



**Cabot**  
Learning  
Federation

**TEWKESBURY**  
ACADEMY



# Behaviour Policy

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## 1 Introduction

*“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between pupils and between staff and pupils. Good behaviour is a necessary condition for effective teaching to take place”.*

*(Department for Education)*

We, the students, staff, parents/carers and Academy Council of Tewkesbury Academy aim to ensure students are ready, responsible and respectful. We will ensure the Academy is positive, unapologetically academic and has high standards. We believe this is achieved through quality first teaching, recognising, and rewarding achievements, providing opportunities for all, and upholding high standards of discipline, attendance and punctuality.

The Academy works in partnership with Parents and Carers to promote positive discipline and encourage students to make the right choices. Parental involvement and interest are actively encouraged through communication (Class Charts, emails, telephone calls, parental meetings, and annual Parent Evenings). We believe raising standards is the collective responsibility of all staff and students at the Academy. Students will be encouraged to uphold high standards and help create a sense of community throughout the Academy. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper.

We believe that poor behaviour in school affects learning and can impact on the well-being of all and, therefore, this policy statement applies to the whole of the Tewkesbury Academy community.

## 2 Aims

**This policy aims to:**

- Promote good behaviour, self-discipline, mutual respect and consideration for others.
- Secure the support of students and parents/carers in improving learning by addressing issues of poor behaviour.
- Enable the school to provide a positive, supportive and safe environment for students and staff.
- Prepare students to become responsible adults.
- Ensure that the Academy’s expectations and strategies are widely known and understood.
- State clearly and succinctly the Academy’s responses to issues of poor behaviour
- Encourage pride and respect for the Academy and uphold its good name at all times.
- Clarify the bounds of authority of the Principal and other staff with delegated responsibilities.
- Build on the already strong and positive links between parents/carers, students and the Academy.

## 3 Behaviour – Basic Principles

At Tewkesbury Academy, students are rewarded for their good work, effort and behaviour and their success is celebrated both within the Academy and more widely with parents, carers and external agencies. We believe all children and staff have the right to always feel safe whilst in the Academy and on their way to and from school. There should be mutual respect between staff and students

and between each other. No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn. On a lesson-by-lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be separated from their peers so that the learning of others is not disrupted.

Behavioural issues are dealt with at the lowest possible level by calm, consistent adults with the individual teacher initially being responsible for any issues in their classroom that are preventing effective learning.

Threatening or violent behaviour, disrespectful treatment of staff, involvement in substance abuse, hoax fire alarms, the possession of weapons and persistent failure to adhere to school's expectations always result in very serious consequences.

#### **4 Scope of Policy**

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can discipline pupils for misbehaviour outside the Academy. This may include misbehaviour when a student is taking part in any school-organised or school-related activity, travelling to or from the Academy, wearing Academy uniform or when the student is in some other way identifiable as a student at Tewkesbury Academy.
- A member of staff may sanction a student whose misconduct could have repercussions for the orderly running of the Academy or who poses a threat to another student or member of the public or whose behaviour could adversely affect the reputation of the Academy. For example, abuse on social media, (cyberbullying etc.) which can be initiated outside of school hours or off-site can still be addressed via the school's policy for the reasons stated above.
- Teachers have a power to impose detention outside Academy hours without prior notice being given to parents/carers.
- Teachers can confiscate students' property where it may be used to cause a nuisance, or where it breaches the Academy rules (e.g. non-uniform items, phones or electronic devices which are visible or audible, any other prohibited items). The Academy reserves the right to return confiscated items directly to parents or carers.
- Teachers have the legal power to search without consent for weapons, knives, alcohol, illegal drugs, tobacco and smoking/vaping equipment, fireworks, pornographic images, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. All confiscated items of this nature will never be returned to parents or carers. All illegal items including drugs, weapons and knives will always be handed over to the police.
- The legal provisions on Academy discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline within the Academy environment.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special

educational needs or disability they may have, and any religious requirements affecting them.

- The Academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff will follow the Academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy will consider whether a multi-agency assessment is necessary.

## **5 Student Responsibilities – Non- Negotiables (Ready/Responsible/Respectful)**

Students should be aware of what is expected of them and take responsibility for their actions.

Around the Academy, we expect students to:

- Follow instructions and all reasonable requests from all staff – first time and every time.
- Wear full Academy uniform smartly at all times (hats, scarves, coats and hoodies are not allowed to be worn inside classrooms).
- Show respect for all members of the Academy community and for Academy property.
- Always place litter in bins.
- Follow the one-way system.
- Arrive on time for registration and lessons.
- Move promptly from one lesson to another Do not enter out of bounds areas.
- Eat and drink in the right place and at the right time.
- Keep unnecessary, personal equipment away and out of sight at all times when on the Academy site e.g., Mobile phones, Air Pods, earphones, gadgets etc.
- Bring the correct school equipment in an appropriate school bag.
- Respect the property of individuals.
- Never hurt, threaten or humiliate others emotionally, physically or online.
- Respect others regardless of sex, gender, race or religion.

In the classroom, we expect students to:

- Arrive to lessons on time.
- Do not block corridors whilst waiting outside.
- Sit in the seating plan the teacher has implemented.
- Speak respectfully to staff and other students.
- Follow instructions from all staff – first time and every time.
- Remain silent when the teacher is talking to you.
- Be ready to learn with all required equipment – pen, pencil, ruler.
- Stay on task and complete all tasks to the best of your ability (including home learning)
- Do not disturb another student for any reason.
- Keep unnecessary, personal equipment away e.g., Mobile phones, earphones, smart watches, gadgets, fidget toys that are not approved on a Pupil Passport etc.
- Leave only when dismissed by the teacher – in an orderly manner.
- Leave the room tidy.

On trips/visits, we expect students to:

- Remember you are a positive role model for the Academy.
- Behave in a mature and sensible manner.
- Be respectful towards members of the public.
- Listen to staff instructions carefully.
- Follow staff instructions - first time and every time.
- Pay particular attention to meeting times and places.
- Behave well on the bus or other mode of transport and follow any necessary safety regulations.
- Keep the bus tidy and clean.

## 6 Expectations of adults

Role	Responsibility
Form Tutors	<ul style="list-style-type: none"> <li>• Meet and greet students, and take the attendance register accurately.</li> <li>• Be positive and welcoming to give all students the best start possible to each school day.</li> <li>• Establish and maintain good relationships with students.</li> <li>• Follow up absence or lateness where required by speaking to students and discuss with year team.</li> <li>• Follow up on achievements and behaviour concerns appropriately by speaking to Tutees.</li> <li>• Engage in the planned form period programme.</li> <li>• Promote and support in restorative conversations between students where necessary.</li> <li>• Check equipment daily, issue missing equipment and record as an equipment issue on Class Charts.</li> <li>• Check that students meet uniform expectations.</li> <li>• Deliver the weekly Student Bulletin in form time.</li> <li>• Deliver the Votes for School activity.</li> <li>• Carry out the voting and submit the voting before the deadline.</li> </ul>
Subject Teachers	<ul style="list-style-type: none"> <li>• Meet and greet students, and take the attendance register accurately and provide the 'Silent Starter' task.</li> <li>• Establish and maintain good relationships with students.</li> <li>• Complete equipment checks in lessons – issue an equipment issue on Class Charts if students don't have a pen, pencil or ruler.</li> <li>• Have high expectations of behaviour and establish a framework for discipline, using Academy praise and consequence systems consistently and fairly.</li> <li>• Communicate with home via Class Charts following behaviour incidents resulting in any warnings given.</li> <li>• Communicate with home via phone/email following multiple behaviour incidents resulting in a 'Call Out' removal from a lesson.</li> <li>• Engage in restorative conversations, including following a 'Call Out' removal from a lesson.</li> <li>• Review seating plans to always promote positive behaviour.</li> </ul>
Heads of Department	<ul style="list-style-type: none"> <li>• Conduct drop-ins within their subject areas.</li> <li>• Give advice, and support staff, to deal with behaviour issues.</li> <li>• Monitor praise using Class Charts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor behaviour incidents that take place within the department using Class Charts and 'Call Out' data and implement behaviour strategies to support students and staff.</li> <li>• Support staff with restorative conversations following multiple 'Call Out' removal from lessons.</li> <li>• Support staff with ongoing subject behaviour issues by communicating with parents and 'The Tiered Graduated Response' strategies.</li> <li>• Communicate behaviour concerns and staff training needs in line management meetings.</li> </ul>
Duty Staff	<ul style="list-style-type: none"> <li>• To arrive promptly in your assigned duty area.</li> <li>• To actively promote and encourage respect for one-another and respect for the school environment.</li> <li>• To actively monitor students and pre-empt any issues/incidents arising.</li> <li>• To support in restorative conversations.</li> <li>• To issue positive or negative conduct points on Class Charts where appropriate.</li> <li>• To communicate all incidents to Year Teams as promptly as possible.</li> </ul>
Pastoral Team	<ul style="list-style-type: none"> <li>• Investigate behaviour incidents.</li> <li>• Implement and develop proactive strategies for individual students to promote positive behaviour within the year group.</li> <li>• Conduct drop- ins across the Academy to support a positive learning environment.</li> <li>• Promote a positive climate for learning.</li> <li>• Communicate with home following behaviour incidents.</li> <li>• Support staff with behaviour incidents through 'on call'.</li> <li>• Provide appropriate paperwork to support the Head of Year Stage and Assistant Principal – Pastoral, in making decisions on reflection and internal suspension.</li> <li>• To lead reintegration meetings following Internal Suspension and Suspension.</li> <li>• Co-ordinate Reflection.</li> <li>• Carry out Restorative Practice where appropriate and support staff with restorative conversations following a 'Call Out'.</li> <li>• Revisit and remind students regarding expectations and Academy systems through assemblies and use of tutor time.</li> <li>• Collect, collate and monitor year group data on attendance, punctuality and behaviour.</li> <li>• Ensure new students to Academy arriving throughout the academic year are clear on expectations and school systems - as part of the induction process.</li> <li>• Counsel and mentor vulnerable students.</li> <li>• Monitor, log and communicate outcomes to bullying and peer on peer abuse incidents.</li> <li>• To supervise Academy detentions as part of the rota.</li> <li>• To attend Academy Behaviour Support Plan meetings.</li> <li>• Escort students to Reflection or Internal Suspension (when required).</li> </ul>



	<ul style="list-style-type: none"> <li>• Monitor students on behaviour reports.</li> <li>• Ensure that 'The Tiered Graduated Response' is in place and record keeping is up to date.</li> <li>• Complete referrals to outside agencies and funding requests</li> <li>• Attend Inclusion 'Conference meetings'</li> </ul>
Extended Leadership Team	<ul style="list-style-type: none"> <li>• Support staff in ensuring there is a positive climate for learning.</li> <li>• Conduct drop-ins to support staff with students/classes.</li> <li>• Support staff with 'on call'</li> <li>• Support 'The Tiered Graduated Response' including placing students on 'ELT Report' and supporting Internal Suspension</li> <li>• Supervise Internal Suspension and Reflection as part of a rota.</li> <li>• Support with restorative conversations where necessary</li> <li>• Provide Academy Council with termly updates on behaviour trends (Assistant Principal – Pastoral)</li> <li>• Collect, collate and monitor whole Academy data.</li> <li>• Ensure staff are provided with continuing professional development to support positive behaviour management</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• The Principal has strategic responsibility for 'Behaviour for Learning' across the Academy. The Assistant Principal – Pastoral leads on this</li> <li>• The Principal is responsible for, and makes all decisions, regarding Suspensions and Permanent Exclusions</li> </ul>
Academy Council	<ul style="list-style-type: none"> <li>• Sit on a panel where a student gets to the end of Tier 6 and is at risk of permanent exclusion or where a student accrues 15 days of suspension in one term or 45 days of suspension in an academic year.</li> <li>• Meet to challenge and ratify permanent exclusion decisions</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Send their child to school regularly and on time, ready for the day e.g. In full and correct uniform, with any necessary books, PE kit, ingredients and with full equipment. (pen, pencil, ruler)</li> <li>• Notify the Academy if there is a legitimate reason why their child is absent or late, or of any other issues that might affect their child's progress.</li> <li>• Support the Academy in upholding sanctions if their child fails to comply with rules/expectations.</li> <li>• Be available for contact throughout the course of the school day and to attend meetings to discuss their child's progress, as and when required</li> </ul>

## 7 Praise and Reward

We believe in rewarding effort, recognising achievement, and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the Academy community. A clear framework for rewards and praise allows all students to be recognised, rewarded, celebrated, and recorded.

We use an extensive range of rewards: e.g., verbal praise, positive conduct points on Class Charts, certificates, postcards, vouchers, celebratory breakfast/lunches, class rewards and treats, sports

awards and ties and reward activities/trips. Students' achievement points are recorded on Class Charts. Achievement points are also communicated to Parents/Carers through each of the data collection reports that are posted home.

As an Academy, we offer a range of rewards to:

- Recognise the value of students' achievements, progress, and effort within the Academy.
- Give positive encouragement to students to succeed and to contribute to Academy life.
- Enhance student/staff relationships within the Academy.
- Improve a student's sense of self confidence and worth.

What should we praise? – *The things which encourage a 'growth mindset'*.

- Hard won achievement or improvement; intellectual leaps that are impressive for that student.
- Resilience.
- Reflection and independence.
- Kindness and thoughtfulness to other students.
- Service to the school and the community.
- Collective endeavour in order to achieve challenging goals.

**All Teachers are expected to:**

- Give regular specific and meaningful verbal praise to students.
- Recognise and reward students through Achievement Points on Class Charts.
- Award a 'Star of the lesson'. This can only be awarded to one student per lesson. This is logged on Class Charts.
- Send home at least 2 Praise Postcards a week to recognise students who are consistently going above and beyond and demonstrating Respect, Responsibility and Readiness.
- Teachers may also use Stampers, Stickers and other incentives.

**All Heads of Department are expected to:**

- Ensure all teachers and support staff create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy with consistency.
- Regularly analyse praise and rewards data across the subject area and identify and address relevant issues and needs through use of Class Charts data.
- Select students for subject awards within each year group at the end of each term.
- Select and present subject awards at the end of year rewards assembly.

**All Year teams are expected to:**

Each week:

- Ensure tutors are aware of praise data and are sharing this and celebrating student success during tutor time.
- Encourage students to work hard and recognise improvements and consistent excellent effort.

At the end of each half term:

- Attendance – Arrange certificates for all and a prize draw in the celebration assembly (one for each year group) for students with excellent attendance for that half term – winners of the prize draw to receive a voucher.
- Celebrating outstanding behaviour, conduct and contribution (focussed on the three R's) – Praise assembly for each year group to award £30 worth of vouchers to put towards Prize draws to recognise outstanding effort and behaviour.
- Reward tutor groups with a class treat for best attendance and best conduct.
- Promote and share the celebrations on the Academy website and Academy social media accounts.

Following each data collection:

- All students ranked No. 1 for effort receive a certificate and invite to join the Principal for the 'star student breakfast'.
- Send out Praise Postcards to the most improved 20 students in effort ranking for the data collection.

At the end of each term (in addition to content for half termly praise assemblies):

- Ensure that subject awards are given out for best effort / biggest improvement and outstanding academic attainment.
- Ensure the Principal's Award – A certificate is awarded and presented by the Principal to one student in Year 7 to 11 – is given out. Students are selected, based on one of a variety of reasons.

**All form tutors are expected to:**

- Provide students with a weekly update on their achievement points and attendance figures.
- Engage in positive behaviour management strategies and character development for students through form time activities.
- Share the weekly snapshot with students, discuss any concerns / achievements with individual students.

## 8 Sanctions

Reasonable and proportionate sanctions can be applied by any paid member of staff or member of staff authorised by the Principal. A 'Tiered Graduated Response' (see Appendix 1) of sanctions is implemented to address behaviour issues ranging from a verbal warning to the permanent exclusion of a child from the school. The most commonly applied sanctions are set out below and in sections 8-14 of this policy, but this is not an exhaustive list.

Choices and consequences in lessons:

Behaviour	Behaviour Management Strategy/Consequence
Chewing gum, uniform issue, general conduct	<b>Positive rule reminder</b> on entry to the class/lesson or at the start of the lesson
Lack of equipment in lessons – no pen, pencil or ruler	Equipment issues recorded on Class Charts
First negative choice	<b>Verbal Warning</b>

<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Poor work rate</li> <li>• Failing to follow instructions • Talking</li> </ul>	<p>Teacher expectations made clear, positive choice given and 1<sup>st</sup> warning logged on Class Charts at the end of the lesson (if the behaviour stops there)</p>
<p>Second negative choice</p>	<p><b>2<sup>nd</sup> and final warning given</b></p> <p>Spoken to by teacher and teacher has offered a solution to help correct the behaviour e.g. moving seats, setting time limits to complete work, adapting activity etc.</p> <p>Positive choice given and 2<sup>nd</sup> warning logged on Class Charts at the end of the lesson (if the behaviour stops there)</p>
<p>Continuation of negative choices - Due to lack of impact of warnings, behaviour is such that the student needs to be removed from the lesson – ‘Call out’</p>	<p>The student will remain in the lesson and wait for ‘On Call’ to arrive or may be asked to stand outside the classroom and wait for ‘On Call’ to arrive (if their behaviour was negatively impacting the learning of others).</p> <p>Record the incident on Class Charts at the end of the lesson and provide information for parents. If there are repeated issues, this will be followed up with a phone call home to parents/ carers.</p> <p>The student will be taken to a room to reflect on their behaviour and have time to re-regulate. The student is also issued with detention. This will be on the same day. Parents will be notified, via email, about the detention.</p> <p>If the student fails to attend this 30 minute ‘Same Day’ detention (without advance discussion and agreement with pastoral team) they will be issued with a 60-minute ELT detention</p> <p>When the student arrives at the detention, a restorative conversation takes place. If not appropriate at that time, it can be rearranged. Pastoral teams and subject leaders support where needed.</p> <p>Questions include:</p> <p>What happened? Who has been affected by this? What needs to happen now?</p>

Choices and consequences in unstructured times and around the Academy site:

<p>Chewing, Uniform issue, general conduct</p>	<p><b>Positive rule reminder</b> – speak to student and remind them of the Academy rule/expectations</p> <p>Log a negative conduct point on Class Charts if this is a repeated issue</p>
<p>Defiance around school</p>	<p>Recorded on Class Charts as a negative and inform Year Team of any significant incidents. A</p>

	further consequence may be issued by the Pastoral team if appropriate
Mobile phone or electronic device if seen or heard (also applies to lessons)	The device must be handed over to the member of staff requesting it, and a detention will be issued. This device will be returned at the end of the detention
<ul style="list-style-type: none"> <li>• Internal truancy</li> <li>• Student is out of bounds</li> <li>• Smoking/vaping by association – including inside a toilet cubicle with another student</li> </ul>	<b>Detention</b> issued
<ul style="list-style-type: none"> <li>• Smoking/vaping</li> <li>• Refusal to leave a classroom for a 'Call Out'</li> <li>• Failure to attend 2nd chance ELT detentions</li> <li>• Persistent truancy</li> <li>• Refusal to hand over mobile phone (requested by a member of staff)</li> <li>• Persistent Defiance</li> <li>• Online harassment</li> <li>• Physical/ Verbal Abuse of peers</li> <li>• Breach of Health &amp; safety</li> <li>• Use of electronic devices to record on school site</li> </ul>	<b>Reflection</b> - to be determined by the Assistant Principal, Vice Principal or Principal
<ul style="list-style-type: none"> <li>• Repeated and continued behaviours of the above</li> <li>• Supplying/passing vapes/tobacco products to others</li> <li>• Physical/verbal abuse of staff</li> <li>• Extreme actions of violent, harmful or dangerous behaviour</li> <li>• Drug/Alcohol use in school</li> </ul>	<b>To be determined by the Principal</b> and can range from reflection time through to suspensions or recommendation for permanent exclusion - this will be determined by the severity, persistence and/or impact of the misdemeanour plus any mitigating context.

## 9 Detentions and Reflection

### Detentions

- The Education Act 2011 removed the requirement to give 24hrs notice for school detentions. Same day detentions are, therefore, legal and commonplace in schools.
- Teachers have the power to issue detentions to students to address issues of misbehaviour.
- Parental consent is not required for detentions.
- Detentions can be given on any school day, weekends or on INSET days.

We always message to inform parents/carers of detentions despite the absence of any legal obligation to do so. We believe it is courteous and promotes good home-school partnership working if we send out a message. Students in detention will also always be given the opportunity to use a school phone to inform parents/carers that they are being detained if they are unsure that parents are aware.

There are multiple types of detention at Tewkesbury Academy:

- A short informal detention with a class teacher at a breaktime, lunchtime or end of a school day can be imposed to have a conversation to set expectations, to support students to catch up on / finish incomplete work or to hold students accountable for actions.
- Truancy and punctuality detentions take place at break / lunch times in E1, and students will be given a slip to inform them of these or collected from lessons to attend if they are not made aware.
- A 30 minute 'same day' detention will be set in line with the behaviour policy. It will be set for the same day and parents will receive a message to inform them. These detentions take place in K11 and K12 (just off the Lower School canteen) and are conducted in silence.
- If a student fails to attend their 'same day detention' or for more serious or repeated behaviours, an hour long 'ELT detention' will be set. These will never be on the same day and parents will receive a message to inform them.

Students in lunchtime detentions will always be given the opportunity to eat, drink and use the toilet.

In issuing a detention, staff will consider whether the student is at risk as a consequence of the detention, is a young carer and whether travel arrangements can be made. Responsibility for making appropriate travel arrangements rests with the parent/carer, even if inconvenient. Whilst the school always looks to work constructively with parents/carers it is not for the school to adjust its behaviour policy if the detention is inconvenient to the parent/carer or the child. It is important that students take responsibility for their choices and behaviours.

## Reflection

Tewkesbury Academy has a Reflection room to help manage student behaviour. Students are provided with a laptop/Chromebook and electronic resources, or paper-based work from their teachers or for the Core Subjects. Students are expected to work in silence for the period of time they are booked in for – this is stated on the Reflection booking sheet for each student. Whilst in Reflection, students are expected to work in silence and are provided with toilet breaks and a lunchbreak. Students must also continue to adhere to the Academy uniform requirements whilst in Reflection. Students must also hand in their mobile phone on arrival. Reasonable adjustments are made where appropriate to support students to be successful in Reflection.

## 10 'On Report'

Students receiving repeated detentions and/or causing concern across a number of areas may be put 'on report' to their tutor, Head of Year or a member of the Extended Leadership Team, depending on where their behaviour sits in the 'Tiered Graduated Response'. Clear targets are set for the student and teachers have to comment on the report card after every lesson. The card is then signed daily by the parent/carer and the member of staff. This is a way of closely monitoring progress and encouraging better behaviour. At the end of the period on report, it will be reviewed whether the student can successfully complete their report or whether they will remain on it. The outcome of this decision will be communicated to parents/carers and teaching staff. Where the report shows no improvement then further action will be taken.

## 11 Inclusion and Intervention

Inclusion is at the heart of Tewkesbury Academy, and we aim to be one school for the whole community. We are committed to ensure we are doing all we can to engage students in a learning experience, which meets the needs, aspirations and interests of all. We recognise and acknowledge that sometimes students need extra support in order to achieve their full potential.

For any student with SEND, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is imposed, consideration will be given to the need for reasonable adjustments or targeted support to assist the student. See SEND policy for specific information about meeting the needs of students with SEND.

We have a 'Tiered Graduated Response' to persistent misbehaviour and where students are routinely not engaging in their own learning or disrupting the learning of others, we will **work with** parents/carers to ensure support is in place to try to improve the situation. Some of this support can be offered within school and some will require support and engagement from parents outside of school. This can be through extra pastoral check-ins, the development of a trusted adult relationship within the school, encouraged engagement in extra-curricular or leadership opportunities to further embed the student as a part of our community. This may also be in the form of academic and/or social, emotional and health interventions, support in lessons, support by providing extra work, referrals to various agencies including mentoring services and mental health support. We can support families to access help and guidance as well as working together to ensure students understand the boundaries in place for them. We also have a graduated response to discrimination that covers all homophobic, racist, misogynistic, ableist and other forms of discrimination (see Appendix 2). This includes intervention, education and sanction.

We can start the graduated pathway for unmet need and will often support students with a pupil passport and positive strategies and reasonable adjustments for them that can have a big impact when they engage in meeting the expectations set out alongside them. Our Pastoral and Inclusion Teams are staffed by specialist staff who offer specific skills and a wide range of contacts to work with students in this regard.

## 12 Fixed Term Suspensions

More serious offences and/or persistent misbehaviour are dealt with by fixed term suspensions. The Principal will issue a suspension when a student has displayed extreme behaviour or persistent misbehaviour. The individual needs of the student will be considered carefully before issuing a suspension. When issued with a first suspension, the readmission meeting will involve a detailed plan for the student to help identify and address underlying causes of poor behaviour. This is monitored by the Academy.

Suspensions are issued in accordance with DfE statutory guidance (May 2023). All suspensions include an initial phone call home to inform Parents/Carers of the incident/situation. A letter is sent to Parents/Carers which states the type and length of the suspension and arrangements for reintegration. Work is provided for students who have been issued a suspension. The reintegration meeting will be held with an appropriate member of staff, the Parent/Carer and the student. Other professionals such as staff from Safeguarding, Wellbeing, Alternative provision, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed to allow the student to be successful. Following the reintegration meeting, the student may be required to complete some time in Reflection before joining mainstream lessons. There will be an opportunity for a restorative conversation during this time or at an appropriate time if decided in the reintegration meeting.

Fixed term exclusions would be issued for such things as verbal abuse of staff, persistent defiance and failure to follow Academy rules, physical violence, bullying, malicious and unfounded allegations against staff, vandalism and destruction of property, discriminatory language/behaviour, unsafe behaviour etc. This list is not exhaustive and decisions about exclusions are made by the Principal on a case-by-case basis. Judgments are based on the principle of 'balance of probabilities' after considering the relevant facts.

### **13 Behaviour Support Plan and Managed Move**

#### **Behaviour Support Plan (school contract)**

When a student is at risk of Permanent Exclusion, the student may be monitored on a Behaviour Support Plan by the Vice Principal/Assistant Principal – Pastoral. Parents/Carers and the student are invited to an initial meeting to set targets to help improve behaviour. They attend subsequent meetings at 4 weekly intervals to monitor progress towards targets and agree support/intervention where required.

#### **Managed Move**

Tewkesbury Academy works in partnership with other schools in the area and may consider a 'managed move' as an alternative route in order to avoid permanent exclusion or where it is deemed that a fresh start somewhere else would be of benefit.. This involves allowing the student to complete a trial period at another school, with a view to a permanent move if the trial is successful.

### **14 Alternative provision**

In the case of repeatedly inappropriate behaviours from a student or a very serious breach of the Academy's expectations for behaviour, the Academy Council have delegated authority to the Principal to direct a child's education to an Alternative Provision, either on a temporary or permanent basis. This includes Abbey View, the school's shared Alternative Provision Free School in Tewkesbury. Under such circumstances, the Principal would have to consider whether the Alternative Provision could adequately meet the educational needs of the student and then whether the safety and well-being of other children already at the Alternative Provision would not be compromised. In such cases the parent/carer would be notified in advance of the time to be spent at Alternative Provision and given the contact details of the Principal. The placement would be reviewed over time and the student re-integrated back into mainstream school if and when it was considered appropriate.

This can be full time or part time as part of a hybrid education provision approach looking to support with modifying extreme and persistent behaviours.

Redirecting a child's education to Alternative Provision is a last resort but NOT the same as a permanent exclusion. A parent/carer does not have the right to appeal against the re-direction of their child's education to Alternative Provision in the same way as they would with a fixed term suspension or permanent exclusion.

### **15 Permanent Exclusion**

A Permanent exclusion is a decision made by the Principal and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time. Any permanent



exclusions are made in accordance with the DfE statutory guidance (May 2023). Permanent exclusions would result in a child initially moving to a pupil referral unit and then transferring to another mainstream school.

Permanent exclusions are rare and are used as a last resort. In making a decision to permanently exclude a child the Principal refers to the DfE Guidance on Exclusions which currently states: -

A decision to exclude a pupil permanently should only be taken:

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

A parent/carer has the right to appeal against a permanent exclusion and details of that process are explained in the communication from the school. A panel of Academy Council members also meets to consider any permanent exclusion made by the Principal.

A student can be permanently excluded by the school should their behaviour fail to improve at an Alternative Provision. This would, again, be a last resort, and come after an Academy Council hearing, a meeting with parents and a final warning from the Alternative Provision.

## **16 Smoking/Vaping**

Smoking/vaping on the school site is illegal.

Neither smoking nor vaping are allowed by students whilst at the Academy, in the vicinity of the academy, on the way to and from the academy or whilst on school trips and visits. Shisha pipes/pens, cigarettes, vapes and e-cigarettes are all strictly banned items and will be lawfully seized by staff along with any tobacco or liquid cartridges when a student is found in possession of them on the school site.

If a student is caught smoking or vaping, they will be sanctioned. Such students may also be directed towards external agencies that help young people to quit smoking.

If a student persists in smoking/vaping, then increased consequences will follow.

## **17 Chewing Gum, Carbonated Drinks, High Caffeine/Energy Drinks**

Chewing gum and carbonated drinks (including high-energy drinks) are not allowed in school. If seen, they will be confiscated and thrown away.

## **18 Alcohol and Drugs**

These are completely forbidden in school, to and from school or on educational trips and visits. The school will take severe action and may inform the Police.

## **19 Knives**

Knives of whatever size or purpose and other offensive weapons are completely forbidden in school. It is an offence to carry a knife or other offensive weapon on the school premises. The school will take severe action and will inform the Police.

## 20 Uniform

Please refer to the separate Academy Uniform policy which can be found on the school's website for comprehensive guidance.

It is the school expectation that parents/carers will send their child to school regularly and on time, ready for the day e.g. In full and correct uniform, with any necessary books, PE kit, ingredients and with full equipment. (pen, pencil, ruler)

Where a student is not in correct uniform, they will be asked to address this and if required, as part of our commitment to being an inclusive school, a change of clothes (including appropriate school shoes) will be provided by the school. Refusal to address incorrect uniform will result in sanctions in line with our approach to defiance.

## 21 Mobile Phones and electronic devices

Mobile phones are not allowed to be seen or heard on site. If a student is found using a mobile phone at all or other electronic device (outside of the times and locations agreed by the school), they can expect to have it confiscated and either returned to them at the end of the day, following a Same Day Detention or when this is a repeat offence, collected by parents/carers. Refusal to hand over such devices will result initially in time in Reflection and, thereafter, in a graduated sanction. Phones must not be switched on whilst on the site UNLESS it is for contacting parents for a lift after the end of the school day. In this instance the call must be made in the student reception area. This rule also applies to the use of headphones and MP3/music players except for those handed out by a member of staff in a computer or music room.

## 22 Power to Search

### Introduction

"Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe". (Searching, Screening and Confiscations, 2022)

"Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working together to safeguard children. Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which students can learn". (SSC guidance, 2022)

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Searches are used to ensure the safety and wellbeing of the Academy community. Any search will be completed away from

communal areas, public viewing and in a suitable location. Searches will, wherever possible be done with the consent of the student, with clear aims, expectations and support available being shared.

Tewkesbury Academy's Behaviour Policy, 2023 and the Keeping Children Safe in Education Policy makes clear that all school staff have a responsibility to provide a safe environment in which students can learn.

### **Legislation and guidance**

Education Act, 1996

Searching, Screening and Confiscation July,

2022 Keeping Children Safe in Education September 2022

[www.gov.uk/school-discipline-exclusions/searches](http://www.gov.uk/school-discipline-exclusions/searches)

Education and Inspection Act, 2006

### **Consent**

Searches are used to ensure the safety and wellbeing of the Tewkesbury community. The Academy and staff will always aim to complete a search with the consent of a student. DfE guidance states that "The authorised member of staff should always seek the co-operation of the student before conducting a search". Searching, Screening and Confiscation - GOV.UK However, the school does not need consent to search a student if they think the student has a prohibited item.

### **Requirements of a search**

"Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item" Searching, Screening and Confiscation - GOV.UK.

If there is a risk of harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

The Department for Education states that "When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability." Schools should consider this guidance when considering the use of a search as an intervention strategy. Searching, Screening and Confiscation - GOV.UK

### **Searching a student**

Searches will be non-intrusive. Any search will be completed in a suitable location with at least 2 members of staff present. Searches will be carried out by a member of staff who has been authorised to do so.

Before carrying out a search the authorised member of staff will:

- Assess whether there is a need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.

- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets, remove your blazer and scarf and open your bag.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to cooperate, the member of staff will contact the Principal / Designated Safeguarding Lead, Deputy Safeguarding Lead or Pastoral Team to try and determine why the student is refusing to comply. Parents/carers may be contacted and invited into school (where appropriate) to support the search. The student will remain under supervision and separate from the school community until the search has been completed or other appropriate action taken.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, possessions or lockers.

They will not request the removal of any clothing other than outer clothing.

Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin (e.g. a jumper, blazer or jacket being worn over a shirt, a pair of trousers worn on top of another pair of trousers).
- Hats, scarves/snoods, gloves/mittens, shoes, boots.

### **Searching students' possessions**

“Possessions’ means any goods over which the student has or appears to have control - this includes desks, lockers, bags etc” Searching, Screening and Confiscation - GOV.UK

Possessions can include:

- Bags.
- Lockers.
- Outer items of clothing (see above for explanation of what this includes).

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items. An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm, if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff with or without the student in attendance.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed. An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

### **Metal detectors / Use of metal detector to perform self-search**

Schools can use a metal detector to search for prohibited/banned items - they do not have to suspect that a student has a weapon. If a student refuses to go through, or be searched with a metal detector, they can be stopped from coming into school.

Metal detector arches, handheld wands and other recognised technology is permitted to be used.

When a handheld wand is to be used the same pre-search procedure and discussions are to be followed.

### **Involvement of police and other agencies**

As a result of any search, it may be necessary for external agencies or the police “to be involved”. Where this is the most appropriate course of action, parents/carers will be informed where appropriate.

### **Confiscation**

The following are prohibited and are not allowed in the Academy:

- **Chewing gum.**
- **Energy drinks of any sort.**
- **Illegal substances of any kind including alcohol, drugs and legal highs.**
- **Knives/blades or any object which could be perceived as a weapon.**
- **Stolen items.**
- **Laser pens of any sort.**
- **Cigarettes, lighters/matches, e-cigarettes, vapes, e-liquids, tobacco.**
- **Pornography.**
- Data, files or images on electronic devices used to cause harm, disrupt teaching and learning, or break Academy rules.
- Multi-packs of food (including crisps, biscuits).
- Large quantities of any item - as this will be seen as intent to distribute/sell items within school.
- **Fireworks (including bangers).**
- Any other item banned under Academy rules – Pastoral teams to use professional judgement to decide whether to retain it, dispose of it or return it to its owner.

Any prohibited items (see examples above) found during searches will be held by the Academy until they can be passed to the relevant parties or disposed of. Those in bold will be disposed of or passed to third parties in all cases and not returned to parents or students. Items will be stored in a secure location.

### **23 Reasonable Force**

All members of Academy staff have a legal power to use reasonable force. This can be used to control or restrain students to prevent them from committing an offence, injuring themselves or others, from damaging property, or causing disorder.

‘Reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

The decision to physically intervene depends on individual circumstances and the professional judgement of the staff member.

Additional Sources of Information:

1. Behaviour in schools – Advice for headteachers and school staff – January 2022  
[Behaviour in schools' guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/behaviour-in-schools-guidance-january-2022.pdf)
2. Searching, Screening and Confiscation – Advice for Headteachers, staff and Governing bodies, September 2022  
[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/searching-screening-and-confiscation-september-2022.pdf)
3. Use of reasonable force – Advice for Headteachers, staff and Governing bodies, July 2013  
[DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/dfes-use-of-reasonable-force-july-2013.pdf)
4. DfE Behaviour and Discipline in Schools - Advice for Headteachers and School staff February 2014  
[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/behaviour-and-discipline-in-schools-february-2014.pdf)

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students, such as unpaid volunteers or parents/carers accompanying students on an Academy organised visit.

Reasonable force can be used to prevent the student from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control the student or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

**Tewkesbury Academy can use reasonable force to:**

- Prevent a student behaving in a way that disrupts an Academy event or an Academy trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

All instances of restraint or use of reasonable force are recorded and investigated to ensure that they meet all guidance and lessons that can be learnt to avoid them in the future, can be learnt.

**24 Child on Child Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This must never be dismissed as “banter” or “part of growing up.”

It is important that all victims are taken seriously and offered appropriate support.

Incidents of this kind will be managed on a case-by-case basis in line with the most up to date guidance. They must be referred to the Designated Safeguarding Lead and further referrals will be made to outside agencies such as Children’s Services and the Police as appropriate.

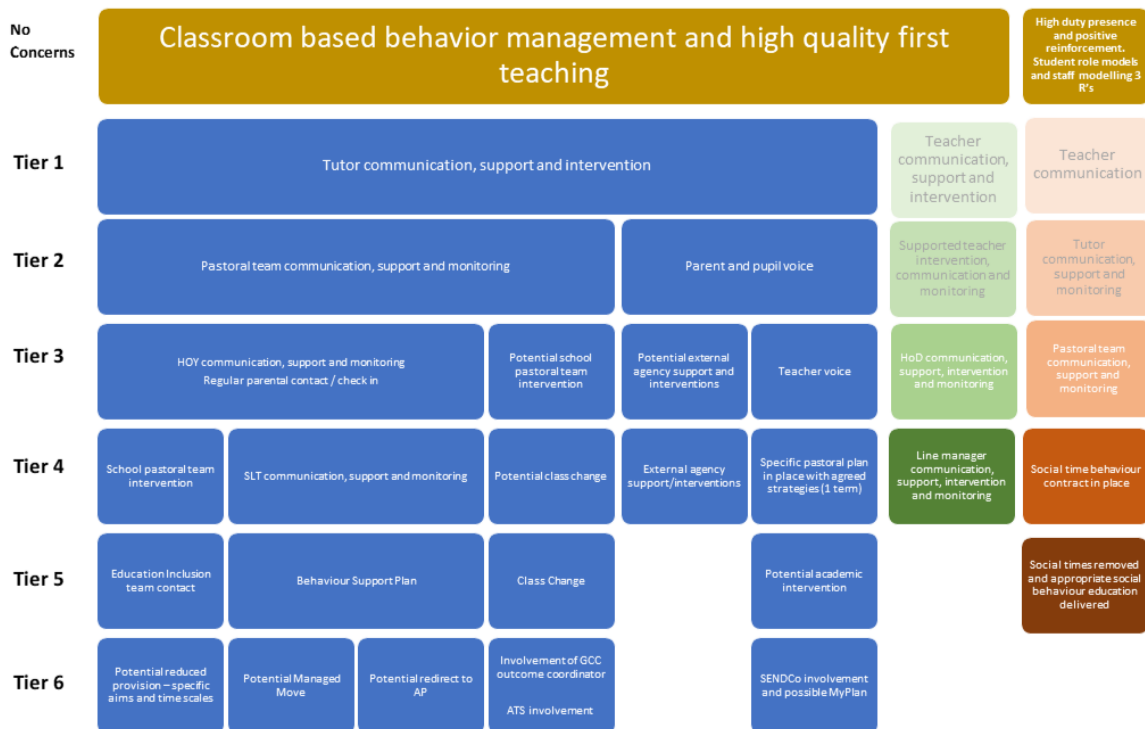
## 25 Linked policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Exclusions Policy
- Uniform Policy
- E-Safety
- SEND Policy
- Equality Policy

## Appendices

### Appendix 1 – ‘Graduated Tiered Response’



**Appendix 2 – Graduate response to discrimination**

