Behaviour for Learning Policy 2026/27

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1. Intent: Aims of policy

This policy aims to:

Provide a clear and consistent approach to Behaviour Management (BM) at **Evolve Academy**

- Define what we consider to be unacceptable behaviour, including all bullying
- Outline expectations of how students and staff should behave
- Summarise the roles and responsibilities of the different adults within the academy community, with regards to Behaviour Management (BM)
- Affirm a teacher's powers to discipline students in their charge – in line with the framework of this policy
- Assert the rights of Evolve Academy (and their appropriately trained staff) to exercise the legal powers to use Reasonable Force - when deemed absolutely necessary - for maintaining the safety of students and staff and good order (in line with Section 93 of the Education and Inspections Act (2006)
- Outline the system of rewards and staged consequences at **Evolve Academy**

  (Including Suspensions and Permanent Exclusion).

Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy can be found in Appendix 3

2. Legislation and statutory requirements

This policy is informed by current legislation and Department for Education (DfE) guidance, including:

- Behaviour in Schools: advice for headteachers and school staff (DfE, updated February 2024).
- Searching, Screening and Confiscation: advice for schools (DfE, July 2022; GOV.UK page updated July 2023).
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026).
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE statutory guidance, July 2026).
- Keeping Children Safe in Education 2026 (effective from 1 September 2026).
- The Equality Act 2010 and the Public Sector Equality Duty.
- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.
- The Education Act 1996, Education Act 2002, Education and Inspections Act 2006, and relevant regulations governing school discipline, searching, suspension and permanent exclusion.

The academy will apply this policy in a lawful, reasonable, fair and proportionate manner, taking account of safeguarding, SEND, disability, equality duties and the individual circumstances of each pupil. Where statutory guidance is updated during the academic year, the academy will have regard to the current version.

3. Searching and screening on entry to the academy

Searching, screening and confiscation are safeguarding measures used to help maintain a calm, safe and supportive learning environment. The academy follows the DfE Searching, Screening and Confiscation guidance and takes account of pupils' right to privacy under Article 8 of the European Convention on Human Rights. Any interference with privacy must be justified and proportionate.

The Head Teacher authorises appropriately trained staff to conduct searches. Staff will consider the pupil's age, SEND, disability, communication needs, previous experiences and any reasonable adjustments required.

3.1 Screening and morning entry

Primary and Secondary pupils are subject to routine screening with a hand-held metal detector (wand) on entry as part of the academy's safeguarding procedures.

Screening by metal detector does not require individual suspicion and is intended to provide reassurance and reduce the risk of weapons or other dangerous items entering the academy.

Phones/electronic devices and other academy-banned items presented or identified at entry may be confiscated in accordance with this policy.

A manual search is not treated as routine screening. Where a manual search is required, it will be undertaken by the Head Teacher or an authorised member of staff in accordance with the procedures below.

3.2 Grounds for a search

An authorised member of staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil has a statutory prohibited item, or another item identified in the academy rules as an item for which a search may be made.

Under common law, an authorised member of staff may search for any item where the pupil gives informed agreement. Staff will explain why the search is proposed and how it will be carried out.

Staff will always seek the pupil's cooperation before a search. Refusal to cooperate may be addressed under the behaviour policy; any decision to proceed without cooperation must remain within the statutory powers and be necessary and proportionate.

3.3 How a search will be conducted

Where possible, searches will take place away from other pupils.

The member of staff conducting the search must normally be the same sex as the pupil and another member of staff must normally be present as a witness. The limited urgent statutory exception applies only where there is a reasonable belief that serious harm may occur and the normal arrangements are not reasonably practicable.

Academy staff may search outer clothing, pockets and possessions. Pupils will not be required by academy staff to remove clothing other than outer clothing. Staff must remain sensitive to clothing worn for religious reasons.

Possessions, including bags, desks and lockers, will normally be searched in the presence of the pupil and another member of staff, subject to the limited urgent exception in DfE guidance.

Academy staff do not conduct strip searches. Any strip search is a police matter governed by PACE; academy staff retain a safeguarding duty to advocate for the pupil's welfare.

3.4 Use of reasonable force during a search

Reasonable force may only be considered, on a case-by-case basis, to search for a statutory prohibited item where the legal threshold is met. It must not be used to search solely for an item that is banned only under academy rules. Any use of force must follow the academy's Positive Handling Policy and the DfE guidance on restrictive interventions effective from 1 April 2026.

3.5 Recording, safeguarding and informing parents/carers

All manual searches carried out under this policy will be recorded on the academy's safeguarding/behaviour system. Records should include the date, time and location; pupil; staff present; item sought; reason; outcome; and follow-up action.

The DSL or deputy will be informed of searches for statutory prohibited items and without delay where a search reveals a safeguarding risk.

Parents/carers will be informed as soon as practicable of any search for a statutory prohibited item and of the outcome, confiscation and resulting action. The academy may also inform parents/carers about searches for other academy-banned items where appropriate.

Search data will be monitored for patterns or disproportionate impact on particular groups of pupils.

3.6 Confiscation and prohibited items

The academy may confiscate, retain or dispose of items in accordance with the law and DfE guidance. Statutory prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles reasonably suspected to have been or likely to be used to commit an offence, cause injury or damage property. The academy rules also identify additional banned items, including mobile phones/electronic devices, vapes and other items considered detrimental to safety, discipline or good order.

3.7 Possession of weapons and hazardous items

Weapons, dangerous items, or objects reasonably perceived as potentially dangerous, including imitation or mock weapons, must not be brought onto academy premises or any external/alternative provision used by the academy.

Any such item will be secured and dealt with in line with DfE confiscation guidance. Parents/carers will be informed and the Police will be contacted where required or appropriate.

Regular environmental risk reviews will be conducted for areas containing potentially hazardous equipment, including workshop spaces, the pool room and fitness equipment.

Access to higher-risk areas will be supervised, limited to safe numbers and linked to pupil readiness, behaviour and the relevant risk assessment.

Identified environmental risks will be recorded on the site risk register and reviewed by the Assistant Headteacher (Risk and Behaviour Lead).

4. Bullying

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. Please refer to ***Appendix 1*** where the types of bullying are fully defined

Bullying is, therefore:

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

Statutory Duty of Schools / Academies:

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

4.1 Procedures for reporting, recording and dealing with incidents of bullying:

Students or their parents/carers should feel able to report a bullying incident to any member of staff. The following should then occur:

- Staff member(s) to complete a **Sleuth Report selecting the "Bullying" button** , as soon as practicable, writing a clear account of what happened, when it occurred and who was involved .
- The AHT (Behaviour Lead) will check the Sleuth MIS system daily and address any reported incidents of bullying.
- The AHT (Behaviour) will follow procedural guidelines as set out in the Academy's Anti-Bullying Policy, in particular, checking the **Sleuth Report** and speaking to all those concerned / collating statements. Written statements should be collected from the victim, the perpetrator and any witnesses / staff.
- Staff will be kept informed by the Assistant Head Teacher (Behaviour). If the bullying reoccurs / persists the Assistant Head Teacher (Behaviour) will be supportive of the victim and escalate the investigation to the Head Teacher for further guidance.
- Parents / carers will be kept informed of actions, intervention strategies and consequences of any bullying inquiry. Letters will be sent to the parents of all parties involved, victim and perpetrators. A log of this will also be kept.

All Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with Evolve Academy Anti-Bullying Policy.

*Bullying types are more fully defined in **Appendix 1**.*

The Assistant Head Teacher (Behaviour) will ensure the following consequences will be followed for students who have bullied:

Incidents of racist, sexist, homophobic, biphobic, transphobic or other discriminatory bullying will be reported on Sleuth and the parents/carers of the pupil(s) involved informed. These incidents are treated as serious behaviour and may result in Suspension, alongside safeguarding, restorative, educational and, where appropriate, police responses. The Head Teacher will determine any Suspension on the individual facts and circumstances.

First offence of bullying:

Incident logged and student reminded of policy

- Opportunity given to discuss why student became involved and what they need to do to.
- Repair of the relationship (Restorative Justice) with the victim – carefully supervised.
- Parents/carers informed with **Anti-Bullying Letter 1** for offender and a **Victim Letter** for the victim.

Second offence of bullying:

As above

- Possible Suspension (at the discretion of the Head of the Academy)
- Parents / carers informed with **Anti-Bullying Letter 2** for offender and a **Victim Letter** for the victim.

Third offence of bullying:

As above

- Parents / carers informed with **Anti-Bullying Letter 3** for offender and a **Victim Letter** for the victim. The offender with their parents/carers is invited into Evolve Academy into to meet with Trust Directors.

Persistent Offenders:

- Possible SSPO / Police involvement – Will be in the form of a discussion, warning.
- May have longer Suspension or Permanent Exclusion.
- May be referred back to the local authority for an alternative educational provision
- Involvement of outside agencies may be necessary - as appropriate.

Students who have been bullied may be supported by:

Being offered an immediate opportunity to discuss matter with a member of staff.

- Reassurance
- Restoration of relationship with the bully if they feel comfortable (via a Restorative Justice meeting)
- Follow-up after two weeks from the incident and again by the AHT (Behaviour).

- Whole Academy / Class work around the issue (RSHE / Assemblies)

Students who have been responsible for the bullying may be supported by:

- Being offered an immediate opportunity to discuss the incident with a member of staff
- Re-establishing respectful and expected behaviours with the support of the young person's family, professional support network and agreed sanctions
- Restoration of relationship with the victim (via a Restorative Justice meeting)
- To work with senior staff on improving their behaviours.
- Students to be placed on report. The first target will always be a restorative one.
- Follow up after two weeks from the incident and again in the next term by Senior Staff
- Whole Academy / Classwork around the issue (RSHE / Assemblies).

Within the curriculum, the academy will raise the awareness of the nature of bullying through RSHE lessons, Student Voice meetings, and assemblies and through the use of external support provisions and subject areas, in an attempt to educate all and attempt to eradicate such behaviour.

The academy has well-established links with local SSPOs and may contact them for advice and support where necessary.

Key staff are trained in Restorative Justice and counselling to ensure they are skilled and competent at dealing with such incidents as effectively as possible.

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy *(see the **Evolve Academy** website)*.

Racism, Sexism, Homophobia and Other Discriminatory Behaviour

Racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour is unacceptable. Depending on the circumstances, such conduct may also amount to unlawful discrimination, harassment or a criminal offence.

Evolve Academy will investigate, evaluate and record allegations of discriminatory behaviour. Proven incidents will receive a proportionate response under this policy, which may include Suspension for serious incidents, together with appropriate safeguarding, restorative and educational interventions and police involvement where necessary.

5. Student Code of Conduct (as per the Academy's "Home / Academy Agreement")

AI Misuse (Student Conduct)

Staff are trained to be alert to safeguarding risks linked to digital activity, including the manipulation of AI and the sharing of harmful content or conspiracy theories.

All students are educated through RSHE and computing lessons about safe and responsible online behaviour, including:

- How to report harmful or suspicious online material
- The risks of using AI to produce fake content (e.g. deepfakes or fabricated text)
- The ethical and appropriate use of AI tools

- The dangers of false or misleading online content

Evolve Academy recognises the growing influence of digital technologies and the risks associated with misinformation, disinformation, and the misuse of generative artificial intelligence (AI).

Online Safety and Digital Behaviour

Staff and students are encouraged to report suspected AI misuse via Sleuth or directly to a safeguarding lead.

will be treated as a serious breach of the Behaviour for Learning Policy. Sanctions may include suspension or permanent exclusion, depending on severity.

Prohibited Use of Artificial Intelligence (AI)

The deliberate misuse of artificial intelligence (AI) tools or platforms for:

- Creating or spreading misinformation
- Mimicking staff or students
- Generating abusive, sexualised or harmful content

will be treated as a serious breach of the Behaviour for Learning Policy. Sanctions may include suspension or permanent exclusion, depending on severity.

Where a student makes a malicious or false allegation against a member of staff, particularly where this involves digital manipulation (e.g. edited images, voice cloning, AI impersonation), this will be treated with utmost seriousness. Sanctions may include suspension, permanent exclusion, and police involvement.

Students are expected to:

- ***"Make learning my first priority and aim to achieve to the best of my ability":*** To ensure they do their best to behave in an orderly and self-controlled way in and around the academy
- ***"Respect the rights and beliefs of others":*** To always treat my peers, adults, and visitors with **unconditional positive regard** at all time – despite any challenging behavioural barriers they may experience
- ***"Respect and care for my peers, teachers and members of my community"*** To show respect to other students, members of staff and those in the local community at all times
- ***"Look after the academy and its' property and grounds":*** To treat the academy buildings / property with care and respect
- ***"Take pride in my appearance and wear full academy uniform at all times":*** To always wear the correct uniform / footwear (including unnatural hair colouring, nose piercings, jewellery, nails must be natural and free of varnish)
- ***"Be on time every day and fully equipped for 'academy'":*** To be punctual to the academy and ready to learn every day
- ***"Hand in all electronic devices, including phones. Tablets, valuables and sweets / drinks / unhealthy snacks etc. to the door 'Welcome Team'.":*** To ensure no contraband items are brought across the threshold of the academy each day. School issued electronics are permitted.
- ***"Be searched when returning to site by Evolve Academy staff or the Safer School's Police Officer (SSPO)":*** To make the academy a safe place for all students to learn
- ***"Use IT equipment for 'academy' work only":*** To ensure students keep safe online and use only approved applications / software and educational websites

5.1 Uniform Safety Requirements

To support safeguarding, prevent the concealment of contraband (including vapes, drugs, sharps, and weapons), and ensure safe and effective searching on entry, all pupils must comply with the following mandatory uniform requirement:

- Pupils wearing school trousers must arrive wearing underwear and a single layer of school trousers only.
- **No additional layers** (e.g., shorts, tracksuit bottoms, leggings, thermals, or compression shorts) may be worn underneath school trousers.
- This rule applies to pupils wearing school trousers on all sites. Reasonable adjustments for disability, medical, sensory or religious needs will be considered by SLT on an individual basis.

This update has been introduced following repeated safeguarding incidents where multiple layers were used to hide prohibited items, or to obstruct metal-detection and fingertip searches at morning entry.

5.1.1 Procedures for Non-Compliance

Pupils arriving at the academy wearing multiple layers will be instructed to remove the excess layers immediately.

SLT will determine the appropriate response based on the pupil's age, risk, context, and safeguarding concerns:

Option A – Sent Home to Change

- Where on-site resolution is not practicable and a disciplinary decision is made for the pupil to leave the academy, the statutory Suspension process must be followed. The academy will not use an informal or unofficial exclusion.
- Families are expected to ensure their child returns promptly and safely.

Option B – Change on Site (SLT Discretion Only)

- Where appropriate, and where dignity and safeguarding arrangements allow, pupils may be permitted to **change on site** under SLT supervision.
- Removed items will be handed to the parent/carer at the end of the day.

5.1.2 Expectations of Parents/Carers

Families must ensure that pupils **leave home correctly dressed** and meet the academy's uniform and safeguarding requirements each day.

Repeated breaches of this expectation will lead to:

- A parental meeting
- A written Uniform Agreement signed by the pupil, parent/carer, and SLT
- Clear confirmation that continued non-compliance will lead to further sanctions
- Escalation to safeguarding where non-compliance appears deliberate or is linked to concealed contraband

5.1.3 Refusal to Comply

If a pupil **refuses to remove excess layers**, refuses to change, or refuses to go home to change:

- They will be placed in **Internal Reflection** for the day (if safe and appropriate) **and**
- Parents/carers will be contacted immediately

If the pupil still refuses to comply:

- Where the Head Teacher determines that Suspension is necessary, the statutory Suspension process will be followed, and
- They **must** attend a parental meeting before returning to lessons
- They will be required to sign the Uniform Agreement
- Continued refusal may be treated as **serious misbehaviour**, due to the safeguarding risk posed

6. Rewards and consequences

6.1 Staged Approach to Behaviour Management Consequences - Secondary

At Evolve Academy, our behaviour management system is designed to promote a positive learning environment through a balance of rewards and appropriate sanctions. Our approach ensures that both positive and negative behaviours are addressed effectively.

Evolve Academy Staged Behaviour Management Process:

1. **Initial Verbal Reminders:**
    - Action: Provide a verbal reminder and instruction on desired behaviour using positive language, e.g., “Thank you for not shouting out the answer! Hands up, please, Tracy, Thank you!”
    - Purpose: To guide students toward appropriate behaviour and clarify expectations.
2. **First Verbal Warning:**
    - Action: Issue a positively framed first verbal warning. The student's name may be written on the whiteboard as a visual reminder.
    - Purpose: To address initial misbehaviour and indicate the need for behavioural change.
3. **Second Verbal Warning:**
    - Action: Issue a second verbal warning if the behaviour persists, which may also be recorded on the whiteboard.
    - Purpose: To reinforce the need for behavioural change and escalate the response if necessary.
4. **Third Verbal Warning:- Reprimand:**
    - Action: Issue a third verbal reprimand and inform the student that continued inappropriate behaviour will result in a formal sanction and they may be asked to leave the classroom and potentially moved to another class if they are unable to regulate. Record the incident on Sleuth as low-level, medium-level, or high-level.
    - Purpose: To formalise the response and document behaviour for further action.
5. **Time-Out Card:**
    - Action: Issue a time-out card to help the student self-regulate their behaviour.
    - Purpose: To provide an immediate tool for self-regulation and prevent escalation.

Behaviour Levels and Consequences:

Level	Behaviour and examples	Possible action and consequences.
Low Level	- Swearing - Lack of work - Incorrect uniform - Kicking doors - Lateness without valid reason - Walking out of a lesson	- Informal discussion with the student - Sleuth entry - Tutor discussion - Three low-level incidents in a day result in a 1 lesson in Internal Reflection
Medium Level	- Bringing the academy into disrepute - Inappropriate ICT use - Persistent swearing - Intimidating behaviour - Bullying (first letter) - Playfighting - Putting others at risk - Persistent lesson disruption - Truancy	- Sleuth entry - Phone call home to inform parents - Tutor discussion or informal restorative justice (RJ) if needed - 1 lesson in Internal Reflection - Five or more medium-level incidents in a week result in additional interventions with specialist staff or SLT and/or loss of rewards
High Level	- Significant damage to property - Bullying (second letter) - Vaping or smoking on site - Intimidating behaviour (staff or students) - Homophobic/sexist/racist/misogynistic comments - Physical assault - Leaving the site without permission - Possession of a phone in school - Dangerous behaviour	- Sleuth entry - Involvement of Senior Leadership Team (SLT) - 1 lesson in Internal Reflection - Suspension - Parental meeting on-site - Consideration for a behaviour plan upon return
Highest level	- Arson - Use or threat of an offensive weapon - Possession of dangerous items - Drugs or drug paraphernalia - Serious assault - Serious Health and Safety infringements - The deliberate misuse of artificial intelligence (AI)	- Sleuth entry - Involvement of SLT - 1 lesson in Internal Reflection - Suspension or Permanent Exclusion - Parental meeting on-site

Student Internal Reflection

Internal Reflection is the academy's on-site removal and reset provision. It may be used where a pupil needs to be removed from their normal timetable for a defined period because of disruptive or unsafe behaviour, to support regulation and relationship repair, or to provide focused intervention/catch-up work. Internal Reflection is not a statutory Suspension and must not be recorded or described as one.

The period of Internal Reflection will be proportionate, supervised and no longer than necessary. Pupils must continue to receive suitable education and have appropriate access to food, drink and toilet breaks. Where repeated Internal Reflection is occurring, SLT will review the pupil's behaviour data, risk assessment, SEND/SEMH needs and support plan.

Revised Reflection Rules and Structure:

Quiet and Focused Environment:

- **Rule:** Students must sit quietly at their designated desks.
- **Purpose:** This minimises distractions and helps students focus on reflection or completing assigned tasks.

Completion of Work or Reflection Sheet (No Laptops, Paper Only):

- **Rule:** Students must complete the missed work and reflection sheet provided by staff, using paper instead of laptops.
- **Purpose:** This ensures that students engage in meaningful, reflective activities directly related to their behaviour.

Behaviour During Reflection:

- **Rule:** After completing the assigned task, students must remain seated and refrain from disturbing others.
- **Purpose:** Maintaining a calm environment reinforces the importance of respect and self-regulation.

Early Release Condition:

- **Rule:** SLT and the Inclusion Lead may consider early release based on student behaviour during reflection. This decision must be documented, and parents must be informed.
- **Purpose:** Provides flexibility while ensuring that early release is justified and communicated, reinforcing the importance of accountability.

Extended Reflection Consequence:

- Rule: Failure to follow Reflection rules may result in the pupil remaining in Internal Reflection for the full lesson and, where necessary, an extended defined period authorised by SLT. Persistent refusal will trigger parental contact and review. Suspension may only be considered where the behaviour and circumstances justify it and must be authorised by the Head Teacher.
- **Purpose:** Ensures that students understand the consequences of their actions and encourages compliance with the reflection rules.

Further Consequences for Repeated Reflections:

- **Rule:** Repeated reflections within the same week (e.g., three or more) will result in additional measures such as a parental meeting, behaviour contract, or temporary loss of privileges.
- **Purpose:** Provides a structured approach to address repeated misbehaviour, encouraging students to improve their behaviour over time.

Further Sanctions for Second and Third Reflections in the Same Week:

- **Second Reflection in the Same Week:**
    - **Parental Notification:** Make a phone call to parents to inform them of the repeated behaviour and discuss strategies to support the student.
    - **Reflective Conversation:** Require the student to participate in a reflective conversation where they discuss their behaviour with a staff member about their actions.
- **Third Reflection in the Same Week:**
    - Extended Internal Reflection: Where proportionate, SLT may authorise an extended Internal Reflection placement of up to one school day, with supervised academic work, regulation and reflection activities.
    - **Behavioural Contract:** Require the student to sign a behavioural contract outlining specific expectations and consequences for future behaviour. This contract should involve input from the student, teachers, and parents.
    - **Loss of Privileges:** Restrict access to certain school privileges, such as participation in extracurricular activities or special events, for a set period of time.

Refusal to Attend Reflection:

- Rule: Refusal to attend Internal Reflection will be escalated to SLT and parents/carers will be contacted. Pupils are not permitted to leave the academy without authorisation; where a pupil leaves or attempts to leave site, safeguarding and absconding procedures will apply. Any Suspension must be separately considered and authorised by the Head Teacher.
- **Purpose:** This ensures that students understand the seriousness of refusing to comply with reflection rules and emphasises the importance of attending all required disciplinary measures.

6.2 Reflection and Rewards Framework

Reflection and the academy rewards system are established elements of the Behaviour for Learning framework and are established academy practice. Formal after-school Internal Reflection are not part of the academy's standard behaviour system.

Internal Reflection

Internal Reflection is an on-site behaviour intervention in the designated Reflection Room or other supervised reflection space. It is not a Suspension or exclusion from the academy.

A pupil may be placed in Internal Reflection for one lesson or, where proportionate and authorised by SLT, for a longer defined period.

Pupils will complete appropriate learning and/or a reflection activity and will be supported to regulate, repair relationships and return successfully to learning.

Repeated use of Internal Reflection will trigger review of underlying needs, reasonable adjustments, pupil targets, parental engagement and targeted interventions rather than simply repeating the same sanction.

Weekly behaviour reward targets and points

Each pupil has three individualised targets on their weekly behaviour sheet. At least one target will normally address SEMH needs or identified behaviour patterns. Targets will be reviewed and made appropriately challenging as pupils progress.

Staff award up to 6 points per taught/session period, with up to 2 points for each target. Points can also be earned through entry, break/lunch and other identified parts of the day. Scoring should be agreed collaboratively by the Teacher/Session Leader and Learning Advisor where practicable.

Pupils receive feedback on their progress and Learning Advisors support the recording and monitoring of weekly points.

Primary reward thresholds

Maximum weekly points: 198 (maximum 42 per full day and 30 on Friday).

Gold: 90%+ (179+ points) - Gold Treasure Chest item up to £4 or £4 Tuck Shop voucher.

Silver: 70-89% (139-178 points) - Silver Treasure Chest item up to £2 or £2 Tuck Shop voucher.

Bronze: 60-69% (119-138 points) - Bronze Treasure Chest item up to £1 or £1 Tuck Shop voucher.

Secondary reward thresholds

Maximum weekly points: 220 (maximum 46 per full day and 36 on Friday).

Gold: 90%+ (198+ points) - Gold Treasure Chest item up to £4 or £4 Tuck Shop voucher.

Silver: 70-89% (154-197 points) - Silver Treasure Chest item up to £2 or £2 Tuck Shop voucher.

Bronze: 60-69% (132-153 points) - Bronze Treasure Chest item up to £1 or £1 Tuck Shop voucher.

Additional rewards

Gold pupils receive priority privileges including first entry at break/lunch, queue priority and first collection of belongings/exit at the end of the day, subject to safe operational arrangements.

A Golden Ticket is awarded for 100% of possible daily points, with prize draws held twice per term.

Catch-Me recognition celebrates additional positive behaviour and includes a positive phone call home.

Attendance certificates recognise 90%+ attendance and significant improvement. Certificates of Achievement recognise academic improvement, behaviour targets and SEMH milestones.

Weekly rewards assemblies are led by SLT on Fridays in accordance with the academy timetable.

The current Primary and Secondary weekly behaviour/reward sheets are included at Appendix 11.

Staged Approach to Behaviour Management Consequences - Primary

Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
Verbal Warning	• Will be given in the first instance for most behaviour infringements apart from those specified below	• Informal discussion with pupil • Verbal warning
Low Level	• Second warning • Damage to property • Intimidating behaviour (pupils) • Putting others at risk • Persistent disruption to lessons	• Tick next to name on the board and minutes given. • Minutes taken away from break or lunch time play
Medium Level	• Continued failure to correct behaviour after warning and minutes on the board. • Significant damage to property • Bullying (1st letter) • Homophobic, sexist or racist comments • Physical assault towards others, including playfighting. • Persistent swearing, swearing at staff, sexualised language • Intimidating behaviour (staff) • Dangerous behaviour	Sleuth Entry Internal Reflection Phone call home to inform parents
High Level	• Arson • Bullying (2nd letter) • Use or threat of use of an offensive weapon. • Possession of a dangerous item • Drugs or drug paraphernalia • Serious assault	Sleuth Entry SLT involved Parental meeting on site Suspension or Permanent Exclusion Police involvement where necessary

Primary Provision - Internal Reflection / Reflection Room

- Pupils may need to be in a quiet space to self-regulate. They may be referred (or, self-refer) to the Reflection Room (RR). Pupils are supervised in the RR constantly.
- The time is used constructively to allow a dialogue between staff and student so that the issue can be resolved and the solution mutually agreed. A record is kept of the room's use, on Sleuth and on a paper log. The purpose of the Reflection Room is to allow pupils to 'cool down' and to be ready to return back to class as quickly as each situation allows.
- Pupils are aware that they can request voluntary time out at the discretion of members of staff and use the Reflection Room for this purpose.

- We aim to ensure that pupils spend as little time as possible in the Reflection Room, but at times, as this is a self-referral tool some students may need a longer period of time before they agree to leave the room.
- SLT monitors the purpose, frequency and duration of each pupil's use of the Reflection Room to ensure it remains a purposeful regulation and reintegration intervention.
- A pupil may be directed to use the Reflection Room because in the professional opinion of staff this is in the best interests of the other students and /or the specific student.

Internal Reflection must be used in a way that safeguards pupil welfare and dignity. A pupil must not be locked in a room or prevented from leaving through unlawful means. Any restrictive intervention must only be used where lawful, necessary and proportionate and must follow the Positive Handling Policy and current DfE guidance.

In accordance with legislation students are always offered and allowed refreshments and toilet breaks.

The Reflection Room has the 'Zones of Regulation' posters ton display –this is to promote thinking, talking and behaviour recovery.

Suspension from the Academy and the Restart (Reintegration) Meeting

- Suspension may be used for serious or persistent breaches of this Behaviour for Learning Policy where the Head Teacher considers it lawful, reasonable, fair and proportionate.
- Only the Head Teacher (or acting Head Teacher where legally applicable) can authorise a Suspension or Permanent Exclusion. Decisions will take account of the individual circumstances, the pupil's views where appropriate, safeguarding, SEND, equality duties and relevant contributing factors.
- The academy will notify the students' parent(s) / carer(s) by phone of the exclusion – and this will be noted on the academy's MIS system (Sleuth). This call should be made by the Assistant Head Teacher (Behaviour) – or, in their absence / unavailability - by another SLT colleague
- A formal letter from the Head Teacher will be sent home to the parents / carers of a student issued a **Suspension** (*See **Appendix 3** for a **Sample Suspension** letter to parents about their child's behaviour)*
- A **Restart Meeting** with the parent/s and student *must* take place, *face to face* before a student can re-join the **Evolve Academy** learning community
- The Restart Meeting will be where the academy re-states its' high behavioural and learning expectations, as well as addressing the concern causing / leading up to the Suspension.
- The Restart Meeting at Evolve Academy will culminate in the completion of Student Behaviour Agreement. The meeting will conclude with the student being placed on a Positive Student Behaviour Report (PSBR) to a member of academy staff – *for a 1–2-week period.*
- Students will report to SLT Behaviour lead at the end of each day with the report. Where we will discuss the student's behaviour. The report will be handed in and photo of the report will be sent to their parent, The Learning Advisor will give the report back to the student the following day,
- The Learning Advisor will work closely with the students who are on report to help them to meet their targets.
- If a student on report requires Internal Reflection because of further behaviour concerns, the relevant day/targets may be repeated or adjusted following review by the Behaviour Lead.
- Persistent failure to meet the PSBR targets will trigger an SLT review of the pupil's support, interventions, reasonable adjustments, risk assessment and behaviour plan. Suspension may be considered where behaviour remains serious or unsafe, but will not be used automatically solely because a numerical threshold has been reached.
- Students whose behaviour does not change for the better face having their educational placement at the academy reviewed for continuing suitability

- Failure of the Positive Student Behaviour Report will mean a student's behaviour and learning needs will be discussed as a priority by staff when discussing Student Independence Survey data for them each term. This will allow the SLT to put in additional academic and/or therapeutic support.

Permanent Exclusion

Permanent Exclusion will only be considered as a last resort and only by the Head Teacher, in line with DfE statutory guidance: in response to a serious breach or persistent breaches of the Behaviour for Learning Policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Off-site behaviour – on trips / visits or in the local community

Consequences may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on public transport going to or from academy. Such behaviours would be deemed unacceptable / unreasonable in their own right – and may also bring the name of Evolve Academy into disrepute.

A **Risk Assessment** must be undertaken in good time by a trained member of staff - *prior to an off-site activity* to determine the students' suitability and ability to keep themselves and others safe.

Malicious allegations

Where a student makes a malicious or false allegation against a member of staff, particularly where this involves digital manipulation (e.g. edited images, voice cloning, AI impersonation), this will be treated with utmost seriousness.

Sanctions may include suspension, permanent exclusion, and police involvement.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student with a consequence in accordance with this policy.

Please refer to our ***Safeguarding Policy*** for more information on responding to allegations of abuse and the support services available to staff.

8. Implementation: Behaviour Management

Classroom management

Subject Teachers / Form Tutors and Learning Advisors are responsible for setting the expectations within their own learning environment(s). For positive behaviour to be successful, it is crucial that the expectations are established positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all students to be engaged
- Displaying the **Student Code of Conduct, Behaviour Levels and Rewards**
- Developing positive relationships with students – including consistent use of unconditional positive regard towards all through:
    - Greeting students at the door in the morning / at the start of lessons, modelling appropriate language
    - Consistently approaching all student / staff interactions using unconditional positive regard

- Establishing clear routines and expectations. Communicating expectations of behaviour verbally and non-verbally. Highlighting and promoting positive behaviour using the rewards system. Following the strategies for managing with low-level disruption – including de-escalation techniques/language – as promoted through CPI training
- Repeatedly using positive reinforcement. Concluding all lesson positively – using targeted praise as appropriate and starting subsequent ones afresh.

9. Positive Handling / Restrictive Physical Intervention (RPI)

Evolve Academy has a separate, standalone Positive Handling Policy, which provides detailed guidance for staff on the use of restrictive interventions, including staff responsibilities, de-escalation expectations, recording, and safeguarding responses.

For full procedures, definitions, and post-incident processes, see the Evolve Academy Positive Handling Policy (2026–2027).

Parents/carers will be informed of all incidents involving positive handling on the same day where possible.

Any use of Positive Handling / Restrictive Physical Intervention (RPI) must be:

- Followed by a debrief for staff and pupil
- Reported immediately to the Head Teacher and CPI Lead
- Recorded on Sleuth
- Proportionate to the situation

Staff receive appropriate CPI/Safety Intervention training and are expected to prioritise prevention and de-escalation. Any restrictive intervention, including reasonable force, must comply with the academy's Positive Handling Policy and the DfE guidance Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).

- Maintain good order and discipline
- Prevent serious damage to property
- Prevent injury to self or others

In accordance with the Education and Inspections Act 2006 and current DfE guidance, reasonable force may be used where necessary and proportionate for lawful purposes, including preventing injury, serious damage to property, disorder or other circumstances permitted by law.

Staff are advised to only use 'reasonable force' if it is safe and prudent for them to do so without putting their own health, safety and well-being at increased / enhanced risk

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property / damaging academy equipment
- Affecting good order in and around the academy

Incidents of Positive Handling / Restrictive Physical Intervention (RPI) must:

- ***Always be used as a last resort***

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Should utilise approved CPI/Safety Intervention techniques and de-escalation approaches within the member of staff's current training.
- 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 by a phone call (recorded on the academy's MIS behaviour system ('Sleuth')

Risk Assessments: minimising / managing the use of Positive Handling / Restrictive Physical Intervention (RPI)

The academy actively seeks to minimise the use of RPI wherever practical and possible

All staff receive annual CPI (or, RPI de-escalation training) to build up a caring, nonconfrontational culture with students – and is supportive of the philosophy of unconditional positive regard

The academy also conducts Health and Safeguarding Risk Assessments (RA's) to map out needs and identify strategies that are supportive of students vulnerable to episodes of physicality in their dealings with others *(see **Appendix 4** for RA template)*

10. Student support

- Attendance monitoring will inform behaviour support planning, including referrals to external services or EHCP reviews.
- Any unexplained absence following a behaviour incident will trigger a safeguarding home welfare check.
- Reasonable adjustments may be made for students with medical needs, including anxiety and trauma-informed support.
- Behaviour concerns that correlate with attendance concerns will be reviewed jointly by pastoral and safeguarding leads.

We recognise that poor attendance can be both a cause and consequence of challenging behaviour. As such:

The Behaviour for Learning Policy is closely linked to Evolve Academy's Safeguarding and Attendance policies.

Behaviour, Safeguarding and Attendance

The academy recognises its legal duty under the Equality Act (2010) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to support the individual needs of all students – to this end all classes have **Evolve Academy** Class Learning Profiles (CLPs) that identify effective individual and whole academy academic / behavioural interventions (see **Appendix 5**). These CLPs are reviewed termly

The academy's Special Educational Needs Co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist (EP), medical practitioners and/or others, to identify or support specific needs

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

10.1 Health and Safety Compliance.

Health & Safety Expectations

- Pupils are expected to follow all safety codes in practical subjects and adhere to safe movement around the buildings and off-site locations.
- All staff must follow the Academy's First Aid Policy, especially regarding head or facial injuries. These must be logged immediately and parents/carers contacted without delay.
- Contractors and visitors working on site will be issued with a radio or walkie-talkie where appropriate to ensure they can contact staff quickly in an emergency.
- Staff have a responsibility to report hazards promptly so that appropriate control measures can be put in place.

11. Student Transition Support: for students placed by the Fair Access back into the mainstream

To ensure a smooth transition into a new academic institution, students are supported where possible by a member of staff who also will try to meet with them at the placement school/academy or virtually throughout the duration of the 12-week trial period.

12. Training

Our staff are provided with training on Behaviour Management, including accredited use of Positive Handling / Restrictive Physical Intervention (RPI) training (and annual refreshers), and annual Safeguarding updates (including updates contained within Part 1 of Keeping Children Safe in Education (KCSiE)) as part of their CPD process. Staff are encouraged to seek additional support in this area.

Should issues of poor student behaviour develop. Behaviour management support is specifically tailored to the individual staff members' needs

Behaviour management will also form part of all staffs' Continuing Professional Development (CPD) and this will be mapped into the academy's CPD Plans

13. Impact: monitoring arrangements

Behaviours that place students, staff, and others at risk of significant harm will be identified by analysis of Sleuth Negative Events by the AHT (Behaviour Lead); through detail discussions with staff when collecting S.I.S. data each term. As such, identified students will have their agreed Risk Assessment revised and these changes publicised within the academy staff body by the **CPI Certified Instructor(s).**

This Behaviour for Learning Policy will be reviewed by the Head Teacher and the Academy Council bi-annually.

The written Statement of Behaviour Principles (*see **Appendix 1***) will be reviewed and approved by Evolve Academy Council bi-annually. Behaviour rewards and consequence are reviewed each term by the SLT members responsible for their operational implementation.

Suspensions are monitored to ascertain patterns / 'outliers' (including inconsistencies) and supportive pastoral and academic strategies put in place by the academy.

13.1 Recording and Monitoring of Significant Behaviour Incidents

These reports are treated as safeguarding records and are reviewed regularly to inform staff training, pupil risk assessments, and pastoral responses.

- Be quality-assured weekly by the CPI Instructor and SLT
- Trigger parental notification by SLT or CPI-trained staff
- Be recorded promptly on Sleuth
- Include detailed de-escalation strategies attempted prior to RPI

All significant incidents must:

- Involves a pupil in emotional crisis requiring withdrawal from the immediate situation or intensive regulation support
- Results in severe disruption or damage to property
- Involves serious aggression, verbal threats, or danger to self/others
- Requires physical intervention

For the purposes of academy recording and review, Evolve Academy defines a significant incident as any event that:

13.2 Post-Incident Actions and Reflections

- The Behaviour Lead (or, in their absence, a designated member of SLT) will review and quality-assure incident reports to ensure accuracy, clarity, and appropriate follow-up.
- All associated documentation — including Sleuth entries, accident book records, first-aid logs, and updates to pupil risk assessments — must be completed on the same day where possible.
- All significant incidents will be reviewed during the end-of-day staff debrief and revisited in the morning staff briefing to identify learning points and update any related pupil or site risk assessments.
- Where appropriate, a short assembly or tutor-group discussion will take place the following day to reinforce expectations, school values, and key safety messages.
- Where an incident meets statutory reporting thresholds, a RIDDOR report will be submitted. A post-incident reflection template will be completed by SLT to record:
  – staff welfare checks
  – actions taken
  – safeguarding implications
  – preventative and environmental measures to reduce future risk.

14. Links with other policies

This Behaviour for Learning Policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy
- Exclusions Policy
- Sharps Policy
- Positive Handling Policy

Appendix 1: Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, and tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence
Racial	Racial taunts, graffiti, gestures, and racial language
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobia	Explicit homophobic (anti-bi-sexual and anti-transgender) remarks, display of anti-homosexual (anti-bi-sexual and anti-transgender) material(s), anti-homosexual gestures (anti-bi-sexual and anti-transgender), unwanted physical attention, comments about sexual orientation / presentation, reputation or performance, or inappropriate touching / hitting / punching etc.
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

Appendix 2: Statement of Behaviour Principles

- Every student will understand they have the right to feel safe, valued, and respected, and to be able to learn - free from the disruption of others
- All students, staff and visitors will be free from any form of discrimination
- Staff and volunteers will always set an excellent behavioural example to students
- Rewards, consequences, and the use of reasonable force will be used in a considered and consistent by staff, in line with PCA's Behaviour for Learning Policy
- Behaviour for Learning Policy will be understood by all students, staff, parents, and governors
- Behaviour for Learning Policy will clearly explain that exclusions are only be used as a last resort, and outlines the processes involved in both Permanent Exclusions (PEx's) and Suspensions.
- Students will be assisted in learning to accept responsibility for and reflect upon their behavioural actions and corresponding consequences
- Families / carers will be involved in the academy's response to serious student misbehaviour to encourage and foster a stronger and healthier partnership between the academy and the students' home

The governing board categorically affirms that violence or threatening behaviour, **will not be tolerated** in any circumstances. This written statement of Behaviour Principles is reviewed and approved by every **two** academic years.

Appendix 3: Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy:

Low Level Disruption / misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork (or homework) and / or the participation in lessons
- Poor attitude to learning and others
- Incorrect uniform (including hair colourings, nose piercings)
- Repeated breaches of the academy rules

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism of / damage to academy buildings / property / arson
- Theft
- Fighting (including 'play-fighting')
- Smoking (including e-cigarettes / vape pens)
- Racist, sexist, homophobic (including transphobic / bi-phobic), ageist or any other discriminatory behaviour
- Possession of contraband items / materials. These are:
    - Knives / 'sharps' or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers and other smoking paraphernalia (including e-cigarettes and matches / lighters)
    - Fireworks
    - Pornographic images (in either physical or e-format).
    - 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)

Playfighting is defined as**:**

Any form of play where participants compete with one another attempting to obtain certain advantages (such as verbal banter, touching, tapping or pushing the opponent,), but play in this way without the severity of genuine fighting.

Furthermore, following items that are also **proscribed** as they constitute a serious misdemeanour under **Evolve Academy** Behaviour for Learning Policy: o Sweets / soft drinks (including 'energy drinks') / excessive quantities of sugary foods brought on-site

- Mobile phones / electronic devices (that have an internet capability / or, can film / record sounds and images) – are **not permitted** inside the environs of the academy

Appendix 4: Sample Suspension Letter

Evolve Academy
Gipsy Road
London
SE27 9NP
Tel: 0207 504 0542

Mrs Jemima Tumble
118B Pluto Grove,
Lower Mars,
Solar System

Wednesday 30th February 2023

Subject: Roland Tumble **DOB: XX/YY/ZZZZ**

Date of Suspension from: Thursday XXth February 2023 ONLY

Dear Ms Tumble,

I am writing to inform you of my decision to suspend "**Mr Tumble (Jr.)"** for a fixed period of **1day.** This means that "**Mr Tumble (Jr.)"** will not be allowed on the campus for this period. The exclusion begins on **XX.02.2023**and ends on **XX.02.2023** inclusive.

An appointment has been arranged for you and Roland to attend a meeting on Friday XXth February 2023 at 9:45am.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Roland** has not been taken lightly. **Roland** has been excluded for this fixed period because of:

Fighting with pencil case

Failing to follow academy conduct code (removing his false red nose)

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion on **XX.02.2023** to **XX.02.2023** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during the time specified. It will be your responsibility to show reasonable justification.

You have the right to make representation to the Academy Council about this decision.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is:

SENDIST

Mowden Hall
Staindrop Road
Darlington DL3 9DN.

You have the right to see a copy of **Rolands'** academy record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply this if requested, but there would be a charge for photocopying. You may find it useful to contact the Advisory Centre for Education (ACE) an independent national advice centre for parents of children in state academy's. They offer information and support on state education in England and Wales, including on exclusion from academy. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk

Yours sincerely



Melissa Elve-Willams Head
Teacher

Appendix 5: Rewards and Reflection Framework

The academy's rewards and Internal Reflection systems are established. The framework is designed to combine positive reinforcement, individualised targets, consistent staff feedback and purposeful Internal Reflection when behaviour falls below expectations.

Core rewards principles

Three individualised weekly targets per pupil, including at least one SEMH/behaviour-related target.

Up to 6 points per session (2 points per target), plus identified points for entry, social times and Catch-Me recognition.

Gold, Silver and Bronze weekly reward thresholds differentiated for Primary and Secondary timetables.

Treasure Chest or Tuck Shop voucher rewards, Golden Tickets, positive phone calls home, attendance recognition and certificates of achievement.

Weekly Friday rewards assemblies led by SLT.

Internal Reflection principles

The academy does not use a standard after-school sanction; Internal Reflection is the established on-site behaviour intervention.

Internal Reflection takes place on site in a designated, supervised reflection space.

Reflection is purposeful: pupils complete learning, reflect on behaviour, regulate and prepare for successful reintegration.

Repeated Reflection prompts review of support and intervention, including SEND/SEMH needs, family engagement and risk assessment.

Appendix 6: Staged Approach to Behaviour Management
Consequences – Secondary

Level	Behaviour and examples	Possible action and consequences.
Low Level	- Swearing - Lack of work - Incorrect uniform - Kicking doors - Lateness without valid reason - Walking out of a lesson	- Informal discussion with the student - Sleuth entry - Tutor discussion - Three low-level incidents in a day result in a 1 lesson in Internal Reflection
Medium Level	- Bringing the academy into disrepute - Inappropriate ICT use - Persistent swearing - Intimidating behaviour - Bullying (first letter) - Playfighting - Putting others at risk - Persistent lesson disruption - Truancy	- Sleuth entry - Phone call home to inform parents - Tutor discussion or informal restorative justice (RJ) if needed - 1 lesson in Internal Reflection - Five or more medium-level incidents in a week result in additional interventions with specialist staff or SLT and/or loss of rewards
High Level	- Significant damage to property - Bullying (second letter) - Vaping or smoking on site - Intimidating behaviour (staff or students) - Homophobic/sexist/racist/misogynistic comments - Physical assault - Leaving the site without permission - Possession of a phone in school - Dangerous behaviour	- Sleuth entry - Involvement of Senior Leadership Team (SLT) - 1 lesson in Internal Reflection - Suspension - Parental meeting on-site - Consideration for a behaviour plan upon return
Highest level	- Arson - Use or threat of an offensive weapon - Possession of dangerous items - Drugs or drug paraphernalia - Serious assault - Serious Health and Safety infringements - The deliberate misuse of artificial intelligence (AI)	- Sleuth entry - Involvement of SLT - 1 lesson in Internal Reflection - Suspension or Permanent Exclusion - Parental meeting on-site

Appendix 7: Staged Approach to Behaviour Management Consequences - Primary

Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
Verbal Warning	• Will be given in the first instance for most behaviour infringements apart from those specified below	• Informal discussion with pupil • Verbal warning
Low Level	• Second warning • Damage to property • Intimidating behaviour (pupils) • Putting others at risk • Persistent disruption to lessons	• Tick next to name on the board and minutes given. • Minutes taken away from break or lunch time play
Medium Level	• Continued failure to correct behaviour after warning and minutes on the board. • Significant damage to property • Bullying (1st letter) • Homophobic, sexist or racist comments • Physical assault towards others, including playfighting. • Persistent swearing, swearing at staff, sexualised language • Intimidating behaviour (staff) • Dangerous behaviour	Sleuth Entry Internal Reflection Phone call home to inform parents
High Level	• Arson • Bullying (2nd letter) • Use or threat of use of an offensive weapon. • Possession of a dangerous item • Drugs or drug paraphernalia • Serious assault • The deliberate misuse of artificial intelligence (AI) tools or platforms	Sleuth Entry SLT involved Parental meeting on site Suspension or Permanent Exclusion Police involvement where necessary

Appendix 8: Role and Responsibilities

Academy Council	Head Teacher	Senior Leadership Team	SENCO	Staff	Parents
Monitoring the implementation and impact of the policy The governors of the Evolve Academy Council (EAC) are responsible for reviewing and approving the written Statement of Behaviour Principles ***(See Appendix 2).*** The Evolve Academy Council will also review the Behaviour for Learning Policy in conjunction with the Head Teacher, and monitor the policy's implementation and impact, holding the Head Teacher to account for the same. The Evolve Academy Council are responsible for monitoring the Behaviour for Learning Policy's effectiveness and holding the Head Teacher to account for its implementation	The Head Teacher is responsible for reviewing the Behaviour for Learning Policy in conjunction with the Evolve Academy Council (EAC, giving due consideration to the academy's Statement of Behaviour Principles ***(See Appendix 2).*** The Head Teacher will also approve this policy. Furthermore, the Head Teacher will ensure that the whole-academy environment encourages positive behaviour and that staff deal effectively and ethically with poor behaviour and will monitor how staff implement this policy to ensure student behavioural rewards and consequences are applied consistently. The Head Teacher is responsible for annually reviewing and approving this Behaviour for Learning Policy. The Head Teacher is also the only person who can authorise Suspensions and pursue the Permanent Exclusion (PEx) of any student on roll.	The Senior Leadership Team (SLT) at **Evolve Academy** will support the Learning Advisors in responding in a timely manner to behaviour incidents as appropriate. Staff will follow the **Evolve Academy** Staged Behaviour Response approach dealing with and escalating incidents to the appropriate level of consequence	Co-ordinate assessment, support and Individual Education Plans (IEP) for all pupils including those with emotional and behavioural needs in accordance with the SEN Code of Practice Respond to referrals of pupils for behaviour support Ensure reasonable adjustments are in place for pupils with an identified need Work to coordinate support for pupils' classes Liaise with relevant external agencies Report relevant data to Core Team to identify appropriate intervention strategies	Staff are responsible for: Implementing the Behaviour for Learning Policy in a calm, consistent, cohesive, and fair manner (in line with our 'Home-Academy Agreement') – at any time both in and out of the academy. Calm consistent adult behaviour is a CPI mantra, that should be used in all situations Teachers can not only discipline students at any time, but they also have the powers to impose appropriate and proportionate consequences as required e.g., Internal Reflection and / or confiscation of student property All students will be treated at all times with ***unconditional positive regard*** – regardless of any behavioural infractions / difficulties encountered. A calm consistent adult behavioural manner is a CPI mantra and should be used in all situations Modelling excellent positive behaviours at all times towards students Providing an individualised approach in their teaching and pastoral dealings with the individual needs of all students Recording behaviour incidents and notes on the academy's main MIS system (*Sleuth)* Working collaboratively with other local agencies and professionals to assess the needs of any student who displays continuous disruptive behaviour e.g. Social Services, CAMHS, Educational Psychologists etc.	**Parents are expected to:** Support their child in adhering to the Evolve Academy Student Code of Conduct (Commonly known as the 'Home-Academy Agreement') Ensure their child is correctly dressed in the appropriate Evolve Academy uniform Inform the academy of any significant changes in family / individual circumstances that may potentially affect / impact their child's behaviour Discuss any behavioural concerns with the appropriate academy professional in a timely manner

Appendix 9: Health & Safeguarding Risk Assessment Matrix and Risk Management Plan

PART A – Student's Details **Complete a RA for all students on roll at the academy. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.**		
Student Details		
Name of student:	DOB:	Year Group:
Does the student have an EHCP plan?	Does the student or student have a named social worker?	
How does the student travel to academy?	How does the student travel home from academy?	Does the student travel with any other person?

PART B – Reason for drafting this Risk Assessment

Any contextual historical information that would be relevant to risk assessment.

PART C – RISK ANALYSIS AND MANAGEMENT.

EVERYTHING IS OK	**PROACTIVE STRATEGIES** ***This section is what adults do to support the pupil to remain in their "everything is ok" state.***		
.	**Physical** (*Setting, light, noise, crowding, space, food and drink, sensory differences etc.*)	**Interpersonal** (*Respect, communication, social interaction, friends, expectations etc.*)	**Programme Planning** (*Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods*).

WHAT DOES MY BEHAVIOUR LOOK LIKE?			
ANXIETY *A change in behaviour.*	**DEFENSIVE**	**RISK BEHAVIOUR**	**TENSION REDUCTION** *Decrease in physical and emotional energy.*

WHAT DOES MY BEHAVIOUR LOOK LIKE?			
	Beginning to lose self-control.	*Behaviour that presents an imminent or immediate risk to self or others.*	
STAFF APPROACHES			
SUPPORTIVE *An emphatic, non-judgemental approach.*	**DIRECTIVE** *Decelerating an escalating behaviour.*	**SAFETY INTERVENTION** *An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION*	**THERAPEUTIC RAPPORT** *Restorative approaches to re-establish rational communication, relationships and routines.*
Has Anything Changed from the Previous Risk Assessment?	YES / NO		
Anything further that you feel that Colleagues need to know?			

Signature staff member completing the RA	Name of staff member completing the RA	Job title	Date
Risk assessment QA'd by SLT Signature	**Name of SLT Member**	**Job title**	**Date**

This document is considered to be a Live Document; if you add comments, these **MUST** be initialled and dated before resavin

Appendix 10: Evolve Academy Class Learning Profile (Actively supporting desired Learning Behaviours in class)

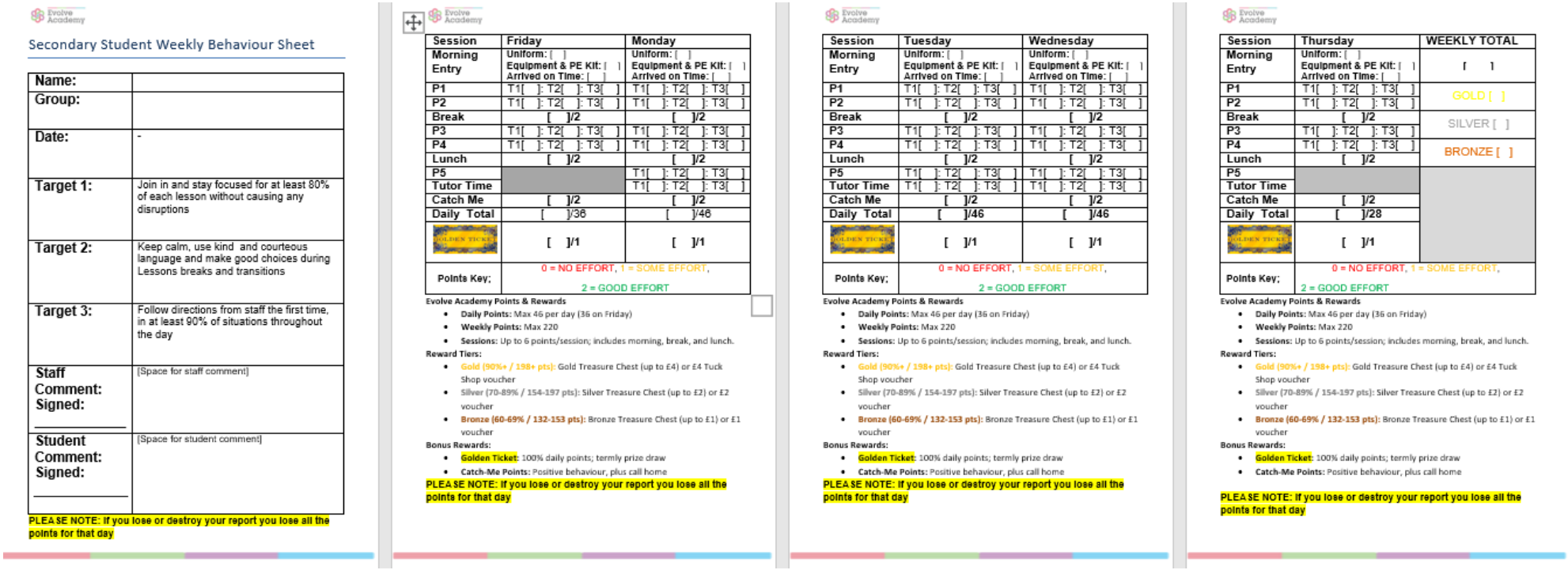
YEAR GROUP:	**SUBJECT BEING TAUGHT:**			
STUDENTS IN CLASS:	**Male:**		**Female:**	
Class name: e.g. "11Red 1"				
Looked After Child (LAC) student name(s):				
Total number of students as having Special Educational Needs (Disability)				
SEN(D):	**Name:**	**SEN(D) Details:**	**W/Academy SEN(D) Strategies:**	
Subject specific strategies to support SEN(D) Learners:	**Name:**	**Subject specific strategies to support each SEN(D) Learner in class:**		
Total number of students on EAL Register:				
Total number of Students with Low Reading Age / receiving SALT:				
Names of students with Low Reading Age / currently receiving SALT:				
EVOLVE ACADEMY Class Data per Subject - Number of students in this class in each category:				

Names of students with Low Reading Age / currently receiving SALT:		
Below Target	**On Target**	**Above Target**

Additional Information New Joiners this term only: **Name:** **Name:**	**Learner details / strategies required:**

Appendix 11: Pupil Weekly Behaviour and Reward Sheets

Appendix 11A: Secondary Student Weekly Behaviour Sheet



Evolve Academy

Secondary Student Weekly Behaviour Sheet

Name:	
Group:	
Date:	-
Target 1:	Join in and stay focused for at least 80% of each lesson without causing any disruptions
Target 2:	Keep calm, use kind and courteous language and make good choices during Lessons breaks and transitions
Target 3:	Follow directions from staff the first time, in at least 90% of situations throughout the day
Staff Comment: Signed: _____	[Space for staff comment]
Student Comment: Signed: _____	[Space for student comment]

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Friday	Monday
Morning Entry	Uniform: [ ] Equipment & PE Kit: [ ] Arrived on Time: [ ]	Uniform: [ ] Equipment & PE Kit: [ ] Arrived on Time: [ ]
P1	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
P2	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Break	[ ]/2	[ ]/2
P3	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
P4	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Lunch	[ ]/2	[ ]/2
P5		T1[ ]: T2[ ]: T3[ ]
Tutor Time		T1[ ]: T2[ ]: T3[ ]
Catch Me	[ ]/2	[ ]/2
Daily Total	[ ]/36	[ ]/46
GOLDEN TICKET	[ ]/1	[ ]/1
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 46 per day (36 on Friday)
- **Weekly Points:** Max 220
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 198+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 154-197 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 132-153 pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Tuesday	Wednesday
Morning Entry	Uniform: [ ] Equipment & PE Kit: [ ] Arrived on Time: [ ]	Uniform: [ ] Equipment & PE Kit: [ ] Arrived on Time: [ ]
P1	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
P2	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Break	[ ]/2	[ ]/2
P3	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
P4	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Lunch	[ ]/2	[ ]/2
P5	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Tutor Time	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Catch Me	[ ]/2	[ ]/2
Daily Total	[ ]/46	[ ]/46
GOLDEN TICKET	[ ]/1	[ ]/1
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 46 per day (36 on Friday)
- **Weekly Points:** Max 220
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 198+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 154-197 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 132-153 pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Thursday	WEEKLY TOTAL
Morning Entry	Uniform: [ ] Equipment & PE Kit: [ ] Arrived on Time: [ ]	[ ]
P1	T1[ ]: T2[ ]: T3[ ]	GOLD [ ]
P2	T1[ ]: T2[ ]: T3[ ]	
Break	[ ]/2	SILVER [ ]
P3	T1[ ]: T2[ ]: T3[ ]	
P4	T1[ ]: T2[ ]: T3[ ]	BRONZE [ ]
Lunch	[ ]/2	
P5		
Tutor Time		
Catch Me	[ ]/2	
Daily Total	[ ]/28	
GOLDEN TICKET	[ ]/1	
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 46 per day (36 on Friday)
- **Weekly Points:** Max 220
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 198+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 154-197 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 132-153 pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Appendix 11B: Primary Student Weekly Behaviour Sheet

Evolve Academy

Primary Student Weekly Behaviour Sheet

Name:	
Group:	
Date:	[Start Date - End Date]
Target 1:	Keep hands and feet to yourself.
Target 2:	Keep calm, speak politely, show kindness, use kind words and make good choices during Lessons breaks and transitions
Target 3:	Follow instructions from staff the first time, in at least 90% of situations throughout the day
Staff Comment: **Signed:** _____	[Space for staff comment]
Student Comment: **Signed:** _____	[Space for student comment]

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Friday	Monday
Morning Entry	Uniform & HS Book: [ ] Arrived on Time: [ ]	Uniform & HS Book: : [ ] Arrived on Time: [ ]
Play	[ ]/2	[ ]/2
Assembly	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
S1	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Break	[ ]/2	[ ]/2
S2	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Lunch	[ ]/2	[ ]/2
S3 (Afternoon)		T1[ ]: T2[ ]: T3[ ]
S4 (Afternoon)		T1[ ]: T2[ ]: T3[ ]
Catch Me	[ ]/2	[ ]/2
Daily Total	[ ]/30	[ ]/42
GOLDEN TICKET	[ ]/1	[ ]/1
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 42 per day (30 on a Friday)
- **Weekly Points:** Max 198
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 179+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 139-178 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 119-138pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Tuesday	Wednesday
Morning Entry	Uniform & HS Book: [ ] Arrived on Time: [ ]	Uniform: [ ] Arrived on Time: [ ]
Play	[ ]/2	[ ]/2
Assembly	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
S1	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Break	[ ]/2	[ ]/2
S2	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Lunch	[ ]/2	[ ]/2
S3	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
S4 (Afternoon)	T1[ ]: T2[ ]: T3[ ]	T1[ ]: T2[ ]: T3[ ]
Catch Me	[ ]/2	[ ]/2
Daily Total	[ ]/42	[ ]/42
GOLDEN TICKET	[ ]/1	[ ]/1
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 42 per day (30 on a Friday)
- **Weekly Points:** Max 198
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 179+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 139-178 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 119-138pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Evolve Academy

Session	Thursday	WEEKLY TOTAL
Morning Entry	Uniform & HS Book: [ ] Arrived on Time: [ ]	[ ]
Play	[ ]/2	
Assembly	T1[ ]: T2[ ]: T3[ ]	
S1	T1[ ]: T2[ ]: T3[ ]	GOLD [ ]
Break	[ ]/2	
S2	T1[ ]: T2[ ]: T3[ ]	SILVER [ ]
Lunch	[ ]/2	
S3	T1[ ]: T2[ ]: T3[ ]	BRONZE [ ]
S4 (Afternoon)	T1[ ]: T2[ ]: T3[ ]	
Catch Me	[ ]/2	
Daily Total	[ ]/42	
GOLDEN TICKET	[ ]/1	
Points Key;	0 = NO EFFORT, 1 = SOME EFFORT, 2 = GOOD EFFORT	

Evolve Academy Points & Rewards

- **Daily Points:** Max 42 per day (30 on a Friday)
- **Weekly Points:** Max 198
- **Sessions:** Up to 6 points/session; includes morning, break, and lunch.

Reward Tiers:

- **Gold (90%+ / 179+ pts):** Gold Treasure Chest (up to £4) or £4 Tuck Shop voucher
- **Silver (70-89% / 139-178 pts):** Silver Treasure Chest (up to £2) or £2 voucher
- **Bronze (60-69% / 119-138pts):** Bronze Treasure Chest (up to £1) or £1 voucher

Bonus Rewards:

- **Golden Ticket:** 100% daily points; termly prize draw
- **Catch-Me Points:** Positive behaviour, plus call home

PLEASE NOTE: If you lose or destroy your report you lose all the points for that day

Appendix 12: Reflection Sheet Template

Reflection Sheet Template

- **Pupil Name:**
- **Staff Name:**
- **Lesson Date:**

Pupil's Comments:

What did I do?

- "The specific behaviour I engaged in was…"
- "I chose to… because I felt…"
- "At the time, I thought it was okay to… but now I see…"

2. Who was affected by this?

- "My actions impacted… because…"
- "I realised that when I did… it made… feel…"
- "This behaviour might have hurt… because…"

3. What can I do better next time?

- "Next time, I will try to… instead of…"
- "To improve, I will focus on… when I feel…"
- "A better choice I can make in a similar situation would be to…"

4. Who can help me with this?

- "I think… can support me by…"
- "I can ask… for help when I'm feeling…"
- "To make a better choice, I will seek advice from…"

Staff Comments Only:

- **Purpose:** Allows staff to provide additional feedback or notes on the student's reflection.

Signatures:

- **Signed (Pupil):**
- **Signed (Staff):**

Appendix 13: Evolve Academy Uniform List

EVOLVE ACADEMY UNIFORM LIST

Students are permitted to wear the following items:

- Black trainers or shoes

- Plain Black, Navy or Dark Grey trousers **NO JEANS OR LEGGINGS OF ANY KIND**
- Plain Black or Navy skirt **NO TIGHT FITTED SKIRTS OR MINISKIRTS**
- School Polo Shirt with logo
- School Sweatshirt with logo

A reminder that the following are not permitted;

- Hats, headscarves, balaclava's, durag's (or any other headwear unless for religious reasons and accompanied by a letter from parents) face coverings (unless accompanied by a medical letter)
- false eye lashes, facial piercings and acrylic / false nails are not permitted. Both these items are potential Health and Safety risks and students will be asked to removed them / trim them before being allowed in.
- Unnatural hair colours or hair length below the waist
- Grills/ tooth gems
- Metal Jewellery Including, Chains, Bracelets, Anklets and chokers
- Fabric Jewellery is permitted at the discretion of SLT

Mandatory Layering and Safeguarding Rule

Male Pupils wearing school trousers must arrive wearing underwear and a single pair of school trousers only.

No other items may be worn underneath trousers, including:

- Shorts
- Tracksuit bottoms
- Leggings
- Thermals
- Compression shorts
- Additional layers of any kind

Failure to comply will result in removal of the excess layers, a return home to change, or changing on site at SLT discretion.

Persistent refusal will lead to a parental meeting and signing of a Uniform Agreement.

Where a pupil arrives in incorrect uniform, the academy will seek a proportionate solution, for example asking a parent/carer to bring the correct item, providing academy uniform where available, or supporting the pupil to change privately. If a pupil is sent home on disciplinary grounds, this must be managed and recorded as a statutory Suspension rather than an informal exclusion.

Appendix 14: Guidelines for Personal Care

Guidelines for Personal Care

Evolve Academy Behaviour Policy, guidelines for personal Care items like Vaseline, and similar products includes the following:

1. **Permitted Items**: Personal care items like Vaseline can be allowed, but only for specific, reasonable uses (e.g., dry skin, chapped lips) and should be applied discreetly during non-class times, such as breaks or lunch.
    - **Size Limit: Vaseline or lip balm containers must not exceed 50ml and not be tinted.**
    - **Safety Measures: If the product is in a metal container, it should not be thrown. Throwing any such item will be treated as a violation of the Behaviour Policy and sanctioned accordingly, as throwing objects poses a safety risk.**

2. **Restricted Items**: Lip gloss and other cosmetic items should not be allowed as they are distractions and not in line with the school's dress code or values.
3. **Supervision**: Any personal item that may cause distraction or issues (e.g. cosmetics) should be handed in to staff. If students try to bring these items into Academy, they will be confiscated.
4. **Confiscation Policy**: Items like Vaseline, if used inappropriately or against guidelines, may be confiscated and returned at the end of the school day.