

## Culture and Relationships Policy

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<b>Review Cycle</b>	Annual
<b>Author(s)</b>	Headteacher/DHT Pastoral/AHT Culture and Behaviour
<b>Approved By</b>	Full Governing Body
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## **1. Policy Aims**

### **Key aim:**

This policy sets out the expectations of an outstanding culture for students at Rudheath Senior Academy and its approach in ensuring that all students and staff are safe, and able to thrive in a positive learning environment in keeping with its core aim of “opening children’s eyes to a wonderful world of possibility” and its core values of **Excellence and Kindness**. Our ethos is therefore “Warm-Strict”, with the emphasis on warm. We believe routines and structures help children.

**We have unapologetically high expectations of our students; we are placing relationships at the heart of everything we do and at the heart of this culture and relationships policy.**

We will aim to:

- Have disruption free learning in all classrooms which will support in driving excellent outcomes
- Support students to engage in learning in the classroom uninterrupted by disruption.
- Create Rudheath role models who have resilience and can self- manage behaviour.
- Create a safe culture of respect for all people and the environment and clear and simple routines for all to follow.
- Support teachers to comply with teaching and learning standards set out by the DFE, which states that all staff have a responsibility to promote good behaviour, self-discipline, and respect, prevent bullying and create positive and effective learning environments.

This behaviour policy applies to students when:

- Students are attending the Academy;
- Taking part in any Academy organised or Academy related activities;
- Travelling to and from the Academy;
- Wearing the Academy uniform.

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

## **2. Policy Implementation**

**Governors:** support the Academy in maintaining high standards of behaviour. Governors and Trust 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 or parents/carers are listened to, and appropriately addressed.

**The Headteacher and Deputy Headteacher for Culture and Behaviour** is responsible for the implementation and day to day management of the policy procedures and routines, and for ensuring relationships are based on a warm-strict ethos.

**The Senior Leadership Team** will support the Headteacher and ensure that; all staff adhere to the behaviour policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required. They will monitor daily and ensure routines are clear and consistent. They will be highly visible every day.

**All staff**, including teachers, support staff and student teachers are responsible for ensuring that the policy, procedures and routines are followed and consistently and fairly applied. They will model excellence and kindness through positive relationships.

**Students** are expected to take responsibility for their own behaviour and are made fully aware of the Academy policy, procedures and expectations. Students are expected to be role models for the Academy and are expected to maintain our standards of behaviour when representing the Academy or when in the local community. We ask them to take 100% responsibility for their actions and create a culture of “no excuses”.

**Parents and carers** must take responsibility for the behaviour of their child both inside and outside the Academy. They are encouraged to work in partnership with the Academy in maintaining high standards of behaviour and aligning to the school values.

### 3. The Rudheath Standard – In class and out of class routines

The values of Excellence and Kindness underpin all that we strive towards. This includes our expectations for students in school. Students who meet the Rudheath Standard will be rewarded. To ensure consistent application of the behaviour standards, it is expected that students will:

**THE RUDHEATH WAY  
IN-CLASSROOM  
STUDENT ROUTINES**

**EXCELLENCE**

- I will arrive to all lessons on time and with the correct equipment.
- I will complete all work to the best of my ability, striving for excellence each lesson.
- I will answer and ask relevant questions in every lesson.

**KINDNESS**

- I will listen to my teacher and peers, never talking over others (one voice).
- I will be polite and kind to all staff and students, following instructions first time.
- I will respect the school environment and all people in it.

# REMARKABLE RUDHEATH

**THE RUDHEATH WAY  
OUTSIDE THE CLASSROOM  
STUDENT ROUTINES**

**EXCELLENCE**

- I will walk "quickly and calmly" around RSA and ensure I am punctual to all lessons.
- I will respect the mobile phone policy and remember to keep devices invisible.
- I will wear my uniform with pride and arrive to lesson ready to learn.

**KINDNESS**

- I will keep my voice to a reasonable level and walk so the Academy feels calm.
- I will be polite and kind to all staff and students, following instructions first time.
- I will respect the school environment and all people in it and ensure it is litter free.

# REMARKABLE RUDHEATH

### 4. Uniform

We have very high standards in everything that we do, and we want your child to look as smart as possible at all times. We believe that this creates an effective climate for learning and striving for excellence, in their community.

\*Item to be a Rudheath Senior Academy branded Item



## RSA Role Model- Excellence in *Uniform*

### \*School Blazer

The blazer must be worn at all times, with sleeves rolled down.



### \*Rudheath Tie

Tie should be clipped to the top button of your shirt or tied accordingly.

### White Shirt

White shirt to be worn underneath a jumper and/or blazer (jumpers are optional, blazers are compulsory)



### Skirts

Black pleated skirts must be an appropriate length and not rolled at the waist.

### V neck black jumper

V neck Rudheath jumper or plain black v neck jumper with long sleeves. Jumpers are optional.



### Tights

40+ Denier tights to be worn with a skirt. No socks over tights.

### Trousers

Black tailored school trousers. Plain black socks to be worn with tailored trousers.

#REMARKABLERUDHEATH

### Shoes

Shoes must be entirely plain black, worn with plain black socks. No trainers. (See separate picture)

#### EXAMPLES OF ACCEPTABLE FOOTWEAR

School shoes should be plain black in colour, leather and cover the whole of the foot. Essentially, they need to be shoes that could be described as plain, black, flat sensible school shoes, such as these examples.



#REMARKABLERUDHEATH

\*Item to be a Rudheath Senior Academy branded Item



## RSA Role Model- Excellence in PE *Uniform*

### \*PE Top

Rudheath PE Sports Top



### \*PE Shorts

Rudheath PE shorts or plain black PE shorts



### \*PE Skirt

Rudheath PE skirt or plain black PE skirt.



### \*PE Socks

Rudheath black and red or plain black socks

# REMARKABLE RUDHEATH

- Blazers to be worn at all times around the school premises
- Black pleated school skirt of a suitable length (a student should be able to stand straight, arms by their side, and not have their fingertips reach past their skirt). The waistband must be flat, and skirts are not to be rolled up around the waist band.
- Ties to be worn at all times around the school premises
- If wearing a skirt, tights are to be worn – 40 denier or above or trousers. No socks over tights.
- Trousers to be black tailored school trousers – no jeans, leggings or sports wear
- No Hoodies or zipped tops to be worn on site under Blazers.
- Coats only over Blazers – not as a replacement item
- Jumpers are optional. If worn, they are to be black V neck school jumpers (RSA jumpers or plain black)
- Shoes to be black polishable with black soles. No trainers.
- No jewellery except 1 pair of stud earrings/a clear retainer in the nose
- No False nails – only clear nail varnish allowed
- Natural and subtle make-up is permitted. If staff feel it is excessive then students will be asked to remove it.
- No false eyelashes

These are not exhaustive, and school will have the final decision of what meets the school standard. Reasonable adjustments can be made throughout this policy on an individual basis

**Please see our website, student planner and guidance booklet for full details of our expectations around uniform.**

### 5. **Mobile phones**

Rudheath Senior Academy is a 'mobile detox' school. It is expected that mobile phones (including ear pods and smart watches) will not be visible during the school day and when on school premises. They will be placed in Mobile phone pouches. Mobile phones are not permitted to be used by students at any time whilst on site and must be locked in their phone pouch during line up until the end of the day. (See mobile phone policy for details).

**6. Rewards and appreciation at Rudheath Senior Academy**

Using rewards will drive the school values of Excellence and Kindness. We believe that celebration and positive recognition of student’s behaviour will support with the school’s culture and ethos. We will regularly identify, reward and celebrate the successes of student’s behaviour across every aspect of school life. This is driven through the framework of RSA Role Models and celebrated through a range of events such as daily rewards (phone calls home, certificates) and termly achievement presentations.

**THE RUDHEATH WAY  
WE REWARD  
RSA ROLE MODELS**

- Representing the school
- Smartly dressed
- Academic achievement
- Role Model of excellence in school or the community
- Organised and ready to learn
- Leadership
- Excellent effort (1% better every day)
- Manners and Respect
- On time to school and lessons
- Determination (not giving up)
- Excellent attendance (in school and to lessons)
- Love of Reading

**#REMARKABLE RUDHEATH**

**nwa**  
North West Academies Trust

**7. Consequences and sanctions**

The classroom culture at Rudheath Senior Academy is one of disruption free learning and a calm, orderly safe space to learn which encourages outstanding progress in all lessons. We acknowledge that students will sometimes require direction to correct their behaviour. This is done with a focus on positive framing and de-escalation. Staff will use various de-escalation techniques if faced with challenging behaviour issues.

Register score	Description	Rewards and Sanctions
1. At the beginning of each lesson a student will be award 2 points	Outstanding Learning behaviour All of the expected behaviour for learning and: Going above and beyond classroom expectations	Behaviour for Learning Grade 1 (register). The points will be automatically awarded for marking the student as present on the register.

	<p>Showing grit and determination in the face of challenges</p> <p>Supporting peers and teachers to enable outstanding learning.</p> <p>Always has the correct equipment for class and shows a great pride in their work</p>	Praise points can be issued using Arbor.
<p>2. -1 point will be deducted if a student receives a Choice behaviour. They will only receive 1 point.</p>	<p>Disruption to teaching and Learning.</p> <p>Behaviours include</p> <p>Not following staff instruction</p> <p>Low level disruption</p> <p>Not completing tasks set</p> <p>stopping the learning for yourself and others.</p> <p>Being rude towards others</p>	<p>Staff will follow the following protocol:</p> <p><i>[Student name], you are disturbing yours and others learning by [specific reason for the warning]. This does not meet our expectations because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning as a 'Chance.'</i></p> <p><i>The student's name will then be clearly displayed on the seating plan to indicate to the student that they have received a warning. Quality First teaching strategies will be used to avoid situations escalating.</i></p> <p><b>Choice</b> – Following the Chance, students will receive a final warning with a reminder of sanctions from the teacher.</p> <p><i>If the student repeats the behaviour or a different example of disruptive behaviour, the process will be repeated exactly as above, but with the phrase 'I am giving you a Choice to correct your behaviour.' The student's name will then be clearly displayed on the seating plan to indicate to the student that they have received a second warning.</i></p>
<p>3. Both points will be deducted, and the student will receive a sanction linked to a Consequence behaviours.</p>	<p>Not following staff instruction</p> <p>Low level disruption</p> <p>Not completing tasks set</p>	<p><b>Consequence</b> – If a student fails to correct their behaviour a consequence can be issued at this stage but a -2 must be recorded on the register.</p> <p>Breaktime Detention issued as a minimum outcome.</p>

	stopping the learning for yourself and others. Being rude towards others	
Removal from lesson	Removal from the lesson Any further disruption results in the pupil being parked in another lesson (Green Room) in the faculty by the teacher or the use of the 'on call' system if the teacher is unable to resolve the issue.	<i>If there is further disruption, the student will be set a consequence: [Student name] you have further disrupted learning by [specific reason for the warning]. Unfortunately, you have ignored the two previous warnings and so are now receiving a consequence and will be removed.</i>

### **8. Language of Consequence and Sanction system at Rudheath Senior Academy**

The Consequences system is not an alternative to the techniques teachers use in their teaching and behaviour management. Staff will always use de-escalation techniques and if a student's behaviour still does not meet the expected standard, the following system of '**Chance, Choice, Consequence**' will be used:

**Students with SEND will receive an extra chance as a reasonable adjustment if required and we train staff on how to support students with SEND but we maintain high expectations.**

#### **Choice Behaviours will escalate as follows:**

Choice behaviours will follow the Chance, Choice, Consequence escalation of language in all lessons, with the aim to prevent an escalation in behavior and/or removal from lessons for:

- Not following staff basic instruction
  - Low level disruption
  - Not completing tasks set
  - stopping the learning for yourself and others.
  - Being rude towards others
- 
- Chance – Student is given the chance to correct their behavior. Staff will log the students' name on the board. ***[Student name], you are disturbing yours and others learning by [specific reason for the warning]. This does not meet our expectations because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning as a 'Chance'.***
  - Choice – Following the Chance, students will receive a final warning with a reminder of sanctions from the teacher. ***[Student name], you are still disturbing yours and others learning by [specific reason for the warning]. This does not meet our expectations because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, I am giving you a choice to correct your behaviour. This will result in you losing one point.***
  - Consequence – If a student fails to correct their behaviour, students will be removed from this lesson by 'On Call' and taken to either the Green Room or taken to the Pastoral Hub for the remainder of the lesson or until a restorative process has been completed. A detention



will be issued. ***[Student name], you have further disrupted learning by [specific reason]. Unfortunately, you have ignored the two previous warnings and so are now receiving a consequence.***

#### **Level 4 and Level 5 behaviours**

These are more serious negative behaviours which will trigger an instant On Call with an investigation, potentially leading to Reflection Room, Step Out to another school or provision or a Fixed Term Suspension.

The following behaviours are included:

- Being aggressive, violent or threatening
- Anti-social behaviour leading to damage of the school environment
- Non-compliance or persistent refusal (including not following the uniform policy)
- Verbal abuse towards staff
- Persistent disruption
- Truancy

**The behaviours listed are not exhaustive. Any other behaviours which have a negative impact on learning, or the reputation of the school, will be sanctioned.**

#### **9. Detentions: (Consequences)**

Detentions are 10 minutes at breaktime. Students must report to detention before going to breaktime. Students who do not attend a breaktime detention will receive a 30 minute afterschool detention.

Detentions are 30 minutes at the end of the school day from 3.10pm to 3.40pm, with a focus on restorative conversations with staff members. If students do not attend they will be placed in the Reflection Room for the day.

Failure to complete Reflection Room session will result in possible step out session at another school and or fixed term exclusion.

#### **10. Punctuality**

We expect all our students to attend promptly as this is a vital life skill and will be needed for employability.

- Students who arrive **up to 9am, should enter** via the Shipbrook Road entrance.
- We operate a free breakfast club for all between 8am and 8.35am
- We ask students to be “through the gate by half past 8” to ensure they will be at their line ups by 8.35. The canteen doors will be locked at **8.40am**.
- Staff will be on duty to meet and greet our students between 8.15 and 8.35am to welcome them to the Academy. Pastoral staff will be on duty from 8am in the canteen.
- Any student that arrives after 8.40am **without a valid reason** will be marked as L (late to school) by the attendance team and will be expected to attend a punctuality detention in Thumberg the same day. They must take themselves to that detention. Failure to do so will result in escalation to a 30 minute afterschool detention.
- Their time of arrival will be noted, and they will be asked to go immediately to form.

- If a student enters school before 8.40am but does not attend form on time **without a valid reason, then they will be marked as 'L' Late and they will also be given a breaktime detention for being Late to School with no valid reason.**
- Students that arrive after 9am **without a valid reason** will need to sign in with the attendance team at the Shipbrook Road entrance. The attendance officer will check and issue a break time detention. Staff On Call/Pastoral Managers to check standards on arrival before entering the site. The student maybe escorted to their lesson.

### **11. Reflection room**

The Reflection Room is considered to be a serious sanction it is used as an alternative to suspension. Sstudents will be expected to, turn up at the start of the day on time, complete their class work in line with their timetable for that day. They will start each day with Maths P1, English P2 via the Student Facing Website.

Students will be guided by a member of the Behaviour and Culture team to complete a restorative conversation and reflection so that they can rectify their behaviour and return to the classroom learning environment in a timely manner. During their time in the Reflection Room they will be expected to pass each lesson and failure could result in further sanctions.

Should a student fail to comply with the expectations in the Reflection room, they will be suspended.

Students in the Reflection Room will not be participating in social times with the rest of the school.

### **12. Serious Incidents**

Decisions for a suspension are only made by the Headteacher, or a delegated Senior Leadership Team member (in the Headteacher's absence). Parents are responsible for their child during a Fixed Term Suspension. A suspension is always followed by a re-integration meeting which will include an individualised plan with targets, this will be monitored on a regular basis. Any student who is suspended will return to school on Step 3 of the Behaviour Ladder (Appendix 1)

#### **External Exclusion (Suspension):**

Any behaviour that is deemed, in the judgement of the head teacher (or in the case of the Headteacher's absence, the Deputy Headteacher) to undermine the authority of a member of staff or adversely affect the health and safety of a member of the school community, may result in a student being suspended from school (also known as Fixed term suspension or FTS).

All suspensions, fixed period and permanent exclusions are made following the LA procedures.

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010. We acknowledge that the school is obliged to follow the DfE guidance on suspensions. Section 1 makes specific reference to the Equalities Act. These duties are to be complied with when deciding whether to exclude a student. The school ensures that their policies and practices do not discriminate against students by unfairly increasing their risk of suspension. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues. The Headteacher and Governing Body will comply with their statutory duties in relation to SEND when administering the suspension process. This includes having regard to the SEND Code of Practice.

**Please be aware that our Suspension Policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; work experience placement etc.**

**Types of Suspension**

**Suspension/Fixed Term Suspension (FTS):**

A Suspension/FTS is a very serious sanction and can only be made by the Headteacher.

A Suspension/FTS can be part of a day or a stated number of days up to 5 days.

If a Suspension/FTS is applied, you will receive a phone call outlining the FTS including:

- Reason the Suspension/FTS has been applied;
- How many days Suspension/FTS;
- When the reintegration meeting will take place and who will hold the meeting.

This will always be followed up with a formal letter.

All students must complete a reintegration meeting before returning to the Academy. This meeting will reflect on the incident, set clear targets and plan the return to school for the student

**Permanent Exclusion (PEX)**

The decision to exclude a student permanently is a last resort. There are two main types of situations in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

**Reasons for PEX:**

**Examples. Please note this list is not exhaustive.**

Extreme PNC (High level persistent non-compliance and repeated breaches of our policy)
Carrying or supplying illegal drugs
Carrying or using an offensive weapon
Persistent bullying
Serious violence against another student
Serious and high-level Intimidating behaviour or an assault a member of staff
Serious damage to school property
Sexual abuse/assault Sexual violence such as rape/sexual penetration
Serious misuse of Academy IT systems and computers
Setting off fireworks onsite
Other serious high-level incidents determined by the Headteacher following investigation (Whether on or off-site)

## **Reasonable Adjustments**

The Academy paperwork regarding suspension decisions refers to a section called 'Reasonable Adjustments' this is to ensure that appropriate staff such as the SENDCO or pastoral staff are consulted to ensure that student profiles, EHCP and other guidance has been followed appropriately.

Where there is evidence that a student's SEND status or adverse childhood experiences have an impact on their behaviour and ability to manage the expectations of the Behaviour Policy, the SENDCO/ DSL will ensure a clear plan for positive behaviour with consultation from external advice where appropriate.

Examples of adjustments include:

- Temporary TA support or mentoring
- An additional warning in the classroom (Extra chance)
- Independent learning in the Sanctuary area
- Additional support/allocated spaces in unstructured times
- Fidget toys (where applicable)
- Reregulation opportunities
- Extra processing time
- Restorative work (focus on learning rather than sanction)
- Outside agency support work
- Other interventions

## **The investigation**

When an investigation which may result in a suspension takes place it will be conducted in accordance with DfE guidance. The Academy's principles which will be applied are as follows:

- The member of staff will make a statement referring the issue.
- The student involved will be asked to make a statement; this can be a verbal statement this can be a verbal statement transcribed by a member of staff. This should be signed and dated.
- Any witnesses will also make statements which will be signed and dated.
- If there is any physical evidence (e.g., CCTV images, objects), these will be recorded and added to the decision document.
- Voice of the child meetings.

## **Decision**

Any decision to externally exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e., is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the Academy's Behaviour Policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

## **Appeals**

There is a right for parents to make representations about all suspension decisions. For permanent and fixed term suspensions that result in more than 15 days of suspension in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period.

### **Role of the Local Governing Body**

The Local Governing Body is responsible for ensuring that any suspension decision made by the Headteacher is lawful, reasonable, procedurally fair and proportionate. A Governors' Student Discipline Committee panel made of three serving members of the LGB will meet to consider representations by the Academy, parents and the Local Authority. The panel can either uphold the suspension or direct reinstatement (and if the latter is not practical still consider if the decision was justified.) The decision of the panel will be given in writing and without delay giving the reasons for the decision

The Rudheath Senior Academy Behaviour for Learning Policy takes note of the guidance provided by the DFE "Behaviour and Discipline in Schools" (January 2016) & suspension from maintained schools, academies and pupil referral units in England (September 2017).

### **13. Use of Reasonable Force**

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

All Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Specific instances of when reasonable force can be used are set out in the Department for Education's Use of Reasonable Force guidance (July 2013).

Should a member of staff make use of physical intervention this is recorded via CPOMs. Rudheath Senior Academy does not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.

### **14. Prohibited items and searches**

The law relating to searches Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object.

Items which may be searched for without consent may include:

- knives or weapons (made or adapted)
- alcohol, smoking paraphernalia such as vaping implements
- illegal drugs, fireworks
- pornographic images and stolen items
- The Rudheath Senior Academy also enforces a strict ban on tobacco, e-cigarettes and fizzy/energy drinks which have a detrimental effect to school discipline

School staff can search students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been or is likely to be used to commit an offence. The Senior leadership team and HOYs and Pastoral Managers will carry out these searches.

### **15. Working with the Police**

Rudheath Senior Academy will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school.

The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement. The school is part of Operation Encompass: a scheme which will ensure that we can better support any child where a domestic incident has been reported to Police from their home.

Following a domestic incident, the Police will make contact with the school via telephone and communicate relevant information to nominated, fully trained school staff. This will ensure that we are made aware early enough to support children and young people in a way that means they feel safe, supported, and listened to.

Each school has a member of staff called a key adult who is trained to liaise with the police, when required, whilst ensuring support is available to the child. At the Rudheath Senior Academy, this is Assistant Headteacher Mrs Jemma Morrell who is the designated safeguarding lead.

### **16. Bullying**

Please refer to our anti-bullying policy for further details.

Definition of Bullying 'A persistent, deliberate attempt to hurt or humiliate someone'.

Rudheath Senior Academy strives to be a caring, effective, safe and supportive community which lives by its core values for excellence and kindness. We believe in offering equality of opportunity and provision for everyone. We do not tolerate bullying in any form.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance.

All our RSA policies are located on the Academy website.

#### **We want to:**

- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Provide support for all members of the Academy community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.

- Ensure fair treatment for all, regardless of age, disability, sex, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sexual orientation, and encourage understanding and respect for different social, religious and cultural backgrounds.

### **Types of Bullying:**

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### **There are various forms of bullying which include:**

- Physical – e.g., hitting, kicking, taking belongings.
- Verbal – e.g., name calling, insulting, racist remarks.
- Sexual/Racial/Homophobic.
- Indirect – e.g., spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g., use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

### **Allegations against staff**

Allegations that may meet the harms threshold is outlined in part 4 of Keeping Children Safe in Education, links to which can be found in our safeguarding policy.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or;
- Possibly committed a criminal offence against or related to a child, and/or;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO). Our Links will be via Deputy Headteacher or via our Academy DSL.

The Headteacher will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

A full and comprehensive summary of this information can also be found in our safeguarding policy.

## **17. Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

- Between two children of any age and sex;
- Through a group of children sexually assaulting or sexually harassing a single child or group of children;
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff at Rudheath Senior Academy will:

Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them;

Regularly review decisions and actions, and update policies with lessons learnt;

Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns;

Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again;

Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff are made aware through safeguarding training about the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.



If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out above and seek advice from the designated safeguard lead, Mrs Jemma Morrell or a deputy safeguarding lead. All reports of sexual violence and sexual harassment between children are recorded on CPOMS, where the school stores safeguarding files for all students.

A full and comprehensive summary about sexual violence and sexual harassment between children in schools can also be located in our Safeguarding Policy.

All our RSA policies are located on the Academy website.

## Appendix 1

### Behaviour Intervention Ladder

Steps	Intervention	Trigger point
Step 1	<p>Meeting with form tutor - Discuss BFL record using Arbor. Identify issues and suggest strategies to improve.</p> <p>Parental contact needs to be made at this stage. The meeting is recorded on School Management Information System (MIS) – Arbor.</p> <p>Parent(s) – support the strategies from the meeting.</p> <p>SENCO – advise on the strategies if the pupil is on the SEND register.</p> <p>Sanctions – Detentions and After School Detentions used if appropriate.</p> <p>Review after 2 and 4 weeks. Contact home after a review.</p> <p>Move to Level 2 if necessary. Contact home if there is improvement or resolution.</p>	<p>20 negative behaviour entries</p> <p>Monitored by: • Form teacher</p>
Step 2	<p>On Report Head of Year – Seek teacher feedback.</p> <p>Make SLT link aware.</p>	<p>Continue to receive negative behaviour incidents despite support</p> <p>Failure to complete Level 1</p>

	<p>Inform parents and follow-up with letter.</p> <p>Record on School Management Information System (MIS) – Arbor.</p> <p>Individual Behaviour Plan Considered.</p> <p>SLT Link – discuss with Head of Year and SENCO.</p> <p>Parent(s) – support the school strategies.</p> <p>SENCO – advise on the strategies if the pupil is on the SEND register. Consider possible unidentified need.</p> <p>Sanctions – Detentions and After School Detentions used if appropriate.</p> <p>Review after 2 and 4 weeks. Contact home.</p> <p>Move to Level 3 if necessary. Contact home if there is improvement or resolution.</p>	<p>Monitored by: • Pastoral manager / Head of Year</p>
<p>Step 3</p>	<p>Meeting with SLT / Head of Year/ parents/guardians and follow-up with letter.</p> <p>Pastoral Support Plan to be drawn up. Meeting recorded on School Management Information System (MIS) – Arbor.</p> <p>Parent(s) – support the school strategies.</p> <p>SENCO – Consider parental contact to identify possible unidentified need.</p>	<p>Serious misbehaviour Suspension Failure to complete Level 2 Failure to accept sanctions</p> <p>Monitored by: • Head of Year / SLT link</p>

	<p>Sanctions – After School Detentions, Reflection Room, Step Out, Suspensions used if appropriate.</p> <p>Review after 2 and 4 weeks. To remain on plan for 6 weeks. Contact home. Move to Level 4 if necessary. Contact home if there is improvement or resolution.</p> <p>N.B. All pupils will start at Level 3 on this ladder after a suspension unless they are already at a higher level.</p>	
Step 4	<p>Behaviour Review – (Head of Year / SLT link / Pastoral SLT / Parents / Headteacher)</p> <p>Meet parents and follow-up with letter of outcomes. Continue with Pastoral Support Plan (PSP).</p> <p>Meeting recorded on School Management Information System (MIS) – Arbor.</p> <p>Parent(s) – Attend the meeting. Support the school strategies.</p> <p>SENCO – Attend meeting if necessary. Sanctions – After School Detentions, Reflection Room, Step Out, Suspension, Managed move used if appropriate.</p> <p>Review after 2 and 4 weeks.</p> <p>Contact home. Move to Level 5 if necessary. Contact home if there is improvement or resolution.</p>	Failure of Step 3
Step 5	<p>Panel Meeting with Headteacher– Follow-up with letter of outcomes.</p>	

	<p>Update Pastoral Support Plan (PSP). Meeting recorded on School Management Information System (MIS) – Arbor.</p> <p>Parent(s) – Support the school strategies and attend the Panel meeting.</p> <p>SENCO – Attend meeting if necessary.</p> <p>Local authority advice and guidance sort at this stage</p> <p>Sanctions – Alternative provision used if appropriate</p>	
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#### Appendix 2 Student Support & Interventions

If a student has to be suspended, we will offer support in the reintegration meeting.

Examples of this support include:

- Report cards
- Behaviour contracts
- Time out card
- Adjustment to Behaviour Policy in lessons (reasonable adjustment)
- Counselling
- Staff mentoring
- Support in referring to the Safeguarding Team
- Investigation into relevant SEND assessments
- Early help assessment explored
- Further LA support including CAMHS

**If a pupil is unsuccessful in meeting their targets over time, then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil.**

**Step-out** – For any behaviour that is deemed, in the judgement of the Headteacher, deputy or assistant headteacher, to be a persistent breach of the school’s behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a step-out.

A step-out is a fixed period of time at an alternative educational establishment and is designed to attempt to intervene before a formal fixed term suspension.

## Appendix 2 – Behaviour Intervention Ladder letters Level 2

Behaviour Intervention proforma

Dear Parent/Carer,

I met with pupil [name] on [date] to discuss their behaviour.

This was in response to:

[Reason 1]

[Reason 2]

[Reason 3]

We discussed the Behaviour Intervention Ladder during this meeting which constituted Level 1 of the process.

We also discussed any support needed for behaviour to improve and agreed the following targets:

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them.

I have enclosed a copy of the Behaviour Intervention Ladder for your reference which forms part of the school's Behaviour Policy. This policy can be found on the school website. Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Kind regards,

[name] [position]

## Level 3 Behaviour Intervention proforma

Dear Parent/Carer,

Level 3 Behaviour Intervention I recently wrote to advise you that your child had been placed on Level 2 of our Behaviour Intervention Ladder. Unfortunately, since this meeting, [name]'s behaviour has not improved. I have now advised them that they are now being placed on SLT report. This will enable me to monitor their behaviour on a daily basis and address issues as they arise.

In addition to this, I have sought specific feedback from your child's teachers. Further to this the support and targets agreed at Level 2 [remain in place/have been adjusted] as below:

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them.

Our Behaviour Policy which includes the Behaviour Intervention Ladder can be found on the school website. Behaviour will continue to be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Kind regards,

[name] [position]

#### Step 4 Behaviour Intervention proforma

Dear Parent/Carer,

Further to my recent letter advising you that your child has been placed on Step 3 of the intervention process, [name]'s behaviour has continued to fail to meet the expectations set out in our Behaviour Policy.

Mr/Mrs [name],

[position], SLT link to Year [year] and I met with [name] on [date] to discuss the following areas:  
[Reason 1]

[Reason 2]

[Reason 3]

We discussed the Behaviour Intervention Ladder during this meeting. We also discussed any support needed for behaviour to improve and the following targets were agreed.

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them. Our Behaviour Policy which includes the Behaviour Intervention Ladder can be found on the school website. Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process.

I will update you as necessary.

Kind regards,

[name] [position]