



The Albion Academy
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 Part of United Learning

Behaviour & Rewards Policy 2024-25

REVIEW TIMETABLE

The Policy will be reviewed either:		Date
<ul style="list-style-type: none"> • Annually • When statutory guidance changes • When incidents may dictate the need for review 		
Policy reviewed centrally:	UL Schools Committee	Spring 2022
Policy created by:	Mathew Rogers, Georgia Gardiner, Paul Feast, Samantha O’Riordan	October 2023
Policy updated by:	Georgia Gardiner	September 2024
School policy ratified by Local Governing Board:	Jo Egerton	October 2024



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1.0 Expectations

As per the DfE 'Behaviour in Schools' and 'Keeping Children Safe in Education' guidance, this policy sets out how the school will promote good self-management, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. The overarching purpose of this policy is to ensure that pupils can learn in a calm, safe and supportive environment, protected from disruption.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

2.0 Policy Implementation

All staff will implement The Albion Academy Behaviour policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

Teachers will also be responsible for creating and maintaining a stimulating environment that encourages pupils to be engaged through effective planning and quality teaching, based on the principles of Rosenshine and TLAC. Staff also have a responsibility to display the pupil expectations and work towards developing a positive relationship with all students, which may include:

- Greeting pupils in the morning/at the start of lessons as per the schools' protocols for lesson starts, the taking of the register and a 'Do now' activity that promotes a calm and efficient start to each lesson
- Establishing clear routines linked to the behaviour and teaching expectations of the school
- Communicating expectations of behaviour in ways other than verbally for students who require this support
- Highlighting and promoting good behaviour through positive verbal praise, 'catching students being good'
- Concluding the lesson positively through our end of lesson routines
- Starting the next day afresh with all pupils, having a restorative philosophy
- Having a pre-emptive plan for dealing with low-level disruption around seating through Classcharts
- Utilising strategies for individual pupils communicated through SEND information or behaviour panel review information, found on Classcharts
- Using positive reinforcement through Classcharts points, etiquette postcards, calls home to parents/carers
- Following the clear escalation around low level disruption as laid out in this policy which is done in a firm but fair manner
- Reporting serious misbehaviour as an 'escalation to the Albion Behaviour Team' through Classcharts and calling for Leadership support quickly when situations become unsafe for students and staff



The Leadership Group of The Albion Academy will ensure all staff adhere to the behaviour policy. The Assistant Principal, reporting to the Vice Principal will implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required the patterns, support and improvements to be made based on these incidents. Leadership will follow a clear Leadership Patrol rota, known to staff, ensuring that the Leadership Group are visible. Leadership will visit every class during every lesson to support staff. Leadership will also ensure that there are opportunities within the Pastoral curriculum for pupils to specifically learn and practice what positive behaviour for learning looks like in a school

The Governing Body will endeavour to ensure that students have an environment in which they can succeed (and if students require reasonable adjustments that they receive the correct support/intervention to help improve/support their behaviour). In addition, it is the role of the Governing Body to challenge and support all staff to ensure high expectations within the Academy. This includes challenging the Principal and Leadership Group on suspensions data each academic term.

Parents/Carers/Guardians are responsible in ensuring that home and the Academy are working together to ensure that there are high expectations each day within the Academy. Parent/Carers/Guardians can always contact the Academy should they feel that their child needs more support with their behaviour.

Pupils are responsible for behaving responsibly and respectfully in all areas of Academy life, including in lessons, around the Academy site and when representing the Academy. This includes travelling to and from the Academy. So that this is achievable students are asked to:

- Arrive in the Academy and at lessons punctually and prepared to learn. Students arriving late to the Academy (after 08:25am) will be required to undertake a same day 30-minute after-school detention.
- Comply with the Academy uniform – failure to comply with the Academy’s uniform policy will result in students being placed in the Reflection Room for five periods, including a same day detention of up to 45 minutes, or until the uniform issue is resolved. All Academy uniform is available to be purchased or loaned from our on-site Student Services. Students will only be placed in the Reflection Room if they refuse to correct their uniform or refuse to be loaned academy uniform.
- All students are expected to arrive to the Academy fully equipped with a suitable bag which is large enough to hold their class books. They are also expected to have a pencil case, 2 black pens, 2 green pens, pencil, rubber, ruler. An opportunity to buy equipment will be available every morning and throughout the day during social time. Equipment includes students’ PE kits on days in which they are expected to partake in core PE lessons.
- Students are requested to adhere to standards commonly accepted by society: be polite and courteous.
- All students are expected to treat staff and others with respect. Students are expected to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard to their own safety and that of others.
- All students are expected to move purposefully and safely around the Academy keeping to the left-hand side.
- All students are expected to move between lessons within 4 minutes. Failure to do so will result in a late-to-lesson detention for 30-minutes which takes place the following academic



day. Students who do not arrive to lesson before the 8-minute bell are considered to be truanting and will be placed in the Reflection room.

- Any antisocial behaviour by students inside or outside the building may result the student being placed in the Reflection room.
- The Academy provides a secure and safe environment for students and all students are expected to remain on site throughout the Academy day. Students are expected to leave the Academy grounds at the end of the day unless participating in extra-curricular activities.

3.0 Behaviour Expectations and Systems

The Albion Academy has clear etiquettes which pupils are expected to always follow. These have been developed in conjunction with the staff and pupils of the school and are clearly linked into our mission, vision and values. They are displayed in every classroom and teachers are trained to work towards these at all points in the day. The etiquettes are listed below under the most appropriate school value:

Respect

- We have one voice in our classes, we put our hands up to speak.
- We use polite words to staff and students alike.
- We follow instructions from staff.
- We wear our uniform well.
- We walk calmly around our corridors.

Ambition

- We give 100% effort in every lesson, every day.
- We give 100% effort to independent work.
- We complete homework on time and to a high standard.
- We take part in co-curricular activities.

Resilience

- We ask for help when we need it in school.
- If we fail, we learn from our mistakes and try again.
- We accept that when staff challenge us, it is out of care.
- We attend school on time, every day.
- We are punctual to our classes.

Pupils are also expected to demonstrate exemplary behaviour on corridors between lessons, during social times and on their journey to and from school. Pupils are expected to:

- Keep left
- Keep moving
- Keep calm
- Keep their hands to themselves
- Keep uniform smart

Pupils will be supported to meet the behaviour standards and will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implantation of the behaviour policy through Pupil Voice.



3.1 Praise and Consequence

We are a school community who celebrate inclusivity, ambition and aspirational learners. We will achieve our vision by rewarding excellent behaviour with praise and tangible rewards and by imposing consistent and clear sanctions for unacceptable behaviour.

Positive behaviour will be rewarded with:

- Verbal praise. The school operates a mantra of 'catching the pupils getting it right and doing the right things'
- Between 1-3 positive Classcharts points per class linked to demonstrating our values in each lesson dependent on effort. These will go towards our weekly pupil of the year group awards and half termly reward prizes in our assemblies.
- Weekly certificates and 'shout outs' in the Principal's assembly
- Praise postcards which go into a termly raffle draw.
- Letters or phone calls home to parents from teachers and/or Leadership Members.
- Special responsibilities/privileges such as reward trips or reward events on site.
- Personalised employment/college references for KS4 pupils from the Vice Principals / Principal
- Regular gift vouchers and reward certificates for positive behaviour point attainment and/ or progress at our line ups and at our half termly year group assemblies

The school will use one or more of the following consequences in response to unacceptable behaviour in the following order for the low-level disruption of learning. Staff are trained in how to deliver this graduated response in an ACES friendly manner, using training materials provided by the school under the mantra of a 'warm-firm approach' which is based on best practice in corrective and restorative conversations with children. Staff are trained to be 'curious not furious' when presented with challenging behaviour and follow key scripts when dealing with children who are struggling to manage their behaviour in the school.

- **Reminder (1)** - A verbal reminder from the teacher with corrective action requested. This does not need to be logged by the teacher.
- **Reminder (2)** - A second and final verbal reminder with a corrective action requested, along with a move of seats if appropriate. This does not need to be logged by the teacher
- **Consequence (3)** - Whole school detention issued as a consequence by the teacher as the third corrective action, logged on Classcharts. This detention will occur 24 hours after the behaviour incident and last for 30 minutes. Parents/carers will be contacted by text to inform them.
- **Consequence (4)** - Should the student continue to engage in low level disruption following the issuing of the whole school detention, the teacher will be forced to remove the pupil out of the class to the Behaviour Reflection Room. The Class teacher will call for a member of the Albion Behaviour Team to remove the student to the Reflection Room for five periods, including a detention of up to 45 minutes the day of removal. This will also be logged on Classcharts by the Class teacher. The Reflection Room is a safe space for pupils to reflect and refocus, with a curriculum matched to the curriculum in classes. Further consequences will then be considered based on the reported incident in line with the consequences for



crossing the school's clear lines for safe behaviour around peers and adults, as published in this policy.

At any time, should a student's behaviour become unsafe through open defiance, threatening behaviour or emotional meltdown in response to being reminded or consequence, the Class teacher will call for a Behaviour Team removal of the student to the Reflection Room for five periods, including a detention of up to 45 minutes the day of removal. This is a safe space for pupils to reflect and refocus. Further consequences will then be considered based on the reported incident in line with the consequences for crossing the school's clear lines for safe behaviour around peers and adults, as published in this policy.

Should a student cross any of the school's clear lines for safe behaviour around adults or peers, the Class teacher will refer the pupil through an 'Escalation to Albion Behaviour Team' on Classcharts. This will be for the most serious acts defined in this policy. A call to the Albion Behaviour Team for removal of the student to the Reflection Room will also follow to ensure the safety of all in the community where the pupil will initially spend five periods, including a detention of up to 45 minutes the day of removal. The Albion Academy Behaviour Team will then act, led by the Vice Principal for Pastoral Care. The Vice Principal will make a decision on the most appropriate consequence based on a graduated approach and reasonable adjustment, which takes into account the individual student's context, using a range of consequences appropriate to the student's actions and this context.

All incidents logged as an 'Escalation to the Albion Behaviour Team' will receive a response from the Behaviour Team back to the member of staff within 24 hours to ensure the staff member feels supported. Likewise, the Albion Academy Behaviour Team will communicate clearly with parents and students the outcomes decided by the school to offer additional support to the student and parents/carers.

For pupils who commit acts of vandalism, families will be contacted, and the school may request a contribution to pay for damage caused. Families are within their rights to refuse this request for financial contribution and the consequence for the student will not be guided by this family response.

3.2 Detentions

At The Albion Academy, all staff have the power to issue detentions. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent
- Weekends – except the weekend preceding or following the half-term break
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

The Albion Academy has no legal obligation to inform parents/carers that their child is being detained after school for a detention, nor do they need the consent of a parent/carer to detain a pupil for an after-school detention. However, The Albion Academy is committed to working with families and being as supportive as possible and will make reasonable adjustments in certain circumstances linked to identified SEND and/or Safeguarding needs. However, at The Albion Academy in the vast majority of cases:



- **Pupils who are late to school** (arriving after 08:25am) will receive a same day 30-minute detention. This will be communicated to parents/carers via text (where possible) the day of the detention. Should pupils refuse to attend it will be treated as open defiance and a more serious consequence will be issued. It is the responsibility of parents/carers to ensure that pupils arrive punctually to school every day.
- **Pupils who have received a First Impression log** for uniform correction will receive a detention that will occur 24 hours after the behaviour incident and last for 30 minutes. Parents/carers will be contacted by text (where possible) to inform them. Should pupils refuse to attend it will be treated as open defiance and a more serious consequence will be issued. It is the responsibility of the pupil to attend an issued detention the next day.
- **Pupils who do not present their journal when requested** by a member of staff will receive a detention that will occur 24 hours after the behaviour incident and last for 30 minutes. Parents/carers will be contacted by text (where possible) to inform them. Should pupils refuse to attend it will be treated as open defiance and a more serious consequence will be issued. It is the responsibility of the pupil to attend an issued detention the next day.
- **Pupils who receive Consequence (3)** will receive a detention that will occur 24 hours after the behaviour incident and last for 30 minutes. Parents/carers will be contacted by text (where possible) to inform them. Should pupils refuse to attend it will be treated as open defiance and a more serious consequence will be issued. It is the responsibility of the pupil to attend an issued detention the next day.
- **Pupils who are late to lesson but are not truanting** (more than 4 minutes late to lesson but arrive prior to the 8-minute truancy bell) will receive a detention that will occur 24 hours after the late-to-lesson incident and last for 30 minutes. Parents/carers will be contacted by text (where possible) to inform them. Should pupils refuse to attend it will be treated as open defiance and a more serious consequence will be issued. It is the responsibility of the pupil to attend an issued detention the next day.
- **Pupils who have been placed in the Reflection Room** will receive a detention of up to 45 minutes the day of removal. Parents/carers will be contacted by text (where possible) to inform them that their child has been placed in the Reflection Room.

It is the responsibility of the pupil to attend an issued detention the day after. Should they refuse to attend this, this will be treated as open defiance and the pupil will be expected to complete five periods in the Reflection Room, including a detention of up to 45 minutes the day of removal.

Should a student receive two or more detentions in a school day for Consequence (3) or anti-social behaviour will automatically receive an escalation to the Reflection Room the following day.

We understand that making alternative arrangements for pick-ups due to after-school detentions can sometimes be an inconvenience for families, but this will not be accepted as a reason to cancel or re-arrange a detention as they are an integral part of the behaviour management system. Accordingly, we urge parents/carers to encourage their children to adhere to the high expectations of the school, so that ultimately they are not issued with a detention. However, in extreme circumstances linked to SEND and/or safeguarding the school will make reasonable adjustment. This will be at the discretion of the Vice Principal – Pastoral / The Principal in consultation with the SENCO and/or DSL.



In rare, exceptional circumstances (e.g., a medical appointment with evidence provided or a serious safeguarding concern) we will consider deferring a pupil's detention to the next available after-school slot and working with families, but it will not be cancelled and deferrals will not be accepted routinely.

3.3 Uniform

The Academy website has clear details of what uniform is expected. Academy shoes must be plain black. Trainers / canvas shoes are not acceptable student footwear for lessons. Acceptable examples are on the Academy website. Any student wearing trainers will need to change these for academy shoes. Students are expected to have a suitable school bag capable of holding their class books, revision guides, lesson equipment and PE kit.

Skirts and black trousers are part of our uniform, they must be formal and smart. Skin-tight trousers, jeans, jeggings or leggings are not acceptable. Students will be sent home to change should they arrive in the incorrect uniform, or they will be placed in the Reflection Room. Hoodies are not to be worn at any time. During colder weather students should wear a suitable outdoor coat when outside the academy building.

Girls' skirts will be of knee length and must be the pleated, check version available from our supplier. If preferred, girls can wear black trousers, but they must be formal and smart in appearance.

The following is banned and not acceptable uniform:

- Hoodies or non-academy jumpers - students should wear coats in cold weather
- Shoes with any coloured piping or logos, boots or trainers
- Patterned tights
- Any shaven or partially shaven eyebrows
- Any visible make-up
- Any nail varnish or acrylic nails
- Any facial piercing or visible body piercing (for example, nose, lip, tongue or belly button)
- Any ear piercings
- False eye lashes
- Any jewellery

Uniform is checked daily during line-ups and throughout the day during changeover of lessons. Any student wearing the above items will be asked to remove them and it is expected that items such as jewellery/piercings are placed in an envelope that will be securely stored in Student Services until the end of the school day. Failure to do this will result in the student being placed in the Reflection Room or sent home to resolve.

3.4 Mobile Phones

The school operates a 'never seen or heard' approach to mobile phones at all times on the school grounds. This is implemented from the moment a student steps beyond the school gates and onto the school premises. Should mobile phones be seen or heard (this includes phones on display in shirt or blazer pockets or being transferred between pockets/bags), members of staff will remove mobile phones and call Leadership patrol to safely store them until 3:30pm, when they will be returned to the pupil. Persistent use of mobile phones or refusal to hand over to



a member of staff will be treated as defiance. This may result in contact home with the requirement for a parent/carer to collect the phone on their child's behalf.

3.5 Off-site behaviour

Sanctions will also be applied as per the above where a pupil has misbehaved off-site in the community or on any school trip. Likewise, recognition and reward will be applied similarly.

3.6 Graduated Approach to Behaviour Support

The universal approaches outlined above will be applied to all pupils, but the school realises the need for certain pupils to be offered reasonable adjustment to be able to meet school expectations around behaviour. Therefore, the Assistant Principal – Behaviour, under the Leadership of the Vice Principal – Pastoral, will regularly analyse patterns in detentions, referrals to the Reflection Room and Fixed Term Suspensions to work with students, families and the SENCO to produce additional support plans for pupils. The school's approach is outlined in Appendix (1).

4.0 Prohibited items and searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g., a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Leadership Team, Safeguarding Team, SENCO or The Albion Academy Behaviour Team can undertake a search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness.

There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy.



There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches will always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

4.1 Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- sharp tools or items
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- mobile phones & cameras
- tobacco and cigarette papers
- e-cigarettes / vapes / liquids
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal or Vice Principal - Pastoral may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect



the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules.

The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Exceptions to this include material which could represent inappropriate sexual images of minors. In these cases staff should not attempt to view the image in order to verify the image, rather immediately pass the mobile phone to the VP Pastoral who will contact the Police and hand over the phone for further investigation.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

4.2 Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

4.3 Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. '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. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

4.4 Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

4.5 Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.



4.6 Drugs & Weapons

These are particularly high-risk items in a school community. Any pupil found to be involved in a weapons or drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence will be either a 5-day fixed term suspension from school or the Principal will consider whether permanent exclusion is appropriate based on the context of the incident.

Dealing illegal drugs in the school will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to permanent exclusion. Threat to use or the use of weapons in school will, except in exceptional circumstances, lead to permanent exclusion.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary from GMP if drugs and/or weapons are discovered on site.

4.7 Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

4.8 Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs or weapons but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

5.0 Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting



Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
HBT (Homophobic, Biphobic, Transphobic) bullying	Any acts of discrimination or persecution against members of the school community based on gender identity or sexuality

Details of our school's approach to preventing and addressing bullying are set out in our antibullying strategy below:

- Students are educated through the personal development curriculum to recognise the signs of bullying, through a clear student friendly anti-bullying resource linked to the themes in this policy. Preventative work is carried out in these sessions where pupils consider the impact of bullying. In addition there are bespoke lessons on building rapport with others and lessons which teach students the difference between assertive and aggressive behaviour towards others.
- Students, parents/carers and peers can report bullying through a variety of sources, including through their form tutor, Head of Year, Mentor, DDSL, DSL, Leadership Group or any adult in the school. Alternatively, bullying can be anonymously reported through the 'Talk with The Albion Academy' form via the school website.
- The school will immediately investigate any allegation of bullying, including listening to the viewpoint of both the alleged victim(s) and perpetrator(s). This will usually be carried out by one of the Behaviour Mentor team in the school.
- Once investigations are completed, the Assistant Principal – Behaviour, in conjunction with the Vice Principal (Pastoral) will make a decision on the most appropriate consequence which could range from restorative discussions only through to fixed term suspension from the school, depending on the nature, extent and impact of the bullying on the victim(s).
- A restorative conversation, supervised by a Behaviour Mentor, will always take place between any victims and perpetrators of bullying, based on the school's belief in restorative justice to empower the victim and educate the perpetrator.
- The school trains adults in the school to recognise the signs of bullying during the behaviour and safeguarding training at the start of the year, with staff signing off that they fully understand the signs which may suggest bullying and how to best react to this particular safeguarding concern.
- The school will act to ensure any persons with protected characteristics under the Equality Act of 2010 are safeguarded and supported by the school through its anti-bullying approaches

6.0 Serious Misbehaviours



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Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules
- Persistent disruption of lessons over time despite significant Pastoral and Academic support
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Truancy
- Fighting / assault
- Threatening behaviour towards staff and/or students
- Open defiance/refusal of staff requests
- Deliberate coughing or spitting at other members of the school community
- Smoking
- Throwing items in the classroom or corridors, including over balconies
- Acts of hatred including racist, sexist, homophobic or discriminatory behaviour
- Online abuse of staff
- Misuse of the computer network
- Possession of any prohibited items.

The Albion Academy will use the Reflection Room, partnership schools for Off-site Respite (OSR), Fixed Term Suspension (FTS) and Permanent Exclusion in response to these serious misbehaviours which represent a safeguarding risk to the student and wider school community. The school's approach to Suspension and Exclusion is based on the United Learning Academies Exclusion Guidance and DfE Guidance on Behaviour, Suspensions and Exclusion from schools

The school will use the Reflection Room and/or Off-site respite and/or Fixed Term Suspension in response to certain incidents. It is seen as giving the school, affected members of staff, the student, their peers and the parents/carers time to de-escalate and re-plan for safe reintegration of the student into the mainstream of the school following a higher-level behaviour incident. For Off-site respite the school will attempt to gain parental consent if possible. However, the school retains to use off site respite as a Behaviour support intervention even if the parent does not consent.

Students that refuse to attend the Reflection Room or cause disruption while in the Reflection Room may be sent to a partnership academy for an off-site respite. Failure to attend this will result in unauthorised absences which may lead to fixed penalty fines.

Use of Fixed Term Suspension will always require the student to return to school with their parent/carer for a formal meeting with either a Behaviour Mentor, Head of Year, Assistant Principal – Behaviour, Vice Principal – Pastoral or the Principal. The purpose of this meeting will be to re-track the incident, restore any damaged relationship with the school, put in additional support in order to minimise the risk of repeat of the incident and ensure that the student is ready to learn safely again. Please see Appendix (1) for further information as to how the school responds when dealing with persistent disruption over time and repeated breaches of the school rules.

The use of off site respite or fixed term suspension will result in the pupil completing five periods in the Reflection room upon their return to The Albion Academy. Any reasonable adjustment to this



will be at the discretion of the Vice Principal – Pastoral and/or Principal in consultation with the SENCO.

6.1 The Power to Discipline Beyond the School Gate

The Albion Academy behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

6.2 Social Media

The power to discipline beyond the school gate applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academy, staff, or students in any way. Instances of prohibited social media use include:

- damage to the academy of its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully, or unlawfully discriminate against staff, students or third parties
- false or misleading statements
- use that impersonates staff, students or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks

Misuse of social media must be reported to Miss Gardiner, Mrs Clarke and/or a member of the Safeguarding team. A breach of policy on the use of social media will result in disciplinary sanctions.

7.0 Use of Reasonable Force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force. They may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, i.e., restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.



Where restrictive physical intervention has been used more than once with a particular child, the school will work with the student and parent/carer to create or adapt a behaviour support plan and share this with the relevant school staff.



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Appendix 1 – The Albion Academy Behaviour Escalation & Support Process

Phase 3 Behaviour Intervention – Principal/Vice Principal collaborating with SENCO/Assistant SENCO

Immediate escalation can occur based on severity or frequency of incidents in order to access support quickly.

Behaviour

- Pupil identified by Vice Principal – Pastoral due to lack of improvement during Phase 2.
- Pupil is still disrupting learning and the learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own safety and the safety of others at risk.
- Pupil is earning a lot of Classchart negative points and/or detentions and/or days in the Reflection Room and/or OSR and/or FTS.

Key Staff

- Meetings chaired by Vice Principal/Principal.
- Pupil monitored by Vice Principal – Pastoral, Assistant Principal - Behaviour, SENCO, Behaviour Mentors and external agencies, where appropriate

Strategy, Timescales & Meetings

- Parental meeting held every 3-4 weeks with Principal/Vice Principal and SENCO/Assistant SENCO.
- Initial parental meeting held to review Pupil Passport
- Individual Behaviour Plan updated to support pupil and further prompts from SENCO/Assistant SENCO to support review.
- Review baseline conducted through SEND as part of Phase 2 to ensure any additional needs are being supported through relevant additional interventions.
- External agencies and assessments to begin at this stage if not already involved. Some bespoke interventions to be trialled at this stage. Educational Psychologist/PRU Outreach referral to be explored during this phase.
- Early Help considered and referral made via Safeguarding team, if applicable.
- Parenting guidance and strategies offered to support joint planning in supporting pupil to self-manage behaviours.
- Pupil monitored by Principal/Vice Principal for a minimum period of 8-12 weeks. To include frequent review of positive and negative behaviour with parents and review Pupil Passport where necessary. At this stage, pupils are at risk of permanent exclusion if no sustained impact.
- Additional to Phase 2 Behaviour Intervention strategies, Phase 3 strategies implemented can include, but are not limited to:
 - Build Up timetable (maximum period of 6 weeks)
 - Review setting/teachers
 - Review of curriculum offer (KS4 only). Exploration of Alternative Provision, if appropriate.
 - Hot Spot Timetable



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Phase 2 Behaviour Intervention – Assistant Principal collaborating with Assistant SENCO

Immediate escalation can occur based on severity or frequency of incidents in order to access support quickly.

Behaviour

- Pupil identified by Vice Principal – Pastoral due to lack of improvement during Phase 1 Behaviour Intervention.
- Pupil is still disrupting learning and the learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own safety and the safety of others at risk.
- Pupil is earning a lot of Classchart negative points and/or detentions and/or days in the Reflection Room and/or OSR and/or FTS.

Key Staff

- Meetings chaired by Assistant Principal in collaboration with member of SEND department and external agencies, where appropriate.

Strategy, Timescales & Meetings

- Parental meeting held every 3-4 weeks with Assistant Principal and Assistant SENCO.
- Initial parental meeting held to review Pupil Passport created as part of Phase 1 Behaviour Intervention.
- External agencies and assessments to begin at this stage if not already involved. Some bespoke interventions to be trialled at this stage.
- Early Help considered and referral made via Safeguarding team, if applicable.
- Parenting guidance and strategies offered to support joint planning in supporting pupil to self-manage behaviours.
- Weekly learning walks/lesson drop ins conducted by Assistant Principal.
- Pupil monitored by Assistant Principal for a minimum period of 8-12 weeks. To include frequent review of positive and negative behaviour with parents and review Pupil Passport where necessary.
- Additional to Phase 1 Behaviour Intervention strategies, Phase 2 strategies implemented can include, but are not limited to:
 - Strategic seating plans implemented with pupil placed at back/front of classroom/ away from specific pupils who do not make a positive combination when seated together
 - Fidget toy from SEND team
 - First point of call during independent activity; use of mini whiteboard to provide additional model/ scaffold/ further breakdown of instructions.
 - Additional support from departmental LSA, if available.



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Phase 1 Behaviour Intervention – Head of Year collaborating with Form Tutors and Behaviour Managers

Behaviour

- Pupil identified by Vice Principal – Pastoral as struggling to self-manage.
- Pupil is disrupting learning and the learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own safety and the safety of others at risk.
- Pupil is earning a lot of Classchart negative points and/or detentions and/or days in the Reflection Room.

Key Staff

- Meetings chaired by Head of Year.

Strategy, Timescales & Meetings

- Parental meeting held with Head of Year every 3-4 weeks to begin deeper investigations into barriers to pupil being able to self-manage. Profile based on best practice in ACEs, Behaviour for Learning Strategies.
- Pupil completes SEND baseline assessments to determine whether there are unmet learning needs contributing to barriers to pupil being able to self-manage.
- Pupil Passport with specific strategies to support pupil created and possibility of further referrals dependent upon outcome of SEND baselines assessments and pastoral information received. Referrals may include to internal SEND interventions and/or external SEND agencies if indication of potential additional needs/reasonable adjustments and/or Safeguarding team for Salford Schools Partnership/Early Help referral if possible pastoral issues. Parenting guidance and strategies offered to support joint planning in supporting pupil to self-manage behaviours.
- Pupil monitored by the Head of Year for a minimum period of 8-12 weeks. To include frequent review of positive and negative behaviour with parents and review Pupil Passport where necessary.
- Strategies implemented can include, but are not limited to:
 - Use of non-verbal modelling to reinforce expectations
 - Use of praise cards and phone calls home to family on regular basis for the positive achievements within the classroom
 - Positive monitoring check with Head of Year during morning line-ups
 - Redirection when pupils are reminded, 'This is a second reminder. Instead of X, I need you to X'.
 - Use of direct, clear, but non-confrontational language when reminding. 'I need you to X because Y'
 - Use of consequences with regret, 'I'm sorry but I will sadly have to issue the consequence of X because Y'
 - Reminding/Consequencing in close proximity and in a private manner
 - Offering take up time/thinking time and opportunity to process instruction before returning to them

Immediate escalation can occur based on severity or frequency of incidents in order to access support quickly.



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