UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	12/6/2019	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2023	Owner:	Julian Smith
Date of next school level review:	July 2026		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Summer Term
Policy tailored by individual schools	September 2025
School policy ratified by Local Governing Bodies	September 2025
Implementation of Group Policy	September 2019

UNITED LEARNING TRUST

Northampton Academy

September 2025

BEHAVIOUR POLICY

Behaviour Policy

1. Expectations

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. At Northampton Academy, we resist endless discussions around behaviour and spend our energy in returning students to learning. Poor conduct has consequences for learning, achievement and in these unprecedented times the safety and wellbeing of our community. High expectations of staff and students make a positive contribution in our aim of achieving the 'Best in Everyone'

Our Policy is built around our 'Pillars of Character'; Respect, Determination, Ambition, Integrity and Tolerance and is aimed at supporting our students exhibit the virtues we look to develop in them and reflect where they have breached these virtues.

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

It may be even more challenging for some students with special educational needs. We will therefore, like always, look to reasonably adjust where necessary.
Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any 'reasonable adjustments' made which may include the following (not an exhaustive list and will be applied based on the needs of the student):

- Time out – there is a designated area where student can have 5 minutes as 'time-out' if required.
- Extra 'warning' in classroom.
- Extra 'warning' in unstructured times.
- Higher 'move' and 'remove' thresholds before triggering Internal Reflection
- Remove room in Study Support
- Fidget toys.
- Specific seating position within classroom.

Any reasonable adjustments will be shared with staff,

2. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

All staff will be trained in the new policy and given scenarios to talk through and raise any questions.

The senior leadership team of the academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

In order to create an atmosphere of mutual respect and tolerance in which all members of our Academy community can flourish and achieve their potential, **all students** are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Northampton Academy.

- **RESPECT** – Be polite to all staff and students, saying hello and displaying good manners
- **RESPECT** - Look after your possessions and do not share other possessions.
- **RESPECT** - Respect adults and students alike – treat others as you would wish them to treat you.
- **RESPECT -** Follow all Instructions at the first time of asking.
- **RESPECT** - Respect the environment. Make sure all litter goes into the bin & respect our toilets.
- **RESPECT** - Listen carefully giving people your full attention and don't talk/make noise.
- **DETERMINATION** - Arrive on time to school and lessons.
- **DETERMINATION** - Show determination by always trying your hardest (100% effort).
- **AMBITION** - Dress smartly in school uniform and be proud to represent the Academy.
- **AMBITION** – Show ambition by having high expectations of yourself.
- **INTEGRITY** - Be truthful at all times. Apologise when in the wrong.
- **INTEGRITY –** Be accountable for your actions
- **INTEGRITY –** Demonstrate 'Phronesis', 'to do the right thing, at the right time, for the right reason'.
- **TOLERANCE –** Understand that 'our differences unite us'
- **TOLERANCE –** Learn and celebrate about other cultures and backgrounds

Around the Academy
Calm and sensible movement around the academy and safe, polite behaviour is always essential from all.

Dining Rooms
- Students are expected to wait in the lunch line calmly and in single file
- Environment should be respected, and all litter put into bins
- No year 8, 9, 10, 11, 12 or 13 student should enter the year 7 only playground

Toilets
- Are open to all students all day
- There are 7 opportunities for students to use the toilets outside of lesson times. Students will be discouraged from using the toilet during lesson unless it is an emergency or they have a medical or temporary toilet pass.
- Students will be discouraged from using the toilets during period 1, 3 and 5 as these all follow a long period of time where students are able to use the toilets.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance to the school policy. They have not shown RESPECT to our environment.

Lifts
- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

3. Rewards

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the Academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing 'good character' around the Academy. At any time throughout the day a member of staff can

award a house point on Arbor for those students who have shown our pillars of virtue; respect, determination, tolerance, integrity or ambition.

At the end of the lesson the teacher may also award a reward a house point on Arbor for those students who have had an outstanding lesson and gone above and beyond. Students will also be awarded house points for having a full week of attendance, attending enrichment activities and taking part in leadership opportunities. Every time a student achieves 10 house point they will receive a golden ticket. Golden tickets can be placed into our 'In it, to win it' prize box where they could be drawn at random at the end of each term. There are specific milestones that students can work towards, Bronze, Silver, Gold, and our Community award. When a student reaches a milestone they will receive a personalised letter and a range or rewards increasing in value as the milestones increase.
Staff also praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers call home to inform the parents.
- Nominated for an award in termly awards assemblies.
- Nominated for an award for the Rewards Evening.
- Nominated for the weekly Principal's award
- Nominated for the BiE awards
- Letters of praise.
- Post cards sent home.
- Reward trips/events.
- Queue jump passes for canteen.
- Fish & Chip Friday vouchers.
- Rank Order Assessment.

Letters will be emailed to parents as students hit different milestones to recognise their hard work and effort.

Best in Everyone Award scheme
Departments will nominate a student in each year group for the Best in Everyone award. The students will earn nominations by showing our five pillars of values: respect, determination, ambition, integrity and tolerance in everything they do, going over and above what is expected of them and exemplifying our ethos of 'The Best in Everyone'.

Our student council then decide on a winner from each year group based on these nominations without knowing the names of the nominees. The winners will be given certificates in our achievement assemblies, have their name added to the noticeboard and the winning student each month will receive a voucher and an invitation to our end of year awards evening. There will also be an opportunity to be nominated for the United Learning awards nationally.

4. Behaviour expectations

If a student fails to adhere to the rules set out by the school **in the classroom during a period of teaching,** then the process set out below should be followed.

We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons. We protect the classroom to ensure excellent teaching and learning can happen.

We must also ensure that students and staff are kept safe. This is especially important as we transition back.

Our key classroom expectations remain the same:

1. Follow all instructions at first time of asking

2. Don't make noise when the teacher is speaking or during silent independent task

We operate a two-warning system ('move, remove') within all lessons if these expectations are not being met. Teachers will use non-invasive behaviour management strategies to try and correct any inappropriate low-level behaviour which is not causing unreasonably high levels of disruption. If a student is removed to the 'remove room', they will follow a three strike behaviour system in relation to behaviours which disrupt the learning or for not engaging in learning. If a student receives three strikes, they will fail the remove room and be place/booked into Internal Reflection.

Move
A verbal rule warning ('move') should be issued by the member of staff in the first instance. This is logged onto Arbor.

Remove
Students who receive another warning (Remove) in class will be sent immediately to a 'remove room' and will receive a 60-minute SLT detention the next day. This is logged onto Arbor. Students will be given a remove slip with a time stamp, they will have three minutes to arrive at the remove room, and must go directly to the remove room. If a student takes longer than three minutes or goes to the toilet in transition, they will fail and be placed/booked into internal reflection.

If a student walks out of lesson, without the permission of a member of staff, then this is logged as a remove and a 60-minute remove detention is set for the next day. If a student does not go directly to the remove room after a self-remove, they will be place/booked into internal reflection.

If a student does not go immediately to the 'remove room' or fails the 'remove room' then they will be placed in IR for the remainder of the day. Students will be given no more than 3 minutes to arrive to the remove room from their lesson.

Refusal to go to Internal Reflection will result in a Fixed Term Suspension with 2 days in Internal Reflection upon re-integration with parent/carer (this is to include the day in IR that was refused initially)

If a student is removed from 2 lessons (3 for adapted policy students) in a day they will be placed into Internal Reflection for 2 days and their parents will be called in for a recalibration meeting.

If a student is removed from 2 lessons (3 for adapted policy) in a week then they will have a 1-day Internal Reflection.

If a student receives 7 'Moves' (9 for adapted policy) in a week then they will have a 1-day Internal Reflection.

If a student refuses to go to Internal Reflection in the morning, they will be asked to wait in reception while the Academy contact parents to support. If the students has not signed into IR by 9:30am, an additional day of Internal Reflection will be issued.
If the student continues to refuse to sign into Internal Reflection by the end of period 2, they will be suspended, and a parent meeting organised. The student will have the 2 days of IR to complete as well as an additional day for being suspended.

In circumstances where a sanction is deemed more appropriate than a suspension, Northampton Academy may utilise the internal reflection provision of one of its partner schools, Weston Favell Academy or Campion School. Students may be placed in such provision for a specified period, normally between one and two days, determined by the nature of the sanction. This approach provides a constructive alternative to suspension, ensuring that high standards of behaviour are maintained while safeguarding the continuity of education. Northampton Academy will supply all required learning materials, including exercise books, stationery, and a laptop. Parents are responsible

for transporting their child to Weston Favell Academy, with transport provided by the Academy only in exceptional circumstances. Transport to Campion School will be arranged by Northampton Academy.

See Appendix 2 for adjustment to Policy for students with ADHD.

Late Detentions:
Morning
All KS3 and KS4 students enter through the main student school gate. If they have not passed the check point by 8:39:40 they will be Students will be placed in a 45 minute SLT detention (see Attendance Policy for adjustment).

Lesson Lates
If a student is late to a lesson then the teacher will place the student in a 45 minute SLT detention. If a student is purposefully delaying their arrive to lesson and purposefully late to a lesson they will be placed in Internal Reflection.

Expectations in detentions:
Students

- Arrive on time.
- Put bags and coats under their chairs.
- Face towards the front.
- Do not communicate with other students or make any noise.
- Demonstrate a continuous effort to work
- In a 45 minute detention a minimum of 3 pages of A4 is expected
- In a 60 minute detention a minimum of 4 pages of A4 is expected
- Failure to complete the minimum standard of work will result in the student failing their detention and being placed in IR the next day.

Failure of a 45 minute SLT detention or 60 minute SLT detention for making noise/talking or failing to follow instructions will result in the student being place in Internal Reflection the next day.
If a student does not attend their detention, they will be collected at the end of the following day and serve a 90 minute detention. If a student walks away or refuses to attend this 90 minute detention, they will be placed into Internal Reflection the next day until the end of the 90 minute detention time (4:45pm)

Staff

- Arrive on time.
- Supervise in a high profile/low key manner.
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention.
- Lead member of staff decides on further consequence after conversation with the Assistant Principal, Vice Principal or Principal depending on seriousness.

Consequences of Poor Behaviour
We have high expectations of our students both in lesson and outside of lesson. Consequently, we will sanction the students accordingly if they break our rules. These are all based around our core values of RESPECT, DETERMINATION, AMBITION, TOLERANCE AND INTEGRITY.

Please note that this is not an exhaustive list and we may sanction students for other reasons not listed.

DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

Examples of reasons for 45-minute SLT sanction include:

- Failing to follow instructions – not respecting staff. (for example – refusing to pick up litter or tuck in their shirt)
- Removal from lesson – not respecting classroom rules – please note this is a 60-minute sanction.
- Eating in class/ Chewing gum.
- Late to school (after 8.40am)/Late to lesson.
- Swearing/aggressive language – not being respectful.
- Untucked shirt
- Rolled up skirt
- Persistently not wearing their blazer
- Dropping litter
- Learning Manager Deputy Director/Director/ Assistant Principal concerns.
- Talking during fire drill.
- Riding bike/pulling 'wheelies' on site**.
- Vandalism (minor)
- Inappropriate body language/gestures.
- Putting hands on another student without permission (with exception of playing contact sports i.e. football/basketball).
- Racist, Homophobic, biphobic or transphobic language (depending on seriousness may result in exclusion).
- Sexist or misogynistic language or behaviour (depending on seriousness may result in internal reflection or exclusion).

Any student truanting a 45 min OR 60 sanction will sit a 90 minute detention the next day, if they truant the 90 minutes detention they will be placed into Internal Reflection the next day.

**please note that we take road safety extremely seriously. Any student seen doing 'wheelies' or riding inappropriately outside of school will also be sanctioned. A letter will also be sent to the parents to warn of their behaviour. If a student receives three letters about mis-use of bike then they will be banned for the rest of the academic year to bring their school onto site.

Internal Reflection (I.R)

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which students are isolated from the rest of the Academy for serious or persistent breaches of the code of conduct.

It is used:

- For pupils who have been internally excluded and referred via the appropriate channels.
- When a student is truanting from their lesson (if a student is placed in IR for truanting, they will be expected to remain in IR until 4pm that day)
- When a situation can be resolved by placing pupils in the I.R. room.
- In line with sanctions specified in this policy document.
- Where uniform is not correct as per uniform policy.

This room operates from 8:40am until 3:15pm every day, if a student has had no strikes during the day and has completed a substantial amount of work they will be allowed to leave at 3:15pm. If a student receives a strike of does not complete enough work they will stay in IR until 4pm. Students also have break and lunch at a different time from the rest of the school, but do not leave I.R. They are expected to work in silence throughout the day.

Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows that remain open for ventilation.

Upon entering I.R pupils will; sign in on the register, place phone in a locker, then sit in a designated seat in room.

The room operates a three-strike policy. If they receive three strikes, then they fail the day and repeat it.

If a student walks out of the Internal Reflection room without permission, then they fail their day, they will repeat the failed day and complete an additional day for removing themselves from the room.

Strategies to Support Successful Completion of Internal Reflection (IR)

Some students will be entitled to resets during their time in Internal Reflection, similar to the time-out process used during lessons. These are structured opportunities to help students regulate and re-engage positively with their day in IR.

At Northampton Academy, Internal Reflection is designed to give students the opportunity to reflect on their behaviour in a calm, structured environment while still maintaining their educational progress. To help students successfully complete their time in IR, we have established a supportive reset process, which includes both in-room and supervised out-of-room strategies.

Tier 1: Study Support Time-Out

Students may be directed to Study Support for a short Tier 1 time-out, similar to the time out used during lessons. This is intended to allow students to take a break from the IR environment, and return ready to re-engage with the expectations of the room.

Before a student is sent to Study Support, the Internal Reflection staff will check with the team to confirm it is an appropriate time. Students will be out of Internal Reflection for a maximum of 5 minutes and are expected to return promptly and with a positive attitude.

Tier 2: Calibration Walks

Where appropriate, some students may be offered a Tier 2 calibration walk. This is a short, supervised 1:1 walk around the building, intended to provide quiet time away from the Internal Reflection room to help the student regulate emotionally and mentally.

Calibration walks are not designed as free movement time, they are a structured time-out from IR with the sole purpose of returning the student in a calmer, more reflective state. These walks should be free of distraction and are dependent on staff availability. If staff are unavailable, a Tier 1 time-out will be offered instead.

Expectations and Misuse of Reset Support

The reset process and calibration walks are strategies of support, not privileges. If a student refuses to return to IR, behaves inappropriately during their time-out, or repeatedly abuses the system, access to these supports may be suspended for a fixed period or removed entirely.

5. Graduated Approach

	Trigger	Support	Success criteria

Wave 1 support	• 5/7 moves • 2/3 removes in week • 2/3 removes in day • X4 IR • 1 FTS	• Wave 1 report • At least 2 wave 1 support strategies used	3 targets agreed with student (with measurable outcome)
Wave 2 support	• Failure of Wave 1 targets • X6 IR • 2 FTS	• Wave 2 report • At least 2 wave 2 support strategies used • Review meeting with parent/carer (after 2 and 4 weeks)	3 targets agreed with student (with measurable outcome)
Wave 3 support	• Failure of Wave 2 targets • X10 IR • 3 FTS	• Wave 3 report • At least 2 wave 3 support strategies used • Review meeting with parent/carer (after 3 and 6 weeks)	3 targets agreed with student/parent (with measurable outcome)
Wave 4 support	• Failure of Wave 3 targets • X15 IR • 4 FTS	• Wave 4 report • At least 2 wave 4 support strategies used • Review meeting with parent/carer (after 3 and 6 weeks)	3 targets agreed with student/parent (with measurable outcome)
Wave 5 support	• Failure of Wave 4 targets • X20 IR • 5+ FTS	• Wave 5 report • At least 2 wave 5 support strategies used • Review meeting with parent/carer (after 3 and 6 weeks)	3 targets agreed with student/parent (with measurable outcome)

***Please note that Alternative provision/Manage move may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the bet support for the student and all parties are in agreement with this.**

****Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent exclusion.**

Support is put in place on a case by case basis, considering any specific needs. These may include:

- Time out card.
- Adjustment to behaviour policy in lessons.
- Counselling.
- Protective behaviours.
- Peer mentoring.
- Staff mentoring.
- EHA.
- Strive programme.
- START 2 GROW
- Referral to the wellbeing team (who provide a vast array of different packages).
- Referral to school nurse.
- Referral to child protection officer and/or social services.

- Referral to external agencies: CAMHs, TPT, YOT, Educational Entitlement, Educational Psychologist (EP).

Please note this is not an exhaustive list.

Additional Support

Study Support and the Wave 3+ Meetings.

Some of our students are very vulnerable and require additional support and the implementation of sanctions alone is not appropriate. Study Support is an area where there is an opportunity for extra help for these students, both academic and in terms of their 'well-being', to ensure that we are meeting their individual needs. This may involve a timetable in normal lessons as well as time spent within Study Support according to need. Following successful intervention, the students are reintegrated into a 'normal' timetable again with support.

The Wave 3+ meetings determine whether it is appropriate for a student to access any of our additional support measures. This meeting is a multi-agency style meeting with the following staff present:

- Vice Principal & DSL
- Assistant Principal & DSL.
- SENCO.
- Safeguarding Deputy Lead
- Member of Wellbeing team (Counsellor, EHA co-Ordinator or Pastoral Support worker).

These meetings are held every week to determine additional interventions for students based on;

- Risk of Permanent Exclusion (PX) e.g known involvement with gangs outside of school.
- Persistent poor behaviour.
- Poor academic progression Director of Key Stage Interim reports – underachieving in all core subjects.
- Serious underachievement identified through monitoring.
- Identified as vulnerable e.g. LAC/SEN.
- Specific SEN that prevents engagement in mainstream lessons.
- Attendance issues/Truanting.
- Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. The Vice Principal Pastoral will chair these meetings. Minutes are taken at every meeting and actions are reviewed weekly.

Report Cards

Students on report will have 3 measurable targets. Classroom teachers will be made aware via Arbor they are on report. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

Alternative provision

The Refocus Centre is a 12-week internal intervention for students struggling to engage in mainstream lessons. It provides over 12 targeted interventions per week in a calm, structured environment focused on learning, emotional regulation, and behaviour reflection. The first 6 weeks take place in the Refocus Centre, followed by 6 weeks of in-lesson support from Refocus staff. Students are referred based on behaviour data and pastoral needs, with the aim of successful reintegration.

To re-focus students and meet their educational needs they may be assigned an alternative curriculum e.g. CE Academy or Progress Schools. In this case they will be educated off-site for a period that will be reviewed at regular intervals, this is done very 6 weeks. This will only be put in place if it is agreed by all parties that this is in

the best interest of the child. The provider that the school uses will always be Ofsted registered if they are there for a greater time than 16 hours/week.

Suspensions

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Vice Principal is designated as 'Acting' in this instance). Parent/carer will be informed by telephone and by letter if their child is suspended. Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a reinstatement meeting with a member of the behaviour or senior team and sometimes a governor on return from any exclusion. See Exclusion Policy for more detail.

Fixed term suspensions can be used if students are deliberately and maliciously failing to follow newly devised social distancing rules, verbally abusive towards staff, physically violent or present a significant danger to themselves or others (running around the school and refusing to follow any instruction set by staff being one potential example). **Reasonable adjustments will always be used where applicable.**

A list of reasons for Fixed Term Suspension are listed below:

- Persistent breach of the behaviour policy.
- Deliberately risking the health and safety of others in the school.
- Deliberately spitting towards somebody else.
- Walking around the building without permission.
- Persistent failure to comply with code of conduct.
- Fighting (Primary fighter – FTS, Secondary fighter – IR).
- Refusing/failure of Internal Reflection
- Swearing at a member of staff.
- Setting off fire alarm/extinguishers.
- Damage to school property including graffiti.
- Continued Bullying.
- Intimidation or aggressive behaviour towards other students.
- Repeated non-cooperation with a member of staff.
- Non-compliance with Academy rules.
- Using lighters matches or cigarettes.
- Sexual misconduct/sexual harassment.
- Racist, Homophobic, biphobic or transphobic language or behaviour
- Sexist or misogynistic language or behaviour.
- Breaching Academy ICT security.
- Bringing fireworks into school.
- Bringing alcohol into school or being under the influence of alcohol or other substances.
- Malicious allegations against staff.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off site.
- Bringing the Academy into disrepute (including travelling to and from the Academy).
- Refusal to hand phone over after using in school (See it, hear it, take it).
- Assistant Principal/Vice Principal concerns.

Permanent Exclusions

- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Persistent serious bullying.

(the above are the Principal's three lines in the sand).

- Serious actual or threatened violence against another pupil or individual on site.
- Serious damage to school property.
- Any violence towards a teacher or member of the support staff.
- Sexual abuse, assault or persistent sexual harassment.
- Persistent racist, Homophobic, biphobic or transphobic language or behaviour
- Persistent sexist or misogynistic language or behaviour.
- Where an offence is repeated after fixed-term exclusion.
- Where the health and safety of others is at risk including setting off fireworks.
- Serious intimidating behaviour towards a member of staff.
- Serious breach of the behaviour policy.
- Persistent breach of the behaviour policy.

N.B. Please note this is not an exhaustive list for reasons for Exclusions

6. Prohibited items and searches

Mobile Phones and Electronic Equipment

All smartphones and electronic devices must be switched of and paced in the students bag. Any student who uses a mobile phone or electronic device (including iWatches and earphones) without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The phone will be held in a secure environment until the parent collects it. The school follows 'See it, Hear it, Take it'.

Procedure:

- All smartphones and electronic devices must be turned off and placed in the students bags before they enter the main green gate at the Wellingborough Road.
- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds*.
- The smartphone or electronic device will be confiscated if seen in a students trouser pocket, blazer pocket, or anywhere other than their bag.
- Phones that are confiscated will only be returned to parents/carers. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected. The parent/carer must arrange an arranged time to collect the phone.
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching Learning Managers/Student reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in Internal Reflection (IR) for the rest of the day until 4.15pm and the phone will still be confiscated until parent/carer collects. Refusal to go into IR will result in a Fixed Term Exclusion followed by 2 days in IR.
- Students who go to the toilet to use their phone to contact their parents, contact other students or generally use the phone will be in breach of this policy and their phone/electronic device will be confiscated and held until a parent/carer can collect.

*__Please note that if a member of staff does not physically see the phone then this can still be confiscated if they are sure the student has been using it i.e. text has been sent to parents__.

Banned Items

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are not permitted and should not be worn or bought to the academy. All staff will confiscate such items consistently.

- No jewellery may be worn to school, including facial piercings of any kind (e.g. lip/nose/tongue/eyelid etc). Students are permitted 1 stud in each ear lobe only and one bracelet is permitted per wrist. No charm bracelets are allowed. (see uniform policy for examples of what are not allowed)
- Hairstyles should be sensible. This means no 'pattern cuts', shaved, or excessively colored hair (Natural color only). No inappropriate styles allowed. No dip dyes (ombre styles) are allowed.
- No different colored extensions are allowed (either braided or dyed) and must be close in color to the natural hair color of the students. The colors cannot be contrasting colors.
- Any hair clips or beads should be simple and plainly coloured
- Hoodies.
- Apple watches or i-watches
- Denim jackets.
- Coats with inappropriate logos.
- Any type of hat or cap.
- Bandanas, headbands and combs.
- Only minimal (not noticeable) make up.
- Nail varnish and or nail extensions.
- Fake eyes lashes.
- Tattoos including henna tattoos.
- Chewing gum.
- Energy drinks.
- Drinks in glass bottles.
- Laser pens.
- Weapon/Drugs – these form part of Principal 'lines in the sand'.

Other Confiscated Items

Items taken from students during the school day are usually returned at the end of the day (with exception of phones, earphones or IWatches). **However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect**. Unclaimed items are sent to lost property in the reception area at each half term. These items are then periodically given away to charity shops if left unclaimed.

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for schools – July 2022. . This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

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

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. Any banned item in this section listed above can be searched for.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). **At the Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches**. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

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

Searches without Consent

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

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Pastoral team is authorised by the Principal at Northampton Academy to conduct a search.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device

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

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

Please note - The school will notify parents when a search has taken place regardless if items are found or not.

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

Extent of search
The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.
It is a condition of having a locker in school that the student gives their consent to it being searched.

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

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

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

7. Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to be, except in exceptional circumstances, lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.

Confiscation of drugs
Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested.

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

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

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

8. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. We have a 'TELLING SCHOOL' ethos where every allegation of bullying will be full investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying policy for full details.

9. Sanctions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools__A_guide_for_headteachers_and_School_Staff.pdf

24 hours' notice of a detention is no longer required. ***'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given'*** (https://www.gov.uk/school-disciplineexclusions).

Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child.
- Whether the child has caring responsibilities,
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent weekends but not those at the beginning and end of half term holidays,
- Teacher training days.

Any staff member may give detentions. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet. **Please note we do not undertake lunchtime detentions.**

Malicious accusations against staff
These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be

sanctioned with an exclusion. The length of exclusion and whether this is internal or external will be treated on a case by case basis.

The power to discipline beyond the school gate

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or mis-use of social media.

10. Use of social media

The policy applies to all forms of social media and apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Mis-use of social media include (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.

Student can report mis-use of social media to any member of staff in the Academy. This should be logged under E-safety concern if this happens and a member of staff (varies deepening on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handles by a member of the safeguarding team.

State that in line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our 'Imperio' software and usage is tracked and sanctions applied where applicable.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions.

11. Use of reasonable force

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

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

Use of force may also relate to searches as outlined in Section 5.

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

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the 'Positive handling' log. Parents are always notified alongside the Vice Principal – Pastoral and DSL.

12. Suspensions

Please see Exclusion Policy for full details and also DfE guidelines - https://www.gov.uk/government/publications/school-exclusion

Please note: All students who return from a Fixed Term Suspensions will have 1 day Internal Reflection

Reasons for exclusion are listed below:

- Persistent breach of the behaviour policy.
- Fighting (Primary fighter – FTE, Secondary fighter – IR).
- Swearing at a member of staff.
- Setting off fire alarm/extinguishers.
- Damage to school property including graffiti.
- Continued Bullying.
- Intimidation or aggressive behaviour towards other students.
- Repeated non-cooperation with a member of staff.
- Non-compliance with Academy rules.
- Using lighters matches or cigarettes.
- Sexist, racist or homophobic behaviour.
- Sexual misconduct.
- Breaching Academy ICT security.
- Bringing fireworks into school.
- Bringing alcohol into school or being under the influence of alcohol or other substances.
- Malicious allegations against staff.
- Truanting lessons.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off site.
- Bringing the Academy into disrepute (including travelling to and from the Academy).
- 2 removals in a week (1 day IR).
- 5 'moves' in a week (1 day IR).
- Refusal to go to IR (1 day FTE followed by 2 days in IR).
- Failed remove room/refused remove room.
- Refusal to hand phone over after using in school (See it, hear it, take it).
- Assistant Principal/Vice Principal concerns.
- Every 3 lates after 8.40am (as per Attendance policy).
- 2 incidents of talking during fire drill in academic year (IR).

Permanent Exclusions

- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Persistent serious bullying.

(the above are the Principal's three lines in the sand).

- Serious actual or threatened violence against another pupil or individual on site.
- Serious damage to school property.
- Any violence towards a teacher or member of the support staff.
- Sexual abuse or assault.
- Where an offence is repeated after fixed-term exclusion.
- Where the health and safety of others is at risk including setting off fireworks.
- Serious intimidating behaviour towards a member of staff..
- Serious breach of the behaviour policy.
- Continued breach of the behaviour policy

Please note this is not an exhaustive list for reasons for Exclusions

Serious Incidents that require investigation

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal or Assistant Principal. If neither are available, then the Director of Key Stage should carry out the investigation.

- Student (s) involved should be isolated immediately in IR (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- Phones should be taken from the students (s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student (s) will remain in IR or isolation until the investigation is complete.
- Any member of staff who were witness should email the member of staff overseeing the investigation with full statement as soon as possible.
- Any student (s) who were witness should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student (s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with Vice Principal on sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in incident.

N.B if a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least 2 members of staff present. There should always be at least 1 member of the same sex as student (s) but should always try to involve 2 members of the same sex

Linked documents

- Exclusion Policy.
- Anti-bullying policy.
- Attendance Policy.
- Safeguarding Policy.
- Uniform Policy.
- E-safety Policy.

- Reasonable adjustment Policy.
- SEN Code of Practice.

13. Contextual Safeguarding

The context and motive of a pupils misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding policy without delay.

Appendix 1

Behaviour for Learning: Supplementary Guidance on powers and duties of school staff
(To be used in conjunction with the Behaviour for Learning Policy)

a. In line with current legislation, Northampton's Behaviour for Learning Policy sets out measures which:
   - Promote good behaviour, self-discipline and respect.
   - Prevent bullying.
   - Ensure that pupils complete assigned work.
   - Regulate the conduct of pupils.

b. When deciding what these measures should be, we take into account national guidelines in relation to;
   - Screening and searching pupils.
   - The power to discipline beyond the school gate.
   - Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.
   - Pastoral care for staff accused of misconduct.

c. We publicise our Behaviour for Learning Policy, in writing, to staff, parents/carers and pupils on our website

d. The standard of behaviour expected of all pupils is included in the school's Home-School Agreement which parents and pupils sign prior to admission

e. We have a legal duty under the Equality Act 2010, to ensure effective safeguarding systems are in place

f. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction3

g. Teachers can discipline pupils when the pupil is in school or elsewhere under the charge of a teacher, including school visits

h. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school (see below)

i. Teachers have the power to impose detention outside school hours

j. Teachers can confiscate a pupil's property

k. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

l. As per section 91 of the Education and Inspections Act 2006, sanctions applied are reasonable and appropriate and take into account the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. Multi agency assessment and intervention is applied as necessary.

2 Section 89 (1) of the Education and Inspections Act 2006
3 Section 90 and 91 of the Education and Inspections Act 2006

Appendix 2

Adjustment to Behaviour Policy for students with diagnosis ADHD DfE guidelines:
'reasonable adjustments to policies and practices'

Rationale
Northampton Academy is a fully inclusive school and recognises ADHD as a neurological disorder and disability. It is vital to adjust polices and practice to ensure that students with ADHD are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place. We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

Stage 1
Meeting with parent and student to agree on appropriate adjustment to Behaviour Policy and strategies to be used in lesson. SENDCO and Assistant Principal to attend.

Stage 2
Strategies and adjustments placed in the students 'Pupil Passport' pro-forma and sent to all the teachers and support staff. SENDCO convenes a meeting with teachers of the students to discuss strategies.

Stage 3
*Review of strategies and adjustment to policy with parents twice a year. SENDCO and Vice Principal or Assistant Principal to attend. Adapt the 'Pupil Passport' pro-forma if necessary and share adjusted strategies with staff.

Examples of Strategies**	**Examples of adjustment to Behaviour Policy****
Increased use of praise within lesson	House point given to student if they are not removed from a lesson in a day
Fidget toy	House point given to student if they are removed from less than 3 lessons a week
Short tasks	Study Support pod used instead of IR room (where capacity allows)
Short, clear instructions	warn given before using 'move, remove'
Post it notes on desk to identify warnings	3 removes in a week, rather than 2.
Time out card	9 moves in a week, rather than 7
Seating plan adjustment – sat at front of classroom	2 * 10 minute fresh air breaks if completing day in Internal Reflection

*Strategies will also be put in place to support any learning needs that the student has
**Please note this is not an exhaustive list and other strategies/adjustment will be considered on a case by case basis and also dependent of Educational Psychologist report
N.B. This adjustment to Policy was written in consultation with an ADHD specialist worker

Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school as we transition back fully from the COVID-19 outbreak. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	Everybody is included within this policy. We understand that Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any reasonable adjustments.
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs.
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	No negative impact to having this policy. All staff will be trained and given scenarios to talk through and raise any question.
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to having this policy
RECORDING FINAL DECISION	This policy will go to governors for approval

Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.