CITY OF LONDON ACADEMY SOUTHWARK

Behaviour Policy

Responsibility:	AP Behaviour
Last Approved by Governors:	September 2024
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Contents

Purpose of this document

Our purpose at City of London Academy is the *Exploration of Life*. For us, this means our students learning about and from the most significant that has come before so that they can shape a better future. This extends to our behaviour policy as staff embody and promote our values of Integritas, Ambition; Resilience and Duty.

Fundamental to our ethos is the belief that we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. As an educational establishment we recognise that learning and growth can only take place when students and staff have the self-confidence, wellbeing and security that comes from being fully valued and respected and from experiencing equality of opportunity.

Our behaviour policy begins from the principle that effective learning in the classroom is every child's birth right. To enable this we must have disruption-free classrooms where teachers are able to teach and students are able to learn 100% of the time. The Academy recognises that good behaviour is best promoted when certain features are present within each lesson: first, the quality of teaching is of a high standard - lessons are well planned, successfully delivered, work is assessed effectively and good working relationships exist within the class; and secondly, consistency is demonstrated by all staff regarding the school's behaviour policy, the use of rewards and sanctions and the respect demonstrated by all to all.

At City of London Academy we will to ensure that every student is immersed in the *Exploration of Life* and that they leave our academy with a desire to continue and further this journey.

Statutory Framework

This behaviour policy is written in line with the following areas of legislation and guidance:

- Arranging Alternative Provision: A Guide for Local Authorities and Schools February 2025
- Behaviour in Schools: Advice for headteachers and school staff February 2024
- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Mental health and behaviour in schools November 2018
- Keeping Children Safe in Education September 2025
- Searching, screening and confiscation: Advice for schools July 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England August 2024
- Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013

Other Policies

The behaviour for learning policy should not be read in isolation. It should be viewed in the context of the aims of the school and reflect positively the core values implicit in those aims. It should be seen to relate directly to all areas of school life and in particular to the Code of Practice for students with learning, emotional and behavioural difficulties and to school policies:

- Anti-bullying policy (see appendix)
- Attendance policy
- Checks and searching policy
- Online safety policy
- Safeguarding policy
- Uniform policy (also covered in the Behaviour Policy)

Aims and Objectives

This policy aims to:

- Reflect the purpose and values of the Academy.
- Make clear the behaviour rules, processes and expectations for staff, parents/carers, students and the Governors.
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

The objectives of this policy are to:

- Ensure that the Academy is a safe and supportive environment for all staff and students.
- Ensure that all members of the Academy community are shown respect and show respect for others.
- Endeavour to ensure that all members of the Academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the Academy site, when incidents involve members of the Academy community.
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.

As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members both on and outside of the Academy site: to adults (teachers, other staff, parent/carers, and visitors) as well as to student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents/carers. The Home/Academy Agreement (Appendix 1) outlines the key responsibilities of parents/carers and the Academy in the support of this.

Rights, roles and responsibilities

Academy's Rights

- To make clear the Academy's statutory power to discipline students and communicate this to students and parents/carers.
- To enforce the behaviour policy – including rules and disciplinary measures.
- To expect students and parents/carers cooperation in maintaining an orderly and calm learning environment.
- To expect students to respect the rights of other students and adults in the school.

Student Rights

- To contribute to the development of the Academy's Behaviour policy.
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to the Principal / Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

Roles and Responsibilities

Governing Body

The Governing body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is

non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.

The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Principal

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff; including teachers, support staff and student teachers

Staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

Parents/carers

Parents/carers and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Students

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Individual Student Needs

Staff will take account of the individual needs and circumstances of students with special educational needs, disabilities or those at risk when applying the Academy's Behaviour Policy.

NB: Students defined at risk could include minority and ethnic faith groups; travellers, asylum seekers and refugees; students who need support to learn English as an additional language; looked after children; sick children; young carers; children from families in difficult circumstances; pregnant girls and teenage mothers; and any other students at risk of disaffection and suspension.

- The Academy will avoid discriminating against the above groups in the application of this policy.
- The Academy will monitor and assess the impact of the behaviour policy on students, staff and parents/carers of all learner groups.
- The Academy will, to the best of its ability, ensure staff are well informed about cultural and other differences in behaviour and the manifestation of difference in the learning environment.
- The Academy will take appropriate account of cultural and /or religious need when developing or reviewing rules related to uniform and appearance.
- The Academy will make reasonable adjustments in the application of the behaviour policy in respect of disabled students.
- The Academy will make special education provision for those students with an Educational Health Care Plan where behaviour related learning difficulties require a graduated response to be made.
- The Academy will be alert to the potentially disproportionate impact of the Academy's disciplinary framework on vulnerable students.
- Vulnerable students will be identified on the special needs list which will record strategies and procedures used to encourage positive behaviour for each student.
- The academic mentoring of vulnerable students will be carefully organised and reports arising from this process will act as a reference and referral point for all staff dealing with the student.

Uniform and Appearance

Our uniform policy is designed to promote a sense of pride, equality, and belonging among all students. By setting clear expectations, we create a focused learning environment free from distractions and social pressures, helping every student to thrive.

It is therefore extremely important to us that all of our Year 7-11 students wear their City of London Academy uniform correctly at all times; whilst at school and on their way to and from school. We expect parents/carers to support us with this by ensuring their child has the right uniform, worn correctly, and the correct appearance, and by understanding and accepting our procedures should any issues around uniform arise.

Expectations

No student will be allowed to attend mainstream classes without the correct uniform/appearance.

If a student arrives at school without the required uniform, or uniform that they are unable to wear correctly, in-line with our policy, they will be placed in the Reintegration Room until the matter is resolved. There are two exceptions to this:

- The student has a medical reason, confirmed with a medical note from a GP/hospital, explaining the reason and the length of time the student will be unable to wear the correct uniform. Notes from parents/carers alone will not be accepted and students will be expected to change into the correct uniform.

- The item of uniform has been damaged/lost and parents/carers have written a note in their child's planner to explain the reason and how long until the issue will be resolved. In this instance, we will attempt to lend the student what they need for the day with no sanction.

If a student refuses to wear the uniform we provide, or we are unable to provide the uniform, they will be placed in the Reintegration Room until the issue is resolved. In some cases, we may allow a student to leave school (with parent/carer permission) to go home and get changed, or ask the parent/carer to drop the correct uniform to school.

For other uniform/appearance infringements, i.e uniform is worn incorrectly, student is wearing a banned item/accessory or a student has incorrect appearance (excessive make-ups, false nails/eyebrows, piercings not covered etc), they will be given opportunity to rectify this before attending lessons. If the student refuses to, they will be issued a B5 and placed in the Reintegration Room, or if they are unable to, they will be placed in the Reintegration Room until the issue can be resolved.

Any student who has not met our uniform and appearance expectations will be issued with a sanction. This is likely to be a B1 incorrect/untidy uniform or O1 missing equipment/uniform, but may escalate to a higher level sanction for students who repeatedly breach the policy - this will be at the discretion of SLT and/or the year team. Students can also be sanctioned more than once in a day for the same reason i.e top button, nose piercing uncovered etc.

Incorrect items of uniform/accessories may be confiscated. The length of time a confiscated item of clothing or accessory will be kept is a minimum of one week.

Uniform

Our school uniform can be purchased from Whitehall Clothing (Camberwell) or APT Clothing (Peckham). Shirts, trousers, skirts, shoes e.t.c can be purchased from other suppliers for supermarkets.

Please check the uniform policy before purchasing any new clothing to ensure it will be permitted, or speak with a member of your child's year team if unsure.

The Academy has a second hand store for uniform. Please call the Main Reception (0207 394 5100) for further information.

- **Purple school blazer with school badge**, to be worn at all times (except when playing sport, sat down in class, or if summer uniform).
- **Plain white shirt** with top (collar) button done up.
- **Plain grey or black trousers**, tailored not tight and worn at the waist. No jeans or leggings.
- **Mid grey skirt**, on or below the knee, and not permitted to be rolled.
- **School tie appropriate to the year group**, showing the dragon below the knot and done up to the top button. Note: student ties remain the same colour throughout a student's time at CoLA, they do not change as they change year group.
- **Academy jumper** (optional), not permitted to be tied, twisted or pinned at the back.
- **Socks** – Only plain black, grey, navy or white socks are permitted. No patterns, stripes or logos.
- **Tights** – Only plain black or grey tights are permitted.
- **Shoes** – Plain black leather shoes with no buckle, logo or coloured stitching/laces. No shoes on or above the ankle. No trainers, boots, or canvas shoes.
- **Coats/jackets** – Students may have a plain black, navy blue or grey coat or jacket. Coats may have hoods, however when in school uniform students may only wear hoods if it is raining, extremely cold (less than 5 degrees) or extremely windy. Students are not allowed to wear their coats/jackets instead of their school blazer and must

remove them when they are in the building. Coats/jackets with large (bigger than 2 inch) logos or patterns/stripes, and jumpers/hoodies are not permitted.

- **School Bags** – students must have one black, navy or dark grey school bag that can hold A4 books without the books being folded. Logos are permitted, but must be subtle. Handbags, fashion bags or bags with tassels are not permitted.

The Academy does not take responsibility for lost clothing and we encourage parents/carers to put name tags on their child's clothes. For all uniform, we recommend using iron on name tags in case anything goes missing.

Appearance

- **Hair** – All haircuts must be smart and professional. Dyed hair that is a natural colour is permissible. Any unnatural hair colouring must be subtle, with Head of Years clarifying with students what is allowed. No patterns are allowed to be shaved into hair or eyebrows.
- **Hair accessories** – Any hair accessories (beads and clips etc) must be professional and subtle.
- **Headwear** – Providing that headwear is plain, professional and subtle, it is likely to be allowed. Do-rags, balaclavas, skull caps etc are not permitted. Hats should be removed when inside the building.
- **Neck scarves** – Only plain black, navy blue, grey or purple are allowed. All other scarves will be confiscated. Snoods/neck warmers are not permitted. Scarves must be removed when inside the building.
- **Earrings** – One small studded earring in each earlobe is permitted. Studs larger than 0.6cm diameter or hoops/dangles are not permitted. If a piercing cannot be removed it must remain covered at all times with a plaster they have brought from home (if the student does not supply their own plaster then one will be provided, however this will result in a sanction).
- **Nose piercings** – Nose piercings for religious/cultural reasons are allowed, providing a clear retainer is in its place when in school. If the piercing cannot be removed it must remain covered at all times with a plaster they have brought from home (if the student does not supply their own plaster then one will be provided, however this will result in a sanction).
- **No other type of piercing will be allowed** and the student will be required to remove it or remain out of circulation until resolved.
- **Watches/Jewellery** – Students are allowed to wear a wrist watch and/or bracelets. Necklaces must be tucked away at all times, and rings or any other jewellery are not permitted.
- **Belt buckles** - must not be excessively large or garish.
- **Nails** – No false, varnished or coloured nails are permitted, and natural nails must be cut short. The student will remain out of lesson until rectified.
- **Make up/False eyelashes** – Excessive make up or false eyelashes are not permitted. The student will remain out of lesson until rectified.

In exceptional circumstances the uniform requirements may be altered or relaxed. This can only be decided by the Principal.

Equipment

All students must come to school prepared and ready to learn. This includes having the following equipment:

- Fully functional and tidy academy planner (no pages removed)
- Academy timetable
- Black, blue and red pen (all working)
- Whiteboard pen
- Glue stick
- Pencil and rubber

- Ruler (15cm or bigger)
- Scientific calculator
- Transparent/clear pencil case
- Calculator - specifically 'Casio FX83 GTX'
- Independent study folder (including workbook and correct knowledge organiser)

Failure to show any of the above when instructed to do so will result in a sanction for missing equipment.

The COLA Store

If a student requires replacement stationary/equipment, they are able to purchase items at a subsidised cost from The COLA Store, with payments made via ParentPay. The store will be open before 8.20am each morning and at other points during the day.

PE Kit and Expectations

The Academy PE kit is designed to ensure all students are dressed appropriately to take part in physical activity and students have some choice in what they wear, often depending on the weather.

PE Kit

- Upper body: Must be the Academy t-shirt and/or rugby shirt/jumper. PE fleece is optional.
- Shorts: Must be plain black; no stripes, additional colours, patterns or designs are permitted. Small logos only.
- Jogging bottoms: Must be dark grey or black; no stripes, additional colours, patterns or designs are permitted. Small logos only.
- Socks: Academy PE socks or white sports socks above the ankle.
- Base layers: Can be worn in the cold weather and must be plain black, white or purple. Small logos only. Gloves are also allowed in cold weather.
- Hats: Students can wear woolly hats in the colder months but they must be unbranded and of dark blue, dark grey or black colour.

Expectations

- All jewellery must be removed prior to the lesson. If a student cannot remove a piercing then they must provide their own plaster to cover it. Failure to bring a plaster will result in a sanction.
- Failure to bring in the correct PE kit will result in a sanction for missing equipment/uniform; unless a written note is provided and signed by the parent/carer.
- Students who are ill/injured will not be required to take part in the lesson but must still bring in their PE kit. There is no exception to this rule unless a student is physically unable to get changed.
- Any student who does not have the correct kit will be required to wear a replacement PE kit supplied by the PE department. Failure to do so may result in removal from the lesson.

More details on PE kit and expectations can be found in the school planner.

Expectations at CoLA

Pupil Expectations

The leadership of the Academy is determined that all students studying at CoLA go on to achieving their academic potential. However, we also want to develop students in line with the wider values of the Academy.

The guiding value of the Academy is that of **integritas**. We expect all our students to develop and show integrity in all that they do. Integrity means doing what is right, even when it is hard. It means owning up to your mistakes and working hard

not to repeat them. We also expect our students to have **ambition**; for themselves, but also for others. Our students must also be **resilient**, and endeavour to pick themselves up when in the face of adversity. Finally, our students must respect and embrace the **duty** that we have as human beings towards others and the world around us. We have but one life on this planet and one chance to make a significant contribution. Make your time count.

In the morning:

- Students should arrive to the Academy before the gate closes at 8.23am. Any student arriving after this time will be sanctioned for lateness.
- Students in Year 7-11 should be lined up, in alphabetical order, with their planner and Independent Study folder out, and appropriately dressed by **8.25am**.
- The first whistle is at **8.20am** and signals to students to end any games they are playing and prepare to move into their line-up areas.
- There is a second whistle at **8.23am**. This is the students signal to get into their lines. Students should sort themselves into the correct alphabetical order and make sure they are appropriately dressed.
- **At 8.25am** there is a third whistle and the line-up leader will raise their hand. All students and staff follow suit. At this time, any student who is not ready will be issued a P1 sanction for lateness.
- Students should raise their hands in silence when directed to do so.
- Students should remain in silence and face the front throughout the line-up procedure. Failure to do so will result in a B1 sanction.
- Students should remain in alphabetical order and single file whilst walking silently to Character Education or Assembly.
- Students in Year 12/13 should go straight to their lesson and be in class by 8.55am.

In Character Education

- Upon entry, students should take out their planners and equipment and place them on their desk.
- Students should complete the 'do now' in the form of a paired discussion.
- Students must engage in open dialogue tasks, following the criteria shared.
- Students should be respectful to peers and staff when sharing their opinions and views.

In Guided Reading

- Students should enter in silence, take out their planners and equipment and place them on their desk.
- One designated student should hand out reading books.
- Students should complete the 'do now' in silence on their mini-whiteboards.
- Students must follow whole class ruler reading, moving their ruler under the lines of text.
- Students should pick up reading immediately when their name is called.
- Students should engage purposefully and thoughtfully with all reading and questioning.
- Students should stand behind their desk with their chair tucked in at the end of the lesson.
- Students should leave the classroom in an orderly fashion, in silence, and only when told to do so by their teacher.
- Students should leave their classroom clean and tidy.

In Assemblies- Pastoral and Event

- In the canteen, students should enter and sit in their designated area, remove their coats and bags and begin discussing the starter questions which are displayed on the screen.
- In the main hall, students should enter in silence and sit in their designated area, removing their coats and bag and be ready to stand for the speaker.
- Students should engage in the assembly when asked or observe in silence.
- Students must adhere to silent transition once they have left the assembly area, and move purposefully to their lesson.

In the classroom:

- Students should arrive to class on time (before the start of the PIPS) and enter in silence.
- Students should place their bags under the desk and coats/jackets on the back of their chair.
- Students should sit in their allocated seats and place their equipment, planner and books on their desk.
- Students should mirror S.L.A.N.T at all times when directed to do so.
- Students should start their 'do now' in silence and answer their name on the register with "here/yes miss/sir"
- Students should follow the dot system at all times.
- Students should not shout out; hands up to ask a question.
- Students should listen carefully and follow instructions.
- Students should concentrate fully and do their best at all times.
- Students should not disrupt the lesson in any way.
- Students should speak to all staff and peers in a calm, respectful and polite manner.
- Students should enter all homework into their planners.
- Students should stand behind their desk with their chair tucked in at the end of the lesson.
- Students should leave the classroom in an orderly fashion, in silence, and only when told to do so by their teacher.
- Students should leave their classroom clean and tidy.

Around the Academy

- Students should respect each other, their environment and members of staff.
- Students should not physically touch anyone beyond a hand-based welcome.
- Students should remain in silence at all times when transitioning to a lesson/session/assembly. Only when going to break, lunch or at the end of the school day may students talk whilst walking around the Academy.
- Students should move around the building with a purpose e.g. no loitering/walking slowly and follow the one-way system at all times when transitioning to lessons.
- Students should not look/lean over the balconies.
- When directed to line-up outside a classroom, students should line-up in silence on the classroom side to avoid blocking the corridor.
- Students should use appropriate language at all times and refrain from shouting.
- Students should use break and lunch time to go to the bathroom - not during lesson time.
- Students should wear the correct uniform at all times, except at break when playing sports/games when reasonable adjustments will be allowed.

At lunch/break time:

- Students should only eat in the canteen and designated outdoor areas (canteen/canteen canopy area and up to the kiosk gates). They should not eat anywhere else inside the building or on the hard-court/astro.
- Students should line up in a calm and orderly manner when waiting at the kiosk or in the canteen.
- Students should line up for their lunch at the designated time.
- Students should sit down when in the canteen, unless queuing.
- Students should behave in a mannerly way whilst eating.
- Students should return their own trays and clear any mess before leaving.
- Students should only play ball games on the hard court or astro turf, with the exception of table tennis on the tables provided.
- Students should only remain inside during break/lunch when working silently on the atrium computers, inside of the library, using the toilet via the C-door or if speaking to a staff member. During wet weather, other areas may be opened up to students and this will be directed by a member of staff on duty.

- Students should not leave their belongings unattended, including leaving belongings in the classroom, unless playing sports/games on the hard-court/astro where they should place them neatly to the side and not blocking the gate/door.
- Students should start making their way into lessons as soon as the whistle is blown.
- Students should correct their uniform before entering the school building.

At the end of the day:

- Students should leave the Academy site within 10 minutes of the end of the day unless they have been given permission to remain on site, and must be away from the Academy and surrounding area, within 20 minutes.
- Students change out of their school uniform before going out in the area.
- Students are not allowed in any local children's playgrounds.
- Students should represent the Academy well in public, whether they are in or out of school uniform.
- Failure to comply with any of the above will result in a B1 sanction for loitering after Academy. If an incident occurs during these times, students may receive a more severe sanction for bringing the Academy into disrepute.

Staff expectations

In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and is published in the Staff Handbook.

Some key staff expectations:

- Staff should be on the door ready to meet and greet students at the start of every lesson.
- Staff should ensure an appropriate 'do now' is ready for students to begin as they enter.
- Staff should complete their registers within 10 minutes of the lesson beginning.
- Staff should recognise positive contributions and administer house points when appropriate.
- Staff should sanction any student who arrives late (unless they have a legitimate note) and update the register.
- Staff should challenge all unsatisfactory behaviour, consistently and adhering to school policy.
- Staff should follow all Academy routines and procedures consistently.
- Staff should not allow students to leave class unless they have a medical card which enables them to do so or in the event of exceptional circumstances.
- Staff should have a presence in corridors at lesson changeover, at the beginning and end of breaks and at the end of the day.
- Staff should attend all duties and be punctual.

Rewards and the Art of Gratification Point System.

At CoLA, we are committed to providing a range of opportunities in which students can excel and be rewarded. Positive behaviour is encouraged through a system of recognition and reward. Rewards are given as part of a point system which link directly to our school values, and recognition is also given in the form of: verbal praise and encouragement; written praise; phone calls home; letters/postcards home reporting excellence for attitude to learning/ achievement; work displayed; notice boards publishing attitude, achievement, good attendance and punctuality; certificates and verbal praise in assemblies and presentation evenings; and reward trips.

Achievement Points System

Students can earn achievement points through demonstrating our values. We use a points system to highlight examples of how these can be earned, and students can earn either 1,2 or 5 points depending on the level of consistency shown. These points are then collated and used towards individual, tutor group and house awards.

Ambition

A1	
• Attempting extended/challenging tasks in lessons • Positive verbal contribution in lessons • Encouraging positive behaviour with peers in lessons	• Support peers with tasks in lessons • Aiming higher than target grade • Other - linked to positive ambition for themselves and others
A2	
The student repeatedly shows positive ambition for themselves and/or for others.	
A5	
Over time the student repeatedly shows positive ambition for themselves and/or for others and is a role model within the Academy.	
Resilience	
R1	
• Persevering with a task and not giving up • Acting upon feedback, pastoral and academic • Practising a challenging skills and not giving up	• Learning from your mistakes and demonstrating integrity • Other - linked to resilience when faced with a challenge.
R2	
The student repeatedly shows resilience when faced with a challenging situation and/or work.	
R5	
Over time the student repeatedly shows resilience when faced with a challenging situation and/or work and is a role model within the Academy.	
Duty	
D1	
• Going above and beyond to be helpful • Handing in lost property • Taking lead on a CoLA activity • Supporting with line ups • Volunteering for mentor/buddy role • Reporting incidents	• Cleaning graffiti/rubbish from the Academy • Lending equipment to their peers • Cleaning up in the canteen • Positive peer influence • Holding the door for staff and students • Other - linked to putting the needs of others first
D2	

The student repeatedly acts in a way that puts the needs of others, our community or wider society ahead of their own.
D5
Over time the student repeatedly acts in a way that puts the needs of others, our community or wider society ahead of their own and is a role model within the Academy.
Integritas Nomination
Every member of staff may give *one* Integritas nomination per half-term to a student of their choice who has consistently epitomised the values of the Academy. This cannot be given to groups of students, only individuals. This is not an award for someone who has 'turned a corner' unless this transformation has been sustained for a significant amount of time (at least 6 months). All Integritas nominations will mean 10 House Points towards the student and their house and mean the student is considered for the half-termly Principal's Integritas award.

Competitions

The Academy will run numerous house competitions throughout the year. The competitions will be advertised in advance on boards and the student bulletin to encourage competition. House points will be awarded for competitions using the weighting below:

Minor Competitions (2000 points)	House points awarded
1st Place	1000 points
2nd Place	500 points
3rd Place	300 points
4th Place	200 points
Major Competitions (5000 points)	
1st Place	2500 points
2nd Place	1250 points
3rd Place	750 points
4th Place	500 points

The annual house competitions are the most significant and important 'catch all' competitions within the Academy. These include Sports Day, The CoLA Christmas Show & the Singing Competition. These competitions have a huge following and are spread across the year.

Praise Assemblies

At the end of each half-term there are reward assemblies where students are presented with certificates and other awards to celebrate their success. The scheme aims to encourage students to work hard, be good citizens and behave appropriately. The Student Council review the rewards scheme annually and may recommend changes and new initiatives. Students can also win weekly awards which are given out in their form time celebration slot and displayed on the large monitor in the atrium every week.

A full list of awards can be seen below.

Certificates and Awards

Time Frames	Type of Award	Prize
Weekly	Stand out student of the week	Gold Tie for 1 week
½ termly	Tutor group with the highest attendance	Certificate
	Top 10 students with the highest house points	Certificate
	Tutee of the week – nominated by tutor	Postcard and hot chocolate with waffle voucher
	Student of the half-term – nominated by tutor	Certificate
	Turnaround student of the half-term – nominated by year team	Certificate
	Student of the half-term – nominated by year team	Certificate
	Top 10 students with the highest house points	Certificate
	100% attendance draw – all names go into prize draw (5 names drawn per year group)	Queue jump pass
	'Principal's Integritas' nomination – every teacher nominates one student across the whole school	Letter home, queue jump pass and name into the draw
	'Principal's Integritas' winner	Picture on the wall, special 'Integritas' tie, takeaway lunch with up to 6 friends in the Principal's office
Termly	Academic achievement - nominated by departments	Certificate
	The 'Greatest of all Time' Squad (G.O.A.T) - Students with all 1's for attitude to learning in their report and 96% attendance or higher.	Special badges and invitations to exclusive VIP events across the year
	100% attendance reward breakfast	Special breakfast

Yearly	End of year rewards fair - students can 'cash-in' their achievement points for prizes	Tangible items

Behaviour Point System

All staff (not just teachers) have a responsibility to challenge inappropriate behaviour wherever they encounter it. The Academy operates a behaviour point system which all staff must implement.

All poor behaviour is covered by the below sanction chart. Sanctions are either 1 or 2 points (low to medium level) or 5 points (high level incidents). Depending upon the severity of the incident, students will receive a progressively more severe sanction.

Low to medium level incidents	
B1 30 Minute Detention – 1 Point "non-compliance" No reminders. No warnings. Instant Sanction.	**B2 60 Minute Detention – 2 Points "with intent – low level or one-off"**
• Banned item (food and drink, mobile, gum) • Eating in the wrong location • Inappropriate use of academy equipment • Incorrect/untidy uniform (clothing, jewellery make up, hood on, coat in class etc) • Littering • Line-up infringement • Loitering after academy hours • Out of class without a note • Physical contact beyond a hand-based welcome • Poor behaviour/uniform outside of school • Poor transition to lesson (moving slowly, walking in the wrong direction, not keeping left etc) • Reading sanction • Talking when expected to be silent (not in class) • Unruly behaviour (shouting/screaming, running in the corridor etc) • Unsatisfactory/incomplete classwork	• Banned item (more significant) • Brining the Academy into disrepute (low-level) • Cheating/plagiarism • Continue to disrupt after reminder (in class) • Fraudulent/dishonest activity (including making a fake note or lying) • Gambling (low-level) • Graffiti on any item (including hands/body) • Missing a 30 minute detention • Missing a lunch detention • Name-calling/cussing a student • One-off defiance (refusal to follow a reasonable request after a reminder) • Physical contact that causes irritation/annoyance • Rudeness/Answering Back (poor response to sanction, rolling eyes, inappropriate noises, kissing teeth, tutting or similar) • Swearing (any, but not at a teacher)
High level incidents – must be communicated with the year team and/or SLT	
B5 1+ Reintegration Days and/or ISC Referral and/or Off-Site Provision and/or Suspension (or higher) – 5 Points	
• 5+ points for low/mid-level sanctions in a 24 hour period (0 points attached) • Bringing the Academy into disrepute (high-level) • Bullying • Damage to any item within academy (beyond graffiti) • Dishonesty/Lying (after repeated opportunity to tell the truth)	• Refusal of the Reintegration Room/Internal Suspension Centre • Repeated missed lunchtime detention (3 or more per term) • Repeated issues/defiance (including walking away from staff or repeated low-level infringements) • Selling items without academy permission • Smoking/vaping

<table>
<tr><td>

- Drugs
- Failure of the Internal Suspension Centre
- Failure of the Reintegration Room
- Failure of Off-Site Provision
- Failure of any detention (after reminder)
- Fighting/Physical contact causing harm
- Missing a 60 minute detention
- ONCALL from the classroom
- Other significant behaviour
- Prejudiced/offensive language (racism - including skin tone, homophobia, sexism, transphobia, ageism, religious prejudice etc)

</td><td>

- Swearing at a member of staff
- Theft
- Threatening/aggressive behaviour
- Truancy (including walking out of class)
- Unresolvable uniform/clothing/hair violation (0 points attached)
- Weapons related offences
- Wholly inappropriate sexualised behaviour

</td></tr>
<tr><td colspan="2">Punctuality and organisation</td></tr>
<tr><td>30 Minute Detention</td><td>60 Minute Detention</td></tr>
<tr><td>

- O1 Missing equipment/uniform
- O1 Unsatisfactory/incomplete homework
- P1 Late to Academy (between 8.23am to 8.55am) - lunchtime detention
- P1 Late to lesson/line-ups

</td><td>

- O2 Lost/incomplete report
- O2 Unsatisfactory/incomplete homework following deadline extension
- P2 Late to Academy (between 8.55am to 11.00am) / Persistent Late Student - lunchtime detention + 30 minute after-school

</td></tr>
<tr><td colspan="2">P5 Reintegration Room until 4.30pm (does not continue the following day)</td></tr>
<tr><td colspan="2">

- P5 Late to Academy (after 11.00am) / Severely Late Student - Reintegration Room until 4.30pm

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<tr><td colspan="2">Note: This list is not exhaustive. Further reasons for sanctions may be issued if deemed appropriate by SLT.
A student may be placed in the reintegration room whilst an investigation takes place.</td></tr>
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Applying behaviour point system in class

If a student receives one or more B2 (or higher) in a lesson. The teacher logs the most serious event on Bromcom/Edulink and includes details of all breaches of conduct within the comment section. The teacher does not log all events separately.

Examples in practice:

'Student kisses teeth at teacher when given a reminder' - Teacher issues a B2 rudeness and:

1. If student does not receive any further sanctions in the lesson, the teacher logs B2 rudeness and writes a comment to explain what happened.
2. If student then disrupts the lesson further, the teacher follows the on-call procedure and logs B5 On-Call, writing a comment to explain what happened in the lesson.

'Student refuses to sit in allocated seat' - Teacher reminds the student they are not seated in the correct seat and they will be issued with a sanction if they do make the right choice. Then:

1. If student then sits in the allocated seat. They remain on a reminder and no further sanction is required.
2. If student continues to refuse the teacher issues a detention and logs B2 continue to disrupt in class after reminder.

3. If student continues to refuse, the teacher follows the on-call procedure and logs B5 On-Call, writing a comment to explain what happened in the lesson.

Recording Incidents of Poor Behaviour

All incidents of poor behaviour should be logged onto Bromcom/Edulink as soon as possible after the incident. Incidents should be logged by the teacher who witnessed or dealt with the original incident. Additional statements will also be collected where possible. Students may then be subject to interventions or support to prevent any future repeat negative behaviour.

Key Behaviour Rules

After-School Detentions

All after school detentions are in designated year group bases. Students must remain in silence throughout the entirety of their detention, except for when answering their name on the register. Staff will follow reminder/fail for any student who is not adhering to behaviour expectations. Any student who fails their detention will spend the following day in the reintegration room and any missed detention, without prior authorisation, will be escalated in line with the Behaviour Policy.

Where possible, detentions are set on the day of issue occurring up to a maximum of 60 minutes. Detentions given after 2.40pm will be logged the following day so parents/carers can be informed. Students who accrue 5 or more points from low/mid-level sanctions in a 24 hour time frame (all points count for the day in which the incident was logged, not always the day the incident occurred) will spend the following day in the Reintegration Room where they will sit an automatic 60 minute detention. All incidents are logged on Bromcom/Edulink.

Staff will inform students if they are setting detention and which day it will be. They will also encourage students to write the detention in their planner to help the student remember at the end of the day. Where possible, students will be shown a detention list at the end of the final lesson of the day, however, it is ultimately the student's responsibility to know of and attend their detentions.

Despite The Education Act 2011 removing the requirement to give parents/carers 24 hours' notice before detaining students after school, the Academy uses Edulink as a platform where parents/parents can find out if their child will be serving a detention on that day. It is important to acknowledge that schools do not require parents/carers permission to keep a student in detention after school. All schools have the right to detain a child even if the parent/carer/carer disagrees.

The only instances where a detention shall be rebooked are:

- The student is absent from school. The detention will be rescheduled for their next day back in school; or
- The student has a medical appointment. This should be communicated to the school on the day, with proof of appointment shown.

Students who continually fail or do not attend their 60 minute detentions may face suspension and/or off-site provision. Repeatedly failing to follow the Academy's rules may lead to a permanent exclusion.

Communicating Detentions - Edulink

All parents/carers are encouraged to download and use Edulink as a platform to keep up-to-date with their child's progress in school. We use Edulink to inform parents/carers if their child has a detention on any given day:

- For any behaviour incident equalling 1 point - the student will sit a 30 minute detention after school. This will end at 4.00pm on a normal day and 4.45pm on an extended day.

- For any behaviour incidents totalling 2 points or more (this includes an accumulation of 1 point behaviour incidents) - the student will sit a 60 minute detention after school. This will end at 4.30pm on a normal day and 5.00pm on an extended day.
- The only exception to this when a student receives a P1 Late to Academy sanction. These are sat during lunchtime and do not incur an after school detention. However, any additional sanctions on that day are sat after school in-line with the above.
- Example 1: Student has two B1 incidents logged on the day. This means they will sit a 60 minute detention after school.
- Example 2: Student has a P1 Late to Academy and a B1 incident logged on the day. This means they will sit a lunchtime detention and a 30 minute after school detention.
- Example 3: Student has a P1 Late to Academy and a B2 incident logged on the day. This means they will sit a lunchtime detention and a 60 minute after school detention.

Guidance on Edulink is regularly shared by the Academy. Parents/carers are encouraged to contact their child's year team should they need further support with this.

Lunchtime Detentions

Lunchtime detentions run for the duration of a student's lunchtime and are located in a centralised place. They are predominately used for students who are late to school, however can be used for other reasons. The key procedures for lunchtime detentions are as follows:

- Lunchtime extensions run from 12.55pm - 1.20pm.
- Students will be required to remain silent and complete independent revision.
- If a student does not attend a lunchtime detention a B2 missing a lunch detention is added to their Bromcom/Edulink for the same day.
- If a student misses three or more lunchtime detentions in a term, they will be issued a B5 repeated missed lunch detention and placed in the Reintegration Room, each time they miss the detention until the end of that term. This will then reset to zero in the next term.
- If a student fails a lunchtime detention, a B5 failure of any detention is added and the staff member will call oncall to take the student to the Reintegration Room.

Mobile Phones - Pouches

	Year 7/8/9	Year 10/11
What type of phone is allowed?	**Year 8-11 students are allowed to have any phone of their choice. Year 7 students are only allowed a simplephone.** Note: *From September 2025 Year 7s will only be allowed a simplephone. This will be rolled up over 3 years such that by September 2027, students in Year 7, 8 or 9 will only be allowed a simplephone.*	
Where can this phone be used?	At no time may their phone be used, or seen, on the school site.	At no time may their phone be used, or seen, on the school site except after 17:00 for revision purposes only. *A phone may be used in Photography or Art if directed by the teacher.
Where should the phone	The phone must be **off** and **placed in the provided school phone pouch**. The pouch	

be stored throughout the school day?	must be out of sight and placed in either the student's bag or inside their blazer pocket. If the phone wallet is seen, the teacher will check that the phone is inside and turned off. **For Year 7, if a smartphone is ever found, regardless if it is off in the pouch, it will be confiscated for 4 weeks (including holidays).**
What happens if the phone is confiscated? Reasons for this will be: 1/ It is seen/heard 2/ It is ever 'on' 3/ It is ever found outside the provided wallet	Simplephone: Returned the same day. B1 sanction. Smartphone: 1 week (7 days) confiscation with the parent/carer to collect at a suitable time, **from whenever the confiscation period has expired.** B1 sanction. **Under no circumstance will phones be given back to any parent/carers until the full week confiscation has occurred.**
What happens if a student possesses more than one phone?	Students are not permitted to possess more than one phone. If they have two phones on them (including in a pouch), **both will be confiscated and parents informed.**

To support the effective implementation of the policy, random searches will take place to ensure a student's phone is inside their plastic wallets and turned off.

Confiscated mobile phones will be placed in an envelope with the student's name and form group on, and placed in the designated cupboard where it will be locked away until collected. If needed, the student will be allowed to use an Academy phone to contact their parents/carers before they leave the school.

The student will also receive a 30 minute banned item detention. Failure to hand over a mobile phone will result in further sanction which will escalate depending on the time taken to hand it over. Failure to hand over the phone after a reminder will result in a B2 for defiance, continued refusal will result in a referral to the Reintegration Room, where the student will remain until they hand the phone in. Repeated refusal at this point may result in a parent meeting and possible suspension (however we will still expect the student to hand their phone in before they return to lessons).

Please see the sixth form behaviour policy below for the sixth form mobile phone policy.

Punctuality

We use the following tiered system for students who arrive late to school (unauthorised*):

- 8.23am - 8.55am = P1 Late to Academy (lunchtime detention)
- 8.55am - 11.00am = P2 Late to Academy (lunchtime detention + 30 minute after-school)
- 11:00am onwards = P5 late to Academy (Reintegration Room until 4.30pm)

For students who are repeatedly late, the following sanctions may apply:

Persistent late (late more than 5 times (unauthorised) in a term or 3 times in a week) - If they arrive before 11.00am they will receive a P2 Persistent Late (lunchtime detention + 30 minute after-school). Resetting to zero each term.

Severely late (late more than 10 times (unauthorised) in a term) - P5 Severely late (Reintegration Room until 4.30pm). Resetting to zero each term.

*It will be at the discretion of the attendance team as to whether a late mark will be authorised.

Classroom Behaviour

Good behaviour for learning is – in the first instance – the responsibility of the classroom teacher and the students in that lesson. It is the responsibility of the teacher and the students to arrive at lessons on time, have the correct equipment, have good standards of dress and be prepared for learning. It is the role of all teachers to reward students for the right behaviour and hold them to account for poor behaviour. The following will be shown in each classroom for every teacher to adhere to:

R - Reminder - Student is reminded that their behaviour is impacting their learning and the learning of others

D - Detention (logged on Bromcom/Edulink)

Reminders and detentions are issued at the teacher's discretion and are in place to prevent the disruption of learning within the classroom. Upon being given a reminder, it is important students are given time to change their behaviour. Teachers should allow a student a few minutes to reflect on their actions and make changes to their behaviour before issuing further warnings or sanctions. This policy is in place to give students the opportunity to make the correct choices and remain in class.

Teachers do not write reminder/detention on the board so as to not 'celebrate' negative behaviour.

Removal from classroom - 'On-Call'

If a student, after being given a reminder/detention, continues their poor behaviour then teachers can on-call the student to avoid further disruption to the learning of others (in the case of a serious breach of Academy conduct the teacher can immediately remove a student). The following procedures must be followed in the instance of a removal from class:

- The teacher emails the name of the student and the classroom to oncall@cityacademy.co.uk.
- This is picked up by MIS who will radio for the on-call staff to collect the student from the lesson.
- The student must wait for the on-call staff to arrive. If the student leaves the room without permission, the teacher notifies oncall@cityacademy.co.uk so a truancy alert can be sent out, and the student may face further sanction.
- The student will be escorted directly to the Reintegration Room. They will not be allowed to seek out other staff members at this time.
- When they arrive to the Reintegration Room they enter in silence and sit at the designated seat.
- The teacher should attend a restorative conversation with the student before 4.30pm on the day of the removal.
- In the circumstance where there has been repeated removals from that teacher, year teams and/or parents/carers are invited to attend this meeting. This can be initiated by the teacher, student or year team.
- During the restorative conversation, there should be an open discussion about what happened, including the impact this has on the students' learning and the learning of others in the class. The teacher and student should set targets to support the student in making the correct choice in future lessons.
- The teacher should log the incident on Bromcom/Edulink on the day of the removal under **B5 On-Call** and include a detailed explanation in the comments section.
- The teacher should phone the student's parents/carers/guardians on the day of the removal. For repeated removals from the same lesson, teachers should arrange a parent meeting.

Line-Ups - Years 7-11

Years 7-11 will line up every morning before character education/assembly. The process for line ups is:

- The first whistle is at **8.20am** and signals to students to end any games they are playing and prepare to move into their line-up areas.
- There is a second whistle at **8.23am**. This is the students signal to get into their lines. Students sort themselves into correct alphabetical order and make sure they are appropriately dressed.

- **At 8.25am** there is a third whistle and the line-up leader will raise their hand. All students and staff follow suit.
- At this time, any student who is not stood in alphabetical order, with the correct uniform/appearance and displaying their planner and Independent Study folder should be issued with a P1 sanction for lateness.
- The line-up leader then says “thank you, hands down”, before welcoming the students.
- Before anything else, the line-up leader requests a uniform and equipment check. Any student without their planner or with any unresolvable uniform issue will be noted down and asked to wait at the front of their line, ready to be withdrawn from the line when the students leave.
- The line-up leader then makes a positive announcement. This could concern group achievement or could identify the positive behaviour of an individual in the year group.
- The line-up leader makes announcements and notices.
- Students who are due to spend the day in the Reintegration Room/Internal Suspension Centre, or any student who does not have the correct/uniform appearance or their planner are withdrawn from their tutor lines.
- Any student who is not in alphabetical order or appropriately dressed, or does not remain in silence, facing the front throughout the line-up process will be issued with a B1 sanction.
- The line-up leader will then dismiss students tutor group by tutor group. No student will be dismissed from line-up without perfect uniform/appearance and their planner.
- Any student who falls out of line and/or talks during the transition must be sanctioned by their form tutor.
- In the instance of multiple students breaching the policy, the tutor leads the whole form back to the line-up spot and repeats the process with year team/SLT support.

Transitions - Silent Corridors and One-Way

In order to maintain a safe and calm environment, students must remain in silence whenever they are in the main building, transitioning to lessons or lining up outside a classroom. They must also adhere to the one-way system and at all times (unless they are a lift user) and not look/lean over the balconies. Failure to adhere to these expectations will result in a B1 sanction.

Note: when transitioning from line-ups students must remain in silence at all times, including outside, but their tutors may not follow the one-way system, taking them the most direct way to their classroom/assembly room.

Use of Planners

Planners are a valuable tool which are used in multiple ways. They are used for students to record all of their homework, teachers will instruct students to use sections of their planner to support the learning within the lesson and they are used to record notes and other important communications. Parents/carers are expected to sign their child’s planner each week to support communication between the school and home.

Under no circumstance iNo student is permitted to be in class without a fully functional and tidy planners a student permitted to be in class without a fully functional and tidy planner. If a student arrives to school without their planner they are placed in the Reintegration Room until the issue is resolved. If a student defaces their planner in any way (graffiti, removing pages etc) they will be expected to replace it and will remain in the Reintegration Room until the issue has been resolved.

Out of Class During Lesson

No student is permitted to be outside of class during lesson time unless in extreme circumstances and permission has been granted by their teacher. Students must use their free time to speak with staff, find lost belongings, use the toilets or fill up their water bottles. If a student is given permission to leave the classroom, they must be provided with a written note by their class teacher. Any student who is found outside of the classroom without a note at any time will be issued with a B1 out of class without a note. It is the student’s responsibility to ensure they ask for a note.

The Use of Medical

Students are not permitted to go to medical during lesson time, or at the end of break/lunch, unless they have a medical card or in an emergency. If a student is sent to the medical they must be given a note.

The Use of Toilets

Students are rarely permitted to use the toilet during lesson time, unless they have a medical card (with a T on it). This rule is based upon the teachers discretion, but they will consider the following: if it is directly after/break lunch the student should have gone during that time, if it is near the end of the lesson when the student can go during the transition, or if the student continues to ask after waiting for 10 minutes. At any time when a student is using the toilet, they must not loiter inside them after finishing.

There must never be more than one student in a cubicle at any time - failure to adhere to this will likely result in a B5 sanction on the assumption that prohibited activity is taking place.

Coat/Jackets, Scarves and Hoods

Students must remove their coats/jackets and scarves when indoors. Students must place their coats/jackets or scarves on the back of their chair upon entering the classroom. Students cannot wear their coats/jackets if they do not have and wear their blazer. At no stage on the Academy site, or when in academy uniform, may students wear the hoods of their coats unless they are outside and: it is raining, very cold (lower than 5 degrees) or very windy. They must always ask a member of staff for permission.

Student Groupings

Students are not permitted to be in groups of more than four unless seated. If in a group larger than four, students will be asked to separate. If students refuse, then the behaviour policy will be applied.

Note: This rule may not always apply. Students will be informed if and when this rule is in place.

End of Day Expectations

Students must leave the Academy site within 10 minutes of the end of the day unless they have been given permission to remain on site. This may include: sitting detention, attending extra-curricular activities or productively working in the library. The following expectations also apply:

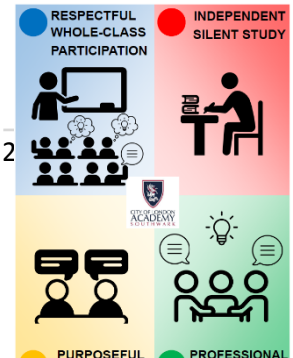
- Students must be away from the Academy site, and surrounding area, within 20 minutes of finishing their day;
- Students should go straight home and change out of their school uniform;
- Students are not allowed in any children's playgrounds local to the school.

Failure to comply with any of the above will result in a B1 loitering after academy hours. If an incident occurs during these times then students may receive a more severe sanction for bringing the Academy into disrepute.

Academy Bells

The Academy uses a PIPs system for bells. There is a bell to signify the end of one lesson and a second bell, 5 minutes later, to signify the start of the next lesson. If students are late to a lesson they will receive an immediate P1 (lateness to lesson) and potentially a truancy sanction should they be truanting. The only acceptable evidence for being late to a lesson will be a written note from a member of staff.

Learning Dots and Lesson Starts



Student's regulating their own behaviour, part of which is control over the use of their voice, is common in outstanding classrooms. To encourage this, we will reference and use the provided sound control diagram which stipulates:

- Blue Dot - Respectful whole-class participation
- Red Dot - Independent silent study
- Amber Dot - Purposeful partner work
- Green Dot - Professional teamwork

Teachers will add the appropriate learning dots to every slide of their PowerPoints (as appropriate) and reference whether tasks/activities are “Blue Dot, “Red Dot”, “Yellow Dot” or “Green Dot”. All lessons start with a red dot task.

Report Card

If a student’s behaviour is a concern across more than one subject, or they have received a high number of sanctions for classroom related behaviours, they may be placed on a pastoral report. The report will have up to three targets for the student to focus on and will be designed specifically based upon the areas they are having difficulty in within the classroom. The aim of the report is to give the student a small number of targets to focus on and create an opportunity for their success to be celebrated through meeting these targets. Parents/carers should be notified if a student is being placed on report and a meeting may be required to discuss the reason in further detail

The length of time a student is on report can vary depending on its success but they will often be one or two weeks. Upon finishing the report, a review should be held to determine if a) the report has been successful and there is a clear improvement b) there has been some improvement but it is felt that the student will benefit from longer on the report or c) the report has had no positive impact. A student will not remain on report indefinitely and the aim will always be for them to finish their report and continue to build upon the positive habits they have developed during the process.

The student is responsible for ensuring their report gets signed by the teacher for every lesson and by the member of staff they are on report to at the end or start of every day. Parents/carers should read and sign the report daily. The behaviour policy will be applied if a student fails to get their report signed or loses it.

If a student’s behaviour is repeatedly a concern in a specific subject, they may be placed on a subject report. This is usually initiated by the classroom teacher or Head of Department. Parents/carers and year teams will be made aware if a student is being placed on a subject report.

Early Intervention

The Academy seeks to support those students who are struggling to meet the behavioural expectations of the school and will apply every resource available to identify and meet the needs of each student, including those who are vulnerable and those who have social, emotional and behavioural needs. We aim to respond to the unique circumstances of every young person in our care and support them through what can be challenging periods in their life. It is important to recognise that any individual needs, met or unmet, will not be an excuse for poor behaviour.

The following are examples of interventions that may be utilised:

- Assessment of Special Educational Need (coordinated by the SENCO)
- Behaviour Support Plan
- Counselling
- Educational psychologist assessment
- Family support – family liaison officer, parenting work
- Form tutor involvement – verbal discussion, parent meetings etc…
- Mentoring
- Nurture groups run by the learning support faculty (Year 7 and 8 only)
- Off-site direction

- One-to-one behaviour strategies from year team
- Parent/carer involvement - telephone, email, letter, meetings etc...
- Referral to our Pastoral Intervention Programme
- Referral to outside agencies
- Report card
- Small group teaching by the Ambition centre
- Teacher feedback (round robin)

Interventions can be implemented at any time and will be based upon: 1) number of behaviour points, 2) number of referrals to reintegration room/off-site provision and 3) number of suspensions. Year teams use a centralised tracker to monitor every student's attendance, behaviour and achievement, and implement a tiered approach to ensure early intervention takes place.

Intervention for Persistent Unsatisfactory Behaviour

If a student receives two or more suspensions in a year, the Head of Year, SENCO, the Assistant Principal for Behaviour should discuss next steps. This could include personalised intervention, gaining feedback from teachers, referral for assessments, referral to outside agencies, pastoral report etc. Staff can use information therefore to support the student during the build-up of potential negative behaviour. The student's Head of Year and tutor will regularly monitor the individual, reviewing the data and strategies, and amending them accordingly.

Pastoral Intervention Programme

We have a Pastoral Intervention Programme which consists of numerous programmes and workshops delivered by internal staff and external agencies. The Pastoral Intervention Programme is overseen by the Pastoral Intervention Manager and Senior Assistant Principal for Personal Development and every intervention is tracked and reviewed on a termly basis to ensure the effectiveness of its impact can be monitored. Most interventions are targeted at students who require further support to improve their behaviour, however some are targeted at students who require support in other areas, such as poor attendance or wellbeing concerns. A list of some of our pastoral interventions or agencies who we work with is below:

- Power2;
- Future Frontiers;
- London Football Journeys;
- Football Beyond Borders;
- XLP Mentoring;
- SAFE Taskforce;
- Galleywall Primary School – mentoring younger students;
- Year 11 mentoring – targeted mostly for KS3 students;
- Sixth form academic mentoring – targeted mostly for KS4 students.

TES Learning Plan

TES Learning Plans are a structured and coordinated school intervention designed to support students who have been identified as requiring additional support. Identification will be made by key pastoral staff and SLT, and plans are reviewed on a regular basis to determine how long a student should remain on one.

The reason why a student may be placed on a TES Learning Plan varies, however they are typically used for: students with an EHCP, students with attendance concerns or students with behaviour concerns who are at risk of permanent exclusion.

The support given for a student on a TES Learning Plan is entwined with the Academy's other forms of intervention, but they provide a more tailored and structured form of intervention which is regularly reviewed so progress can be checked and changes can be made.

Alternative Provision

When a student is at serious risk of suspension or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents, but under the *DfE Guidance: Arranging Alternative Provision: A Guide for Local Authorities and Schools February 2025*, the Academy may direct a student off-site without parental agreement, where it is in the best interests of the student.

Short-Term Respite

Students who have received three or more suspensions in their school career may be referred to undertake a respite programme in an identified alternative provision. The school invites the parents/carers of the student to discuss recent behaviour and suspensions, and to discuss why the student will benefit from the programme. During this respite, the student will complete classwork and work on their behaviour with specialist staff.

Long-Term Respite

Students who have received five or more suspensions in their school career (or less if deemed appropriate) may be referred to undertake a prolonged respite programme in an identified alternative provision. The school invites the parents/carers of the student to discuss recent behaviour and suspensions, and to discuss why the student will benefit from the programme. During this respite, the student will complete classwork and will work one to one with trained teachers to complete relevant qualifications.

Ambition Centre

The Ambition Centre is an alternative internal provision for a small number of students who require intensive support in order to learn the skills necessary to regulate their behaviour and be able to access mainstream lessons. Referrals and withdrawals are made by the Senior Assistant Principal for Personal Development alongside the Assistant Principal for Behaviour and the child's Head of Year. It is not considered a punishment, but a place where provision can be adapted more easily to meet their needs; where barriers to learning can be identified and they can receive more personalised attention.

Students are withdrawn from lessons to receive specialised support whilst in the Ambition Centre. Each student is given a bespoke timetable which they follow for the length of their placement and will either complete their own classwork in the Ambition Centre or complete work or activities specifically related to their individual needs. Their progress is regularly reviewed and changes to their timetable may be made during these reviews. The amount of time a student spends in the Ambition Centre over the course of a week will vary depending on their individual need, and their specific plan will often be written up on a Behaviour Support Plan, and be regularly shared with parents/carers.

The length of the placement may also vary for each student - the main focus of the Ambition Centre is to provide students with the support they need to successfully reintegrate back into a full-time mainstream timetable, and some students require more time than others to be able to achieve this.

In addition to this, the Ambition Centre can provide respite for individual students who are serving time in one of the Academy's internal suspension rooms, whilst some students complete all of their time in the Ambition Centre as an alternative to attending a mainstream internal suspension room.

Off-Site Direction/Managed Moves

In-line the *DfE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England August 2024*, the Academy has the power to direct students who are failing to alter their behaviour following suspensions and interventions to attend another mainstream school on an off-site direction. After the off-site direction period has ended, and it is deemed to be in the best interest of the child, then a managed move to the new provision may take place.

The Academy will follow DfE guidance when exercising this power.

Suspension/Permanent Exclusion

Any suspension from the City of London Academy Southwark will be carried out in line with the statutory guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024.* Suspending a student is a measure which may only be taken by the Principal, or acting Principal, and this must be on disciplinary grounds; the suspension must be lawful, reasonable and fair.

The school believes that suspension is a vital tool in managing behaviour and acknowledges that the government supports Principals in using suspension as a sanction where it is warranted. Parents/carers have the right to appeal against any suspension decision in accordance to the statutory guidance.

Before making the decision to suspend or permanently exclude, the Academy will ensure a thorough investigation has been carried out, including getting the student's own version of events (where possible) and collating witness statements if necessary. When establishing facts in relation to an exclusion decision the Principal must apply the civil standard of proof - 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

Any record of previous suspensions will be taken into account when deciding on the length of the suspension. Parents/carers/guardians will always be informed of the suspension and receive a formal letter outlining the details of the misdemeanour and their right to appeal. A record of every suspension is kept by the Academy and can form part of the evidence to support a permanent exclusion where necessary.

Types of Suspension/Off-Site Provision

The school uses a four level system for suspensions and off site provision; two forms of internal suspension, off-site provision, and suspension. The sanction most appropriate for the student is based on the severity of the negative conduct.

Internal Suspension: Type One - Reintegration Room

The Reintegration Room is the Academy's first form of internal suspension and is a place for students who have failed to adhere to the school behaviour policy. Students are expected to complete work set in the specified time, independently and in silence. The room will be staffed by the Reintegration Room manager or a member of SLT and one other staff member.

The purpose of the Reintegration Room is not in the first instance a place where students are sent to be punished but rather a place of learning where students can access the curriculum and be reflective on their behaviour. It allows the Academy to keep the students on site for a final chance to redeem themselves and gives students an opportunity to make corrections to their behaviour before their sanction escalates further.

Students will be placed into the Reintegration Room either: for a high level incident (B5), for accruing 5+ points from low/mid-level sanctions in a 24 hour period, due to an unresolvable uniform/appearance or equipment issue, or because staff are investigating an incident they are involved in. Placements in the Reintegration Room are usually 24 hours but may be extended due to poor behaviour or work.

Summary of main rules in the Reintegration Room

- Students are in the Reintegration Room from 8.25am until 4.30pm (note: on extended days, the student will be dismissed from the Reintegration Room at 4.15pm to attend their year team detention). Whilst in the room they are expected to be silent at all times, unless being spoken to by a staff member.
- Students eat lunch in the canteen, prior to the whole-school lunch time beginning, and are provided with fruit during the day.
- Students follow a reduced timetable which is relevant to what they would be studying in class at that time, as directed by individual departments.
- Students complete a workbook during their time in the Reintegration Room. There is a minimum expectation of 10 pages of good quality work per day. When a student completes their 10 pages they are expected to continue working in additional workbooks and may receive achievement points for their efforts. If a student does not complete the 10 pages within their 24 hour time-frame, they remain in the Reintegration Room until that work is complete.
- Students are limited to three toilet/water breaks a day, unless mitigating factors are identified.
- Staff follow a reminder then fail (R/F) system within the Reintegration Room and the following tiered approach is used for escalations: If a student fails one session they will repeat a half day, two sessions they will repeat and full day and three or more sessions they will be referred to the Internal Suspension Centre. However, significant behaviour when in the room may result in a more severe sanction.
- If a student refuses to enter the Reintegration Room then they will be at risk of further sanction depending on the level of defiance.
- Any student who is suspended as a result of refusing to enter the Reintegration Room will be expected to complete two days in the Internal Suspension Centre when they return to school.

Communication with Parents/carers

We endeavour to notify parents/carers if their child is placed in the Reintegration Room. In most instances, this communication will likely come from a member of the year team and/or via text message, but for a classroom removal it will often come from the member of staff who initiated the on-call.

If a student is due to be in the Reintegration Room the following day, we aim to contact parents/carers the day before when possible, so the student will be prepared for this when they arrive in school. This will often be via phone-call, explaining why the student is being placed in the Reintegration Room and what the outcomes may be if their child does not meet the behaviour expectations when in the room. During these calls it will be communicated the reintegration day ends at 4.30pm (unless it is an extended day).

Should contact not be made the day before, or the referral is made during the day, the Academy will always try to (but may not always be able to) inform the parent/carer on the day.

Absence from School

If a student is absent from school on a day they are due to be in the Reintegration Room, they will be expected to complete their day once they are back in school, regardless of how long they have been absent for.

Internal Suspension: Type Two - Internal Suspension Centre

The Internal Suspension Centre is the Academy's second form of internal suspension and shares many similarities with the Reintegration Room in terms of the day-to-day running and expectations, however it is a higher level sanction and therefore any referral to the Internal Suspension Centre is for a minimum of two days.

Students in the Internal Suspension Centre follow a similar curriculum but are also provided with additional lessons/workshops to help them reflect further on their behaviour. Other key information for the Internal Suspension Centre that may differ from the Reintegration Room is here:

- Students can only be referred by a member of SLT. The main reason for referrals will be as follows:
    - Refusal of, or repeated failure of, the Reintegration Room;
    - Repeated referrals to the Reintegration Room (twice in five days for different reasons); or
    - Other high-level incidents which require a more significant sanction.
- Students eat lunch within the room and are provided with either a choice of sandwich/baguette and drink.
- If a student fails a day of their placement due to poor behaviour, they will always be expected to repeat that day in full. Students must also arrive on time (unless the lateness is authorised) else the day will not be counted.
- Students may need to repeat their day(s) a number of times. There is no set number for this but for repeated failure of the room, further sanction/next steps will be determined at the discretion of the relevant members of SLT and year team.
- Each morning a student is marked present in the Internal Suspension Centre, a B5 Referral to the Internal Suspension Centre will be logged on Edulink. This log does not carry additional points, but informs parents/carers each day if their child has been placed in the room.
- Each time a student is referred to the Internal Suspension Centre, their parent/carer will receive a letter via email, notifying them of the length of the placement and reason.
- Once a student has completed their placement in the Internal Suspension Centre, their behaviour will be monitored for a further period of time. Should they be re-referred back to the Reintegration Room or Internal Suspension Centre during this time, the Academy will consider placing the student in an off-site provision.

Off-Site Provision

Section 29 of the Education Act 2002 allows schools to direct a pupil to an off-site provision in order to improve their behaviour. A student may be placed in the reintegration room (or equivalent) of a partner school where they will be required to attend daily for the duration of the placement. This sanction is often implemented as an alternative to suspension, enabling the student to remain supervised in an educational provision, and may be imposed on a student whose behaviour warrants a suspension from school.

Off-site provision is organised by the Reintegration Room Manager and overseen by the Assistant Principal for Behaviour. The provision is chosen based upon the student's home address and the availability of space within the school's facility. The students must attend the off-site provision for the required number of days, report to the partner schools isolation unit and remain there until dismissed.

- The student must attend provision arrangements on time and complete work set by the school, as well as any appropriate work set by the designated school.
- The Reintegration Room Manager will confirm the student's attendance and make any necessary parent/carer/guardian contact.
- The student must complete the off-site placement successfully, with no reports of negative behaviour, attendance and punctuality issues.
- Failure to complete the placement successfully may result in a suspension and additional time in the school reintegration room.

- The student may be required to attend a reintegration meeting upon returning to the Academy. This will be held by the relevant staff member and will require parent/carer involvement.

Note: if a student misses a day through absence they must complete any missed days before reintegrating back into the Academy.

Suspensions

This sanction is imposed on students whose behaviour in or out of the classroom has surpassed the reintegration room and/or off-site provision. Suspensions are issued for serious breaches of the behaviour policy, with the behaviour chart providing guidance on what institutes a 'serious breach' (it should be noted the list is not exhaustive), or repeat breaches of the behaviour policy. Students are not allowed on or near the school site during a suspension and must be at home during school hours, completing the work provided by the school.

The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year. During a suspension of 5 or fewer days, work will be set by the Academy for the student to complete at home. This work should be returned completed at the end of the suspension. Failure to return completed work will result in additional days in the reintegration room upon return from suspension. During the first five days of any suspension, the parents/carers of a suspended student must ensure that their child is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer.

For suspensions which result in the student being suspended for more than 5 school days the Academy must arrange full-time educational provision from the sixth day of suspension (this should be provided by the local authority in cases of permanent exclusion).

For any suspension, regardless of the length of time, the local authority must be notified, alongside the social worker and/or virtual school if relevant. Any suspension which may result in a student missing a public examination or is over 5 days must be reported to the Governors.

Procedure - In the event of a suspension the following procedures must be followed:

- A member of staff, most likely the Head of Year or Assistant Principal for Behaviour, will phone home to inform the parent/carer/carer of the decision and the arrangements which will follow. If the suspension has been confirmed during the school day, permission will be obtained to send the student home.
- If permission is obtained, the student will be sent home with the work which they will be expected to complete at home and bring with them to the reintegration meeting.
- If after the end of the school day, parents are notified by phone-call and instructions on how to access the work will be provided.
- The suspension letter will be sent to parents/carers via post, and email where possible, and will include the following: length of the suspension, reason for it and date the student returns to school; including details of the reintegration meeting.
- The suspension will be logged on Bromcom.
- Any forms, statements and/or paperwork as a result of the suspension will be placed in the students file by the year team.

Communication

If the decision has been made to suspend a student from school, the suspension letter will also be sent to:

- The Chair of Governors (if the suspension results in the student being suspended for a total of more than five days in a term);
- Local Authority representatives; and
- If relevant, the social worker and virtual school head.

Reintegration Meetings

Upon returning to the school after a suspension, a reintegration meeting must be held to ensure the student can have a successful reintegration back into school. Reintegration meetings should communicate a reintegration strategy that offers the student a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The guidance for these meetings are as follows:

- The parent/carer should attend the reintegration meeting of a child who has been suspended, however a child will not be prevented from returning to the mainstream classroom should the parent/carer be unable or unwilling to attend.
- A member of the pastoral team i.e. Head of Year should attend. In the case of repeat suspensions, please see below.
- Any relevant staff members should attend the meeting: for a serious one off incident towards an individual staff member, the staff member involved may also attend the meeting so a restorative conversation can take place.
- Where necessary, a member of the SENCO team may also be invited to attend the meeting.
- During the meeting, the incident will be discussed, including details of how and why it breached the behaviour policy, as well as targets for reintegration back into school.
- The students behaviour log, attendance log and most recent academic data may be shown in the reintegration meeting to support the discussions taking place and a return from suspension form completed.
- The student will show the work they have completed – one off-site workbook per day of suspension. If they have not done so they return to the reintegration room until the work has been completed.
- If a student is suspended for failing to enter the Reintegration Room or Internal Suspension Centre, they should complete two days in the Internal Suspension Centre before reintegrating back into mainstream lessons.
- A review date within 2 - 4 weeks may be set up so the strategies and targets can be discussed and their effectiveness reviewed.

Suspension Thresholds

In order to ensure clarity for all parties, it is important that staff, students and parents/carers are all aware of the following procedures which the school will follow in the event of a student receiving multiple suspensions in a year.

There will be considerations around behaviour over the previous year and a student may begin the new year on a higher threshold.

Number	Likely Length*	Thresholds	Steps to consider
1	1 day suspension	Reintegration meeting with a member of the year team.	Behaviour report; pastoral intervention referral; internal mentoring referral; communication with teaching staff; SEN / EP referral; family support via family liaison officer; TES Learning Plan
2	2 day suspension	Reintegration meeting with Head of Year (Possible inclusion of a peer in the meeting).	
3	3 day suspension	Reintegration meeting with SLT Line Manager.	As above and/or; TES Learning Plan; referral to outside agency (FEH); TAF/TAC meeting

4	4 day suspension	Reintegration meeting with Vice Principal - Pastoral or Head of Behaviour.	As above and/or; short or long term placement to an alternate provision considered; consideration of off-site direction or referral to the Apprenticeship Academy (KS4)
5	5 day suspension	Reintegration meeting with Principal.	The student may be directed to a long term placement at an alternate provision; consideration of off-site direction or referral to the Apprenticeship Academy (KS4)
6+	Risk of PEX	As per the Behaviour Policy: If a pupil receives six suspensions within one academic year, the Principal may, at their discretion and after careful consideration of all relevant circumstances, consider permanent exclusion as a last resort for persistent breaches of the Behaviour Policy.	

*For low-level persistent behaviour, the length of suspension will increase each time. For high-level incidents, the student may receive a longer suspension regardless of the stage they are at.

Permanent Exclusion

The decision to permanently exclude a student is a serious one and is for the Principal to take. The decision to permanently exclude should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education of others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move. However, the Principal can decide if a permanent exclusion is justified based on the circumstances of the individual case.

One-off offences that put other members of the school at risk such as serious violence, supplying illegal substances, carrying a knife or other offensive weapon, carrying fireworks and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the behaviour policy is for the Principal to take based on the circumstances and when other sanctions and strategies have been exhausted. If a pupil receives six suspensions in a year, the Principal will consider permanent exclusion for persistent breaches of the behaviour policy. If a student has a suspension(s) on record prior to the start of the academic year, these may be considered along with the nature of the suspensions, which may result in a permanent exclusion. This is not prescriptive and the Principal may decide to permanently exclude at any time if he believes it is justified, likewise the Principal may also allow a pupil to remain in school if he or she has reached these thresholds in exceptional circumstances.

If the decision for permanent exclusion has been made, the Principal will inform the parents/carers of a permanent exclusion immediately by letter and, if possible, by telephone. A copy of this letter will be sent to:

- The Chair of Governors
- Local Authority representatives
- Clerk to the governors
- If relevant, the social worker and virtual school head

The Principal will make arrangements for a hearing before the Governors' Discipline Committee to take place within fifteen days of the date of the permanent exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.

The procedure followed at the hearing will normally follow the format set out below:

1. The committee will meet jointly with the Principal and the parent/carer and/or the student and any accompanying friends of the parents/carers.
2. The Governors will invite the Principal to give his/her reasons for recommending permanent exclusion.
3. The parents/carers will be invited to ask questions of the Principal.
4. The parents/carers will be given the opportunity to explain why they think permanent exclusion is inappropriate.
5. The Principal will have an opportunity to ask questions of the parents/carers.
6. The Principal and the parents/carers will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the head teacher or the parents/carers.
7. The Principal and the parents/carers and student will then withdraw from the meeting and allow the Governors to consider the case on their own.

The Governors will decide to either:

- Confirm the permanent exclusion; or
- To order the immediate reinstatement of the student.

The decision of the Governors' Discipline Committee will be communicated to the parents/carers by letter without delay. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents/carers of their right of appeal to an Independent Review Panel.

Bullying

Bullying takes many forms and all of them are our concern. No student should suffer in silence; nor should they be afraid to report bullying for fear of reprisal. Staff are trained to be sensitive to disclosures of bullying and should ensure that victims of bullying are always supported.

Students have sometimes thought that bullying which occurs outside school, or which happens electronically (cyber-bullying using text messages, emails or social networks, for example) is not the school's business. This is not the case. It certainly is our business and it is our job to help.

See anti-bullying policy for more information.

Searches, Screening and Confiscation of Banned Items

See "COLA (Southwark) Checks and Searching Policy" for further information.

All searches, screening and confiscation will be carried out in line with the statutory guidance: "Searching, screening and confiscation: Advice for schools, July 2022".

The Principal, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

List 1 - prohibited items (taken from the statutory guidance):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or

    - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images.

List 2 - other items banned from the Academy:

Higher-level banned items - Likely to be a B5 sanction or above, and confiscation:

- Compasses;
- E-Cigarettes and/or vapes;
- Stink bombs, fun snaps/bangers;
- Lighters and matches;
- Imitation weapons;

Lower-level banned items - B1, or B2 for exceptional cases or where otherwise identified (e.g. very large item or considerable number of items - refer to HOY or AP - Behaviour), and confiscation:

- Banned items of clothing identified in the Academy uniform policy (e.g. hoodies, coats with large logos);
- Chewing gum;
- Fizzy/sugary drinks;
- Sweets/other unhealthy items;
- Large packs of unhealthy foods i.e. multi packs of chocolate, family sized bags of crisps;
- Headphones that are visible;
- Aerosols and perfumes/aftershaves/body mists;
- Metal combs;
- Mobile phones that are not switched off in a phone pouch;
- Pointed scissors and compasses;
- Water bombs or water pistols (B2 sanction);

*Other items may not be permitted, at the discretion of Principal

Items that are allowed on site but will be confiscated if seen / used in lessons:

- Smart watches
- Make-up
- Make-up brushes
- Mirrors

NB: perishable items which have been confiscated will be disposed of. All confiscations are a minimum of one week and parental collection may be required for some items.

Only the Principal or a member of school staff officially authorised by the Principal, can undertake the 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 designated member of staff reasonably believes 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.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example a school trip.

Consent

Before any search is undertaken consent will be sought from students. If consent is refused, the pupil will be asked to say why she/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. A student may also be placed in the reintegration upon refusal of being searched.

Where there is suspicion that a child is in possession of any items listed in list 1 – prohibited items, the pupil may be searched without their consent, and the member of staff can use such force as is reasonable given the circumstances when conducting the search. Before a member of staff can conduct a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited items in his/her possession. Only staff members authorised by the Principal can carry out searches without consent and such force can only be used to search for items in list 1.

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted.

Extent of Search

When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats, bags, hats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which she/he has or appears to have control such as desks, lockers and bags.

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.

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Strip Searching

A strip search is a search involving the removal of more than outer clothing. **Strip searches on school premises can only be carried out by police officers** under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Informing Parents

Parents should always be informed of any search for a prohibited item in list 1. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action in the school has taken, including any sanctions imposed.

Recording Searches

Any search by a member of staff for a prohibited item in list 1 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Schools are encouraged to include in the record of each search:

- The date, time and location of the search;
- Which pupil was searched;
- Who conducted the search and any other adults or pupils present;
- What was being searched for;
- The reason for searching;
- What items, if any, were found; and
- What follow-up action was taken as a consequence of the search.

Screening

Academy staff can require students to undergo screening by a walk-through or handheld metal detector (arch or wand) even if they do not suspect them of having a weapon and without their consent.

If a student refuses to be screened, the Academy will consider whether it is necessary for the student to be searched. Refusal to be searched will be dealt with using the above procedures.

Electronic Devices

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, 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.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response

Confiscation

School staff can confiscate, retain or dispose of 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.

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DfE document 'Use of reasonable force - Advice for head teachers, staff and local school board').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student
- to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Incidents Outside of the School

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere.

Reasonable Adjustment

Schools have had a duty to provide reasonable adjustments for disabled students since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices.
- Auxiliary aids and services.
- Physical features.

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions.

The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.

The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering, what adjustments, it is reasonable for a school to have to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.
- The resources of the school and the availability of financial or other assistance.
- The financial and other costs of making the adjustment.
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil.
- The practicability of the adjustment.
- The effect of the disability on the individual Health and safety requirements.
- The need to maintain academic, musical, sporting and other standards
- The interests of other students and prospective students.

Communication of the Policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff Training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions including for new staff to ensure that the message remains the same and that standards are maintained.
- Standardised display: all classrooms display consistent posters to ensure that students are constantly reminded of what is expected.
- Assemblies: these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.
- Home-school agreement: This is signed by all students before they join the Academy and reinforces to students and parents/carers key messages about standards of behaviour and items that are banned from the Academy.
- Student Planner: This outlines behaviour expectations and includes the student code of conduct and uniform expectations. It can also be used as a form of communication between parents/carers and the Academy about any aspects of student behaviour.

Sixth Form Behaviour Policy

1. Rationale

At our Sixth Form, we foster an adult learning environment grounded in mutual respect, self-discipline, and ambition. Our behaviour policy is designed to support students as emerging professionals, aligning with our values of **Integrity**, **Resilience**, **Ambition**, and **Duty**.

This system uses a **behaviour points tariff** to:

- Encourage reflection and self-regulation,
- Recognise growth and contribution,
- Prompt early support where needed.

The principle here is that the number of behaviour points a student receives is an indication of how well a student is engaging with the learner agreement. Continual failure to uphold the learner agreement despite interventions, warnings and support is likely to result in withdrawal from courses.

Where possible, incidents are addressed with **restorative conversations**, focusing on learning, not blame. Sanctions aim to build understanding and growth.

2. Behaviour Points

Behaviour points will be aligned with the lower school (found under Behaviour Point System). Not all lower school sanctions will be appropriate and staff will only log sanctions applicable to the sixth form. Given the responsible nature of sixth formers it is not expected that many sanctions will be issued for the more serious transgressions, for example, rudeness, swearing, dishonesty etc… However, these sanctions remain as part of the policy.

The list below is not exhaustive and further reasons for sanctions may be issued if deemed necessary by SLT. Unlike the lower school, B1 sanctions do not result in a 30 minute detention. Instead the number of behaviour points are tracked and consequences (including detentions) are triggered at various thresholds - see section 3.

B2 sanctions will result in a 60 minute Friday detention.

Behaviour points linked to punctuality will be tracked separately. When more than 3 lates are logged in a half term students will attend a punctuality intervention. This will be a group intervention with other students struggling with punctuality. This after school session will focus on the causes of lateness and developing action plans to improve punctuality.

3. Thresholds and Interventions

Below is a guide to the threshold and the interventions that each stage will trigger. The thresholds are based on an analysis of behaviour points issued in 2024/25, however we may amend these thresholds part way through the year as we analyse behaviour throughout the year. Any changes will be communicated in good time.

BPs	Intervention
5	Tutor phone call home and tutor meeting with the student.
10	Tutor meeting face to face with home alongside student.

	- Tutor Warning - Tutor Report and 60m Friday detention
15	HoY phone call home and HoY meeting with the student.
20	HoY meeting face to face with home alongside student. - HoY Warning - HoY Report and 60m Friday detention - Removal of all frees for two weeks
30	Parental meeting with the Assistant Principal. - Assistant Principal warning - Removal of all frees for two weeks - Study plus - one hour a day for two weeks - if behind target in any subject area - Day of internal suspension - Behaviour report two weeks to AP
40	Parental meeting with the Vice Principal. - Vice Principal warning - Removal of all frees for two weeks - Study plus - one hour a day for two weeks - if behind target in any subject area - Two days of internal suspension - Supervised lunch and break - Behaviour report two weeks to VP
50	Parental meeting with the Principal. - Principal warning - Removal of all frees for two weeks - Study plus - one hour a day for two weeks - if behind target in any subject area - Fixed term suspension - Supervised lunch and break - Behaviour report two weeks to Principal
60	Meeting with Principal and VP to discuss withdrawal from courses due to persistent violations of Learner Agreement. At this point the Principal and Vice Principal will consider alternative educational arrangements and sanctions as suitable to the situation.

4. Recognition of Positive Behaviour/Attitude

Achievement points are awarded for demonstrating a positive attitude and the values of the Academy in the same way as in the lower school. The table below illustrates the thresholds for rewards.

HPs	Reward
10	Tutor shout out in form time. Message home
20	Head of Year commendation - phone call home - queue jump one day

30	Queue jump one day and free cake on Friday. Dir of 6th form communication home.
40	Queue jump all week and free cake on Friday. VP communication home.
50	Special badge/pen - end of term lunch Principal communication home.
60	Qualify for special reward trip at the end of the year

5. Weekly Review and Communication

- Weekly point summaries emailed to students.
- Tutors review logs during tutor time.
- Deputy Heads of Year review numbers each week and discuss in LM with HoY

6. Support and Inclusion

We recognise individual needs. Students with additional learning, social, or emotional needs will have tailored support plans.

7. Mobile Phones

All Sixth form students are permitted to have their mobile phones on them throughout their time on both the 6th form site and main school site. However if their phone is seen during lesson times in all areas of the 6th form building, it will be confiscated and returned at the end of the day. The only exception to this will be the Sixth form cafe area, where phone use is permitted at all times and the sports hall and when outside on the sports pitches on when at the Main site. Staff do not need to inform parents if they have confiscated a mobile phone and each subsequent phone confiscation will result in a different sanction: 1st offence of the year - B1 banned item 30 min detention will be issued; For 2nd offence - phone will be confiscated and returned at the end of the school day and a 30 min detention will be issued as well as student will be required to hand their phone into reception when they arrive at the 6th form and they will be able to collect it at the end of the school day. For multiple repeat offences - students will be required to hand in their phone each day for a week. All this is recorded on a google document by the Sixth form team and if phone is confiscated on the main site the member of staff who was confiscated the phone must notify a member of the Sixth form team.

Monitoring and reviewing this policy

The implementation of the policy will be monitored by the Principal and a report made to the Governors Curriculum and Community Committee each term. All suspensions/permanent exclusions will be reported to the Committee in the termly report.

This policy will be reviewed at least every two years by the Governors Curriculum and Community Committee and recommendations for acceptance of the biennial review made to the Governing Body meeting in the summer term of the review year.

Appendix 1: City of London Academy - Anti-Bullying Policy

Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" September 2025, and the non-statutory guidance "Teaching Online Safety January 2023".

Policy Objectives

This policy outlines what The City of London Academy (Southwark) will do to prevent and tackle all forms of bullying. The City of London Academy (Southwark) is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices:

This policy links with a number of other school policies, practices and action plans including the behaviour, equalities, teaching and learning and online safety policy.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Children Act 2004
- Education Act 2011
- Education and Inspection Act 2006
- Equality Act 2010
- Malicious Communications Act 1988
- Protection from Harassment Act 1997
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility
- School Governors to take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy

Definition of bullying

- Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). However, we recognise that a one-off incident could also be considered to be bullying behaviour.

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation or gender identity (homophobia, biphobia, transphobia)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying of a sexist or sexual nature
- Bullying via technology, known as online or cyberbullying

Academy Ethos

- The City of London Academy (Southwark) community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our academy can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- The Academy recognises that SEN and LGBTQ+ children (and children who are perceived as LGBTQ+) are especially vulnerable to bullying.
- Sexual violence and sexual harassment are never acceptable and will never be tolerated – it is not an inevitable part of growing up.
- We will not dismiss or tolerate sexual violence or harassment as "banter".
- We will challenge behaviour such as grabbing bottoms, breasts and genitalia. Tolerating such behaviours risks normalising them – they are potentially criminal acts.
- We understand that sexual violence and sexual harassment can be driven by wider societal factors, such as everyday sexist stereotypes and language.

Our Academy and its Community

- Monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports staff to promote positive relationships, to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly including bullying that occurs when pupils are not in school. Sections 90 and 91 of the Education and Inspections Act 2006 states that a school's disciplinary powers can be used to address pupils' behaviour when they are not on school premises.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Requires all members of the community to work with the school to uphold the anti-bullying policy
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints

- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate
- Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the Academy:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern, the matter may then be passed on to the appropriate pastoral lead.
2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
3. A member of the pastoral team who has been safeguarding trained will interview all parties involved
4. The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
5. The school will inform other staff members, and parents/ carers, where appropriate
6. Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
7. If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services through our Southwark partnerships (if a child is felt to be at risk of significant harm)
8. Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the Academy will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in the Academy in accordance with the school's behaviour policy.
9. A clear and precise account of the incident will be recorded by the school on the SIMS Behaviour Module, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the Academy will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible. This may include:

    1) Looking at use of the school systems;
    2) Identifying and interviewing possible witnesses;
    3) Contacting the service provider and the police, if necessary

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

    1) Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
    2) Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and in line with the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully

- Requesting the deletion of locally-held content and content posted online if they contravene the academies school behavioural policies. The Education Act 2011 amended the power in the Education Act 1996 to provide

that when an electronic device, such as a mobile phone, has been confiscated by a member of staff who has been designated by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and parental consent is not needed to search through a young person's mobile phone.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need including referral to external services.
- Inform the police if a criminal offence has been committed. If a member of staff has reasonable grounds to suspect that an electronic device contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    1) Advising those targeted not to retaliate or reply;
    2) Providing advice on blocking or removing people from contact lists;
    3) Helping those involved to think carefully about what private information they may have in the public domain

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Southwark Triage, or support through Child and Adolescent Mental Health Services (CAMHS)

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or Southwark/ LA partners/early help (relevant borough), or Child and Adolescent Mental Health Services (CAMHS) as appropriate

Supporting Adults in the Workplace

Our academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

The Academy's response includes the adults (victim or alleged perpetrator):

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern
- Advice to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Establishing whether a legitimate grievance or concern has been raised and signposting to the Academy's official complaints procedures
- If online, requesting that content be removed
- Instigating disciplinary, civil or legal action as appropriate or required
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

(N.B. Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

Preventing Bullying Environment

The whole Academy and its community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities
- Challenge practice and language which does not uphold the value
- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

Involvement of Pupils

We will:

- Involve pupils in future policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying through student surveys and subsequent focus groups
- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying

- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying through parent surveys and subsequent communication.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Monitoring and Review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The Principal will be informed of bullying concerns, as appropriate, and will report on a regular basis to the governing body on incidents of bullying, including outcomes