Behaviour Policy

Person responsible for this document:	
Pastoral Care Assistant Principal	
Reviewed by:	**Date:**
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1. Introduction

At Brompton Academy we aim to provide an environment which is conducive to excellent learning and teaching in the classroom, and where there is a calm and orderly atmosphere in and around the Academy that enables students of all abilities, to maximize their potential in a caring and supportive environment.

We believe that every student in the Academy community is of equal worth and value and a unique individual.

Brompton Academy recognises the importance of providing an ethos and environment within the Academy that will help students to be safe and feel safe.

We believe that every student in the Academy community has the right to study within a community free from the injustices which arise from discrimination on the basis of ability, nationality and race, class, gender identity, sexual orientation, religious belief, culture, pregnancy, marriage, disability or age.

In addition, in our Academy students are respected and encouraged to talk openly. All students (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all students regardless of age, gender, ability, culture, race, language, religion, or sexual orientation, have equal rights to protection.

We believe that every student is entitled to an education, which enables individuals to reach their full potential in a safe and supportive environment.

We believe that parents/carers, Trustees and Governors are active participants with the Academy in the educational and social development of the students.

2. Aims

- To create a harmonious community with an atmosphere of mutual respect. We aim to develop tolerance and understanding of individuals' personal, social and emotional needs as well as cultural background.

- To meet the individual needs of all groups of students including vulnerable students, Children In Care, students with learning difficulties & Special Educational Needs, students in need, students at risk (See Safeguarding Policy), students with behavioural issues, students with English as an Additional Language, BAME students (Black and Minority Ethnic groups). Equalities Act 2010 https://www.gov.uk/discrimination-your-rights

- To provide an environment which is conducive to excellent learning and teaching in the classroom and where there is a calm, caring, supportive and orderly atmosphere in and around the Academy that enables students of all abilities to maximize their potential in a caring and supportive environment.

- To establish and sustain an Academy ethos that has at its core, expectations of good order and high levels of work and behaviour, with clear and easily understood sanctions.

- To emphasize the positive nature of behaviour and reward students wherever possible in order to maintain high standards of student behaviour at all times.

- To raise students' self-esteem to ensure they feel valued members of the community.

- To deal promptly and appropriately with all forms of bullying (see Anti–Bullying Policy which includes Cyber Bullying).

- To ensure all members of the Academy community feel safe within their environment.

- Staff challenge any form of derogatory and sexualised language or behaviour.

3. Legislation, statutory requirements and statutory guidance

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 September 2023
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. September 2023
- Use of reasonable force in schools 2013.
- Supporting pupils with medical conditions at school 2017
- Preventing and tackling bullying 2017.pdf

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

4. Student Code of Conduct

In the spirit of mutual support and co-operation for the benefit of all:
The Student Code of Conduct comes from the basic belief that our community needs to work in harmony so that students and staff are allowed and encouraged to achieve their full potential.

Student acknowledges the Academy Code of Conduct	
- Please abide by the Code of Conduct and policies, and accept responsibility for learning and behaviour. - Attend the Academy regularly, on time by 8.20am and in full Academy uniform at all times. - Respect the Academy and other students' property and possessions. - Attend and be on time for every lesson on my timetable. - Ensure I have my 'BA 6' in order to be ready to learn. - Complete all learning activities in lessons and at home. Work hard in lessons. - Comply with instructions the first time of asking, at all times. - Show good behaviour and manners following instructions from a member of staff without arguing back, interrupting or questioning what has been asked. - Be polite at all times - never shouting, swearing or physically harming anyone - students or staff. - Uphold the 'no touch' policy at all times; this means no fighting or physical aggression of any kind. - Please do not chew gum anywhere on the Academy site. - Comply with the sanction process.	- Please keep the classrooms and Academy tidy and clean by not dropping litter/graffiti/wilful damage. - Behave responsibly and respectfully whilst wearing the Academy uniform. This includes the journey to and from the Academy to be sensible and polite and do not display anti-social behaviour to anyone, which might affect the Academy's reputation. - Be fully equipped for my lessons. - Please follow the mobile phones policy; they must be off and away. Phones will be confiscated if seen or heard. - Make up, false nails, false lashes or jewellery are not to be worn. - Use of threat, offensive weapons or prohibited items will not be tolerated. - No smoking or use of e-cigarettes on the Academy premises. - There are certain items that are banned from the Academy for everyone's safety. If a student is found in possession of one of the banned items, a sanction will be applied. Including but not limited to; items such as lighters, vapes, tobacco, alcohol, drugs, any form of weapon, including knives/blades/tools of any sort, any item that can cause harm, laser pens. - Please help us to create a positive environment for all and comply with all instructions the sanction process.

• Please be kind and respectful to all members of the Academy community, and do report bullying or harassment to keep everyone safe. • Please do not set off the fire alarms maliciously.	

5. Classroom and Learning Expectations

In the classroom teachers are expected to refer to the 'Classroom and Learning Expectations'. These help direct a student who is off task, back to their learning within the classroom.

Respect
yourself, other people and the learning environment
Listen
actively to the teacher and contributions of others
Follow
instructions the first time you are asked
Achieve -
complete the learning tasks to the best of your ability

Where there are behaviour issues, staff should endeavor to help students to improve their behaviour by always looking for the underlying causes (e.g., lesson planning, literacy enablement, learning difficulties) and modeling good behaviour in response to behavioral issues.

Students must seek the consent of other students before taking images, audio recordings or filming whether it is for personal or educational use. Recording, filming or taking photographs of staff for any purpose is prohibited.

Good behaviour is expected when students are on the Academy site or on an Academy visit as well as when they are on the way to and from the Academy premises regardless of whether they are under the direct supervision of a member of staff.

6. Staff Expectations

Behaviour is the responsibility of all – including Site and ICT support teams, lunchtime staff, administrators and other support staff. All staff should know what the expectations are in terms of behaviour, uniform and the inclusions referral system. They will assist students and young people to recognize and improve their behaviour. By modeling politeness, self-control and positive and constructive behaviours when working with students and other adults at the Academy.

Staff will make a note of all telephone conversations regarding students onto Bromcom to ensure there is a record of the conversation.

All staff will use the classroom procedures, displayed in all learning spaces, to deal with disruption to learning in the classroom and for summoning additional support. In doing so all teachers and support staff are expected to demonstrate the appropriate professional attributes, professional knowledge and understanding, and professional skills of someone in their position and at their current career stage. Staff will undertake training on behaviour to outline support strategies within teaching.

The 'Classroom Procedures' for setting up a calm and purposeful environment at Brompton Academy:

- Meet, greet students at the door and students enter calmy and direct students to their designated seating plan.
- Check BA 6, uniform and ensure compliance. Start Prior Activity
- Take register aloud within first 5 minutes: polite response "Here Sir/Miss"
  - Report unexplained absence - to the Attendance team
  - Deal with lateness as appropriate
- Start learning → clear expectations
- Uphold the Classroom and Learning Expectations consistently and fairly
- Dismiss students in a calm and ordered manner.

If a student's behaviour is unacceptable, the Education and Inspections Act 2006 permits Academies to impose sanctions on students. Such penalties must be in proportion to the offence and must take into account relevant factors such as:

- The age, nationality and race, gender identity, sexual orientation, religious belief, pregnancy of the student
- Any disability suffered by the student
- Any special educational needs of the student
- Any religious requirements affecting the student
- The Academy adheres to the Equalities Act 2010

The Academy will not tolerate disruptive behaviour in classrooms, following reasonable warning students will be removed. An escalating scale of interventions will be used to improve the behaviour of repeat offenders. These may include internal isolation, suspensions or permanent exclusions.

In general, we would seek to use a hierarchy of sanctions to improve a student's behaviour and to alert parents to the existence of a problem. However, some offences are so serious as to warrant a suspension or an immediate permanent exclusion. Such a decision rests with the Principal and each case will be judged on its merits.

The Principal can lawfully exclude a student for;

- Repeated failure to follow academic instructions
- Tampering with fire equipment
- Bringing offensive weapons onto the Academy site
- Dangerous behaviour that creates a Health and Safety risk to themselves, others or the building or environment.
  Where allowing the students to remain in the Academy would be seriously detrimental to the education and welfare of other students and staff.

7. Mobile Phone Policy

Rationale
Brompton Academy recognises that personal communication through mobile technologies is an accepted part of everyday life, but they do need to be used well and appropriately.

We have noticed increasing trends over a period of time with regards to concerns from parents, carers, staff and students, regarding the inappropriate use of electronic devices and how they impact on individuals.

These include:
- Misuse of social media
- A barrier to learning

- Safeguarding concerns
- Student contacting parents/carers during lessons
- Impacts on mental health

The term 'phone' denotes mobile phones, iPods and any similar devices. This does not include Academy iPads.

Policy

The Academy accepts no responsibility for the safekeeping of any mobile phone. If students are entrusted to carry their mobile phones with them for use before and after the Academy day, the following should be noted:

- Mobile phones must always be switched off during the Academy day, including break and lunchtimes, and remain off whilst students are on the Academy premises. It is not acceptable for phones merely to be put on silent or pager mode.
- The phone must be kept out of sight during lessons.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of the phone will remain the student's responsibility in all lessons including PE/gym/Dance/Drama lessons and in particular, all changing facilities.
- The Academy will not accept responsibility for any loss or damage, to mobile phones.
- Adopt the policy – See it, Hear it, Take it. If a student's mobile phone is seen it will be confiscated until the end of the Academy day.
- Mobile phones will be secured at Student Services and collection time will be from 3.15pm in the Refectory.
- Repeat offences will be monitored by Student Services and parent/carer collection will be requested.

Guidance

a. Travelling to and from the Academy
- Students can bring mobile phones with them to the Academy

b. During the Academy Day
- Before entering the building all mobile phones must be turned off and then, either placed in lockers or put in personal bags.
- Students will not be permitted to use their mobile phone in lessons, in corridors or at break or lunch time.

c. Behaviour sanction for not following the Mobile Phone policy
- 'See It, Hear It, Take It' policy will be implemented with all students' mobile phones.
- This means if your child's mobile phone is either seen or heard, it will be removed and confiscated and placed in the Academy safe in Student Services.
- Collection will be from 3.15pm onwards (alternative consideration for those on Academy transport)
- Students will be expected to sit in the Refectory area after the Academy day and wait for their name to be called for the return of their phone.

d. Additional information
- If a student has a medical condition that uses a mobile phone for monitoring medical conditions and uses a Medical APP, special consideration will be made for these students.
- Emergency Contacts – if students need to contact parents / carers during the Academy day they can do so via Student Services or Reception – parents/ carers can also use this facility to contact their child in an emergency.
- Confiscation – if a mobile phone has been confiscated on more than one occasion because a student has repeatedly failed to follow the Mobile Phone policy, parents/ carers will be required to collect the mobile phone at the end of the day - it will not be returned to the student at the end of the day.

- If a student refuses to follow instructions related to the confiscation of their mobile phone, then this will be seen as defiance and may result in a sanction.

8. Brompton Academy's poor behaviour Escalation Ladder

	Brompton Academy's poor behaviour escalation ladder These are guidelines only	
	Sanction / Action	**Use in cases of....(but not limited to)**
1	First warning Verbal reprimand / Warning	• A single instance of low level silly behaviour • Uniform worn incorrectly • Incorrect equipment • Low level disruption / not working • Refusal to follow instructions • Calling out • Inappropriate Language (not directed at staff)
2	Second warning Behaviour Log and LCU issued (Level 1)	• Repeated behaviour of above • No improvement after warning • Continued defiance • Inappropriate Language (not directed at staff)
3	Third Warning Learning Leadership Support (LLS) after step 3 LCU issued (Level 2)	• Safe seat to the LLS due to continued poor behaviour • Immediate Safe seat due to isolated incident
3	Refer to LLS - Support from Subject Leader or Pastoral Manager	• Refusal to attend lesson • Refusing safe seat • Disruption whilst in safe seat • Poor behaviour outside lesson time • Failure to attend LCU
3	Level 3 incident - High level disruption - Refer or request Pastoral team support - Internal Exclusion Room (ER) - Referral to Behaviour Panel	• Swearing directly at staff • Truancy • Failing to attend detention • Any level 3 type behaviour • Refer to Pastoral Team
4	Level 4 incident - Support referred to Assistant Principal for Behaviour or the Principal	• Aggression • Physical fighting – breach of no touch policy • Swearing directly at staff • Persistent and/or defiance • Persistent rudeness to staff • Persistent defiance over a period of time • Not a limited list

For more significant misdemeanors and examples of poor behaviour Level 3 and 4 sanctions will be used before level 1 and 2. The Exclusion Room is used as a significant internal sanction and is used where possible as a step before an external Suspension.

- Please note the examples in the table above are not exhaustive but used as baseline indicators.

BROMPTON ACADEMY BEHAVIOUR AND SUSPENSION GUIDANCE

The following are guidelines only for suspensions/exclusions
Some offences may result in an immediate permanent exclusion at the discretion of the Principal of the Academy.

The mitigating and aggravating circumstances will be considered carefully and sanctions adjusted and imposed accordingly:

- Mitigating – lower end of range e.g. remorse for behaviour demonstrated, learning difficulties / SEND considerations, difficult personal circumstances/life events
- Aggravating – higher end of range e.g. lack of remorse, previous poor behaviour concerns or warnings given, Persistent defiance, persistent disruption, continued pattern of behaviour

Exclusion Room	Fixed Term Suspension 1 – 44 days	Permanent Exclusion
Mitigating ⟵————————————⟶		**Aggravating**
Physical assault against an student (one off)	Physical assault against an adult or student	Physical assault against an adult or student
Verbal abuse / threatening behaviour against adult or student	Verbal abuse / threatening behaviour against adult or student	Verbal abuse / threatening behaviour against adult or student
Abuse against sexual orientation and gender identity	Use or threat of use of an offensive weapon or prohibited item.	Use or threat of use of an offensive weapon or prohibited item.
Abuse relating to disability	Abuse against sexual orientation and gender identity	Abuse against sexual orientation and gender identity
Inappropriate use of social media or online technology	Abuse relating to disability	Abuse relating to disability
Wilful and repeated transgression of protected measures in place to protect public health	Inappropriate use of social media or online technology	Inappropriate use of social media or online technology
One-off minor bullying and racist abuse	Wilful and repeated transgression of protected measures in place to protect public health	Wilful and repeated transgression of protected measures in place to protect public health
Drug and alcohol related refers to: Smoking on site	Bullying	Bullying
Damage to property	Racist abuse	Racist abuse
Theft	Sexual misconduct	Sexual misconduct
Persistent or general disruptive behaviour	Drug and alcohol related	Drug and alcohol related
Bringing the Academy into disrepute	Damage to property	Damage to property
	Theft	Theft
Other: Level 3 behaviour	Persistent or general disruptive behaviour	Persistent or general disruptive behaviour
	Bringing the Academy into disrepute	Bringing the Academy into disrepute
	Other: only to be used in exceptional circumstances at the discretion of the Principal	Other: only to be used in exceptional circumstances at the discretion of the Principal. Includes: continued defiance

	despite documented formal warning of a permanent exclusion.

Note: Brompton Academy reserves the right to call the Police should incidents be in contravention with the law of the land or be beyond the reasonable management of the Academy sanction structure.

Appendix 1:

Suspension and Permanent Exclusion - not limited to the following behaviours:

	Includes
Physical assault against a student	Fighting, violent behaviour, wounding, obstruction and jostling, Child on child abuse
Physical assault against adult	Violent behaviour, wounding, obstruction and jostling
Verbal abuse / threatening behaviour against student	Threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, Child on child abuse
Verbal abuse / threatening behaviour against adult	Threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the Academy site an offensive weapon/prohibited item such as knives, sharp instruments and BB guns. Carrying an article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Use of an offensive weapon.
Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g., heterosexual, lesbian, gay, bisexual) and gender identity (e.g., transgender) Homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, Swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	Derogatory statements or swearing about a disability, Bullying related to disability, Disability related graffiti,, Disability related taunting and harassment, Child on Child abuse
Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media, Child on child abuse
Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability, Child on child abuse
Racist abuse	Racist taunting and harassment, derogatory and racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti, child on child abuse
Sexual misconduct / Child on child abuse, Child on Child Sexual Violence or Harassment	Sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti, sexting, Child on child abuse, Child on

	Child Sexual Violence or Harassment, Initiation/hazing type violence and rituals, Upskirting
Drug and alcohol related	Possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
Damage to property	Damage includes damage to Academy or personal property belonging to any member of the Academy. Vandalism, arson, graffiti
Theft	Stealing Academy property, stealing personal property (student or adult), stealing from local shops (on Academy outing or outside of the Academy), selling and dealing in stolen property
Persistent or general disruptive behaviour	Challenging behaviour, disobedience, persistent violation of Academy rules, raising of fire alarms falsely, a complete breakdown and defiance of the Academy Code of Conduct over an extended period of time.
Other:	**Other:** Can be used in exceptional circumstances at the discretion of the Principal. Includes: Continued defiance despite documented formal warning of permanent exclusion. Bringing the Academy into disrepute.

Appendix 2:

Cyber bullying

There are different types of cyber bullying which are becoming increasingly common across the country. Cyber bullying utilizes modern communication methods to bully.

- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

- Sending offensive, rude and insulting messages. Nasty or humiliating comments on posts, photos and in chat rooms.

- Repeatedly sending messages that include threats of harm, harassment, intimidating messages or engaging in online activities that make a person afraid for his or her safety.

- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

- Chat room bullying involves sending menacing or upsetting responses to young people when they are in a web-based chat room.

- Bullying through instant messaging is an Internet form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.

- Using sexting text/images as a form of retaliation or as a means to publicly humiliate and cause extreme embarrassment by the use of social media platforms.

There is not a specific law, which makes cyber bullying illegal, but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Acts (2003), Obscene Publications Act (1959) and
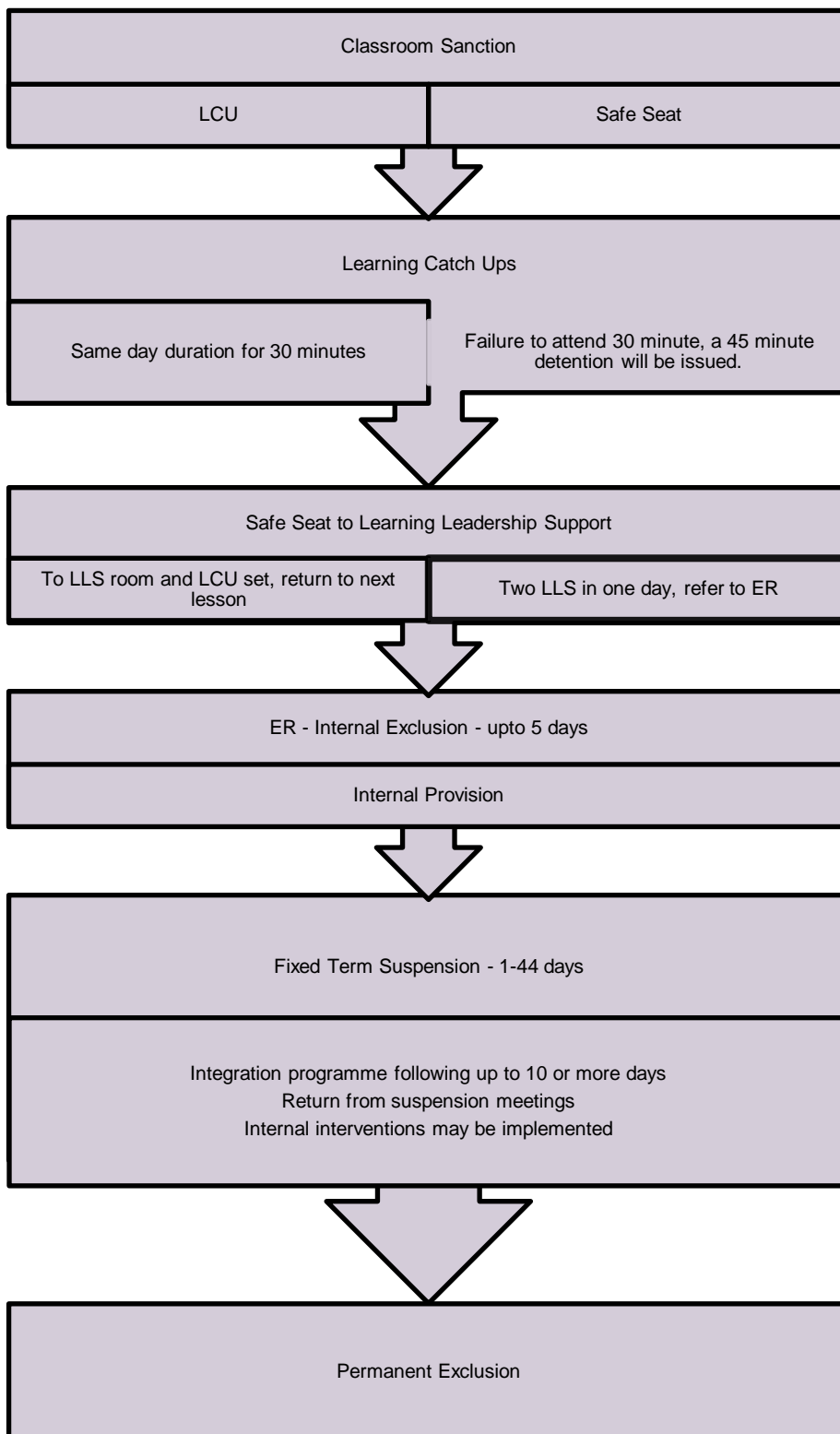
Computer Misuse Act (1990).

Age Restrictions for Social Media Platforms

13	14	16	17	18	18
Twitter Facebook Instagram Google Snapchat Pinterest Tumblr Reddit Secret	LinkedIn	WhatsApp	Vine Tinder	Path	(13 with parents permission) YouTube Keek Foursquare WeChat Kik Flickr

- **Parents/Carers** - are responsible ensuring that their son/daughter adheres to the age restrictions for Social Media Platforms. Any incidents resulting in underage use of Social Media Platforms will not be investigated by the Academy.

- **Brompton Academy** - where a clear link can be established that Cyber bullying has impacted on the learning and well-being of students at the Academy then we will follow the usual Anti-Bullying Policy and Behaviour and Exclusions Guidance to determine the appropriate sanction.

- **Police** - If the cyber bullying or bullying is extreme and a potential criminal offence, the Police will be contacted. For example, sharing explicit images - refer to the Academy's Anti-Bullying Policy

APPENDIX 3

Behaviour Protocols

Classroom Sanction	
LCU	Safe Seat

Learning Catch Ups	
Same day duration for 30 minutes	Failure to attend 30 minute, a 45 minute detention will be issued.

Safe Seat to Learning Leadership Support	
To LLS room and LCU set, return to next lesson	Two LLS in one day, refer to ER

ER - Internal Exclusion - upto 5 days
Internal Provision

Fixed Term Suspension - 1-44 days
Integration programme following up to 10 or more days Return from suspension meetings Internal interventions may be implemented

Permanent Exclusion

9.   Use of Sanctions and Rewards

All students are aware that they have a responsibility to behave appropriately. However, at times some will fail to conform and will experience a sanction to help them modify their behaviour choices.

Often low-level disruption impacts negatively upon learning and must be dealt with appropriately. Some behaviours are more serious and incur a more serious consequence. Teachers will issue a sanction that is proportionate to the event using the list of behaviour types and appropriate levels in the Inclusions booklet.

Detentions

As an Academy we have a right to sanction a Learning Catch Up (LCU). The Academy refer to these as "Behaviour", "Homework"or " Late" detentions.

At Brompton Academy, LCU's for poor behaviour will last for 30 minutes and be held by the Pasroral Team and Subject Leaders on rotation.

Students who do not attend this LCU will be subject to a 45 minute detention the following day held by Senior Leadership Team. Failure to attend this detetntion will result in one day in the Internal Exclusion Room on the following day.

Students will be monitored regarding regular issue of LCU and next interventions may be imposed.

Subject leaders and Pastoral Team will hold homework LCU. Students who do not attend their homework LCU will receive a 45minute SLT detention.

Legally the Academy can detain students for 30 minutes, without prior notice, however, where possible a text will be sent home informing parents of their child's LCU on the day the LCU is set.

Safe seating guidelines and procedure

Safe seating is a sanction used when a student has been removed from a lesson because they have caused serious disruption to learning in the classroom. It is a serious sanction and only used as a last resort to ensure that learning in the classroom can be sustained.

SLT (senior leadership team), teacher or Pastoral Manager who is called to support the lesson will take a decision to safe seat. The student will be 'safe seated' to the Leadership Learning Support Room with a learning task from the lesson they have been removed for up to 1 hour and should be returned to the classroom to discuss the causes of poor behaviour and LCU. Failure to complete LLS safe seat will result in further sanctions.

Trigger for additional support and increased consequences

- Ongoing safe seating will result in targeted intervention as well as more intensive Pastoral Team Support.

If the behaviour is related to students being unable to access learning, then additional support will be considered e.g., Additional learning resources, additional literacy/numeracy support, Teaching Assistant

Referrals to the Exclusion Room

Members of the Strategic Leadership Team or the Pastoral Team only can make referrals to the Exclusion Room.

- Refusal to attend a safe seat will result in student being referred to the Pastoral Team for decision about transfer to Exclusion Room.

- Contact parent/carer by Pastoral Team.
- Referrals to the Exclusion Room will be monitored, where repeated time spent will result in a parent/carer meeting will be arranged to discuss strategies to support improvement.
- Refusal to attend Exclusion Room or complete work to an expected standard will result in further action, which may include an UKAT Inclusion Placement or Fixed Term Suspension.

10. Rewards - Epraise

Every student is part of a whole Academy Mini School system that sees all students having access to a reward system called Epraise. This is designed to motivate all students by

recognising effort and achievements across the Mini School system and through the curriculum. Students are rewarded for embracing our REACH ethos which represents;

- Resilience
- Equality
- Aspiration
- Community
- Happiness

Epraise features and rewards REACH points, badges, leader boards, virtual certificates, activities, raffle rewards and donations towards local charities. Students can earn individual and team points for competing or supporting the Academy community which sees the five Mini Schools compete against each other for Termly rewards.

Students can use the Epraise App to regularly monitor their personal REACH points total and see where and who have rewarded them. This can be done via an app on their iPad or by visiting the login page from any web enabled device.

We are proud to celebrate and share successes in our termly Mini School Reward assemblies that take part in the final week of each term.

In these assemblies we recognise the following:

- Termly winning Mini School
- Termly Mini School Tutor leader board
- Top 5 students recognise for most REACH points per Mini School
- Raffle winners and prizes presented to students
- Subject Stars
- REACH Ethos Stars to recognise students who have contributed towards each individual strand of the REACH values (5 students per Mini School rewarded)
- Summary of the Mini School competition results
- Academy Shop – students can purchase items using their EPRAISE points.

Rewards must be issued regularly, consistently and fairly

11. Inclusions

Pastoral Team

Staff Name	Role
Katy Lutz	Assistant Principal for Pastoral Care Years 7 and 8
Louise Ansell-Burford	Assistant Principal for Pastoral Care Years 9, 10 and 11
Beth Walland	Pastoral Manager Year 7
Theresa Cook	Pastoral Manager Year 8
Nicolle Stone	Pastoral Managers Year 9
Tracey Perry	Pastoral Managers Year 10
Lauren Edwards and Angela Cole	Pastoral Manager Year 11
Mike Smithson	Pastoral Manager KS3 (7&8)
Stephanie Green	Pastoral Manager KS4 (9, 10&11)
Yvonne Cole	Pastoral Manager 6th form
Angela Gardiner and Louise Ellis	Leadership Learning Support and Exclusion RoomTeam

Inclusions Team Meetings

The Inclusions Team meetings initiative is a communicative mechanism that allows parents, students and staff to contact key members of the Inclusion Team via email; to seek advice, guidance and support on a wide variety of Academy based issues that are affecting our students. Referrals for behaviour form a key part of the panel's discussions. Appropriate support will be offered according to need and availability.

Inclusions Team meets regularly to discuss the emotional, learning and behavioural needs of students. The Vice Principal for Inclusions and DSL, Assistant Principal for Behaviour, SENCO and two staff from the Child Protection Team will chair this meeting. Referrals can be made to this meeting by parents/carers, students and staff by phone, email and in writing. The email address is:
refernow@universityofkentacademiestrust.org.uk

In School Review Meetings

These meetings will occur monthly and will be chaired by the Vice Principal (SEN), Special Educational Needs Co-ordinator and Assistant Principal for Behaviour. Representatives of the Inclusion Team will attend along with representatives of outside agencies working with the Academy. Members of the Inclusion Team or from outside agencies can make referrals. An agenda will be circulated before the meeting and minutes will be distributed to all relevant bodies following the meeting. Students may also be referred to the Medway's School Support Group with parental permission.

Pastoral Team Meetings

The Pastoral Team will meet regularly, and 'Behaviour and Attendance' are included as an agenda item.

Role of staff

The Academy 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 pupil'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.

All teachers and Teaching Assistants have the responsibility of knowing the needs of the students they teach and will plan to meet those needs. Teachers will endeavor to use appropriate teaching techniques to ensure students can access the curriculum. Teachers will provide feedback to Assistant Principal of specific year group, SENCo and

parents/carers on the progress being made by their students through the termly data analysis.

Individual Behaviour Plans (IBP) and Pastoral Support Programmes (PSP) – Intervention support

A student with behavioural difficulties may move to an IBP in the first instance followed by a more intensive PSP (Pastoral Support Programme.) This will be dependent upon the needs of the student. The decision for interventions will be taken by Pastoral Team or Assistant Principal (Behaviour).

The Individual Behaviour Plan and Pastoral Support Programme are designed to help individual students to improve their social, emotional, and behavioural skills. As a result of an IBP or PSP students should be able to better manage their behaviour.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those students and young people at risk of exclusion.

Student Logs

Staff use the Bromcom logging system to record students' learning and behaviour. The Pastoral Team monitor these logs. The Pastoral Manager responsible for a specific year group, will then raise those concerns with the Assistant Principal, and identify students who are causing high levels of concern. Subsequently strategies and interventions are put in place to support and improve behaviour and learning which may result in students attending a Behaviour and Discipline Panel to discuss their behaviour.

Exclusion Room

A place where students spend additional 'time out' as a result of more serious misbehaviour. Students will access and complete classwork for the duration of the time. Group Work activities may be organised to develop social skills will be carried out when appropriate in the ER usually by the Pastoral Team.

Suspensions

In some circumstances students can receive Exclusion Centre suspension (preventative suspension strategy) as well as Fixed Term Suspensions. In exceptional situations a Permanent Exclusion may be sought by the Academy. The decision to suspend rests with the Principal or a Vice Principal in her absence. Before making a decision to permanently exclude a student the following will be considered:

- The effect of any violence on the Brompton Academy learning environment.
- The level of remorse shown by the student especially in regard to violent incidents.
- Any injuries caused.
- Special Educational Needs.
- Wellbeing of student and staff.
- Health and Safety of the Academy community.
- Damage to the Academy's reputation.
- Whether the behaviour constitutes a continued and complete breakdown of the Academy code of conduct and behaviour policy.
- A complete disregard for authority to the point that it affects the behaviour of other students and their learning.

The Academy adheres to the Equalities Act 2010

Equalities Act 2010 - https://www.gov.uk/discrimination-your-rights

To emphasize the Equality Act 2010 to not discriminate against anyone because of:
- age
- disability
- race including colour, nationality, ethnic or national origin
- religious belief or lack of religion/belief
- sex
- sexual orientation, being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave

Students who return from suspension will complete a return from suspension meeting to support returning to the Academy and to review current behaviour and support.

Recognising the impact of SEND on behaviour

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the Academies 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 (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies

External Support

Targeted students may be provided with support from a range of external agencies and providers in an attempt to deal with the underlying causes of poor behaviour. This may be part time or full time specialist alternative provision.

12. Safeguarding and Child Protection

In keeping with the aims of the Academy, Brompton Academy is committed to the Health and Safety of all its members and believes that we must always take action to safeguard the well-being of all its members. This policy therefore links closely with the guidance and procedures found in both the safeguarding and child protection policies. The key contacts:

	Name	Contact information e.g., Email/Phone number
Designated Safeguarding Lead (DSL)	Tommy Stanley	**Tommystanley@universityofkentacademiestrust.org.uk via reception 01634 852341**
Deputy Designated Safeguarding Lead	Louise Ansell-Burford

Katy Lutz | **Louiseansellburford@universityofkentacademiestrust.org.uk via reception 01634 852341** Katylutz@univeristyofkentacademiestrust.org.uk **via reception 01634 852341** |
| Principal | Dan Walters | **Jenniferhygate@universityofkentacademiestrust.org.uk PA to the Executive Team via reception 01634 852341** |
| Safeguarding Trustee Safeguarding Governor | Nigel Ingram Beverley Evans | **Juliaculham@universityofkentacademiestrust.org.uk Clerk to the Trustees** |
| Safeguarding Officers & DDSLs (Deputy Designated Safeguarding Lead) | Rebecca Maxwell

Rebecca Toghill | **Maxwell@universityofkentacademiestrust.org.uk Rebeccatoghill@universityofkentacademiestrust.org.uk via reception 01634852341** |
| Executive Admin for Inclusions and DDSL trained | Paula Morris | **Paulamorris@universityofkentacademiestrust.org.uk via reception 01634 852341** |

Links to the Safeguarding policy:

Child-on-Child Abuse

Brompton Academy recognises that children are capable of abusing their peers. This is referred to as child-on-child abuse and can take many forms.

Brompton Academy believes that abuse is abuse and it will never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up." All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Brompton Academy recognises that child-on-child abuse can take many forms, including but not limited to:
- Bullying, including cyberbullying
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- 'Upskirting,' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals

Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved, (i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child-on-child abuse is unacceptable, and all reports will be taken seriously.

To minimise the risk of child-on-child abuse, we will:

- Reinforce our zero tolerance to child-on-child abuse through every aspect of the Academy, from our child centred ethos through to staff and student training; to a robust anti-bullying policy; and an age and ability appropriate RSE and PSHE curriculum delivered through PPD lessons and Personal Tutoring sessions
- Raising awareness of expectations in staff and student bulletins, assemblies, personal tutoring, poster campaigns etc.
- Ensuring a range of reporting mechanisms for staff and students through dedicated reporting emails, staff and student safeguarding App, Pastoral posters with QR codes in classrooms to link to online form, all of which are monitored regularly throughout the day by the Safeguarding Team
- Safeguarding Umbrella logo around the Academy so that students know where they can go if they need to speak to someone/someone to report to, in addition to the safeguarding and pastoral teams
- Monitoring of data from reports to identify specific aspects/themes that need to be addressed, revisited, through a timely and appropriate response to improve the awareness of and minimise the risk of child-on-child abuse

Brompton Academy will not tolerate, dismiss, or minimise any harmful behaviours in in the Academy and will take swift action to intervene when this occurs. All allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with associated Academy/college policies, including child protection, anti-bullying, and behaviour.

Alleged victims, perpetrators and any other child affected by child-on-child abuse may be supported by the following:

- Reports will be taken very seriously, and the students will be listened to carefully (avoiding victim blaming)
- Pastoral Support will be provided (such as daily check-ins, and/or provide a mentor) and staff who work with the students will be asked to monitor the situation following a report
- A risk assessment will be considered to support anyone involved, these will be recorded electronically and there will be a clear schedule to monitor and measure the impact
- Working with parents and carers to inform of issues and support individuals involved
- Review educational approaches, and adapt, amend, and demonstrate flexibility in the curriculum to address issues that may arise
- Seek advice/support from other agencies (including external support) such as: counselling, student social work, signposting to online support or local/national support networks etc.

- In cases of sexual assault inform the police and/or First Response.

The Academy will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of child-on-child abuse. We will also ensure that children recognise warning signs and offer support both within the Academy and externally (such as Kent Police, ChildLine etc.).

Child on Child Sexual Violence or Harassment

- Brompton Academy follows the guidance outlined in part five of KCSIE 2022 which has now merged with the content of DfE guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'. When responding to concerns relating to child-on-child sexual violence or harassment

- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

- Follow the Policy and flow diagram in our Child-on-Child Sexual Violence or Harassment policy which can be found in the BA Safeguarding Policy.

- Brompton Academy recognises that staff must be vigilant and recognise that information may come from overheard conversations or observed behaviour changes.

- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

- Where possible KCSIE 2023 recommends that two members of staff manage reports of sexual violence and harassment.

- Reports will initially be managed internally by the DSL and safeguarding team (all DSL trained) at the Academy and where necessary will be referred to Integrated Children's Services and/or the Police.

- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or Brompton Academy staff; and, any other related issues or wider context.

- We will reassure and teach our students to understand that the law is in place to protect children and young people rather than criminalise them.

- Brompton Academy will regularly review decisions and actions to update and improve policies and practice.

- The Academy will consider the physical and mental health implications for both the victim and perpetrator. It is identified that both individuals will need additional support and provision of further information about harmful sexual behaviours and may need signposting to further sources of support.

13. Searching

The Academy reserves the right to search students who are believed to be possession of items that are banned from the Academy site, illegal or may harm the welfare of staff and students. Searches will be conducted in pairs and always by a members of the Safeguarding Team, Pastoral team and/or Senior Leadership Team.

14. Dissemination of Policy

This policy will be shared via the Academy website; hard copies are also available from the Academy reception on request. All stakeholders are invited to give their views on this policy.

15. Policy Review and Development Plan

The policy will be reviewed annually by the Assistant Principal Behaviour, SLT and Trustees.

Flow Diagram to illustrate the response to a report of sexual violence and harassment:

Links to policies

School Suspensions and Permanent Exclusions - https://www.gov.uk/government/publications/school-exclusion

Equalities Act 2010 - https://www.gov.uk/discrimination-your-rights

BA Safeguarding Policy

BA Anti-bullying Policy

BA Exclusions Policy