



BEHAVIOUR FOR LEARNING AND RELATIONSHIPS POLICY

Updated September 2025

A Rationale of Behaviour for Learning Philosophies and Processes within Braunton Academy

General principles underpinning the Behaviour Policy

Our central aim is to inspire each child to **'Aspire & Achieve'**; to maximise success, achievement and personal fulfilment in all they do: by promoting and teaching our agreed values of **RESPECT, CHARACTER** and **COMMUNITY** in a secure and purposeful environment which our young people find stimulating, respond to and enjoy. We will continue to encourage and support a genuine **LOVE OF LEARNING** for life.

Braunton Academy is committed to providing a high- quality learning experience underpinned by a shared set of values and beliefs to which staff, students, families/ carers and academy Trustees have agreed to adhere, promoting personal growth, a challenging curriculum, firmly placing mutual respect and the individual students' needs at the heart of everything we do.

These values are taught through the curriculum, but particular focus is given to this through Theme of the Week, in tutor activities and Personal Development lessons.

The positive behaviour management of our young people is most effective when a true partnership exists between school and home. Together we can continue to make Braunton Academy extremely successful; a school which we are all proud to belong to, and a school where visitors enjoy coming.

This policy details the expectations the school has for our students and is written to ensure that all our partners (students, families, colleagues and the wider community) understand our guiding principles.

The following policy applies to students within core school hours, during enrichment activities, when representing the school, on school trips or visits, in transit to and from school and at any time where an issue within the community impacts on school life.

Our Student Code of Conduct, "Prepared, Respectful, Safe" is displayed around the school and taught to all students to ensure everyone has a positive school experience (see appendix). Students, Families and Staff are provided with our Code of Conduct to sign. We focus on positive behaviours in our students to support them in making good choices. New students also have a meeting with a Senior Leader to ensure that they understand our School expectations and know how to follow them to achieve success in our school community.

The concept behind positive behaviour for learning

As individuals, we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence. Rewards for positive behaviours and attitude choices, and consequences for poor behaviour and attitude choices.

At Braunton Academy, consequences are issued by staff. Students are in control of their own actions and if they have chosen to act in a certain way, these actions will result in consequences being given.

Behaviour choices may have multifaceted causes and as an inclusive school we are committed to working with families to ensure these are investigated and addressed. Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand verbal instruction.

Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Alternative arrangements are made when poor behaviour is linked with additional learning needs. In such cases, the SENCO will ensure that appropriate assessment and early intervention leads to an effective plan being developed, alongside the resources required for its implementation.

Rewards

Robert C Di Giulio writes 'students who feel successful are seldom behaviour problems' (2007). With this in mind we strive to focus on the positive behaviour of our students engaging them to "Aspire and Achieve" and allow others to do this too.

Merits

Merit points are recorded on Class Charts which can be accessed by students and families to see the points that have been given, the subject and reason. Middle and Senior Leaders will use data reports generated from Class Charts to track behaviour allowing for targeted interventions and recognition of positive behaviours.

The information provided within Class Charts is regularly used in meetings with families/carers and it is strongly recommended that families/carers download the app in order that we may work more closely in providing support for our students.

Merit badges, to be worn on students' blazers, are presented to them to acknowledge their hard work when they reach the following quantities: Bronze 50

merits

Silver 100 merits

Gold 150 merits

Platinum 185 merits

Skip the Lunch Queue Pass 285 merits

Afternoon Buffett with the Principal & Chair of Trustees 350 merits

Behaviour for Learning (B4L) See appendix for Criteria

- Scholar badges are awarded after each set of Mid Term Assessments (MTA's) where students who have achieved 1's across their report are recognised. For the first recognition they are given a bronze scholar star then a silver and gold for their next successful MTA's.

Attendance

- Excellent attendance is rewarded termly at assemblies. Trophies are awarded at the end of year assembly
- The House with the best weekly attendance enjoys 'first into the canteen' privileges

Departments

- Departments issue postcards and letters on a regular basis as well as phone calls home.
- Students may be awarded "Student of the Month" in a subject area for doing outstanding work.
- Celebration evenings are held to celebrate the end of Key Stage 3 and Key Stage 4

There is a House Championship each year and students will have the opportunity to gain points for their House in the following ways:

House Points

- House Competitions – there is a varied programme of House competitions and events throughout the year from all areas of school life. This will ensure that everyone has the opportunity to represent their House in something that they enjoy. Students will gain a House Point for entering, and the following points will be awarded for **1st place (10), 2nd place (5), and 3rd place (3)**.
- Other staff award House Points for positive behaviour using the ClassCharts system.
- Best attendance – the House that tops the attendance data each week gains 10 points for their House.

These points accumulate and are recorded on the House Championship display board in the Isaac Hall foyer.

There are opportunities within each House for students to take on extra responsibility and apply to become House Captains, who help organise the competitions and events.



The House Championship calendar culminates with the Annual Sports Day and a House Championship Cup awarded to the House that has accrued the most points over the whole year at the final assembly.

A 'House Championship' day occurs near the end of the Summer Term whereby the students in the winning house overall for the year are able to wear non-uniform and have P5 & P6 on the Athletics track taking part in a range of fun activities.

Honours Boards

Students who are recognised for leadership roles in the Academy are displayed on Honour Boards.

Behaviour Management in Practice

The deployment of a positive behaviour for learning policy

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively. The first priority is to ensure the safety of students and staff and to restore a calm environment. Staff will respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising and recurring and to help restore calm. Staff are regularly trained in behaviour management, de-escalation and restorative approaches techniques. When a consequence has been given, the key focus is on the opportunity for the member of staff to have a restorative conversation with the student. This will allow students to discuss the issues which caused their behaviour and a plan of action to be created to avoid the same situation happening again.

The consequences to students in response to poor behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- improvement: to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students will be supported to understand and follow the rules. This will be via sanctions, reflective conversations, or targeted pastoral support.

The common language of **“choice, chance, consequence”** is used in the Academy. In the event that a student makes a poor choice in respect of their behaviour or attitude after being given their **“choice”** and **“chance”** stages, a **“consequence”** will be applied.

The staff member will take into account the behaviour and context of the behaviour when applying consequences. Whilst the formal consequences process will usually follow the staff member's use of measures to refocus and re-engage the student, there will be times when serious behaviour requires earlier stages to be bypassed.

The Tutor and Head of Year is central to the students' educational experience at Braunton Academy; they will ensure close contact is maintained between home and school in respect of continued negative behaviour incidents. Classcharts is used at the Academy which automatically alerts families of all positive and negative behaviour points, at time of issue.

Communication with staff and families/ carers will take place through emails and phone calls but for more serious issues, in particular suspensions, this is followed up by a letter.

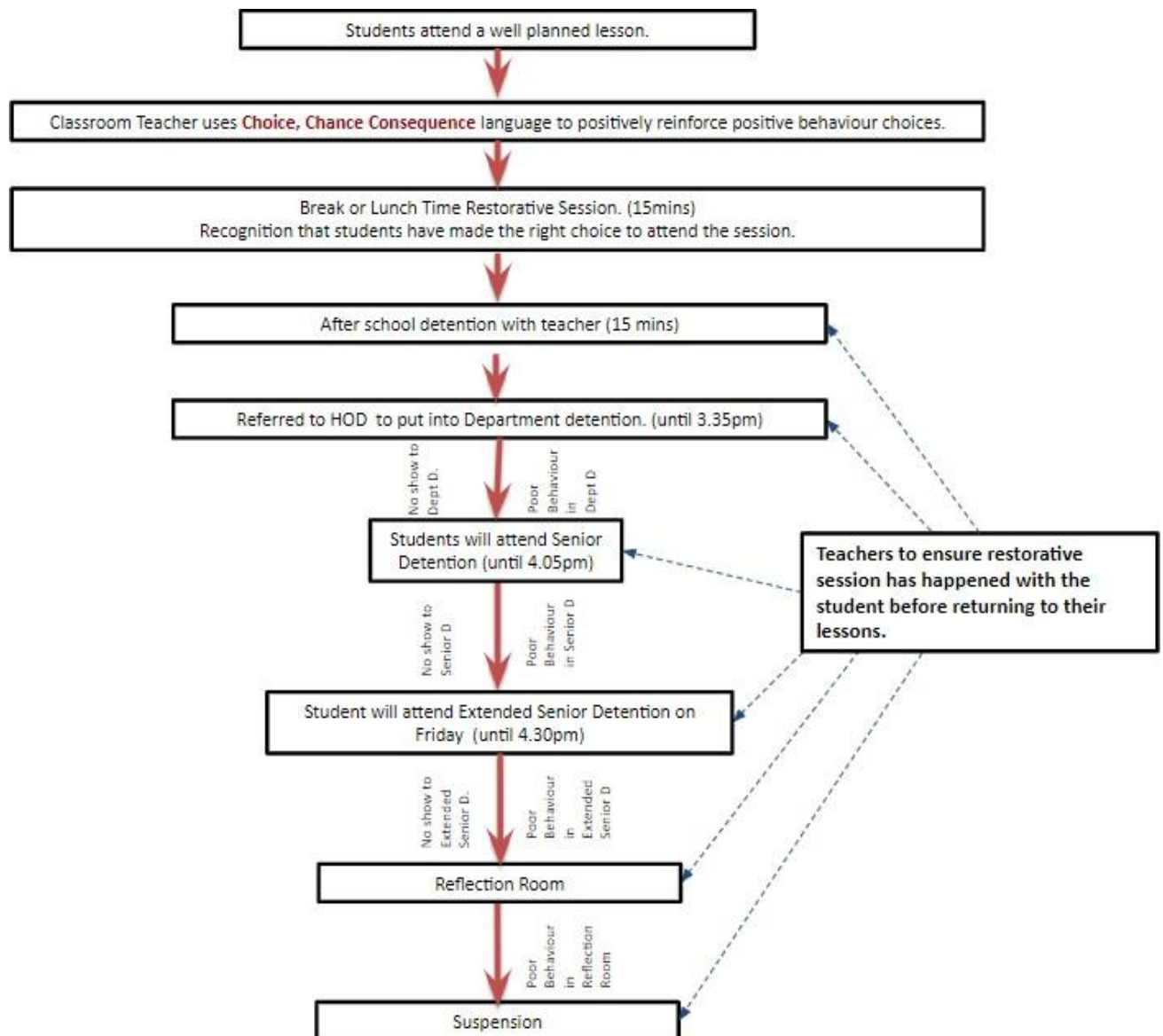
Disruption to learning

Disruption not only seriously affects the learning of the student disrupting the lesson/ learning environment but also directly affects the learning of other students present and the teachers' ability to teach effectively.

Disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of classroom disruption; however, this list is not exhaustive.

- A failure to follow instructions.
- Displaying behaviour that prevents other students from learning and teachers from teaching
- A refusal to engage in the learning process.
- Disrespectful responses to staff / students
- General defiance.
- Use of derogatory language

Through our positive behaviour for learning procedures Braunton Academy intends to address the issue of disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour. Should a student display several poor choices throughout the day, the school may decide to incorporate these into one or more higher level consequence.



If a student doesn't manage the expectations at each level of the flow diagram they move down the steps.

Where a student does not meet the expectations of tutor time or social time, a Pastoral detention is attended at breaktime for 15 minutes. This is run by the HOY who will identify what support needs to be given to the students. Pastoral detentions will be given for the following reasons:

- Late but before the end of registration
- Lack of equipment

- Uniform issues
- Lack of engagement or disruption

Lateness after registration will result in a Senior Staff detention until 4.15pm as will non attendance at Pastoral detention.

Persistent issues

Monitoring Reports

Students will be monitored by placing them on a report card with their tutor, HOD, HOY, or SLT supporting an area of improvement e.g. Lateness or poor Behaviour for Learning. These cards help to identify positives and areas of strength as well as providing an opportunity to reflect on the problematic issues and how to overcome them. We expect home and school to work together with regards to monitoring the students and ask that the report is signed and discussed at home each day.

Other early support

- Students will be discussed at our Branton Academy Student Support (BASS) meeting to see what intervention is needed. This is attended by the Assistant Vice Principal Inclusion (AVP), HOY, SENDCO, Attendance Officer, Deputy DSL and Student Mentors.
- Meetings with families
- Acceptable Behaviour Contract may be created and signed by student, parent/ carer and AVP
- Support from Devon Inclusion Team

Disruptive Student Intervention (DSI) Appendix for referral form

Students who are persistently disruptive in lessons who have had many strategies implemented may be removed from that subject for a maximum of two weeks, known as a DSI. Strategies that must have been explored before this stage include:

- Detentions with restorative conversations with the teacher
- Phone call with families
- HOD involvement
- Meeting with Head of Department and Families
- Support from HOY

For those lessons that the student is removed from, work will be set for that subject and the student will work in the Reflection Room. A restorative meeting with the HOD and teacher to create a plan for improvement will take place before the student returns to lessons.

Senior detentions

Senior detentions can be allocated for the same night up until lunchtime of that day. A phone call will be made to the students' families/ carers by the Reflection Room Lead. The detention will be held on the same day where possible so that the situation is dealt with quickly and does not drag on. The restorative conversation will have the most impact on changing the behaviour which led to the consequence when it is done promptly after the incident.

Investigating Incidents (See Appendix for incident report form)

The Academy will investigate, as appropriate, reported incidents of student misbehaviour. The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements and will provide adequate time for the conduct of investigations as soon as possible to the event. The Academy will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons to make an informed and fair decision regarding consequences. The Academy will notify the police and other relevant bodies of incidents where it is appropriate to do so. A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the Academy.

Prohibited Items, Searching and Confiscation

The safety of our community is of the highest priority to the school. The school has the authority to search for prohibited items without consent if we have reasonable grounds to suspect that a student may be in possession of them. While we always seek to de-escalate challenging situations by using dialogue, the school staff also have the authority to use reasonable force in order to control or restrain students. The following list (which is not exhaustive) lists some of the items that are prohibited:

- Smart phones, watches and other devices that connect to the internet
- Fireworks
- Drugs (both illegal drugs and those deemed as legal highs)
- Alcohol
- Stolen items
- Bladed articles including knives
- Tobacco and related items
- E-cigarettes and related items such as vape pens
- Weapons or items that may be used as weapons
- Pornographic images
- Aerosols of any kind
- Energy drinks
- Any item that may be/has been used to commit an offence, cause damage or injury to a person or property.

Confiscated prohibited items will not be returned to the student; they may be passed to the police to form part of their investigation or for their disposal.

Further details about the searching and in school may be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Smoking/Vaping

The school operates a strict no-smoking/vaping policy across the entire site. Students may be sanctioned for smoking on their way to and from the school site and at all times when wearing school uniform or on external visits. This includes the use of e-cigarettes/vapes. Students who are found to have any smoking paraphernalia on them will face a one day suspension.

Consequences will be escalated for further occasions of smoking/ vaping and families will be invited into the school to discuss their child's behaviour. We also work with the School Nursing Team and can refer students to get support to give up smoking.

Mobile phones and electronic devices

The Academy runs a smartphone free policy in conjunction with all the Braunton Learning Cooperative Trust schools. This means:

1. We are a Smartphone Free School.
2. We make a clear distinction between a simple phone (without the potential for internet access) and a smartphone or any smart device (with internet or potential internet access).
3. Students are prohibited from bringing any smartphone or smart devices into school.
4. The policy mitigates the safeguarding, health and safety risks related to early access to smart devices and supports the school site being a safe environment for all students.
5. The policy supports families to make their own decision about when it is appropriate for their child to have access to smart technology.
6. The policy is enforced with significant consequences for students who bring smartphones into school.

Consequences

- Any phone that is seen outside of a school bag or heard during the school day (school approved or otherwise) will automatically be confiscated. This includes phones that have been heard from within a student's uniform or bag.
- When a phone is confiscated, it will be handed in at reception and locked away.
- When an approved simple phone is confiscated, it will be securely locked away until collection by a parent at the end of the day.
- Prohibited phones will be securely locked away and returned after four weeks of term time.
 - If the four weeks ends during a school holiday, student receive their phone back on return to school, and not before (two weeks primary schools).
 - There will be no option for the SIM card to be removed – it will be confiscated and kept along with the phone.
 - If needed, the student will be allowed to use a school phone to contact their parents/carers before they leave the school.
- A student refusing to hand over their phone will be immediately taken to internal exclusion and held for a parent to come into school to support the confiscation of the phone.
- A student that continues to refuse to hand over their phone by the end of the day will be given a 1-day fixed term exclusion and will have to hand over their smartphone for confiscation on return from the exclusion. Failure to do so will result in further exclusions until the phone is handed over.

For further information please refer to the Smartphone policy on the school website.

Use of aerosols

The sensible use of aerosols for many people poses little risk to them or their health, however for others they can pose a serious risk and threat to their ability to breathe. **In line with the advice from Asthma UK, Braunton Academy is an aerosol free zone.** Due to the serious nature of the risk posed the school will issue appropriate consequences to any student who discharges an aerosol whilst on the school site or on their journey to or from school. This will be

a Pastoral detention in the first instance unless it is used in a deliberately dangerous way, in which case it will be a Senior detention. Students who bring aerosols or perfumes to school should expect to have them confiscated and the school will dispose of them.

Internal exclusion

The Academy use Internal exclusion as a serious consequence short of a fixed term suspension and particularly for issues of persistent disruption of lessons, for example a student removed from a lesson twice in one day would be removed to internal isolation for the remainder of the day and the following school day. During this time students complete a schedule of lesson-based activities. The rationale behind Internal exclusion is that students have the opportunity to continue their studies with intervention time with a member of the support team to reflect on their behaviour and consider what has gone wrong, who has been affected and how things could have been done better. Students have the chance to talk to a trained mentor who can discuss what strategies are needed to support the students.

The internal exclusion room (IER) is sometimes used to deal with a first offence of a serious breach of the behaviour policy if appropriate.

Students may also be required to work in the Internal exclusion room (IER) for more serious or persistent issues either in lessons or outside of learning time including extra-curricular activities and travelling to or from school.

- During the day a pastoral support worker will spend time with the student supporting them with what went wrong and how they can be supported to change their behaviour in the future.
- Students are required to work in the Internal isolation room or, if appropriate, due to SEND, in The Study, under supervision for the whole day or part thereof. For KS4 students, attendance in some key lessons may be permitted.
- Families are informed via email including the reason for the consequence.
- Students are provided with a work schedule focused on core subjects.
- If a whole day is given as a consequence, students eat their morning break and lunch in the Internal inclusion room away from their peers. If lunch is required from the canteen, students can order a cold lunch which is delivered to the room.
- The consequence is recorded on our Class Charts and SIMs systems.
- Students are required to stay until 4.05pm in the evening as part of the consequences.

Serious breach of the School's Behaviour Policy

It is impossible to provide a comprehensive list of all serious incidents, but the following list serves as an indication of the types of incidents that are considered by the school to be serious:

- Refusing to comply with the school confiscation processes around smartphones
- Failure to make good behaviour choices when placed in internal exclusion
- Poor behaviour in a reintegration meeting following a suspension
- Being in a toilet cubicle with another student
- Physical assault against a student including fighting
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from our school Community
- Bullying, second offence (See anti-bullying warning letter appendix)
- Racist abuse
- LGBTphobic abuse
- Misogynistic abuse
- Theft both in or out of school in uniform
- The handling of stolen items
- Damaging property

- Serious challenges to authority
 - Persistent disruption of learning
 - Serious breaches of the ICT code of conduct
 - Selling goods
 - Drug and alcohol related incidents – this may include the use of a legal substance
 - Misuse of medication
 - Misuse of aerosols
 - Misuse of electronic equipment
 - Inciting others to break the school rules
 - Inciting others to commit a violent act
 - Behaviour that endangers themselves or others
 - Behaviour which brings the school into disrepute and/or damages the reputation of the school, even if this behaviour occurs outside of school time/premises
 - Behaviour that causes great anxiety or upset to others (even if this was intended as a joke)
 - The recording/filming/photographing of any of the above incidents
 - Deliberate misuse of the fire alarm
 - Carrying/use of fireworks
 - Making malicious allegations against a member of staff
 - where there has been a serious violent attack against another student
 - Physical assault against an adult
 - Sexual misconduct
 - Taking or distributing sexual images of children/students
 - Possession of a weapon, including replica/training weapons
 - Dealing drugs
 - A serious incident that requires a risk assessment or alternative learning arrangements to be put in place and training staff before it is safe for the student to return.
- NB: If an exclusion of more than 15 days is put in place or a student accumulates more than 15 days exclusions in a term a Trustee panel must be called to review the reason for the exclusion and the support being put in place by the Academy to support a change in the students behaviour choices

Serious incidents will be fully investigated, and they may result in the most serious of consequences including a suspension of more than one day or a permanent exclusion. Incidents in schools are required to pass the civil standard of proof of being more likely than not to have occurred and/or be committed by a given student. The above, non-exhaustive, list of behaviours may result in a report being made to the police. The Principal or any other staff member deputising for the Principal may choose to investigate any incident that occurs outside of school hours or premises should they consider that it may have an impact in the safe and effective operation of the school or its community or damage the reputation of the school.

Deciding whether to exclude a student

Only the Principal or, in his or her absence, a 'senior' teacher acting with his or her authority, can exclude a student from the Academy. A decision to exclude a student will be taken only:

- in response to serious breaches of the Academy's behaviour policy;
- and
- if allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

The decision to exclude a student is a matter of judgement for the Principal, who will take into account the likely impact of the misconduct on the life of the Academy. This may include behaviour on or off Academy premises which is in breach of the standards of behaviour expected by the Academy.

Before reaching a decision to exclude either permanently or for a fixed period, the Principal will:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the Academy's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010;
- allow and encourage the student to give his or her version of events;
- check whether the incident may have been provoked, for example by bullying, including LGBTphobic bullying, or by racial or sexual harassment;

In the case of suspensions, the Principal may exclude a student for up to 45 days in any one year. 5 days to be administered as a general maximum for any one incident or series of incidents.

When suspension/ exclusion is not appropriate

It should not be used for:

- minor incidents such as failure to do homework;
- poor academic performance;
- lateness or truancy;
- pregnancy;

- breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body-piercing, hairstyles, etc), except where these are persistent and in open defiance of such rules;
- punishing students for the behaviour of their families, for example where families refuse, or are unable, to attend a meeting.

Informing families / carers

The Principal will inform the parent / carer by letter of the period of the suspension (it may not run for an indefinite period) and the reasons following a phone call from a Senior leader or HOY.

The parent / carer has the right to make representations about the suspension to the Discipline Committee. Where a parent / carer refuses to comply with the terms of a suspension, the Academy may notify the Social Services department and the police if, in the Principal's view, the child or any other person may be at risk as a result of a failure to meet the terms of the suspension.

Informing the Governing body and the LA

Within one school day the Principal will inform the Governing body and the LA of:
permanent exclusions; suspensions which would result in the student being excluded for more than five school days (or more than ten lunchtimes) in any one term;
suspensions which would result in the student missing a public examination.

For a permanent exclusions, if the student lives outside of Devon the Principal should also advise the 'home' LA of the suspension, so that they can start to make arrangements for the student's full-time education in the event of the expulsion being upheld by the Governing body and independent appeal panel.

For suspensions totalling five or fewer school days, or ten or fewer lunchtimes or half days, in any one term will be reported to the Governing body and LA once a term.

Lunchtime suspension

Students whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. A lunchtime suspension is treated in the

same way as any other suspension.

Unofficial suspensions

Informal or unofficial suspensions are illegal regardless of whether they are done with the agreement of families or carers.

The relevant regulations do not state a minimum length of exclusion. If students are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

In every instance where a student is sent home for disciplinary reasons, the Principal/designated Senior Teacher shall formally record and specify the length of the suspension (for reporting purposes this will be recorded as a half day, whole day or lunchtime).

Providing full-time education from the sixth day

Schools are required to provide full-time education from and including the sixth day of any period of suspension of six days or longer. Days of suspension are not to be aggregated. The education must not be provided at the school unless the suspending schools host shared provision for excluded students with at least one other school.

Families are responsible for the whereabouts of their child during the first five days of any period of suspension up to five days and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification during this period.

Local authorities are required to provide full-time education from the sixth day of a permanent exclusions. Principals (and in the case of PRUs, teachers in charge) will be required to inform the appropriate local authority of the permanent exclusions.

Offsite Direction (DOSS)

Sometimes, a school may decide that a child needs extra support to help them manage their behaviour better. Instead of staying at their usual school, the child is asked to attend a different school or educational setting for a short period, between 2 and 12 weeks. This is called an off-site direction.

The goal is to give the child a fresh environment where they can get the help they need—such as smaller class sizes, more focused support, or a different teaching approach—so they can return to their main school ready to succeed.

Key points for parents:

- **It's not a punishment** – It's a supportive step to help your child improve and succeed.
- **It's temporary** – Your child will return to their usual school once the placement has helped address the issues.
- **You'll be involved** – The school must inform you and involve you in the decision-making process.
- **Your child's education continues** – The alternative setting must still provide a suitable education.

Return to school meetings

A Return to School (RTS) meeting following the expiry of a suspension will be arranged by the Academy prior to a student returning from a period of suspension. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student.

Supporting students

Through BASS meetings, HOY brings student names to be discussed to see what intervention can be offered to support them. Referrals may be made to the Academy Learning Mentors for one-to-one or small group work for a period of time.

Relational Support Plans may be completed to help identify key members of staff to support students who are struggling.

The Academy will offer and lead the Early Help process to ensure effective early identification and integration of services to meet the needs of children and families, including but not limited to: Education Welfare Service; Education Psychology Service; Health Services, including Child and Adolescent Mental Health Services (CAMHS); social services; information, advice and guidance; youth workers from Space and Young Devon; Youth Intervention and Youth Offending Team; drug counsellors agencies such as YSMART, Families in Grief and the Police.

The SENDCO will assess the potential additional needs of a student and complete an All About Me document to share with staff. Referrals to the Social Emotional and Mental Health Team, Communication and Interaction Team or Speech and Language team will be made if appropriate.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently suspend a child for a first or one-off offence. Such circumstances might include:

- where there has been serious violent unprovoked attack against another student;
- Physical assault against an adult
- Sexual misconduct
- Taking or distributing sexual images of children/students
- Possession of a weapon, including replica/training weapons
- Dealing drugs

USE OF EXCLUSION

Under the law, Principal, Governing body, Local Authority and independent appeals panel must have regard to the relevant DfES guidance when deciding:

whether to exclude a student or (where applicable) to uphold an exclusion;

the period of exclusion;

- whether to direct the Principal to reinstate an excluded student (where applicable).
- The Governing body and Principal of the Academy are responsible for
- promoting good behaviour on the part of the Academy's students and for securing an orderly and safe environment for students and staff.

The Academy's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with suspension as one option. The Academy will ensure that the interests of the whole school are considered within any action taken.

Procedures following permanent exclusions

In the case of a permanent exclusions the student remains on the roll of the Academy until any appeal is determined, or until the time limit for the families to lodge an appeal has expired without an appeal being brought, or the parent has told the LA in writing that no appeal is to be brought.

Once a permanent exclusions has been upheld by the Governing body, the LA has a duty to assess the student's needs and how to meet them, including any special educational needs the student may have. Once the student is removed from roll, the LA is responsible for ensuring that suitable full-time education is provided, either at another school or, where necessary, making use of a Student Referral Unit or other alternative provision. If the Academy or LA considers that parenting is a factor in the behaviour of the student who has been expelled, consideration shall be given as to whether it may be appropriate to offer a parenting contract or apply to the magistrate's court for a parenting order. The Academy

may not require a parent to sign a parenting contract as a condition of their child being admitted following permanent exclusion.

Appendix MTA Engagement in learning criteria

	Excellent	Good	Cause for Concern	Serious Cause for Concern
	Active Learning		Passive Learning	
Presentation & Organisation	You are always organised for your lessons. You always have the correct equipment so that you are ready to learn. Work in your exercise books / folders etc. is always well-presented.	You are nearly always organised for your lessons. You nearly always have the correct equipment so that you are ready to learn. Work in your exercise books / folders etc. is mostly well-presented.	There are some occasions when you are not organised for your lessons. You do not always have the necessary equipment and so are not always ready to learn. You do not always follow the Academy's guidelines on presentation and so some work is untidy.	You are frequently not organised for your lessons. You often fail to bring the correct equipment and so you are often not ready to learn. Your work is presented untidily.
Homework	You self-manage your independent tasks extremely well. You plan, organise and complete tasks to the best of your ability. You always meet your deadlines. Your independent work shows that you are making excellent progress in your learning towards developing the knowledge, skills and understanding you need for the subject.	You usually self-manage your independent tasks well. You usually plan, organise and complete tasks to the best of your ability. You usually meet your deadlines. Your independent work shows that you are making good progress in your learning towards developing the knowledge, skills and understanding you need for the subject.	You need to focus more on self-managing your independent tasks. You need to consider the way that you plan, organise and complete tasks. You sometimes fail to meet your deadlines. Your independent work shows that you are making some progress in your learning towards developing the knowledge, skills and understanding you need for the subject.	You have not yet established how to work independently. You need to work hard to plan, organise and complete tasks seeking help where necessary. You regularly fail to meet your deadlines. Your independent work does not yet reflect your progress towards developing the knowledge, skills and understanding you need for the subject.
Engagement in Learning	You always engage in your learning with interest and enthusiasm. You always complete learning tasks to the best of your ability. You participate actively in paired or group tasks. You work very effectively when given independent tasks. You use your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning. You respond thoughtfully to teacher or peer feedback.	You usually engage in your learning with interest and enthusiasm. Most of your learning tasks are completed to the best of your ability. You participate actively in paired or group tasks. You work effectively when given independent tasks. You usually use your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning. You respond actively to teacher or peer feedback.	You need to engage in your learning with more interest and enthusiasm. Not all of your work is completed to the best of your ability. You sometimes work well in paired or group activities. You sometimes work effectively when given independent tasks. You need to think more about how you can best use your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning. You need to respond more actively to teacher or peer feedback.	Your engagement in your learning is inconsistent and is affecting your progress. You are not yet working to the best of your ability in the subject. You need to consider how you can make more positive contributions. Independent tasks are not yet completed effectively. You need to consider how you can build on your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning. You need to respond to teacher or peer feedback.

Key Stage 3 Mastery Curriculum

Mastery Targets	Description
Mastering	Can independently and convincingly explain the 'how and 'why' aspects of their learning and can apply their learning comfortably in new contexts in each subject.
Extending	The student must demonstrate application and understanding of skills, concepts and knowledge in contexts beyond those taught in each subject.
Securing	The student must demonstrate consistent understanding and application of skills, concepts and knowledge in each subject.
Developing	The student must demonstrate a broader understanding and some application of skills, concepts and knowledge in each subject.
Emerging	The student must demonstrate some understanding of skills, concepts and knowledge in each subject.
Not accessing	The student is not yet demonstrating some understanding of skills, concepts and knowledge in each subject.

Progress Indicator	Description
Above Target	Likely to achieve higher than their KS3 mastery target if continued to the end of year 9.
On Target	Likely to achieve their KS3 mastery target if continued to the end of year 9.
Below Target	Likely to achieve below or significantly below their KS3 mastery target if continued to the end of year 9.

Appendix Incident Reporting Form

Braunton Academy – Incident/Witness Statement Form

Name: _____ Year Group: 7 8 9 10 11

Tutor: _____

Date of incident: _____

Time of incident:

Before Tutor ☐ Break ☐ Lunch ☐ After school ☐ Period 1 2 3 4 5 6

Where did it happen?

Who was involved?	Who <i>really</i> saw it? (Witnesses)

What happened? *Use facts not opinions:*

Student signature: _____

Date:

Appendix DSI referral

Disruptive Student Intervention (DSI) Strategy

The Purpose

- The purpose of the Disruptive student Intervention (DSI) Strategy is for class teachers to refer students who need further support. This request can be used once both the class teacher and the HOD have implemented several different departmental and pastoral support policies and interventions with little success.
- If the Disruptive student Intervention (DSI) Strategy is approved, the student will not attend this lesson for a maximum of two weeks and will instead spend this time working in the 'Reflection Room' with work set by the class teacher.
- Once the period of two weeks has concluded, the class teacher and HOD must organise a '**Restorative meeting**' with the student before the students first lesson back in their classroom.

The Process

- **The DSI process can be discussed but must not be confirmed with a parent/carers until confirmation from HOY/SLT.**
- Teacher and HOD complete the DSI form below, filling in all boxes.
- The folder to save all DSI documents can be accessed here [DSI - Disruptive Student Intervention](#)
- **Please use the correct academic year folder and create a folder for the student unless one is already there. Save the DSI document in the folder for the student with the student's name and date as the title of the document.**
- HOD shares the document with the HOY.
- HOY discusses the DSI request with their SLT line manager.
- HOY & SLT will either accept or decline the DSI request, and the HOY will feedback to HOD.
- HOD will inform Judy Nolan for the letter be sent home.
- **It remains the Teacher/HOD's responsibility to make sure that appropriate and challenging work is set for the student and given directly to the student and/or Reflect before the lesson and must co-ordinate the DSI from here NOT HOY/SLT.**

Student Details

- Please fill in all the boxes below.
- If the student has an ALN need, please delete No and enter the specific ALN need.

Student Name	Tutor group	ALN	PP
		A - SEND Register Sept 23 - 24.xlsx.xlsx Yes/No	PP 2023 - 2024 Yes/No

Reason(s)

- This will be put in the letter to families so please be explicit with the reason that has led to the DSI strategy being implemented for this student.

Reason for request to use the Disruptive student Intervention (DSI) Strategy

Key Dates

- Maximum period of 2 weeks

Start Date of DSI Period	End Date of DSI Period	Total Number of Lessons
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Strategies & Interventions

- Please delete the Yes or No statement that is not applicable for each strategy and intervention listed below.
- Please state any other type of strategy and/or intervention that you have used that is not listed below.

Strategies & interventions used to this point	
Seating plans adjusted	Yes/No
Adaptive teaching implemented	Yes/No
ALN register and student profile checked	Yes/No
1:1 Student discussion with class teacher	Yes/No
Student discussion with HOD	Yes/No
1:1 Student discussion with HOY/SLT Parent/Carer	Yes/No
contacted by email by the class teacher	Yes/No
Parent/Carer contacted by email by the HOD	Yes/No
Parent/Carer contacted by email by the HOY/SLT	Yes/No
Parent/Carer contacted by telephone by the class teacher	Yes/No
Parent/Carer contacted by telephone by the HOD	Yes/No
Parent/Carer contacted by telephone by the HOY/SLT	Yes/No
Parent/Carer meeting with the class teacher	Yes/No
Parent/Carer meeting with the HOD	Yes/No
Parent/Carer meeting with the HOY/SLT	Yes/No
Department Tracker/Report	
Other (Please state)	

Request Made By

	Teacher	HOD	Date
Name			
Signature			

Approved / Declined By

Approved	HOY	SLT	Date
Name			
Signature			

Letter to Families/Carers

Dear

Student name:

Tutor:

HOY:

Disruptive Student Intervention: days

I am writing to inform you of my decision to remove name from (subject) lessons for a period of week(s). This means that he/she will not be allowed to attend (subject) classes and instead, must report to the Academy's Reflection Room for these lessons.

Providing name works hard at his/her studies during this time and recognises how inappropriate behaviours in the classroom can prevent learning from taking place, then he/she will be allowed to return into these lessons on _____(date).

Name has been removed from (subject) for the following reason:

Should name not complete the work expected of him/her during this time, then he/she will be kept behind after school on the same day for a senior staff detention until 4.15pm to ensure the work is done. You will be informed of this decision through classcharts.

Should you wish to discuss this matter further, please do not hesitate to contact Mr Frickleton for KS3 students and Mrs Woodhead for KS4 students. Thank you for your support.

Yours faithfully,

Mrs F Bowler

Principal

GUIDELINES FOR PHYSICAL RESTRAINT IN SCHOOL

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a student in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable force" document which is a non-statutory guidance document published by the DFE.

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will.

Physical contact with students may occur under other circumstances such as providing physical prompts, giving support in PE and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so. The school's restraint policy is developed in relation to the school's policy on managing behaviour.

Reasonable force may be used in the following circumstances:

- in self-defence where risk of injury is imminent;
- where there is a developing risk of injury or significant damage to property;

- where good order and discipline are compromised;
- when the activity occurs on the school premises or during an authorised activity off the premises.

Aims

- At Braunton Academy, physical restraint will only be used in extreme circumstances.
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a student from:
 - injuring themselves or others;
 - committing a criminal offence;
 - causing damage to property;

When may students be restrained?

- Where possible staff should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are inappropriate.
- Examples of situations which may require physical restraint are when a student is:
 - attacking a member of staff or another student
 - fighting with another student
 - engaged in or is on the verge of committing deliberate damage or vandalism to property
 - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
 - running in school in a way in which he/she might cause injury to themselves or others
 - absconds from a class or tries to leave the school
 - behaving in a way that is seriously disrupting a lesson
- In cases when the school is aware that a student is likely to behave in a way that may require physical restraint, plans will be made which address:
 - possible strategies for de-escalating the problem (exit card etc)
 - ways of managing the student e.g. strategies, holds to be used
 - informing families about specific action to be adopted
 - briefing staff to ensure they are clear about strategies
 - ensuring additional support can be summoned if appropriate

Who may restrain students?

- Physical Restraint may be carried out by all members of the school staff.

However should any individual lack the confidence or the desire to take such action, a senior member of staff may be summoned.

- These arrangements apply at all times the school has responsibility for students and extend to times when students are at after-school clubs or are off-site on educational trips. The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by families and are in their care.
- Everyone has the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so. In an emergency, e.g. if a student was at immediate risk of injury by someone else, any member of staff is able to intervene.

How may students be restrained?

- A calm approach to a situation should be adopted:
 - Prior to intervention the adult should, if possible, summon assistance from colleagues (Senior Management) e.g. when dealing with more than one student, or if they believe that they may be at risk of injury.
 - If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation orally and to prevent the situation from escalating until help arrives.
 - Staff should remove other students who may be at risk.
 - Attempts should be made to communicate with the student calmly throughout the incident.
 - It should be made clear that physical restraint will stop as soon as it ceases to be necessary.
- Physical intervention may take several forms:
 - Physically moving to get between students
 - Standing in the way of a student
 - Holding, pushing, pulling
 - Leading a student away by the hand or gentle pressure on the back (In more extreme cases more restrictive holds may be used)
- No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the child.
- Force which could cause injury includes:
 - holding around the neck

- any hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints
- tripping
- holding by the hair
- holding the student face down on the ground

Force like this should never be used. No force can ever be used as a punishment.

What to do after an incident of restraint

- All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Headteacher notified.
- name(s) of student(s) involved
- location of incident
- the reason force was necessary
- description of the incident
- steps taken to diffuse the situation
- degree of force used and for how long
- student(s) response and outcome of the incident
- details of any injury suffered by anyone and damage to property
- statements from any witnesses should also be included
- Any staff injuries sustained will be recorded separately on an Accident Report Form in accordance with Health and Safety procedures.
- Students who have been restrained will be entitled to record their views when they have calmed down and will be given assistance to do so if necessary.
- Families will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident. (How and when families are informed is the decision of the SLT/HOY.)
- Students or staff who are involved in a difficult incident will have access to support as required:
 - Debriefing
 - Restorative meeting
 - Discussion with Assistant Headteacher (Student Support and Guidance)
 - Time with a mentor
 - Childline

Appendix Anti-bullying Letters

Anti-bullying Warning 1 Letter

Dear **Parent Name**

As I explained in my phone call to you on **Date here**, I am writing to inform you that **Student Name here** has been issued with an Anti-bullying warning 1 as part of our Anti-bullying policy.

Braunton Academy uses www.gov.uk definition of bullying which describes bullying as a behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Sexual - unwanted physical contact or sexually abusive comments
- LGBT phobic - focussing on derogatory language or abuse based on someone's actual (or perceived) sexual orientation or gender identity.
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the internet including: email and internet chat room misuse; mobile phone threats by text messaging; misuse of associated technology (camera and video facilities)
- Physical 'bullying' will be treated as assault.
- Acts motivated by racism or other forms of prejudice will be dealt with and recorded according to guidance from Devon County Council.

As part of this warning and in line with policy, we would like you to attend a meeting with myself on the Academy site on **Date here**. At this meeting we will organise for the following things to take place:

- Senior staff after school detention issued
- Support for **Student name here** which will take place with a member of the senior leadership team as an anti-bullying intervention.

We will also need to complete a Devon County Council Bullying, Prejudice & Hate incident form which is a statutory requirement when we have incidents of bullying.

We would welcome support for **Student name here** to prevent any further incidents which we can discuss during our meeting on **date here**.

Yours sincerely

Head of Year name here Head of Year **Number here**

Dear **Parent Name**

As I explained in my phone call to you on **Date here**, I am writing to inform you that **Student Name here** has now been issued with an Anti-bullying warning 2 as part of our Anti-bullying policy.

Braunton Academy uses www.gov.uk definition of bullying which describes bullying as a behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Sexual - unwanted physical contact or sexually abusive comments
- LGBTphobic - focussing on derogatory language or abuse based on someone's actual (or perceived) sexual orientation or gender identity.
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the internet including: email and internet chat room misuse; mobile phone threats by text messaging; misuse of associated technology (camera and video facilities)
- Physical 'bullying' will be treated as assault.
- Acts motivated by racism or other forms of prejudice will be dealt with and recorded according to guidance from Devon County Council.

As part of this warning and in line with policy, we would like you to attend a meeting with myself on the Academy site on **Date here**. At this meeting we will organise for the following things to take place:

- A day in our academy reflection room to be issued
- A contract is drawn up between the student & the Academy regarding **student name here** conduct.
- Problem solving & other options such as changing timetables / supportive schooling during social times to prevent further incidents
- Support for **Student name here** which will take place with a member of the senior leadership team considering any external agencies which could also further support.

We will also need to complete a Devon County Council Bullying, Prejudice & Hate incident form which is a statutory requirement when we have incidents of bullying.

We would welcome support for **Student name here** to prevent any further incidents which we can discuss during our meeting on **date here**.

Yours sincerely

Head of Year name here Head of Year **Number here**

Dear **Parent Name**

As I explained in my phone call to you on **Date here**, I am writing to inform you that **Student Name here** has now been issued with an Anti-bullying warning 3 as part of our Anti-bullying policy.

Braunton Academy uses www.gov.uk definition of bullying which describes bullying as a behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

As part of this warning and in line with policy, we would like you to attend a meeting with myself on the Academy site on **Date here**. At this meeting we will organise for the following things to take place:

- A suspension issued.

- Discussions that will now take with the Braunton Academy Chair of Trustees regarding an off-site provision.
- How **Student name** here risk assessment will look now we are at this final warning for bullying.

Yours sincerely Fay

Bowler Principal