by:			
Review information:	This document is reviewed internally annually, and is reviewed by the Board of Directors every two years.		
Last internal review:			
Last review by Governors/Directors:			
Document History			
Version	Date	Author	Note of revisions

2.5 Sixth Form Dress code

Sixth form students are expected to wear formal business dress. Detailed guidance about what this constitutes is provided to students upon being accepted into the sixth form.

If in any doubt about the appropriateness of a garment, students should check with a member of the sixth form team before purchasing it.

Section 6: Conduct in the Sixth Form

6.1 Overview

The Academy expects that the conduct of Sixth Form students will reflect their age and maturity and, above all, the fact that enrolment in the Sixth Form is voluntary. Sixth Form students are expected to be courteous and studious, to serve as role models to younger students and to actively contribute to academy life.

The Sixth Form Behaviour Policy is fully integrated with the Academy Points system that it used lower down the school. Sixth Form students with positive Academy Point scores will be praised and rewarded in accordance with the academy's Reward Levels. Sixth Form students with negative Academy Point scores, will be sanctioned and supported, in accordance with the academy's Behaviour Boundaries. All Academy Points earned by Sixth Form students contribute to the whole-school points totals for their respective Houses.

6.2 Commendations and penalty points

In recognition of the increased expectations that are placed on Sixth Form students, in addition to the regular earning of positive and negative points, students may also receive Commendations and Penalty Points. These have significant values of positive and negative Academy Points attached to them (+10 points and -10 points respectively).

Commendations and Penalty Points are issued as follows:

	Commendations	Penalty Points
Examples of conduct	<ul style="list-style-type: none"> • Excellent academic performance (e.g. high attainment or excellent progress in a key assessment) • Ongoing and outstanding commitment to learning • Ongoing contribution to academy life (e.g. running an extra-curricular club, student leadership) • One-off notable act or good character (e.g. a significant act of kindness, maturity or diligence) • Any other reason deemed appropriate by the Head of Sixth Form 	<ul style="list-style-type: none"> • Truancy • Failure to attend independent study sessions • Repeated lateness to school • Repeated lateness to lessons • Repeated infringements of the dress code • Repeated failure to meet deadlines • Ongoing lack of effort • Rudeness to staff • Inappropriate use of the internet • Breach of the Sixth Form mobile phone policy
Reward/sanction	<ul style="list-style-type: none"> • Certificate of Commendation presented to student in Sixth Form Assembly 	<ul style="list-style-type: none"> • Penalty Point letter issued to student by the Head of Sixth Form

	<ul style="list-style-type: none"> • Copy of certificate placed on students' file • 10 Academy Points awarded 	<ul style="list-style-type: none"> • Copy of letter placed on students' file and posted home • -10 Academy Points awarded
--	---	---

Any member of staff may nominate a Sixth Form student for a Commendation or Penalty Point, by contacting the Sixth Form co-ordinator. The Head of Sixth Form is responsible for the issuing of all Commendations and Penalty Points and retains discretion in relation to this.

6.3 Addressing behavioural concerns

Sixth Form students with negative Academy Point scores, will be sanctioned and supported, in accordance with the academy's Behaviour Boundaries.

In recognition of Sixth Form students' responsibility for their own conduct, and to simulate the world of work, students will be issued with a number of formal warnings as they progress through the Behaviour Boundaries. A copy of the warning letter will be given to the student, placed on the students' file and posted home to parents. Letters are issued at the following Behaviour Boundaries:

Behaviour Boundary	Letter	Issued by
Behaviour Boundary 4	Verbal warning	Sixth Form Team
Behaviour Boundary 5	First written warning	Leadership Team
Behaviour Boundary 6	Final written warning	Principal

Any Sixth Form student that reaches Boundary Behaviour 6 places themselves at risk of Permanent Exclusion. In cases of extreme misconduct, the Principal reserves the right to move straight to a final written warning or permanent exclusion.

6.4 Year 12 induction period

All new sixth form students complete an induction period. This helps the academy to ensure that students have been placed on appropriate courses and supports students in adjusting to the higher academic and professional expectations that are associated with Sixth Form study. Throughout the induction period, attendance, punctuality, conduct, attitude to learning and completion of work are closely monitored.

If a student falls short of the academy's expectations during the induction period, the induction period may be extended. In the event of an induction period being extended, the student and parent will attend a meeting with the Head of Sixth Form. At this meeting, clear targets for improvement will be agreed and it will be explained that the student's place at the academy may be terminated if they fail to meet the agreed targets.

During the extended induction period, the student and their parents will be given regular updates about progress towards meeting the previously agreed targets. If the student is deemed to be at risk of not meeting the agreed targets, the Head of Sixth Form will call an interim review meeting to consider whether the student requires any additional support.

At the end of the extended induction period, the student will either be deemed to have successfully passed their induction, or their place in the Sixth Form will be withdrawn.