

## Culture and Relationships Policy

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

- Foster a safe and inclusive culture of respect for all individuals and the environment, supported by clear and consistent routines for everyone to follow.
- 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.
- 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, Deputy Headteacher and Assistant 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

nwa

**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

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### 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.



## 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.

# REMARKABLE RUDHEATH

### 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.



# REMARKABLE RUDHEATH



## 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 upon entry into the school. (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, issuing praise points, verbal recognition), weekly rewards (Student of the week awards, attendance prizes) and termly rewards (rewards events, celebration assemblies, awarding certificates and prizes).

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

## 7. Consequences

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.

Praise Points	Description	Rewards and Sanctions
1. At the beginning of each lesson a student will be award 2 points	<p>Outstanding Learning behaviour.</p> <p>All the expected RSA behaviour for learning and:</p> <ul style="list-style-type: none"> <li>Going above and beyond classroom expectations</li> <li>Displaying RSA Role Model Values</li> <li>Supporting peers and teachers to enable outstanding learning</li> <li>Always has the correct equipment for class and shows a great pride in their work.</li> </ul>	<p>The points will be automatically awarded for marking the student as present on the register.</p> <p>Praise points can be issued using Arbor.</p>

<p>2.</p> <p>-1 point will be deducted if a student receives a <b><u>Choice behaviour.</u></b></p>	<p>Disruption to teaching and Learning. Behaviours include;</p> <ul style="list-style-type: none"> <li>• Not following staff instruction</li> <li>• Low level disruption</li> <li>• Not completing tasks set</li> <li>• Stopping the learning for yourself and others - not displaying the values of excellence</li> <li>• Being rude towards others - not displaying the values of kindness</li> </ul>	<p><u>Staff will follow the following protocol:</u></p> <p><i>[Student name], you are preventing learning by [specific reason for the warning]. We cannot allow you to do this, so I am giving you a warning as a 'Chance.' to change your behaviour.</i></p> <p><i>The student's name will then be clearly displayed on the <u>board</u> to indicate to the student that they have received a warning. Quality First teaching strategies and de-escalation will be used to avoid situations escalating.</i></p> <p><b>Choice</b> – Following the Chance, students will receive a further warning with a reminder of sanctions from the teacher.</p> <p><i>If the student repeats the behaviour the process will be repeated exactly as above, but with the phrase ‘</i></p> <p><i>[Student name], you are still preventing learning by [specific reason for the warning]. You had a chance to change your behaviour, now I am giving you a choice. Please make the right one before we move towards a consequence.</i></p> <p><i>The student's name will then be clearly displayed on the <u>board</u> under 'Choice' to indicate to the student that they have received a second warning. The student will now lose 1 point.</i></p>
<p>3. Both points will be deducted, and the student will receive a sanction linked to a <b><u>Consequence behaviour.</u></b></p>	<p>Disruption to teaching and Learning continues, despite a chance and choice provided. Behaviours include;</p> <ul style="list-style-type: none"> <li>• Not following staff instruction</li> <li>• Low level disruption</li> <li>• Not completing tasks set</li> <li>• Stopping the learning for yourself and others - not displaying the values of excellence</li> <li>• Being rude towards others - not displaying the values of kindness</li> </ul>	<p><b>Consequence</b> – If a student fails to correct their behaviour, a consequence can be issued at this stage.</p> <p><i>[Student name], you have continued to disrupt learning, now I am giving you a consequence. Your two points are to be removed, and a message is being sent home. Please stop before we move towards a removal from lesson and an after-school detention.</i></p> <p>Staff will issue a consequence in the form of –2 points and an e mail is sent home.</p> <p>Data to be reviewed by HOY/PMs/FLs.</p>
<p>4. Removal from lesson</p>	<p>Any further disruption results in removal from the lesson by the 'On Call 'system' if the teacher is unable to resolve the issue or if the students is unable to display the required behaviours.</p> <p>This is a serious action to take from a class teacher.</p>	<p><i>If there is further disruption, the student will be removed from the lesson by a member of the on-call team and placed into 'Reflection.'</i></p> <p><i>[Student name], you have further disrupted learning by [specific reason for the warning]. Unfortunately, you have not followed the three previous warnings and so are now receiving a lesson removal and an after-school detention.</i></p>



		If a student is removed from learning, they will remain there for the rest of the lesson or until a full restorative is complete. If the removal is within the last 15 minutes of the lesson, they are to remain there the following lesson. Two removals in a day leads to a full day in Reflection.
5. Immediate On call	<p>If a student displays the following behaviours, 'On Call' should be used immediately:</p> <ul style="list-style-type: none"> <li>• Physically/verbally aggressive behaviour towards staff/students</li> <li>• Racism/sexism/bullying/homophobia</li> <li>• Dangerous behaviour</li> <li>• Vaping/smoking</li> <li>• Drug/Alcohol mis-use</li> <li>• Anti-social behaviour</li> <li>• Theft</li> <li>• Bringing the Academy into serious disrepute</li> </ul>	<p><i>If a student needs immediate removal, then the On Call Emergency alert system will be used for immediate removal.</i></p> <p><i>[Student name], this behaviour will not be tolerated at RSA, and you need to be removed for your own safety and the safety of others.</i></p>

#### 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.**

#### Behaviours will escalate as follows:

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

- Not following staff instruction
- Low level disruption
- Not completing tasks set
- Stopping the learning for yourself and others - not displaying the values of excellence
- Being rude towards others - not displaying the values of kindness

**Chance** – Student is given the chance to correct their behavior. Staff will log the students' name on the board. *[Student name], you are preventing learning by [specific reason for the warning]. We cannot allow you to do this, so I am giving you a warning as a 'Chance.' to change your behaviour.*

**Choice** – Following the Chance, students will receive a further warning if their behaviour does not improve, with a reminder of sanctions from the teacher.

*[Student name], you are still preventing learning by [specific reason for the warning]. You had a chance to change your behaviour, now I am giving you a choice. Please make the right one before we move towards a consequence.*



The student's name will then be clearly displayed on the board under 'Choice' to indicate to the student that they have received a second warning. The student will now lose 1 point.

**Consequence** – If a student fails to correct their behaviour, a consequence can be issued at this stage.

*You have continued to disrupt learning, now I am giving you a consequence. Your two points are to be removed, and an email is being sent home. Please stop before we move towards a removal from lesson and an after-school detention.*

#### **Lesson Removal.**

If there is further disruption, the student will be removed from the lesson by a member of the on-call team and placed into Reflection for the remainder of the lesson or until a restorative process has been completed. If there are 2 removals in a day, students will be based in Reflection for the day.

*[Student name], you have further disrupted learning by [specific reason for the warning]. Unfortunately, you have not followed the three previous warnings and so are now receiving a lesson removal and an after-school detention.*

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

These are more serious negative behaviours which will trigger an instant 'On Call' with an investigation in the Reflection Room/Pastoral Hub. Appropriate actions are taken following a detailed investigation/'behaviour ladder' next steps. The Pastoral Team will triage the behavioural event and assign the appropriate level and consequence.

*[Student name], this behaviour will not be tolerated at RSA, and you need to be removed from the lesson, or area.*

The following behaviours are included, and not exhaustive of level 4 behaviours:

- Persistent disruption
- Refusal to follow staff instructions
- **Refusal to comply with the mobile phone or uniform policy**

The following behaviours are included, and not exhaustive of level 5 behaviours:

- Physically/verbally aggressive behaviour towards staff/students
- Racism/sexism/bullying/homophobia
- Dangerous/Anti-social behaviour
- Vaping/smoking
- Truancy
- Drug/Alcohol misuse
- Theft
- Bringing the academy into serious disrepute

**Any other behaviours which have a negative impact on learning, or the reputation of the school, will be sanctioned.**

#### **9. Detentions:**

Detentions are 30 minutes at the end of the school day in the Exhibition Hall 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 detention the following day for 50 minutes. Heads of Year/Pastoral Managers will ensure a follow up phone call is made so that all students are directed to attend.

Failure to attend a second time will result in a full day in Reflection Room.

#### **10. Punctuality**

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

- Students **should enter** via the Shipbrook Road entrance. Year 11 students who arrive late must also use this 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 and at this point, students are late to line up and a consequence is issued.**
- Staff will be on duty to meet and greet our students between 8.00am and 8.35am to welcome them to the Academy. Pastoral and/or senior staff will be on duty from 8am in the canteen.
- Any student who arrives after 8.40am **without a valid reason** will be marked as L (late to school) by the attendance team, students who receive three or more late school (L) in a week will receive an SLT detention after school.
- Their time of arrival will be noted, and they will be asked to go immediately to form or lesson.
- If a student enters school before 8.40am but does not attend form on time **without a valid reason**, they will be marked as ‘L’ Late, and this will be counted towards the three or more sanction.
- Students that arrive after 9.10am **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 30-minute, same day after school detention. Staff On Call/Pastoral Managers to check standards on arrival before entering the site. The student may be 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. Students are placed into the Reflection Room when they have been removed from a learning environment (see the table in section 7) or booked in following a serious behavioural event for further investigation or intense intervention/restorative work.

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. Two removals in a day from a learning environment will result in a full day in the Reflection Room.

Should a student fail to comply with the expectations in the Reflection room, they will be issued an appropriate sanction, potentially leading to a Fixed Term Suspension if they have failed to re-set their behaviours.

Students will complete their class work in line with their timetable for that day. Students who are booked into the Reflection Room for the day will not participate in social times with the rest of the school.

## **12. Serious Incidents**

Decisions for a suspension are only made by the Headteacher, or by 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.**

### **12.1 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 from a senior staff member or Head of Year outlining the FTS including:

- Reason the Suspension/FTS has been applied;
- How many days Suspension/FTS;
- The expected work due for completion
- 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. This will be documented in the reintegration paperwork.

#### **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 SENCO/ 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.

### **12.2. 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.

## **17. 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 are 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.

## **18. 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
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Step 1	<ul style="list-style-type: none"> <li>Meeting with form tutor - Discuss BFL record using Arbor. Identify issues and suggest strategies to improve.</li> <li>Parental contact needs to be made at this stage.</li> <li>Parent(s) – support the strategies from the meeting.</li> <li>SENCO – advise on the strategies if the pupil is on the SEND register.</li> <li>Sanctions – Detentions and After School Detentions used if appropriate.</li> <li>Review after 2 and 4 weeks. Contact home after a review.</li> <li>Move to Level 2 if necessary. Contact home if there is improvement or resolution.</li> </ul>	<p>20 negative behaviour entries in one term.</p> <p>Monitored by: Form tutor</p>
Step 2	<ul style="list-style-type: none"> <li>On Report Head of Year – Seek teacher feedback.</li> <li>Make SLT link aware.</li> <li>Inform parents.</li> <li>Record on School Management Information System (MIS) – Arbor.</li> <li>Individual Behaviour Plan Considered.</li> <li>SLT Link – discuss with Head of Year and SENCO.</li> <li>Parent(s) – support the school strategies.</li> <li>SENCO – advise on the strategies if the pupil is on the SEND register. Consider possible unidentified need.</li> <li>Sanctions – Detentions and After School Detentions used if appropriate.</li> <li>Review after 4 weeks. Contact home.</li> <li>Move to Level 3 if necessary. Contact home if there is improvement or resolution.</li> </ul>	<p>Continue to receive negative behaviour incidents despite support.</p> <p>Failure to complete Level 1</p> <p>Monitored by: Pastoral manager / Head of Year</p>
Step 3	<ul style="list-style-type: none"> <li>Meeting with SLT / Head of Year/ parents/guardians.</li> <li>Pastoral Support Plan to be drawn up. Meeting recorded on School Management Information System (MIS) – Arbor.</li> <li>Parent(s) – support the school strategies.</li> <li>SENCO – Consider parental contact to identify possible unidentified need.</li> <li>Sanctions – After School Detentions, Reflection Room, Step Out, Suspensions used if appropriate.</li> <li>Review after 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.</li> <li>N.B. All pupils will start at Level 3 on this ladder after any repeat suspensions unless they are already at a higher level.</li> </ul>	<p>Suspension</p> <p>Failure to complete Level 2</p> <p>Failure to accept sanctions</p> <p>Monitored by: Head of Year / SLT link</p>
Step 4	<ul style="list-style-type: none"> <li>Behaviour Review – (Head of Year / SLT link / Pastoral SLT / Parents / Headteacher)</li> <li>Meet parents to discuss next steps. Continue with Pastoral Support Plan (PSP).</li> <li>Meeting recorded on School Management Information System (MIS) – Arbor.</li> <li>Parent(s) – Attend the meeting. Support the school strategies.</li> <li>SENCO – Attend meeting if necessary. Sanctions – After School Detentions, Reflection Room, Step Out, Suspension, Managed move used if appropriate.</li> <li>Review after 6 weeks.</li> </ul>	<p>Failure of Step 3</p> <p>Monitored by: Head of Year / SLT link</p>

	<ul style="list-style-type: none"> <li>• Contact home. Move to Level 5 if necessary. Contact home if there is improvement or resolution.</li> </ul>	
Step 5	<ul style="list-style-type: none"> <li>• Panel Meeting with Headteacher– Follow-up with letter of outcomes.</li> <li>• Update Pastoral Support Plan (PSP). Meeting recorded on School Management Information System (MIS) – Arbor.</li> <li>• Parent(s) – Support the school strategies and attend the Panel meeting.</li> <li>• SENCO – Attend meeting if necessary.</li> <li>• Local authority advice and guidance sort at this stage</li> <li>• Sanctions – Alternative provision used if appropriate</li> </ul>	

## 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:

- Interventions
- 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.