

Updated with:

A change to the wording of 8.4 - responding to misbehaviour.

Addition of 11.3 LiFE MAT Suspensions addendum

<b>Documentation Information</b>			
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## 1. Policy Context

- 1.1 Our Behaviour Policy is driven by our vision: “Be better than you thought you could be” and encompasses a range of trauma informed approaches to be inclusive of all students.
- 1.2 This vision is underpinned by our 6C values:
- **Character** - Being a motivated, proactive and resilient learner.
  - **Collaboration** - The ability to work well with others.
  - **Creativity** - Use imagination or original ideas to do something new.
  - **Citizenship** - Making a positive contribution to the world we live in.
  - **Communication** - Exchanging information with others.
  - **Critical Thinking** - Forming your own opinions based on reliable evidence
- 1.3 Students are familiar with our Bosworth Big Three. These three rules clearly identify the basic expectations we expect all of our students to meet.

### Be Kind-

- Respect all around you, staff and students.
- Respect the environment, in and out of school.
- Use language which builds people, rather than knocking them down.

### Every Minute Counts

- Complete all work to the best of your ability.
- 100% effort from the first minute to the last.
- Ask for help if you need it.

### First time, every time

- Follow instructions immediately and respectfully when asked to.
- Be curious and polite, e.g. hold doors and say thanks.
- Be a role model to others.

## 2. Behaviour Policy Aims

- 2.1 This policy aims to:
- Provide a consistent approach to behaviour management
  - Clearly define the expectations that we have of each member of the school community in order to foster positive and productive relationships
  - Provide the basis for a positive, whole school approach to behaviour management which contributes to creating an excellent climate for learning
  - Identify the roles and responsibilities of different people in the academy with regards to behaviour management
  - Provide guidance and support for staff in dealing with inappropriate behaviour and works in conjunction with other policies.

- Ensure close liaison with parents about behavioural issues, liaising with appropriate agencies and maintaining good communication at all times.

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### 3. Legislation, statutory requirements and statutory guidance

3.1 This policy is based on legislation and advice from the Department for 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](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#);

This policy complies with our funding agreement and articles of association.

### 4. Definitions

4.1 Bosworth Academy embraces a range of approaches to behaviour management and recognises that it is by actively engaging students in the behaviour management process that they develop the ability to reflect on their inappropriate behaviour and how it impacts on others and themselves.

4.2 Our behaviour approaches aim to provide a supportive framework for young people to take responsibility for their behaviour and be accountable for their actions. Our ethos is a restorative approach to behaviour that establishes firm and consistent boundaries with appropriate graduated sanctions for students who break those boundaries, and provides the appropriate support to enable students to make a positive change in their behaviour.

4.3 **Examples of misbehaviour though not limited to, include:**

- Disruption in lessons, around the school environment and beyond.
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow instructions

#### 4.4 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include for examples:
  - Knives or weapons (or imitations)
  - Alcohol
  - Vapes or electronic smoking devices
  - Tobacco and cigarette papers
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

**Serious misbehaviour also includes sexual harassment**, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

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## 5. Bullying

### 5.1 Definition

**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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (STOP: Several Times On Purpose)
- Difficult to defend against

**Bullying is not** a one-off comment said in anger in which there is no evident power imbalance between the students involved. An argument between two students where both have been guilty of similarly offensive or threatening remarks. A physical altercation between two students in which both have been willing participants.

The Academy is committed to employing a range of strategies to resolve any conflict situations that affect the Bosworth Academy community

These include:

- Minor incidents where groups or individuals ‘fall out’
- More serious incidents where the conflict leads to groups or individuals harassing others
- Very serious incidents where harassment becomes persistent, intimidating and victimising (i.e. bullying)

**5.2 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"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused 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

### 5.3 Dealing with bullying

- We have a ‘zero tolerance’ attitude towards bullying behaviour of any form and students and staff need to know that their concerns will be taken seriously and acted on.
- It is essential that incidents are dealt with swiftly and effectively by the member of staff involved.
- In deciding upon an appropriate response, staff need to take a clear account of the incident.
- Where an incident has taken place away from school parents of both parties will be informed when such incidents occur. It may be appropriate to help them to accept that involving the police may be necessary.
- The member of staff will make a judgement as to the nature of the incident. Whether the incident is **interpersonal conflict** or **victimisation**. They will then take the appropriate course of action

Interpersonal Conflict	Victimisation
Discuss the situation with both parties involved	Will be dealt with according to the Behaviour Management Policy and the following disciplinary steps can be taken following investigation of the incident:-
Get the parties to see the problem	Official warnings to cease bullying behaviours. Consequences for repetition of bullying behaviour identified
Ensure that both parties are able to empathise and see the other person’s point of view	Parental meeting. Parents and student agree to personal behaviour contract.
Encourage both parties to identify ways to repair the situation and create harmony between them.	Referral to inclusion base <ul style="list-style-type: none"> <li>• Morning Inclusion</li> <li>• Whole Day Inclusion</li> <li>• 12 - 4 Programme</li> </ul>
Arrange further meetings to discuss progress	Fixed term suspension
If appropriate, involve parents.	Permanent exclusion

## 6. Roles and Responsibilities

### 6.1 The Governing Body

The school governors will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 6.2 The headteacher and senior leadership team are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school 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 school'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 when 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
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 6.3 Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Promoting all aspects of our global competencies, the 6Cs
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

#### 6.4 Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Use Arbor to track behaviour incidents and reward points.
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Whenever possible take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### 6.5 Students

Students will be made continually aware of our expected behaviour culture through assemblies and during tutor period. Our behaviour curriculum will be shared with students regularly during the school year.

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural expectations
- Students will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour 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 policy.
- Extra support and induction will be provided for students who are mid-year transfers.

## 7. School Behaviour Curriculum

#### 7.1 Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

**7.2** Bosworth Academy embraces a range of approaches to behaviour management and recognises that it is by actively engaging students in the behaviour management process that they develop the ability to reflect on their inappropriate behaviour and how it impacts on others and themselves. We explicitly communicate our expectations through our behaviour curriculum which is shared regularly with students through tutor time, assembly and in lessons.

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## **8. Responding to behaviour**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines to develop a safe and predictable environment
  - 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
  - Encourage students to engage with personalised strategies to regulate themselves eg. co-regulation with a key adult or access to a safe space.

We ask students and staff to focus on five key things each lesson to positively engage with the learning. Our 'Five to Thrive' are:

1. Fresh start each lesson, on time
2. Meet and greet, ready to learn
3. Demonstrate the 'BIG 3'
4. One voice at a time
5. 100% engagement- no opting out!

## 8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of 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 which can be found in our [policy section](#) of the school website.

## 8.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and can be rewarded. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour can be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call, email or written correspondence
- Reward points
- Progressive awards, certificates, special events or assemblies
- Whole-class or year group rewards, such as rewards trips or special events

### Bosworth Rewards

Our rewards system aims to provide students with rewards that are personalised and varied following consultation with the school's student council. Students achieve reward points linked to the 6Cs outlined below:

- Character
- Communication
- Collaboration
- Citizenship
- Critical Thinking
- Creativity

Students can trade in their reward points for rewards based on a tariff system as well as being invited to celebrations if they have reached the highest amount of reward points for their year group.

In addition, assemblies and live prize draws occur throughout the year to reward students in a more public way.

#### **8.4 Responding 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 standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

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

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

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

During lessons, students will receive warnings and explanations to inform them of what they are doing wrong and what will happen if they do not change their behaviour. For disruptive behaviour, the warning system is used:

- Challenge - First warning (the student is given a warning and told to change their behaviour.
- Choice- Second warning (the student will be given a choice about their behaviour eg moving seats). They will also know that if they choose to continue the disruption then they will receive a faculty break detention.
- Consequence- The student receives a faculty break detention for their continued disruption. These detentions are run weekly.
- Removal from lesson (the student is removed from lesson and is placed into a Post 16 lesson and will also receive a lunchtime detention on the same day or the next day if it is after lunch for persistent disruptive behaviour. Failure to attend this will result in an after school detention.

For more serious incidents, students may find themselves being removed from circulation and placed into our Inclusion Base. This is an area, staffed by staff, where students can have some time away from their peers to reflect on their behaviour. Care is taken to try to ensure that the physical environment provides a calm area for the child who may become overwhelmed or

over stimulated. Reasonable adjustments may be offered where appropriate to support students during their sanction. During their time in inclusion, students will also have a conversation with a member of staff about their behaviour to try and learn lessons from it and restore relationships where necessary.

There are a range of different consequences used by the school in response to unacceptable behaviour, these include:

- Non-verbal signals of disapproval to improve behaviour
- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class for a short period
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom
- Referring the student to their year head or a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Placing a student on report to tutor/assistant year head/year head/pastoral lead/SLT
- Removing the student to another classroom for the remainder of the lesson
- Removal of the student from the classroom for a number of lessons
- Morning Inclusion, All Day Inclusion or Inclusion 12-4pm
- Fixed term suspension
- Permanent exclusions, in the most serious of circumstances

The 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.

Students who are repeatedly not meeting our expectations would incur further consequences.

## 8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff are able to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

### Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 8.6 Confiscation, searches, screening

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

- [Searching, screening and confiscation: advice for schools 2022](#)

## 8.7 Confiscation

Searches will at times be carried out randomly with whole groups of students when we are concerned that prohibited school items are being brought into school by many students. For examples vapes or smoking paraphernalia.

Any prohibited items 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 school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

## 8.8 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher (or Deputy Headteacher in the absence of the Head), or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your coat
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the headteacher/deputy/key stage lead], to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a 'hand held metal detector' or 'wand' to check that students do not have anything prohibited on their person. We follow the 'wand protocol' which states this will be done in private and with a minimum of two adults present.

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

**Outer clothing includes:**

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)  
Hats, scarves, gloves, shoes, boots

## **8.9 Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including but not limited to:

- **Lockers**
- **Bags**

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **8.10 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay.

Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 4 If they believe that a search has

revealed a safeguarding risk. All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

### 8.11 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practical:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

### 8.12 Off-site misbehaviour

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

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

Sanctions may also be applied where a student 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 school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

### 8.13 Online misbehaviour

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

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

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

#### **8.14 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the senior leadership team or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school 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.

#### **8.15 Zero-tolerance approach to sexual harassment and sexual violence**

The school 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' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school 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
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

## 8.16 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy.

## 9. Misuse of substances

### 9.1 Bosworth Academy aims to

- Provide a broad and balanced substance misuse curriculum which promotes the moral, emotional and physical development of every student and prepares them for the world beyond the academy.
- To be sensitive and respect differences whilst enabling students to understand the risks associated with substance use and misuse
- To provide a standardised approach to managing substance related incidents with due regard for our legal obligations; to protect the well being of the whole school community and give appropriate messages to staff, students and parents/carers ensuring that every incident is dealt with consistently.

### Definitions and Terminology

The standard definition of a drug or substance used for this policy is:

- *'A substance is something people take to change the way they feel, think or behave'*  
*United Nations.*

### Prohibited substances

For the purpose of this policy this includes a wide range of substances, both legal and illegal.

These include but are not limited to:

- Tobacco, including electronic cigarettes and vapes

- Alcohol
  - Illegal drugs
  - Volatile substances such as aerosol propellants, butanes, solvents and glues
  - New and emerging drugs (also known as legal highs)
  - Energy drinks
- 

## 10. Mobile phones

**10.1** Mobile phones are allowed in the Academy but should not be seen during lessons or when moving around the building. Key Stage Four and Five students may use mobile phones during break and lunch. Key Stage Three students should not use mobile phones at any point during the day. Phones should be kept in their bag and should not be seen.

## 11. Serious Sanctions

### 11.1 Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. It includes out of school hours at the end of a school day.

Teachers and classroom staff can issue students with detentions during break, part of lunch or after school (for a short period).

The school will decide whether it is necessary to inform the student's parents about detentions during the school day.

The Headteacher, Senior staff, Heads and Assistant Heads of Year, and Curriculum Leaders, have authority to issue after school (same-day or following day) detentions, which we will inform parents of.

As the DFE states ([link to policy](#)) Parental consent is not required for detentions that satisfy the conditions mentioned in paragraphs 65 - 66.

#### [Behaviour in Schools \(DFE\)](#)

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

When issuing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

## **11.2 Removal from lessons**

In response to serious or persistent breaches of this policy, the school may remove the student from a lesson for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour or persistent disruptive behaviour. Staff will only remove students from a lesson once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Students who receive a removal from lesson will then be assigned to an after school detention which students are expected to attend the next school day unless alternative arrangements are made with the relevant Head of Year.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of a senior leader.

Parents will be informed on the same day that their child is removed from the classroom. Students removed from a lesson will receive a lunchtime detention as a sanction which will escalate to an after school detention if they do not attend. During this lunchtime detention, students will complete work missed and/or complete another piece of work as well as completing restorative work around their behaviour which led to the removal.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with year heads and senior leaders
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- 12 - 4 inclusion
- Educated at another school within the MAT/Behaviour partnership for a short period.
- Managed move (HBEP)
- Alternative provision

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

## **11.3 LiFE MAT Suspensions**

### **Overview**

The Headteacher may make a decision to direct a student off-site for a period of time, known as a LiFE MAT Suspension.

A LiFE MAT Suspension is where the Headteacher directs a student off-site for a period of time from 1 to 5 days in an alternative setting as a strategy to improve behaviour.

The schools working together are:

- **Ashby School**
- **Ibstock School**
- **Ivanhoe School**
- **Bosworth Academy**
- **Countesthorpe Academy**
- **The Winstanley School**

### **Notification**

If a student has received this sanction, a parent will be contacted by the school as soon as possible and informed of:

- The reason for this sanction being given.
- The school the student is required to attend as well as the date and times.

The parent or carer will also be sent a letter confirming details of the LiFE MAT Suspension. This will be sent via email and post.

### **Uniform**

Students must attend their LiFE MAT Suspension in their usual full, correct uniform.

### **Transport**

Parents are required to ensure their child arrives at the host school at the time required. Parents should discuss this with a member of the Senior Leadership Team when arranging the LiFE MAT Suspension.

### **Attendance**

Students are required to attend this LiFE MAT Suspension before returning to school. They will receive an attendance mark for the day whilst they are at their host school.

### **Lunch**

If a student is entitled to Free School Meals, this will be provided for them during their LiFE MAT Suspension by the host school. If they are not entitled to Free School Meals, parents are to provide their child with a packed lunch.

### **Curriculum**

Students will be provided with work which has been set by the school they attend, in line with the curriculum they follow. There is an expectation that they complete this to the best of their ability. They will be provided with all of the equipment they need to complete this work.

### **Reintegration arrangements**

The school will arrange a reintegration meeting in line with procedures for other suspensions. A time and location for this will be discussed with parents or carers.

### **Failure to attend a LiFE MAT Suspension**

If a student fails to attend a LiFE MAT Suspension without a suitable reason in line with the school's normal absence procedures, this will be marked as an unauthorised absence.

Students must attend their LiFE MAT Suspension before they are able to attend school again. If for any reason there is a delay in attendance of this suspension, the reintegration meeting may be rescheduled.

#### **Further sanctions**

If a student displays poor behaviour during their LiFE MAT Suspension, the host school will make contact with the student's home school. The Headteacher will make a decision on sanction in line with the behaviour policy, which may result in a formal suspension from school.

#### **SEND and Additional Needs**

Information about students who have additional needs, including those on the Special Needs and Disabilities register, will be shared with the host school should a LiFE MAT Suspension be put in place. The Headteacher will take any additional needs into account when making their decision on the sanction given to students who fail to follow the behaviour policy.

### **11.4 Suspension and permanent exclusions**

A suspension is used to provide a clear signal of what is unacceptable behaviour as part of this policy and to show a student that their current behaviour is putting them at risk of permanent exclusion.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Suspensions can be used for students up to a maximum of 45 school days in a single academic year and do not need to be for a continuous period.

Students can be suspended for a number of reasons as outlined by the DFE:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by this behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent disruptive and/or defiant behaviour

When a student returns from a suspension, a reintegration meeting is required with parents to discuss the reason for suspension and to make a decision on what is required to successfully reintegrate them into school. On returning to school, students also spend the morning in our Inclusion Base to settle them back into school. Restorative conversations also take place during

this time. When returning to lessons, students go onto a report for a week to monitor their behaviour and provide staff with an opportunity to check in with them daily.

Students who receive more than 15.5 days of suspension in one term, will be invited, with their parents and the headteacher, for a meeting with governors to discuss the reason(s) for suspension(s) and their reinstatement back into school. As part of this process, the governing board will listen to representations made by parents/carers and decide on the reinstatement of the student. Further details of this can be found on pages 35-37 of the DFE suspension guidance.

## 12. Responding to misbehaviour from students with SEND

### 12.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. 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 school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([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 (EHCP) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school 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.

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## 13. Supporting pupils following a sanction

- 13.1 Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the year head/assistant year head
- A report card with personalised behaviour goals
- Restorative meeting with member of pastoral team

## 14. Monitoring and Evaluation

14.1 The Senior Leadership team will evaluate the impact of this policy by receiving data (analysed by year group, faculty groups, gender, ethnicity and other relevant groups) for;

- Positive awards each term/Character for Learning
- Number of fixed term and permanent exclusions
- Referrals to the inclusion base
- Number and nature of “on call” incidents
- Instances of bullying, action taken and support for the victim
- Instances of racism

The Governing Body will also analyse whole school trends and work with senior leaders to improve the behaviour cultures around the school.

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## 15. Uniform

15.1 The school uniform is compulsory to year 7, 8, 9, 10 and 11 students.

We believe that our uniform plays a valuable role in contributing to the positive ethos of our academy, setting an appropriate tone.

- It enables students to wear clothes appropriate for working in safe and aspiring environment.
- It clearly signals our high expectation of students and our strong work ethic, instilling pride in the school.
- It protects children from social pressures to dress in a particular way, nurturing cohesion and promoting good relations between different groups of students.
- It helps students to prepare for their futures in the world of work, where dress codes are usually expected.

**Staff will make the final judgement regarding suitability of uniform in any other cases. Final decisions rest with the year heads and senior members of staff.**

15.2 The table below outlines the expectations for uniform at Bosworth Academy alongside what happens when students do not adhere to them.

### KS3 and KS4 Uniform Expectations

Uniform expectation	Consequences for not following the policy	
Blazers (KS4) or purple jumpers (KS3) are compulsory and must be worn at all times. (During hot weather there may be exceptions which will be emailed to students)	<ol style="list-style-type: none"> <li>1. Report to Laureates/MLT to get a replacement.</li> <li>2. On the third time (for each item), students receive a TTT (break detention). This is reset in each half term.</li> </ol> <p>Students not wearing their lanyard, tie or blazer after being checked and loaned one in the morning will receive a TTT. This is because they have made a choice not to wear one despite having one.</p>	
Lanyard worn at all times		
Bosworth Academy tie		
Skirts to be an appropriate length (no rolling of the skirt)	<ul style="list-style-type: none"> <li>● Challenge and then log under 'inappropriate skirt length'</li> <li>● Students who do not have an appropriate length to their skirt will be spoken to initially.</li> <li>● Repeated logs for having a skirt too short will result in a TTT (break detention)</li> <li>● Students with rolled up skirts will receive a TTT (break detention).</li> </ul>	
No type of false or extended nails (due to health and safety) and no hair of an unnatural colour.	<ul style="list-style-type: none"> <li>● Students will be told to remove the nails and/or hair dye by the Head of Year within a certain time frame.</li> <li>● Communication will be made with home to communicate this message</li> <li>● Students will be isolated if they do not meet the time frame for removal.</li> </ul>	
Discreet jewellery, including small studded earrings (no hoops), max of two bracelets, two rings, one necklace and a watch.	<ul style="list-style-type: none"> <li>● Jewellery not allowed in the policy will be confiscated during tutor time by the tutor or Head of Year team.</li> <li>● Students seen with jewellery infringements after this will receive a TTT (break detention).</li> </ul>	
Discreet makeup and no strip lashes	<ul style="list-style-type: none"> <li>● Students will be asked to remove excessive makeup</li> <li>● Communication will be made with home to reinforce the message.</li> <li>● Isolation if a student refuses to remove the excessive makeup.</li> </ul>	

In addition to the above, they are further aspects of the policy such as:

- At KS4, a grey jumper can be worn but it is not compulsory and is worn as an extra layer not instead of the blazer.
- Shirts must be tucked in.
- All black shoes.

### **PE Uniform Expectations**

We also have expectations with regards to the PE kit at Bosworth Academy. Kit is available from our supplier or a cheaper alternative to keep costs down. All students will need football boots for use on our 3G pitch and sports dome. The need for boots is to ensure the surface quality. Football boots should have studs on the bottom but not blades as they can damage the surface and result in potential injury to the wearer.

PE kit expectation	Consequences for not following the policy
Bosworth Academy logo polo shirt Or Plain black t-shirt/polo with no logo	<ol style="list-style-type: none"> <li>1. Students will borrow spare kit which is washed after use.</li> <li>2. Students receive a behaviour incident log.</li> <li>3. Two occasions borrowing kit results in a break time detention</li> </ol>
Bosworth Academy logo hoodie Or Plain black hoodie with no logo	
Plain black shorts/joggers/leggings Cycling shorts must be mid-thigh length No tights are to be worn under shorts.	
Footwear requirements for the facility that the lesson is in: <ul style="list-style-type: none"> <li>● Sports Hall/ Gym/ Courts - trainers</li> <li>● 3G/Dome - studded football boots (not blades).</li> <li>● Field - football boots or trainers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will borrow spare boots.</li> <li>2. Students receive a behaviour incident log.</li> <li>3. Two occasions borrowing kit results in a break time detention</li> </ol>

### **Sixth Form Dress Code Guidance**

The guidance is not unduly restrictive but it is important that students appreciate that the Sixth Form at Bosworth Academy is a serious work environment and that they are in a school with much younger pupils present.

- Students should be clean and well presented (no ripped jeans)
- Shorts may be worn but must be mid-thigh length or longer
- Cleavage should not be visible
- Baggy jogging bottoms are not permitted
- No extreme hairstyles or colours
- Underwear should not be visible
- Garments with offensive slogans should not be worn
- Sandals may be worn (not flip flops) – restrictions apply in some curriculum areas

- Tops which are low cut and/or revealing, including midriffs, should not be worn
- Skirts should be mid thigh length or longer
- Hats, caps and hoods should not be worn inside the building
- Clear studs must be worn in facial piercings

## **16. Relationship with other policies**

**16.1** This policy should be considered in conjunction with the following policies (this is not an exhaustive list).

- Teaching and learning
- Equal Opportunities
- Attendance
- Alternative Provision
- Inclusion Base Policy
- Safeguarding

**16.2** Feedback on the effectiveness of the policy will be sought from staff, students and parents.