



Alleyne's
A C A D E M Y
NISI DOMINUS FRUSTRA - 1558

Behaviour for Learning Policy

Staff Member(s) Responsible:	Deputy Headteacher
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1. Purpose

Our academy aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. Good and excellent teaching can only take place where the learning environment is conducive to learning. Therefore, our behaviour for learning policy aims are:

- To enable students to recognise and appreciate appropriate behaviour
- To ensure all disruptive behaviour is addressed, to enable staff to deliver lessons that inspire, engage, nurture, challenge and support students
- To implement mental health and a trauma informed approach to behaviour in our academy and to use trauma informed language in our daily practise
- To ensure all disruptive behaviour is addressed, to enable all students to focus on their work and ensure that no learning time is wasted
- To develop positive and respectful relationships within the academy community, in order to create a climate that fosters fairness, inclusion, connection and respect for all members of the academy community
- To provide a clear outline of our expectations for staff and students about acceptable behaviour and the outcomes where behaviour is not acceptable to provide a consistent approach across the academy
- To empower staff to respond to presenting behaviours in a way that is empathetic, but still acknowledges the need to set limits and boundaries on certain behaviours
- To encourage all members of our academy community to be treated with respect and to prevent bullying
- To encourage all students to build resilience and to be responsible for their own actions

2. The Law underlying this policy

- a. Teachers have statutory authority to discipline students for misbehaviour which occurs in the academy and, in some circumstances, outside of it
- b. This power applies to all paid staff, unless the headteacher states otherwise, with responsibility for students including all teaching assistants

- c. Teachers can discipline a student at any time the student is in the academy or elsewhere under the charge of a teacher including visits.
- d. Teachers have a specific legal power to impose detention outside of academy hours
- e. Teachers can legally confiscate student's property.

3. Our Values

The three R's is the academy's approach that supports our 'culture and expectations'. It is based upon Three areas that we believe support the high expectations we strive for within our academy community.

- **Respect** –value others opinions and individualities, be attentive in lessons, communicate politely and appropriately, look after the Academy's environment, focus in lessons
- **Resilience** – be willing to learn no matter what, be prepared to adapt, grow from setbacks
- **Ready to learn** –come to lesson with all the necessary equipment, be on time all the time, wear the correct uniform, try our best

More detail can be found via the Alleynes Academy Charter in appendix d.

4. Recognition and praise

The academy recognises student's work, effort, behaviour and contribution to the life of the academy and the community as a way of reinforcing our expectations. Therefore, there is a firm emphasis on prizes and verbal recognition.

Recognition of students meeting our expectations in line with our 3R approach begins with an informal approach, for example, words of praise, interest in a students' work and ideas and supportive comments when reviewing students work.

We use the Satchel 1 learning platform to award an attitude to learning (ATL) score at the end of each lesson. This will be awarded as follows:

ATL	Description
1	A student has exceeded the 3R's expectations this may include: • Have excellent focus in lessons – setting an example to other students • Arrive on time • Be determined to achieve to the best of their ability • Enjoy a challenge – demonstrating resilience in their learning • Demonstrate an ability to work independently, seeking their own solutions to problems • Ask questions to develop their thinking and learning • Meet all deadlines
2	A student has met the 3R expectations this may include: • Start learning readily, always being ready to learn • Complete all work set to a good standard • Arrive on time • Learn from mistakes and setbacks • Be prepared to respond to feedback to improve own work • Meet deadlines for work

	• Seek and accept help when needed • Follow all instructions
3	A student has not met the 3R expectation. Student has been given a verbal warning or continued misbehaviour on the behaviour system or has completed inadequate work. This may include behaviours such as: • Fails to respond to reminders to focus on learning in lessons, may distract others and be off task • Avoids challenging tasks, gives up easily • Usually polite and respectful in lessons but may need occasional reminders • Has missed some deadlines for work • Needs direction to correct errors or learn from mistakes • Needs reminders to be ready to learn
4	A student has not met the 3R expectation and has been removed from lesson or completed no work. This may include behaviours such as: • Behaves in a way which will negatively affect their own learning and that of other students • Disrupts the learning environment • Requires extra supervision to complete work in lessons, does not engage unless closely monitored. • Does not act upon feedback. • Has work which is often incomplete or inadequate, in relation to ability. • Failure to bring PE kit (PE lessons only) • Failure to bring equipment for a DT lesson (DT lessons only)
L	A student has not met the 3R expectations by arriving late to lesson (over 3 minutes). Number of minutes late are recorded on the register.

The number of 1's, 2's, 3's and 4's awarded in a week will then be used to award Gold, Silver and Bronze praise awards (please see the table below).

To further recognition of students meeting our 3R values, other praise points can also be awarded including:

3R's	Praise point	Description	Points awarded
Respect	Respect	Students show respect. Awarded by teaching or non teaching staff.	3
	Gold award	Student has achieved 5 or more 1's (with no 3/4/L's). Awarded weekly. Form tutor to award	50
	Silver award	Student has achieved 2 or more 1's (with no 3/4/L's). Awarded weekly. Form tutor to award	30
	Bronze award	Student has achieved 18 or more 2's (with no 3/4/L's). Awarded weekly. Form tutor to award	15
	HOP	Awarded half termly. HOP to award.	20
	AHOP	Awarded half termly. AHOP to award.	10
	Excellent effort	Student has shown excellent effort in a lesson. Teacher to award.	1
	Form tutor award	Awarded by the form tutor for demonstrating the 3R's. Awarded weekly	5
	Volunteering	Student has volunteered inside or outside of school. Teaching or non teaching staff to award	3

	Resilience	Students show respect. Awarded by teaching or non-teaching staff.	3
	Excellent effort	Student has tried extremely hard. Teaching staff or non-teaching staff to award.	3
Resilience	Performance in a school production	Performance in an academy production. Director of show to award	20
	Extra curricular	Attendance at an extracurricular lunchtime or after academy club. Extracurricular staff to award	3
	Participation in a House or Sport competition	Competed in an academy sport or house competition. Trip leader or head of house to award.	1
	Duke of Edinburgh	Completed a Duke of Edinburgh expedition	20
	Winner or house or sport competition	Winner of a sport or house competition. Trip leader or head of house or PE to award.	20
	Runner up of house of sport competition	Runner up in a house or sport competition. Head of house or PE to award.	10
	Runner up in lesson	Runner up in an in-class competition. Teacher to award.	3
	Winner in lesson	Winner in an in-class competition. Teacher to award.	5
	Work experience	Student has successfully organised and completed their work experience. Form tutor to award	5
Ready to learn	Ready to learn	Students show the 3R's by being ready to learn. Teachers and non teaching staff to award	3
	Excellent Homework	Completion of excellent homework. Teacher to award.	3
	Academy council	Resenting your form in an academy council meeting. RH to award.	1
	Reading	Reading outside of lesson time. Teaching and non-teaching staff to award.	1
	Revision	Attending a revision session outside of teaching hours. Teacher to award.	1
	Academic achievement	Student has achieved academically inside lesson or out of lesson. For example, excellent test results. Teacher to award.	1
	Outstanding independent learning	Student has demonstrated outstanding independent learning. Sixth form only. Teacher to award.	1
	Outstanding attendance	Awarded half termly. Student has achieved 100% attendance in a half term. Attendance officer to award.	20

	97-99% attendance	Awarded half termly. Student has achieved 97-99% attendance in a half term. Attendance officer to award	20
	Outstanding independent learning	Completion of outstanding independent learning. Teacher to award.	5
	Going the extra mile	Student has gone the extra mile inside or outside of the classroom. They may have done this by showing any of the 3R's	5
	Great contribution	A student has given a great contribution to the lesson.	1

This points system links to a merit system in combination with the sanctions table outlined in the expectations and outcomes section. At the end of each term students will have the opportunity to 'cash in' their overall points for a variety of rewards. These rewards will change on a termly basis but could include food items, trips, activity afternoons etc. Points will be reset each term.

5. Expectations and outcomes

a. Consideration of individual student needs

The academy recognises its legal duties under the equality act 2010, and those in respect of safeguarding and supporting students with special educational needs (SEN). As an academy, we are keen to ensure that we do not discriminate through the application of our culture and expectations policy, against students whose apparent inappropriate behaviour may be a function of their SEND. In some cases, this will involve an individualised emotional regulation approach which will be outlined on the students learning passport or pastoral support plan.

Therefore, when intervening with apparent inappropriate or unacceptable behaviour all staff must accept that there will be circumstances in which some students may have some form of 'reasonable adjustments' applied from others and are expected to take account of those individual student needs when applying outcomes.

b. Environmental consistency

At Alleyne's Academy, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All academy staff have read the academy's behaviour for learning policy and feel confident in applying the policy
- We refer to the Academy expectations every time we provide feedback or discipline in which we explain how a behaviour has/has not embodied these expectations
- All academy staff are aware of the strategies being used to support individual students with additional needs
- All academy staff are trained in and able to use restorative practice to support student emotional needs and provide consequences/ problem solving opportunities when required.

6. Choices and Consequences

At Alleynes we operate a choices and consequences system which provides students with clear guidance and boundaries and the opportunity to make the right decisions.

a. Low level disruption

Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be badly affected. To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a child:

- Ensure that, if appropriate, all reasonable adjustments have been implemented
- Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted
- Using first names, check the child's understanding of what it is they need to do
- Use clear, consistent language to explain the task and expected behaviours
- Use positive language, signals and praise for doing the right thing
- Stand closer to the child (being aware of their personal space) to signal their behaviour is being monitored
- Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'
- Remind the child of expected behaviours again, using the 3R's, and consequences for further disruption
- Use assertive instructions and language to de-escalate.

b. Continued misbehaviour

Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. Where misbehaviour continues or there is a serious breach of the academy's behaviour expectations, the academy may use a sanction. Staff can issue sanctions any time children are in the academy or elsewhere under the charge of a member of staff, including on academy trips. Students who fail to meet our 3R expectations due to continued misbehaviour will be awarded negative behaviour points which will be logged onto Satchel 1. In class staff will follow the behaviour matrix to address misbehaviour. See Appendix b for more detail on this behaviour matrix.

Sanctions may include a detention and/or removal from lesson to a 6th form lesson to further deescalate the situation and maintain the safety and learning of all students. For more serious misdemeanours time in the reflection room, suspension or exclusion may be required as per the behaviour tariff. The behaviour tariff can be found in the appendix a. This will be monitored by the ATL and behaviour tariff point system. Outside of lessons all students are also expected to behave in a polite and civilised manner, before the academy

day, after the academy day and at break and lunchtime. Failure to do so will result in appropriate sanctions in line with the behaviour tariff.

Sanctions must be reasonable, proportionate and consider any special circumstances. Staff should avoid moving through the behaviour consequences too rapidly and, wherever possible, should implement the behaviour steps calmly and with care, allowing 'take up time' between each aspect of support given. Please note in PE students will be asked to walk to reception to wait for intervention. If students refuse to walk over there will be further consequences.

c. Restorative practise

Following any sanction, the academy will support the child to reflect on and understand their behaviour. This could be a short 'check-in' conversation, restorative task or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a child's context as this will inform effective responses to more complex behaviours.

d. Reasonable force

All members of staff have a legal power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom (see use of reasonable force policy). This power applies to any member of staff at the academy. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an academy organised visit. In an academy, force is used for two main purposes- to control students or to restrain them.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Reasonable force may be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a student from behaving in a way that disrupts an academy event or an academy trip or visit
- Prevent a student from leaving the classroom (where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others)
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

e. Searching, screening and confiscation of inappropriate items

The law allows:

The general power to discipline – Teachers have the power to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Confiscated non-dangerous (such as a water gun) will be retained in reception until the end of the day where they will need to be collected by a parent or guardian.

The power to search without consent for prohibited items including:

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- mobile phones that may be suspected of containing material that could cause harm to one's self or others
- Knives and weapons
- alcohol
- illegal drugs
- e-cigarettes/vaporizer/water guns
- pornographic images
- stolen items
- tobacco and cigarette papers
- fireworks

Headteachers, and staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed above or any other item that the academy rules identify as an item which may have been searched for

A student that refused to cooperate with a search will be treated as any other student who refuses to comply with the academy culture and expectations policy and an outcome will be imposed accordingly.

A staff member can use reasonable force to conduct the search but only to search for any prohibited items identified above, but not to search for items which are only identified in the academy expectations such as hoodies. The decision to use reasonable force will be made on a case by case basis. The member of staff will consider whether conducting the search will prevent the student from harming themselves or others, damaging property or from causing disorder.

The following adults are authorised to search for the identified items without consent and they will consult the headteacher, where possible, before doing so:

- The headteacher
- The deputy head teachers
- The designated safeguarding lead
- The safeguarding team
- Heads of progress

- Assistant heads of progress
- The senior leadership team

If the police need to attend an incident at the academy that requires searching the role of the academy staff is always to retain a duty of care. The academy will always focus on the wellbeing of the student being searched, whether an item is found or not. This will also involve relevant staff such as the senior leadership team, pastoral team or the designated safeguarding lead.

A member of staff may search a student's outer clothing, pockets, possessions, desk or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear as well as hats, shoes, boots or scarves. Parents will be informed of any search for a prohibited item that has taken place by a relevant member of the SLT and the outcome of the search as soon as is practical.

f. Disciplining beyond the school gates

Any behaviour management strategies in line with the Academy's behaviour policy may be applied by staff where a pupil's behaviour is inappropriate when off-site when representing the school, such as on a school trip or on the way to or from school. This includes, but is not limited to, when the student is wearing school uniform outside of school

g. Detentions, Reflection room and suspensions

For poor behaviour students will be given an appropriate detention according to their ATL's in lesson and the behaviour tariff. Detentions will operate at lunchtime (for subject and pastoral issues) and after school on a Wednesday and Friday for more serious matters. Failure to attend lunchtime detention will incur negative points on Satchel One. Receiving a high number of negative points, may impact their chances of accessing the end-of-term reward activities and trips. Persistent failure to attend pastoral detentions could (at the discretion of SLT) result in the student being placed in an SLT detention, either at lunchtime or after school. Failure to attend an SLT detention will result in the student spending time in Reflect (isolation)

Students are referred to the reflection room for more significant behaviours. Reflection room is an area supervised by SLT. Students will remain in that room for five lessons and two breaks. Failure to meet the expectations in the reflection room will mean that the outcome will escalate. Students will be expected to complete work that aligns to their curriculum during this time. A period of 'reflection' will take place at a suitable time during their time in the room with the support of a reflection task and a follow up conversation with a member of SLT. Parents will receive communication regarding this outcome.

Suspensions are the most serious outcome an academy can apply. In a minority of cases individual students may continue to demonstrate behaviours which do not meet the 3R's expected of our students and may damage the learning and progress of other students or the wellbeing of other students or staff. In these cases, or in the case of serious 'one off' incidents of unacceptable behaviour the academy will use the higher-level outcome of suspensions to students. Suspensions are the responsibility of the headteacher but may be delegated to any of the SLT.

There should always be a reintegration meeting when a student returns from a suspension to support the students return to academy. At this meeting, it is important to explore, discuss and agree how the students, parents/ carer and academy can work together to avoid a reoccurrence of the behaviour that led to their suspension.

Refusal to attend lessons or refusal to be placed into a sixth form lesson once removed from a lesson, can result in the student either spending time in reflect or being suspended for a period of time deemed suitable by the headteacher. ***Students not following school rules are considered a safeguarding risk.*** Parents/carers will be contacted immediately so that they are informed of the situation and are aware of the possible consequences.

	Name of stage	Description	Consequence of failure	Follow up	Support given
Level 1	Faculty lunchtime* Daily	Duration: 10 mins Activity: Students to sit in silence, no talking Location: decided upon by faculty: - Maths, Business, IT, Computer Science: - English, Art, Drama, Music :127 - Science, Technology, PE: 110 - Geography, History, RE, Languages, H&S:	Negative behaviour points issued	Member of staff on lunchtime duty to monitor behaviour and attendance. Member of staff running the detention to assign negative points on Satchel	Restorative conversation where possible during detention
	Pastoral lunchtime Twice a week (Mon & Thurs)	Duration: 10 mins Activity: Students to sit in silence, no talking Location: H34	Negative behaviour points issued Parents to be contacted/invited into school Could result in SLT detention (SLT discretion)	Member of staff on lunchtime duty to monitor behaviour and attendance. Member of staff running the detention to assign negative points on Satchel	Restorative conversation where possible during detention
Level 2	SLT lunchtime (Friday / RF) <i>*where possible staff pick up students</i>	Duration: 15 mins Activity: Students to sit in silence, no talking Location: 302	Negative behaviour points issued Could result in SLT detention	Member of staff on lunchtime duty to monitor behaviour and attendance. Member of staff running the detention to assign negative points on Satchel	Restorative conversation where possible during detention
Level 3	SLT after school (1 hour) <i>*where possible staff pick up students</i>	Duration: 30 minutes after the academy day Activity: Students will be expected to sit in silence or complete activity/revision Students will not be allowed their personal possessions on them and will be provided with any materials required. Location: 116	Reflection room for 1 day.	Member of staff to monitor behaviour and attendance. Attendance recorded by member of staff running the detention	Restorative conversation where possible during detention
Level 4	Reflection room	Duration: five lessons and two breaks. Activity: students will be expected to completed preassigned work by relevant HOD's and reflection task. All personal belongings locked up at the start of the day Students will have relevant equipment on their desk Students will be asked to pre-order lunch or bring packed lunch	1 st failure= an extra day in reflection. 2 nd failure in a row = a fixed term suspension	Member of staff on reflection room to monitor behaviour each lesson. Poor behaviour = failure. Where possible, SLT member on rota P5 to inform parents of outcome via phone call (failure) or email (pass) and the further consequences where necessary.	Possible support includes: Reflection task Liaison with tutor/ HOP

h. Reports and interventions

A variety of reports and interventions are used by the pastoral teach to support behaviour including:

Name of Report	Description	Consequence of failure	Follow up after failure	Possible Support given during report
Form tutor	Issued: HOPS to monitor data weekly and assign report via tutors Duration of report: 1 or 2 weeks Action: Parents contacted home via email Relevant support selected and parents informed by letter	Student is moved to HOPS report	Form tutor refers to HOPS Parents reported of failure by form tutor (pre-written email)	- Academy Nurse - Staff mentor 6th form buddy - Emotional Coaching - Restorative activity - Care plan
HOP	Issued: HOPS to monitor data weekly and assign report or students who have failed form tutor report to be issued a HOP report Duration: 2 – 4 weeks Action: HOP to invite parents come in for a meeting at the start and/or end with HOP/ AHOP Student to report to HOP/ AHOP during first form each week and last form each week HOP to assign appropriate support and parents to be informed via letter	Student is moved to SLT report	HOPS to inform relevant member of SLT Parents reported of failure by HOP (phone call or meeting)	In addition to the above: - Hope mentor - HOPS mentor - EWO (attendance) - Time out pass - Medical pass - Pastoral support plan - Lego therapy - TA mentor - I am unique programme - Social skills programme - Autism outreach - Speech and language support - Pastoral mentor
SLT	Issued: HOPS to refer student to relevant SLT. This may also be issued due to serious incidents where appropriate Duration: 1 month Action: parents come in for a meeting with SLT and HOP at the start, 2 weeks and end	Student is moved to Headteacher report	SLT refers to headteacher Parents reported of failure by SLT (phone call or meeting)	In addition to the above: - SLT mentor - Boxing intervention - PRU - Alternative provision - Managed move - Educational psychologist

	Student to report to SLT during first form each week and last form each week SLT to assign appropriate support Relevant support selected and parents informed by letter			Care plan
Headteacher	Issued: SLT to refer student to the headteacher Duration: 1 Month Action: parents contacted weekly to update on success Student to report to headteacher during first form each week and last form each week Headteacher to assign appropriate support, parents informed by letter	Student is placed in reflect for a duration of 1-2 days. suspended and reintegration required.	Student time in reflect assessed by HOPS. If students fail time in reflect, then possible suspension.	In addition to the above, possible: - Reduced timetable - Work experience - On-line learning

***** Faculties can also issue their own report to address behavioural issues within the faculty.***

i. Permanent exclusions

The decision to permanently exclude a student is a serious one. The decision to exclude a student permanently should only be taken in response to a serious breach or persistent breaches of the academy's culture and expectations policy and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

The decision to permanently exclude will usually but not exclusively be the final step in a process for dealing with disciplinary incidents following a range of supportive strategies.

There may be exceptional circumstances where in the head teacher's judgement, a student can be permanently excluded for committing a single, serious one-off offence, even if they have no previous history of breaching the academy's culture and expectations policy.

Examples that could lead to permanent exclusion are:

- Serious physical assaults
- Actual or threatened violence against another student or member of staff
- Sexual violence, harassment or assault
- Bringing potentially dangerous weapons into the academy, threatening to use them or using them. This is against the law and is extremely dangerous.
- Bringing illegal substances onto the academy site with the intent to use/supply to others/ 'dealing'
- Attempted or actual arson

This list is not exhaustive and other serious one-off offences can lead to permanent exclusion.

For students known to be at risk of permanent exclusion due to ongoing behaviour issues, a range of support measures may be implemented as appropriate:

- Agreeing an individual pastoral support plan with parents
- Assessment of social emotional and learning needs
- Involvement of external agencies
- Alternative curriculum options (e.g part-time college or work experience)
- Managed move to another school (this will be a permanent move as of 26th July 2026)
- Attendance to a student referral unit (PRU)

Alternative provision will be decided and reviewed by the headteacher/deputy headteacher on an individual basis to provide appropriate support for the student. If a student fails the placement, due to behaviour or safeguarding issues then this is grounds for a permanent exclusion, as the intervention was in place to avoid this happening.

7. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious the academy will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious the academy (in collaboration with the local authority designated officer (LADO) where relevant) will consider whether the student who made the allegation needs help or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The academy will also consider the pastoral needs of staff and students accused of misconduct.

8. Bullying

Bullying is any behaviour which is deliberately intended to hurt threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals fall out with one another. Please see our antibullying policy for more details.

9. Vaping/ smoking

Vaping has become increasingly prevalent among adolescents, including those within our academy. This poses a significant health risk to our students and as parents, carers and teachers it is our collective responsibility to address this issue head on and take proactive steps to protect our academy's community. As a consequence, we are taking a zero-tolerance approach to vaping with the sanctions actioned below:

- The academy will suspend students who smoke or vape on site (this can be at the verbal evidence of teachers)
- Those who are found associating with smokers/vapers at the time of the offence, even though they may not have been smoking or vaping themselves, may receive the same

sanction. For example, if several students exit a toilet cubicle and the teacher suspects that vaping/smoking has occurred, all the students may receive the same sanction.

- Students who are in possession for a large number of cigarettes or vaping devices (it will be assumed with the intention of supplying others) may be suspended for a longer period.
- Vapes will be classed as contraband and will be confiscated, requiring collection by parents.

10. Mobile phones – From September 2026, Alleyne’s Academy will be a phone free school

The Academy’s expectation regarding mobile phones is as follows:

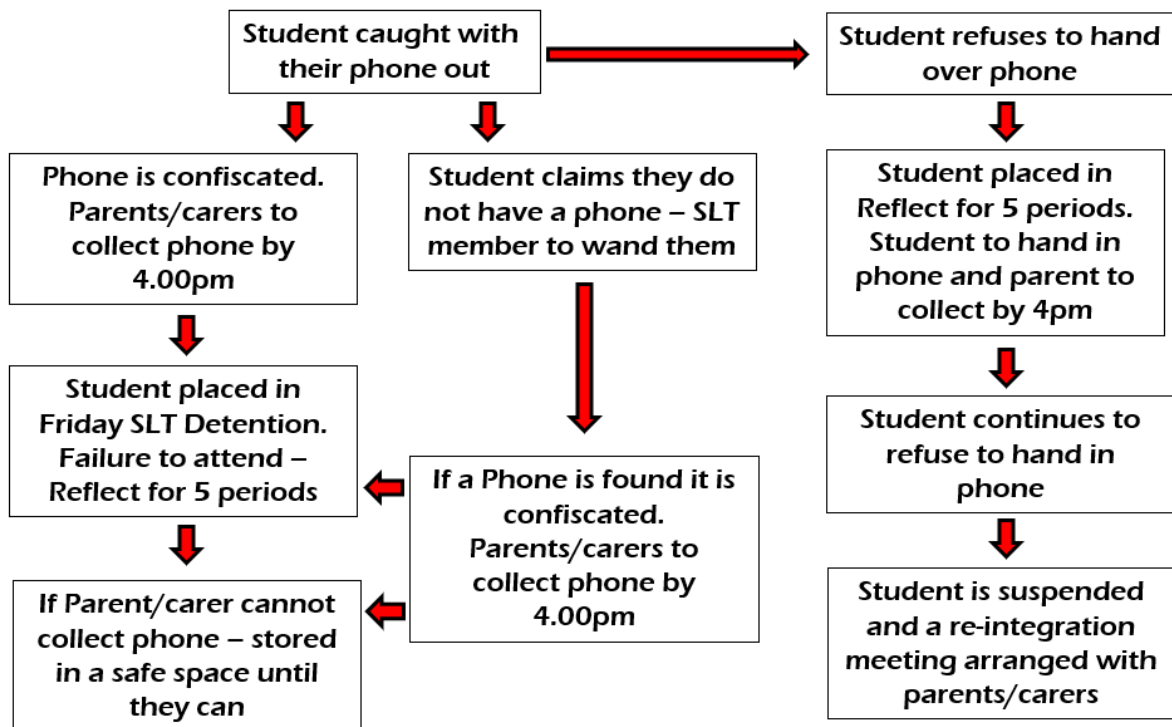
At the start of tutor time (8.45am), all students will have a stationery check (pen, pencil, ruler, calculator and school bag) which will also involve students placing their mobile phone in their own, personal phone pouch and locking it correctly. This will form part of the daily routine at the start of each day. The respective tutor will check that all students have locked and secured their phone correctly. At the end of the day, students will unlock their pouch by locating one of the many unlockable stations, this is a very simple and quick process so as not to delay students from leaving the site.

Where a mobile phone is brought into the Academy, it is entirely at the students’ and parents’ own risk. The Academy accepts no responsibility for the loss, theft or damage of any mobile phone brought into the Academy.

Students can bring their phones for safety and travel reasons. However, they must be securely locked in their own phone pouch as part of the no mobile phone policy. If students fail to comply to these rules then:

- If a student is caught with their phone out (not in a pouch) then intervention will be called as normal (HOPS/SLT/Pastoral Support)
- Student will be put into a Friday SLT detention (3.15 – 4.00pm) and their phone confiscated. The phone will not be given back to the student, parents/carers will need to come and collect the phone from Reception before 4.00pm.
- If a parent/carers cannot collect the phone on the same day, the phone will be stored in a safe place in school until parents/carers can collect it.
- If a student refuses to hand in their phone in, then they will be suspended. A parent/carers re-integration meeting will also be arranged.
- If student states they don’t have a phone, where possible and appropriate, an SLT member will wand them

Sanctions Summary



11. Roles of teachers, parents, students

a. The governing body

The governing board is responsible for monitoring this behaviours policy effectiveness and holding the headteacher to account for its implementation.

b. The head teacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction to the academy's behavioural culture to ensure they understand its rules and routines and how best to support all students to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities and mental health needs on behaviour to any staff who require it so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly to make sure that no groups of students are being disproportionately impacted by this policy

c. Teachers and staff

Staff are responsible for:

- Ensuring that the Alleyne's Academy Charter is followed in lessons and around the academy
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the academy culture and how they can uphold the academy rules and expectations
- Recording behaviour incidents promptly on SIMs or CPOMs as appropriate
- Challenging students to meet the academy's expectations as set out in (but not limited to) the code of conduct, anti-bullying policy, the academy uniform and this policy
- The senior leadership team will support staff in responding to behaviour incidents where needed.

d. Parents and carers

Parents and carers where possible should:

- Get to know the culture and expectations policy, uniform policy and code of conduct to allow them to be reinforced at home where possible
- Sign the home academy agreement
- Support their child in adhering to the academy's policies in order to maintain high standards and expectations
- To support the academy and work with the academy when sanctions are given
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the pastoral head of progress or class teacher promptly and appropriately
- Model positive behaviour and treat all members of our community with respect
- Take part in any pastoral work following misbehaviour with the academy directly whilst continuing to work in partnership with the academy

e. Students

Students will be made aware of the following during their induction into the behaviour culture:

- Expected standard of behaviour they should be displaying at the academy
- They have a duty to follow the behaviour policy

- The key rules and routines
- The rewards they can earn and consequences they can face
- Pastoral support that is available to them to help them to meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions where appropriate

Students will be supported to develop an understanding of the academy's culture and expectations policy

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

Extra support and induction will be provided for students who are mid-phase arrivals

12. Sixth form

Students in the Sixth Form are considered to be young adults who are role models to the whole school community. They are expected to behave in line with school values of respect, resilient and ready to learn. As such, it is expected that they: -

- Have excellent attendance and punctuality including tutor time (Ready to learn)
- Display responsible behaviour in and around the school (Respect)
- Complete all academic work on time (Ready to learn)
- Are productive and purposeful in their approach to independent study (Resilience)
- Are dressed in accordance to the Sixth Form dress code (Ready to learn)
- Show respect for all within the school community (Respect)

Adopting such behaviour will lead to recognition in terms of rewards such as

- Students of the Month (by subject)
- Contribution to the Sixth Form
- Rewards Trips
- Rewards such as Coffee with the Head of Sixth Form or Headteacher

If a student fails to meet such expectations this may lead to various intervention strategies being adopted by form tutors, Faculty leads, Heads of Department and the Sixth Form leadership. These may include: -

- Meeting with student with tutor, subject teacher or HOD to outline the issue to the student – at this stage the parent may also be informed for information purposes
- Contact with parents/carers through a phone call, letter or email initiated by Form Tutor (attendance, behaviour, dress code) or Head of Department (academic work, independent study)
- Face to Face meeting with student and parents/carers, following initial contact, if situation does not improve OR if the seriousness of the incident warrants this (this will be decided in conjunction with Sixth Form Leadership)
- If issues occur across all subject areas or if the seriousness of the incident warrants it, a meeting with Sixth Form Leadership may be required

The purpose of all meetings is to have an informative constructive conversation in order to support the student to adopt an agreed upon action plan to improve.

If a student fails to follow the whole school behaviour expectations and has behaved in a manner that is considered to be serious in nature then all relevant disciplinary procedures will apply.

13. Evaluation of policy

This culture and expectations policy will be reviewed by the headteacher and the governors at least annually or more frequently if needed to address findings from the regular monitoring of the behaviour data.

Appendix

a. Behaviour Tariff

Name	Description	Consequence	Follow up	Points
Late to lesson	More than 3 minutes late	3 or more late marks in one week will be issued a HOD detention 5 or more late marks in one week will be issued an SLT detention (assigned by HOPs)	Teacher to put L on Satchel 1 when student arrives Record how many minutes late on Satchel 1	-3
AWOL/ Left lesson without permission	Not turned up to the lesson or walked out of lesson without permission	Automatic SLT detention	Teacher to put an N on Satchel 1 for not turning up Intervention to be informed by Satchel 1 Behaviour point to be added by EWO. SLT detention Parents informed by EWO	-10
Damage to Academy property	Damage to equipment or the academy building	HOD detention	Teacher to add a behaviour point and award a HOD detention AJ to be informed of incident so parents can be charged	-10
Littering	Dropping litter on the floor	Behaviour points added	Student asked to pick up litter Teacher to place a littering point onto satchel 1	-3
Eating/ drinking	Student eating or drinking in lesson without permission	Behaviour points added	Student asked to stop drinking or eating. Food or drink removed from student Teacher to place eating/ drinking point on Satchel 1	-3
Refusal to follow instructions	Refusal to do as asked i.e. hand over mobile phone, leave the	SLT Detention	Teacher to inform intervention	-3

	classroom when asked, put on their blazer, remove their hoodie, remove their jewellery		Intervention to award SLT detention Student returned to lesson once issue has been resolved.	
Chatting	Talking over a member of staff or chatting when asked not to	Behaviour points added	Student told not to swear. Teacher to add behaviour point to Satchel 1	-3
Intervention refusal	Refusal to do as asked by intervention	SLT detention	SLT to be informed and parents requested to come into academy and collect item off child Student to wait in reception until parent arrives or they hand over item	-20
Mobile	Student uses mobile phone in the academy without permission. This includes checking the time.	Behaviour points added	Teacher to remove mobile phone and give it to the reception.	-3
Headphones/Airpods/Phones	Student uses / has headphones or airpods during lesson	Behaviour points added	Teacher to remove headphones and give it to the reception. Admin to email parents requesting they collect the headphones on second occasion	-3
Chewing	Student is chewing gum in lessons	Behaviour points added	Student told to put chewing gum in the bin. Teacher to add behaviour point to satchel 1	-3
Swearing	Student is swearing in lesson	Behaviour points added	Student told not to swear. Teacher to add behaviour point to Satchel 1	-3
Uniform	Student isn't wearing the correct uniform	Behaviour points added	Form tutor to check in form time. This is	-3

			only issued once per day.	
Equipment	Student doesn't have a pen, DEAR book or exercise book for the lesson	Behaviour points added	Teacher to add behaviour point to satchel 1	-3
Specialist equipment	A student doesn't have specialist equipment for the lesson. For example, a calculator	Optional faculty detention	Teacher to add behaviour point to satchel 1	-3
Catering equipment	A students doesn't have their catering equipment for a lesson.	Optional faculty detention	Teacher to add behaviour point to satchel 1	-5
PE kit	Student doesn't have any PE kit to take part in PE	Faculty detention	4 issued on register for ATL as no work completed. Faculty detention for the same day issued by subject teacher	-3
Refusal to borrow specialist equipment	Student has refused to borrow specialist equipment	Faculty lunchtime detention issued	Teacher to add behaviour point and put a 4 on the register on satchel one.	-5
Homework not done	Incomplete homework	Faculty detention	Teacher to add behaviour point to satchel 1 Teacher to issue faculty detention	-3
Irresponsible behaviour	Student has been irresponsible.	Optional lunchtime detention	Teacher to add behaviour point to satchel 1 Teacher to issue lunchtime detention where appropriate	-3
Verbal Abuse	Rudeness to staff such as swearing	Reflection room	Teacher to send for removal of student. Member of staff on intervention to contact home and place student into reflection room.	-20
Theft	Theft of any item	Reflection room	Teacher to inform SLT	-20

			SLT to collect evidence, contact home and issue time in reflection room	
Intervention used	Student has been removed from lesson	Lunchtime faculty detention	Teacher to send for intervention via satchel 1, issue a 4 for ATL and add a behaviour point and faculty detention	-5
No work completed	Student refuses to complete any work in lesson	Faculty lunchtime detention issued	Teacher to add behaviour point and put a 4 on the register on satchel one.	-5
Smoking*	Student is smoking on site, with cigarettes or found with students smoking on site	Suspension	SLT to contact home and issue fixed period suspension	-20
Vaping*	Student is vaping on site, with vapes or found with students vaping on site	Suspension	SLT to contact home and issue fixed period suspension	-20
Fighting/ Participating in a fight	Fighting on site or filming other students fighting	Suspension or time in reflection room	SLT to gather evidence, contact home and issue consequence	-20
Abuse	An incident intended to likely to intimidate offend or harm and individual.	Suspension or time in reflection room	SLT to gather evidence, contact home and issue consequence Teacher to add behaviour points on Satchel 1	-20
Racial abuse	An incident intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion or nationality.	Suspension or time in reflection room	SLT to gather evidence, contact home and issue consequence. Teacher to add behaviour points on Satchel 1	-20
LGBTQ abuse	An incident intended or likely	Suspension or time in reflection room	SLT to gather evidence, contact	-20

	to intimidate, offend or harm an individual or group because of them being part of the LGBTQ community.		home and issue consequence. Teacher to add behaviour points on Satchel 1	
SEND abuse	An incident intended or likely to intimidate, offend or harm an individual or group because of their SEND need	Suspension or time in reflection room	SLT to gather evidence, contact home and issue consequence. Teacher to add behaviour points on Satchel 1	-20
Bringing the Academy into disrepute	Bringing the academy into disrepute	Reflection room	SLT to gather evidence, contact home and issue consequence	-20
Contraband	Possession of banned items (detailed in policy)	Suspension or time in reflection room	SLT to be made aware of instance. SLT to contact home and issue consequence	-20
Failed restoration	Failure to return restoration slip or failure to fill it in correctly	SLT detention	Issued by member of staff who has the student once they have been removed	-5
Malicious allegation	A student makes an allegation against a member of staff that is shown to have been deliberately invented or malicious	Suspension	SLT to gather evidence, contact home and issue consequence	-20
Inadequate work	A student hasn't completed work to the standard expected	Optional faculty lunchtime detention	Teacher to add behaviour point and put a 3 on the register on satchel one.	-3

Independent learning not complete	A student hasn't completed their independent learning	Optional faculty lunchtime detention	Teacher to add a behaviour point on Satchel 1.	-3
Insolence	A student has been rude or disrespectful towards a member of staff	Optional faculty lunchtime detention	Teacher to add behaviour point and put a 3 on the register on satchel one.	-3
Low level disruption	A student is disruptive and may include the following: • talking unnecessarily or chatting • calling out without permission • being slow to start work or follow instructions • showing a lack of respect for each other and staff	Optional faculty lunchtime detention	Teacher to add behaviour point and put a 3 on the register on satchel one.	-3
Dangerous behaviour in a practical	Students are being dangerous in a practical	Faculty lunchtime detention issued	Teacher to add behaviour point and put a 4 on the register on satchel one.	-10

Tempering with the CCTV	A student has touched, damaged or moved the CCTV camera	Suspension	SLT to be made aware of instance. SLT to contact home and issue consequence	-20
Repeated defiance	Student is being repeatedly defiant in lesson leading to their removal	Faculty lunchtime detention issued	Teacher to add behaviour point and put a 4 on the register on satchel one.	-5
Repeated disruption to lesson	Student has repeatedly disrupted a lesson leading to their removal	Faculty lunchtime detention issued	Teacher to add behaviour point and put a 4 on the register on satchel one.	-5
Violence towards a teacher	A student has been physically violent towards a teacher	Suspension	SLT to be made aware of instance. SLT to contact home and issue consequence	-40
Blocking toilet cubicles – duty team	A student is blocking the toilet cubicles or in the toilet cubicle with one or more people	Optional lunchtime pastoral detention	Duty staff to add behaviour points to satchel one.	-3

Insolence to duty team	A student has been rude or disrespectful towards a member of staff whilst on duty	Optional lunchtime pastoral detention	Duty staff to add behaviour points to satchel one.	-5
English or maths tuition missed	A student has failed to attend Maths or English tuition without a valid reason.		Tutor to add behaviour points on to satchel one.	-3
Missed detention	A student has failed to attend their detention	Another detention issued as per policy	Staff running detention to add student to the relevant detention as per policy	-3
Failed detention	A student has misbehaved during detention causing them to fail it	Another detention issued as per policy	SLT running detention to add student to the relevant detention as per policy	-5
Abuse towards another student	A student has been abusive to another students		SLT/ pastoral team to investigate and issue consequence	-10
Persistent lateness	A student has been late to lessons on 3 or more occasions in one week	HOD/HOP after school detention	Pastoral team to issue detention via satchel one	-20

Repeated AWOL	A student has truanted more than one lesson in a day	HOP/HOD after school detention or reflection	HOP to assign after school detention or reflection depending on the number of periods	-20
Repeated refusal to intervention team	A student has repeatedly refused to follow the intervention team instructions	A day in reflect	SLT to assign a day in reflect	-20
Suspension	A student has been suspended	Suspended for a period of time	SLT to issue suspension and contact home made	-20

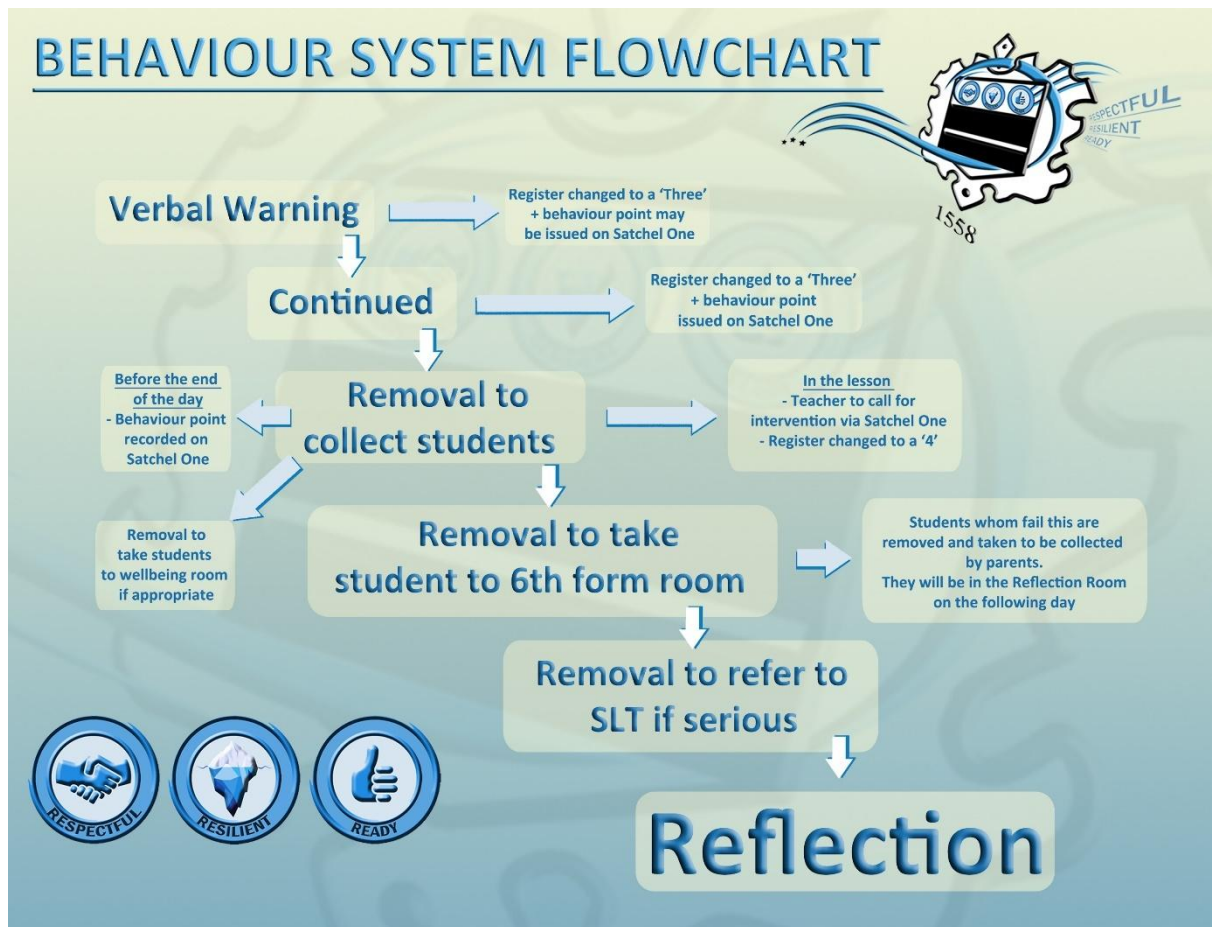
*For some behaviours where it cannot be ascertained which student directly responsible for the misbehaviour collective responsibility will be applied. For example, if there is smoke or vapour coming out of a toilet cubicle, all those found within that cubicle will be treated the same.

b) Behaviour matrix

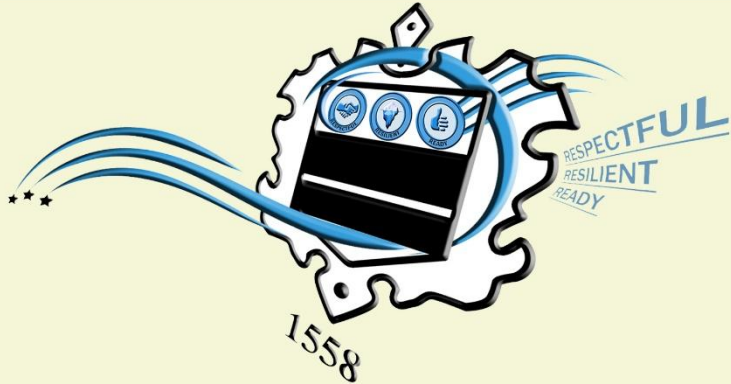
Name of stage	Consequence	Follow up
Verbal warning	Student is provided with a verbal warning	No further action needed. An ATL of a 2 can still be awarded
Continued disruption	A formal warning is provided and student may be moved to a different seat	Teacher to record on Satchel 1 an ATL of 3, this can also include inadequate work completed Lunchtime detention may be issued at teacher discretion A behaviour point should also be issued via Satchel 1.
Removal	Student is removed to an alternative 6 th form class or the wellbeing room. For more serious offences a member of SLT will be contacted and further consequences such as the reflection room may be issued. Satchel 1 used to call for intervention	Teacher to record on Satchel 1 and ATL of 4, a behaviour point is added Faculty lunchtime detention is issued via Satchel 1 for the same day (next day for P5 lessons) *If student has been removed more than once this fortnight from your lesson. Teacher to contact home and inform HOD*
Refusal	Student is taken to reception for SLT to decide upon the appropriate next step	Member of SLT contacts home and records on Satchel 1. Appropriate sanction assigned to student by SLT member

*For serious offences students some of these stages may be bypassed.

c) Flow chart of behaviour system



d) Class charter



ALLEYNE'S ACADEMY CHARTER

Staff and students at Alleyn's are:



RESPECTFUL

- We value other's opinions and individuality
- We are attentive in lessons
- We communicate politely and appropriately
- We look after the Academy's environment
- We focus in lessons



RESILIENT

- We are willing to learn no matter what
- We are prepared to adapt
- We grow from setbacks



READY TO LEARN

- We come to class with the necessary equipment
- We are on time all of the time
- We wear the correct uniform
- We try our best

I agree to be an exemplary Alleynian and follow the three 'R's, outlined above

SIGNED: _____