



BEHAVIOUR FOR LEARNING

January 2024

Passmores Academy
Part of the Passmores Co-operative Learning Community

Behaviour For Learning Policy

Vision + values / Aim / Legislation

1. Behaviour principles
2. Rewards
3. Student support / interventions
4. Unacceptable behaviours
5. Banned items
6. Report systems
7. Bullying
8. Suspensions
9. Roles and Responsibilities
10. The Behaviour Curriculum
11. Mobile phones/electronic devices
12. Responding to behaviour
 - Classroom
 - Safeguarding
 - To good behaviour
 - To misbehaviour
13. Confiscation and searches
 - Drugs/smoking/vaping/alcohol
 - Offensive weapons
14. Offsite/Online Suspected criminal behaviour - Sexual harassment – Sexual violence
15. Responding to misbehaviour from students with SEND
16. Supporting students/parents/carers:
 - Following a sanction
 - Supporting the partnership with parents and carers
17. Prevent Duty
18. Local Governing Body

Behaviour for Learning Rewards + Discipline

Vision and Values:

All our young people will enjoy their learning, understand that we all continue to learn throughout our lives, attain high outcomes and be helped to become confident individuals and responsible citizens, whilst making excellent progress.

Passmores Academy believes that:

Diligence, self-discipline, good manners and concern for others are values which are the foundation of all our work. Our aim is to develop highly educated, well rounded students who can make their way in the world as successful citizens. We take the greatest pride in celebrating the successes of all those in our community. (School Prospectus)

At Passmores we believe in the importance of relationships, ensuring students and staff feel valued, safe and secure.

Our academy reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

Compassion and Kindness
Hope
Connection and Belonging

We endeavour to make sure that at our school these values run through all our school policies and practice.

Aims of the policy

This Behaviour for Learning Policy seeks to communicate a set of behavioural standards which is understood by all who operate within the Academy. These standards permeate the life of the Academy. The policy endeavours to create an Academy environment that is safe and secure, where all members of the community can thrive and feel respected.

The policy promotes consistent approaches to the encouragement of good behaviour and consistent strategies in managing behaviour that falls below the expectations and values of the Academy.

Introduction

The main principle underlying our Behaviour for Learning Policy is to instil in our students, self-discipline and a sense of appropriate behaviour. This is achieved through having consistent approaches to rewarding good behaviour and having consistency when sanctions are required for those whose behaviour falls short of the high standards, we expect of the students at Passmores Academy.

The creation of a secure and caring environment is the responsibility of everyone within the Academy community: students, staff, and parents/carers. Everyone is of equal value and is to be treated with respect accordingly, regardless of gender, sexuality, disability, cultural, racial, religious, family background or any of the protected characteristics under the 2010 Equality Act.

Great emphasis is placed on developing good relationships throughout the Academy community, with everyone being encouraged to show respect for the feelings, views and values of others. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others.

The Academy is a welcoming place of which we can all be proud, with a positive working atmosphere. Everyone should show a respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves.

We aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish an Academy approach to maintaining high standards of behaviour that reflect our values.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Ensure that students are taught what constitutes as unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department of Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- 2022](#)
- [Use of reasonable force in schools](#)

1. Behaviour Principles

Written statement of behaviour principles

The following principles apply to Passmores Academy.

- Every student understands that they have the right to feel safe, valued and respected and to be able to learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff, volunteers, and contractors, set an excellent example to students at all times.
- Rewards and sanctions are used consistently by staff in line with the Behaviour for Learning Policy.
- The Behaviour for Learning Policy is understood by students and staff.
- The Behaviour for Learning Policy explains that suspensions/exclusions will only be used as a last result and outlines the processes involved in suspensions and exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students home life.
- **The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

Key Points

There is a need for clear boundaries for all members of the Academy.

All actions have consequences both positive and negative.

The principles of behaviour for learning are based on ensuring expectations and standards are taught explicitly. If behaviour does not then meet the standards, there will be clear warnings leading to logical consequences when warnings are not heeded.

Levels of consequence

1. Staff verbal warnings
2. Departmental subject detention - usually the next day, however, a detention can be for the same day so long as parents are informed. This could be via email alert or telephone. There DOES NOT need to be 24 hours' notice. S30 set by subject staff.
3. Centralised detention C60 set by HoD
4. Other consequences/support for disruptive behaviour:
 - On Call system
 - Loss of break or lunch
 - Students can be placed in an alternative classroom or removed to the Zone, used as a cooling down area
 - SLT Zone periods 1 - 4 with a senior member of staff/Zone
 - Suspension
 - Managed Move

- Direct instruction
- TATE
- Firebreak

5. Governors' Panel with warning, leading to possible move for Permanent Exclusion

2. Rewards

As an Academy, we like to pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements of all our students, both inside and outside the classroom.

Staff will consistently engage in a rewards system that provides our students with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour, and attendance.

We aim to create a culture where staff believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate success but to also inspire and motivate young people to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance

Forms of rewards include:

- Passmores points
- Passmores badges for blazers and lanyards
- Merits/department stickers
- Work displayed
- Positive contact week
- Tutee of the week
- Tutor group of the week
- Certificates
- Letter/postcard home
- Golden ticket
- Fast track lunch passes
- 100% attendance/improved attendance
- Reward for the completion of the Passport
- Passmores Points certificates
- Year 11 Prom
- Principal's Lunch
- Principal's Challenge Trip
- Principal's Newsletter commendation
- Phone calls home
- Jack Petchey Achievement Award
- Students hold positions of responsibility as an acknowledgment of their good conduct: Senior Student, Prefect, House Captain, Sports Captains, Student Council, House Panel

Many rewards carry a points value. Points can be redeemed for prizes by the students. A full list of prizes and privileges can be found displayed at Student Services and on tutor boards.

Trips and Visits/Privileges

All extra-curricular activities are recognised as a privilege and promoted as such to the students. There are clear criteria against which a student can be judged to have earned the right to participate in these activities. Students who have not behaved well enough to attend a trip will be given a target to earn the right to gain this privilege for the next term.

3. Student Support/Interventions

To help students achieve their full potential, support is allocated through the Inclusion Panel, which meets on a weekly basis. A range of support structures includes:

- Access Centre (AC) Provision
- Learning Mentor Support
- Emotional Literacy workshops
- Friends Programme
- Anger Management workshops
- Relaxation workshops/self-esteem

Input from outside agencies - including Child and Family Consultation Service (CFCS), Social Services, Community Service Volunteers (CSV), Young Concern, Counsellor
School Council/House Panels
Prefects/Mental Health Ambassadors
Student leaders attending Local Governing Body meetings
One Plans
Reports with: Form Tutor/Head of House/Associate Senior Leadership Team Report/Leadership Team
Careers advice
STEP team
The DEN

4. Unacceptable Behaviours

Behaviour incidents likely to be sanctioned are:

- Disruption in lessons, in corridors between lessons and at break and lunch times
- Failure to complete class work or homework
- Lateness to school and to lessons
- Incorrect uniform or attire not meeting expectations
- Lack of equipment
- Misuse of technology/social media
- Eating food/drinking in undesignated areas
- Dropping litter/not clearing tables at break and lunch
- Failure to attend detentions
- Failing to attend lessons on/off site (truancy)
- Off site without permission, (leaving the premises without signing out)
- Use of discriminatory language/ use of racist/homophobic comments
- Theft
- Verbal and/or physical violence against others
- Lack of respect for others/school site/misuse of school equipment (graffiti, vandalism)
- Bringing the school into disrepute
- Inappropriate hairstyles – no extreme haircuts/styles/non-natural colouring (will be kept in isolation until resolved)
- Using ICT to play games during lessons
- Bullying
- Rudeness to staff
- Physical or verbal violence towards a member of staff
- Fighting
- Smoking/vaping
- Bringing inappropriate/prohibited items into school (Section 5)
- ICT – Downloading inappropriate material (see E-Safety policy, Acceptable Use Agreement and Harmful Sexual Behaviour and Child on Child Abuse policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as; sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothing, pulling down P.E shorts/ underwear, online sexual behaviour (including on social media) such as unwanted sexual comments and messages, sharing of nudes and semi-nudes images and/or videos or sharing unwanted explicit content.
- Sexual violence, such as sexual assault (intentional sexual touching without consent) assault by penetration or rape – See Policy on Harmful Sexual Behaviour

6. Banned Items

- Fizzy drinks
- Laser pens
- Knives or weapons
- Fireworks and explosive items

- Stolen items
- Pornographic images
- Any material or article related to the promotion of activities contrary to the academy's values - for example, discrimination, homophobia or extremist views.
- Tobacco and related products.
- E-cigarettes and related products
- Lighters and items of ignition
- Solvents
- Alcohol
- Illegal substances
- Legal highs or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

6. Report System

The reporting system has been created to support the whole community of the Academy, students, staff and parents; it is only right that all are involved in the process. Reports are a way of giving responsibility for conduct and behaviour to students. They are often used after a serious incident to help the student quickly settle back into lessons smoothly and following a fixed term suspension. In some cases, a student may be noted to be developing bad habits or poor behaviour. Starting a student on a report gives them the opportunity to modify their behaviour.

Report: Students can progress through the reporting system if they are not able to change their behaviour. The first report can also be a positive to highlight successes in each day. Depending on what level of support is required the student will be placed with an appropriate adult. This can be from the Tutor, STEP Team, Pastoral Team, ASLT or SLT.

Parent Role: To read the report and keep in contact with the member of staff overseeing the report and to attend any meetings to discuss the progress of reporting.

7. Bullying

Bullying and abuse of any kind will not be tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (real or perceived). Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include –

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice based and discriminatory including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse forced on a particular characteristic (e.g., gender, race, sexuality).

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm. spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, or gaming sites.

For further details please refer to the Anti-Bullying Policy.

8. Suspensions

Fixed term suspensions are extremely serious and will be recorded on a student's file and references if requested. Suspensions can only be given if authorised by the Principal.

Offences for which students may be suspended are:

Physical assault

Verbal abuse/swearing at a member of staff

Bullying

Racist, sexist or homophobic abuse

Behaviour which endangers others

ICT – downloading inappropriate materials

Continued non-compliance

Parents will be informed of a suspension by telephone, email and by letter. Parents are required to attend a reintegration interview with their son or daughter. At this interview, all parties will agree a contract/discussion for improvement.

Work is set via a page in their independent learning on Edclass and this information is on the suspension letter.

The Principal may suspend/exclude in the event of a false malicious allegation made against a member of staff. Cases will be examined on the merits of the individual incident. The Principal will also consider the pastoral needs of staff accused of misconduct.

Permanent exclusion is an option that may be pursued in the light of particular incidents e.g. physical abuse of a member of staff, sexual abuse, or the bringing/dealing of controlled drugs and bringing dangerous weapons onto the school site.

The school reserves the right to consider this sanction in the light of individual circumstances.

Independent reviews of permanent exclusions

In an Independent Review, the panel may uphold the original decision to permanently exclude or recommend the case to be reconsidered. If it considers that the decision of the Governing Body was flawed when viewed in the light of the principles of judicial review it can direct the Academy to reconsider the matter, but the review panel does not have the power to order reinstatement.

9. Roles and Responsibilities

The Principal

The Principal is responsible for –

- Reviewing and approving this Behaviour and Learning Policy on a yearly basis and in conjunction with the teaching and learning committee every three years
- Ensuring that the academy's environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the Academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support where necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Staff and Teachers

Staff are responsible for –

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour and Learning Policy consistently

- Communicating the Academy's expectations, routines, values, and standards through the teaching of behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the Academy's culture and how they can uphold rules and expectations
- Challenging students to meet the schools' expectations

Parents and Carers

Parents and carers, where possible, should –

- Get to know the Behaviour and Learning policy and reinforce it at home where appropriate
- Support their child in adhering to the Behaviour and Learning Policy
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor, promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions, reintegration meetings etc)
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the school
- Take part in the life of the Academy and its culture

10. The Behaviour Curriculum

At Passmores Academy, we strive to have an Academy environment and a culture that is calm, safe and supportive, and free from disruption.

This is achieved by all members of our community having clear expectations on behaviour which we use to form clear routines every day.

The core values of the Academy are; be kind, be respectful, be safe. Our staff and students should model these values every day.

We expect all members of our community to follow our Academy routines relating to movement around the school, dress standards, attendance and punctuality and demonstrate respect for each other, their property, Academy property and the wider community.

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying
- Why they have a duty to follow the behaviour expectations
- The Academy's key rules and routines
- The rewards they can earn for meeting the behaviour standards and the consequences they will face if they do not meet the standards
- The pastoral support that is available to them to help them meet the behavioural standards

- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Students will be supported to develop an understanding of the Academy's Behaviour and Learning Policy and wider culture
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation improvement and implementation of the Behaviour and Learning Policy
- Extra support and induction will be provided for students who are mid phase arrivals

11. Mobile Phones

Please refer to the [Personal Electronic Devices Policy July 2023](#)

12. Responding to Behaviour

Classroom Management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the school. Expectations will be displayed in most classrooms alongside any specific class rules (such as safety rules in laboratories).

Staff will develop positive relationships with students which may include:

- Greeting students in the morning/start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low level disruption
- Using positive reinforcement

Safeguarding

The Academy recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention, or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Praise: Responding to good behaviour

We hope that every student will experience at least some time in their time with us, public recognition and reward for success. There are many opportunities throughout the year to take part in House events, to contribute to events and to gain recognition for achievement. We operate a recognition and reward system which is reflected in such things as:

- Verbal comments which praise and encourage individual students
- Emails home
- Passmore's Points
- Comments/grades in marking
- Active Tutoring
- Awards presented in assembly and named in assemblies
- Mentions in the Principals Newsletter
- Work on display
- Lunchtime passes
- Prizes (such as pizza lunch)
- Certificates or awards
- Positions of responsibility/badges
- Celebration Evening
- Press and publicity

Sanctions to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that are contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Although the Education Act 2011 gives schools powers to issue all detentions without 24 hours' notice, the Academy will ensure parents are contacted via e-mail or telephoned when an after-school detention is issued, recognising that revised transport arrangements will sometimes be required.

13. Confiscation and Searches

Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching screening and confiscation.

Any prohibited items (Banned Items listed in Section 5) found in a student's possession as a result of a search, will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to Academy discipline. These items could be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. Staff may lawfully search electronic devices without consent or parental permission, if the Academy has a suspicion that the pupil has used the device to:

- Cause harm
- Disrupt teaching
- Break Academy rules
- Commit an offence
- Cause personal injury
- Damage property

Additionally, staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g., a controlled drug) weapon or items banned under Academy rules (e.g., cigarettes/tobacco).

There is NOT a no-touch policy at Passmores Academy. When searching students, there may need to be contact to ensure the search is completed. There may be other occasions where contact with a student may be necessary e.g. removal of a disruptive student from a class and where the member of staff needs to use reasonable force. Staff may also need to make physical contact when separating students or preventing students from accessing certain areas, to keep them safe. There may also be other times e.g. when dealing with an accident or when teaching a musical instrument/supporting in a PE lesson.

Drugs/Smoking/Vaping/Alcohol

Students possessing, taking, or being under the influence of illegal drugs or solvents/other substances on the premises, or on Academy business (i.e., on the way to or from the Academy or on a visit); may be considered/likely to lead to, permanent exclusion.

The police will be informed of any drug related activity if the incident meets specific criteria.

Possession of or being under the influence of alcohol while in school jurisdiction will lead to suspension in the first instance and may lead to permanent exclusion if there are further instances. The Principal reserves the right to follow this course of action.

Smoking/Vaping is an offense and will incur a behaviour detention however, other sanctions may be applied, situation dependant.

If the school has a reasonable suspicion, or a concern that a student is in possession of or involved in any activity which compromises their health and safety or the health and safety of others, the Academy will conduct a search or involve the police in conducting a search.

Offensive weapons

Students who either are in possession or who have bought an offensive, dangerous or illegal weapon onto Academy premises may be considered for permanent exclusion. The police will be informed immediately.

The Academy reserves the right to conduct and search any student without their consent.

If the school has a reasonable suspicion, or a concern that a student is in possession of or involved in any activity which compromises their health and safety or the health and safety of others, the Academy will conduct a search or involve the police in conducting a search.

14. Off-site/online/suspected criminal behaviour/sexual harassment/sexual violence

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This means misbehaviour when the student is:

- Taking part in any school organised or Academy related activity (e.g. sports events or school trips)
- Travelling to or from the Academy
- Wearing uniform
- In any other way identifiable as a student of our Academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Academy.
- Poses a threat to another student
- Could adversely affect the reputation of the Academy

Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

Online misbehaviour

The Academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the Academy
- It adversely affects the reputation of the Academy
- The pupil is identifiable as a member of the Academy

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour the Academy will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the Police.

The Academy will not interfere with any Police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with Police action.

If a report to the Police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small a matter' they feel it might be.

The Academy's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Seek further advice

15. Responding to misbehaviour from a student with SEND

Recognising the impact of SEND on behaviour

The Academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

These students may have **special educational needs or a disability** that will require higher levels of support or a One Page Profile. Where particular support is required, a plan is drawn up with the support of the SENDCo, parents/carers and external agencies to ensure that these students can modify their behaviour, access the curriculum and participate fully in Academy life. Where it is deemed necessary, risk assessments for individuals or groups of students are used to support staff in keeping them safe. Multi-Agency assessment will be sought quickly for students who display persistent disruptive behaviour. In all cases, the previous record of the student will be considered and may influence the pattern of sanction applied.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the Behaviour and Learning Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the Academy's policies or practises (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies

As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place, support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND the Academy will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes it may be unlawful for the Academy to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The Academy's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, where possible, will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Academy will cooperate with the local authority and other bodies.

If the Academy has a concern about the behaviour of a student with an EHC plan it will make contact with the local authority to discuss the issue. If appropriate the school may request an emergency review of the EHC plan.

Supporting students following a sanction

Following a sanction, the Academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the Academy.

This could include measures like:

Reintegration meetings

Daily contact with the pastoral lead/tutor

Contracts to support future behaviour

A report card with personalised behaviour goals

16. Supporting Students/Parents/Carers

The Academy works closely in partnership with parents/carers. On entry to the Academy parents/carers, the student and the Academy sign a partnership agreement.

The following strategies are available to support parents/carers:

Termly reports

Academic review meetings

Parents' evenings/parents' information evenings

Frequent staff contact to parents/carers

Parents on the Local Governing Body

Parents' forum

Friends of Passmores

17. Prevent Duties

The Passmore's Co-operative Learning Community recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns. For further details refer to the PREVENT Policy

18. Local Governing Body

The Governing Board

The Local Governing Body is responsible for monitoring this Behaviour and Learning Policy's effectiveness and holding the Principal to account for its implementation.

Approvals and review

This policy was last updated in January 2024 and will be reviewed annually or sooner if there are changes to procedures or legislation. At each review, the policy will be consulted on by the Local Governing Body and approved by the Principal.

The policy was approved by the Principal on January 2024. It will be reviewed annually or sooner if there are changes to procedures or legislation