Behaviour Policy

For secondary and primary mainstream schools

Last review date:		July 2026	
Next review date:		September 2027	
Statutory Policy:		Yes	
Date	**Version**	**Reason for change**	**Source**
01.07.26	V6	Statutory Change (subject to Board approval)	J Newsome

To be read alongside all relevant Matrix Academy Trust policies and procedures including Child Safeguarding, Anti-Bullying, E-Safety, Use of Control and Reasonable Force, Attendance, ICT Acceptable Use, Complaints and Equality and Diversity

1. Purpose

1.1 The central principle of our behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage pupils to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.

1.2 All Academies in the Matrix Academy Trust aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn**. Our behaviour policy rests on a set of shared values in each of our academies (see appendix B).

- The right of all members of the academy and wider community to be treated with dignity and respect
- The right of all members of the academy and wider community to work in a clean, well-resourced, and well-cared for physical environment
- The right of all members of the academy and wider community to be always safe and secure from any threat to their personal well-being

1.3 On admission to each of the academies, all parents/carers and pupils sign the "Home-School Agreement" which encompasses our shared values and agree to support the academy in this regard. (see appendices).

1.4 In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept responsibility for their actions.

1.5 All members of the school and wider community are responsible for fostering a culture of belonging, care and dignity.

2. Standards for Behaviour

2.1 The Trust's behaviour policy sets out and clarifies the responsibilities within our Academies. All staff will receive training with regards to behaviour systems and policy. On induction (including in-year admissions) and throughout their time at the Academy, pupils receive clear instruction with regards to expectations, positive behaviour and learning routines/modes.

2.2 The policy relates specifically to the following areas of academy life and pupil behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Pupil's responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with academy in terms of uniform, appearance and expectations
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of academy life

Effort and commitment towards the development of positive social and working relationships with staff and pupils in Academy, and in the community

2.3 The Academy Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively in support their lifelong learning
- Encourage pupils to work hard, show effort and persistence with work which is difficult
- Develop pupils social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each pupil's happiness and emotional and physical well-being, and ensure the highest standards of personal achievement for all

2.2 Pupils may be disciplined for any misbehaviour where a child is:

- Taking part in any academy organised or academy related activity
- Travelling to and from academy
- Wearing Academy uniform
- In some other way identifiable as a pupil at the academy
- Brings the academy into disrepute through inappropriate use of social media/online platforms
- Brings the academy into disrepute through inappropriate actions in the community

2.4 Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy

3 Expectations

3.1 To support the positive conduct of behaviour in and around the academy we have set out some key expectations for pupils and staff. These are outlined in each Academies learning routines/modes (appendix A).

3.2 Classroom Expectations for Pupils:

- Arrive at academy and at lessons on time
- We enter our lessons calmly and ready to learn
- We listen and respond both appropriately and respectfully when an instruction is given
- We try our best at all times.
- We are polite and considerate to all; we respect each other.
- Sit where you are told to sit by the teacher or any other member of the Academy staff
- Wear full academy uniform correctly in lessons and including on the way to and from the academy
- Use ICT appropriately and responsibly
- Uphold the values of the academy

3.3 Outside the Classroom Expectations for Pupils:

- We represent the academy and behave accordingly in a way that reflects our school's values
- Lead by example, with older pupils being good role models for younger pupils in the academy
- We respect the academy environment
- We move around the academy with consideration for the safety of others
- We are polite and considerate to everyone
- We drink and eat only in designated areas

3.4 Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

3.4.1 Be positive; welcoming

3.4.2 Expect the class to arrive on time and with correct equipment. Meet pupils outside the room and insist on an orderly line. Ask pupils to enter the classroom and sit down quickly and quietly

3.4.3 Respond to behaviour incidents in a way that is consistent, proportionate and fair

3.4.4 Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs

3.4.5 Use restorative and trauma-informed practices

3.4.6 Make reasonable adjustments where necessary

3.4.7 Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction

3.4.8 Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done

3.4.9 Teachers need to insist pupils work in a way that does not disturb others

3.4.10 Expect pupils to participate by either using 'hands up/cold calling', but not shouting out

3.4.11 Pupils should stay in their seats unless the task they are working on requires movement

3.4.12 At the end of lessons, teachers should ensure pupils are following the expectations for the end of lesson routines

3.5 Staff in our academies should follow the behaviour referral flowchart for each school (see appendices) in order to seek further support should a pupil's behaviour not meet the expectations as outlined in the behaviour policy.

4 Restorative Practices

4.1 Pupils should be taught about the consequences of their actions and a key way of achieving this is teaching the pupil to "make things right" after a major behaviour incident

4.2 This can either be in terms of repairing physical damage or the emotional damage on others

4.3 Pupils should be taught to feel better when they have "made things right"

4.4 There is an expectation that damage to property is either repaired or the school will be reimbursed

4.5 Apologise to individuals that were hurt by the interaction if appropriate and the pupil feels able to do this

4.6 Staff will support pupils in reflecting and learning from breaches of the school behaviour policy so to avoid future repeats of behaviour

5 Pupil Referrals

5.1 All referrals regarding a pupil's behaviour should contain the following information:

5.1.1 Pupil name(s) and Form Group(s) of those involved in the incident

5.1.2 Date and time of the incident

5.1.3 Clear outline of the incident

5.1.4 Any actions taken so far

5.2 All referrals should be written in a formal manner and should be a factual record of the incident. They should not contain any personal opinions.

5.3 Following the referral, the relevant member of staff (Head of Department / Faculty Leader / Head of House / Phase Lead / Senior Leadership) should advise the referrer of the action taken and outline any sanctions awarded. They should also advise of any supportive measures offered.

5.4 Heads of House will copy the relevant members of Leadership into correspondence where they feel appropriate.
5.5 All information regarding sanctions imposed must be recorded on the school's internal systems.

6 Persistent Disruptive Behaviour

6.1 Persistent disruptive behaviour that impacts upon the learning of other pupils within our Academies will not be tolerated and may result in permanent exclusion.

7 Children with Special Educational Needs and/or Disabilities (SEND)

7.1 Academies with good behaviour cultures will create calm environments which will benefit all pupils, especially those with SEND, enabling them to learn. Our Academies are fully aware of their legal duties with regards to children with SEND needs and reasonable adjustments are always in place as an anticipatory measure for pupils with a known disability
7.2 In line with the SEND Code of Practice (2014) we follow a graduated approach to supporting pupils with SEND which is overseen by our SENDCO
7.3 In applying the behaviour policy, staff will consider if a child's SEND need was a contributing factor to their behaviour although it does not follow that every incident of misbehaviour will be connected to a child's SEND need
7.4 Please note that this policy applies to pupils in our mainstream primary and secondary schools only (including those in any specialist resource provision)
7.5 Due to the need for a highly personalized approach based on pupil need, there is a separate Behaviour Policy for the special school in the Trust

8 Rewarding Positive Behaviour

8.1 Here at Matrix Academy Trust, we believe that the most effective approach to creating a positive ethos is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements. The Academy aims to develop a culture of respect, both personal and to others. Through this we expect pupils to aspire to their personal best in all aspects of their Academy career
8.2 Our Academies will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behavior and work
8.3 As part of our reward system, effort, achievement and good behaviour at our Academies are recognised by a variety of means, including the following:
8.3.1 Positive praise – in lessons and in the Academy and wider community for positive contributions and academic progress
8.3.2 Positions of responsibility – within Academy for pupils who show themselves to be positive role models
8.3.3 Progress Praise Certificates and Prizes – awarded for academic achievement and attendance in line with our progress report cycle (three times per year)
8.3.4 Year 11 Prom – where invitation to attend is based on good behaviour, attendance to Academy and positive progress made in lessons
8.3.5 Faculty trips and offsite visits – across the Academy year in support of curriculum learning

9 Sanctions

9.1 Our Academies will use a range of sanctions and provisions in response to misbehaviour and to encourage good behaviour.

These may include:

9.1.1 Verbal reprimand and reminder of the expectations of behaviour
9.1.2 Setting of written tasks
9.1.3 Loss of privileges
9.1.4 Detention (see below)
9.1.5 School based community service
9.1.6 Regular reporting for behaviour monitoring including early morning reporting; scheduled uniform and equipment checks
9.1.7 Internal removal from classrooms (reflection zones)
9.1.8 Inclusive pastoral provisions
9.1.9 Suspension
9.1.10 Permanent exclusion

Staff will determine the appropriate sanction to be given

This list is not exhaustive

10 Detentions

10.1 Our Academies operate a detention system as outlined in the appendices.
10.2 Parents/Carers will be notified by app notification or note in the pupil planner if the detention set will be longer than a 20-minute period. Attendance to detentions will be monitored by House offices. Notification will be provided to Parents/Carers if a detention has not been attended.The detention will be reset for the next school day.

11 Isolations, Suspensions and Permanent Exclusions

11.1 Matrix Academy Trust follows the DfE guidance on suspensions and permanent exclusions:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England July 2026

11.2 The Headteacher alone has the right to suspend and permanently exclude a pupil. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.
11.3 The Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.
11.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.
11.5 Suspensions and Isolations are used:
11.5.1 As a sanction for inappropriate behaviour
11.5.2 To remove a child from Academy to protect other children and or/staff
11.5.3 To ensure learning continues for other pupils
11.5.4 To reinforce the high standards of the Academy

11.5.5 To improve a pupil's behaviour

11.6 Suspension is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to suspension is isolation, where pupils are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a pupil and pupils are expected to serve their full time in isolation successfully.

11.7 Suspension from the Academy is most effective when:

11.7.1 Pupils are excluded to work at home (work will be provided)

11.7.2 Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period. Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

11.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a pupil, it may not be possible to avoid permanent exclusions.

12 Return from Suspension Meetings

12.1 When pupils return to the Academy following a fixed-term suspension, a return from suspension meeting will take place. In this meeting, the Head of House and a member of the Senior Leadership will represent the Trust Board and talk to the pupil and his/her parents/carers about the seriousness of the incident.

12.2 The pupil will be expected to give an undertaking that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the pupil's needs (see appendices) Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the return from suspension meeting the pupil will also have a meeting to discuss the reasons for the suspension and how the targets set will be achieved.

13 Permanent Exclusion

13.1 A permanent exclusion of a pupil may be considered:

13.1.1 In response to a serious breach or persistent breaches of the Academy's behaviour policy; and

13.1.2 Where allowing the pupils to remain in the Academy would seriously harm the education or welfare of the pupils and/or others in Academy

13.1.3 The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion, however in exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends or a permanent exclusion may be issued to begin immediately after the end of the suspension

14 Off Site Directions (OSD) and Managed Moves

14.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies may be directed another educational provider for a period of time to improve their behaviour. This is known as an off site direction.

14.2 An off site direction to another education provider may be considered if:

14.2.1 A pupil who persistently fails to follow the Academy's behaviour policy, despite intervention/support already outlined

14.2.2 A pupil is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other pupils at risk

14.2.3 A pupil has incurred multiple fixed-term suspensions and/or isolations

14.2.4 A pupil who is at risk of permanent exclusion.

14.3 During the period of off-site direction the pupil might be in alternative provision on a part-time schedule with continued mainstream schooling or full-time for a limited period. The pupil will be dual-registered and the placement will be regularly reviewed.

14.4 The Trust will nominate a member of the central school improvement team to review these

14.5 Parents/carers will be given two school says notice of an off site direction

14.6 A managed move is a process that leads to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.

14.7 Managed moves will be considered if:

-it is strictly in the child's best interest

- voluntary and agreed by all parties (both schools, the relevant LA (s) and the parents/carers)

- offered as part of a planned intervention

- preceded by information – sharing between the current school, receiving school and supported by an effective integration strategy

14.7.1 Managed moves will be fully compliant with statutory guidance i.e. there will be no trial period and will not override a school's in year admission process

15 Child on Child Abuse

15.1 The Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. All Academies within our Trust are **'Listening Schools'** and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

15.2 Child on child abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

15.3 If an allegation of child-on-child abuse does occur, the Academy will:

15.3.1 take it seriously

15.3.2 act as quickly as possible to establish the facts

15.3.3 record and report the incident; depending on how serious the case is, it may be reported to the Headteacher

15.3.4 provide support and reassurance to the victim

15.3.5 make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions

15.3.6 ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

15.3.7 consider an internal or fixed term suspension in cases of repeated child on child abuse or a serious incident of child-on-child abuse.

15.4 All staff are aware of their safeguarding responsibilities as set out in the Trust's Safeguarding Policy and 'Keeping Children Safe in Education'2025.

16 Separation of pupils for safeguarding purposes

16.1 In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

17 Allegations about a Member of Staff

17.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Senior Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

17.1.1 A fixed term suspension for the pupil will be imposed.

17.1.2 The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member

of staff concerned.

17.1.3 Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.

17.1.4 If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

18 Power to without consent

18.1 Matrix Academy Trust schools use the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att achment_data/file/1091132/Searching Screening_and_Confiscation_guidance _July_2022.pdf

18.2 Legislation allows Headteachers and staff they authorise to search pupils without consent if it is believed that a pupil has brought into Academy any prohibited item(s).

18.3 Any searches of pupils for prohibited items will be recorded.

18.4 Prohibited items that will be subject to confiscation could include such things as:

18.4.1 Knives and weapons;
18.4.2 Alcohol;
18.4.3 Illegal drugs;
18.4.4 Stolen items;
18.4.5 Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
18.4.6 An article specified in regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
18.4.7 E-cigarettes and Vape pens
18.4.8 Energy drinks
18.4.9 Stolen items.
18.4.10 Mobile phones and other electronic devices (see section 20 below).

The list is not exhaustive

18.5 Prohibited items that are subject to an age restricted ban (e.g. vapes/nicotine inhaling products; high caffeine energy drinks; alcohol etc) and are not suitable for police collection will be destroyed.

18.6 Where a pupil is experiencing an adverse reaction and staff have concerns about the substance contained in an item, it may be retained and sent for testing.

18.7 Academies have a **zero tolerance** to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the Academy or wider community will be confiscated and the police may be involved. The permanent exclusion of a pupil will be considered.

18.8 It MUST be noted that any pupil bringing **illegal drugs, knives or weapons onto school site will be permanently excluded.** The Academy will

automatically contact the Police in any drugs related incident

18.9 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.

18.10 Our ability to discipline pupils and maintain an orderly and safe environment in Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in the Academy safe. Parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.

18.11 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. **Any prohibited items that are confiscated may be disposed of at the Academy's discretion.**

18.12 The Headteacher and Designated Safeguarding Lead will be informed if there are reasonable grounds to suspect possession of a prohibited item.

18.13 If a pupil refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).

18.14 Please note that medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs on their person in Academy.

18.15 Mobile phones that have been confiscated will be searched in order to ensure that there is no inappropriate material on there that might compromise the reputation of the Academy or well being of a pupil.

18.16 Where cyberbullying is suspected to involve the sharing of explicit, indecent, or intimate images of children, staff must not view, copy, or distribute the image. Schools will contact the police to be advised of next steps.

18.17 Matrix Academy Trust recognises and supports the right of pupils to wear **mandatory** articles of their faith, subject to reasonable safety parameters. For example:

- Pupils may wear headscarves that are plain black or white and securely tied
- Pupils may wear a kirpan as an article of their Sikh faith. The kirpan must be worn discreetly under clothing, secured so it cannot be exposed or unsheathed. The blade of the kirpan must be no longer than 5cm. **Kirpans can be checked by the school at any point.**

3 Use of restrictive interventions (including reasonable force and seclusion)

19.1 Please refer to the Matrix Academy Trust policy on this. Our academies' policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools.

20 Mobile Devices

20.1 We inform parents and carers that Matrix Academy Trust Schools are **NO MOBILE PHONE SITES** for Years 7-11. This also includes any other mobile

or electronic devices such as tablets, smart watches/glasses and digital cameras. If a pupil's phone is seen or heard, before, during or after the Academy day, it will be confiscated immediately and will be stored away. Our procedures, should a pupil bring their mobile phone into Academy, are clearly outlined in our letter to parents which can be accessed on the Academy website. (see appendices) Please also refer to our Mobile Phone Procedure flow chart (see appendices).

a. This prohibition stance ensures that mobile phones and other smart devices with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) are not used throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

i. Mobile phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, child on child abuse and data protection issues with regard to inappropriate capture or distribution of images of pupils or staff.
ii. Mobile phone use can render pupils or staff subject to cyber child on child abuse.
iii. Internet access on mobile devices using cellular data cannot be filtered by the Academy.
iv. They can undermine classroom discipline.

b. The exception to this will be where mobile phone use allows pupils to manage their medical condition effectively (for example pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar level).

c. Members of the Sixth Form are permitted to carry mobile phones on their person. However, no Sixth Form pupil is allowed to have their mobile phone on show if they are on the Academy's main site or in the presence of younger pupils.

d. This is in line with 2026 DFE guidance on the Use of Mobile Phones in Schools

21 Social Media

a. The use of social media has become increasing popular. However, its use should be age appropriate and safe for all.

b. As such the Academy ask that pupils:

- Not join any social networking sites if they are below the permitted age.
- Tell their parents if they are using the sites, and when they are online
- Be aware how to report abuse and inappropriate content
- Not access social media on school devices, or on their own devices while they're at school
- Not make inappropriate comments (including in private messages) about the school, teachers or other pupils

- Must not set up fake social media accounts on staff or any other pupils at the school

22 Roles and Responsibilities

a. Creating a safe environment is essential for effective learning and ensures that all pupil's rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a '**whole' school approach** in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

b. Headteachers will:

- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff
- Ensure that all new staff are inducted clearly into the school's behaviour culture
- Ensure that the school leadership team is highly visible to all children
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the Progress Review panel and Trustees on request.
- Liaise with the Local Authority and Matrix Trust to ensure that best practice is shared effectively.

c. Members of the Parent Advisory Forum will:

- Support the Headteachers.
- Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.
- Liaise with the Local Authority to ensure that the best advice is available and that the school policy is in line with both National and Local guidelines.

d. Pastoral Team will:

- Be proactive in promoting and maintaining high standards of behaviour within the Academy.
- Ensure that the school behaviour policy is followed.
- Lead on training of staff.
- Support staff in the management of behaviour and discipline.
- Head of House will investigate fully and decide on the action required. Head of House will take appropriate action of any intervention/prevention strategies /programmes.
- Celebrate good behaviour.
- Communicate with and update parents about their child's behaviour.
- Log all incidents on pupil file.
- Liaise with external agencies, the Local Authority and Matrix Trust as appropriate.

e. Staff will:

- Maintain a calm and safe environment for all pupils both in their own classrooms and around the Academy.
- Take a proactive approach to managing behaviour.

- Model expected behaviours and develop positive relationships with pupils.
- Adhere to the Academy's behaviour policy and escalate as appropriate.
- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the Head of House of any concerns/incidents and any actions taken.
- Comply with the Academy's recording systems.

f. Pupils will:

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow Academy rules and expectations as outlined in the Behaviour Policy
- Report any incidents of poor behaviour to their Head of House / Form Tutor / Prefects / Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Pupils must recognise that being a "bystander" is not acceptable, and understand that our Academies are 'Telling Schools'.

g. Parents/Carers will:

- Support the behaviour policy.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.
- Maintain appropriate conduct on the academy site.
- Maintain appropriate conduct on social media platforms about the academy.

Appendix A

Home-School Agreement

School:

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well-taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide a progress report on your child.
- Be welcoming to parents/carers and offer you opportunities to become involved in school life.
- Let you know about school activities through regular communications.
- Use Rewards and Sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements.

Signed (Headteacher) _____

Parental/Carer Agreement:

As a part of the partnership with the school I/we will:

- Ensure my child does not bring their mobile phone into school.
- Ensure that my child wears correct uniform and brings the required equipment for school.
- Ensure that my child attends school regularly and on time.
- Let the school know the reasons for any absence.
- Not take holidays during term time.
- Ensure my child uses social media appropriately
- See that my child completes any homework that is set, on time and sign the pupil planner every week.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress and any other meetings to discuss my child's progress and welfare.
- Communicate appropriately with school and avoid behaviour that undermines the reputation of the school.
- Encourage my child to follow the school's Reward Scheme and Code of Behaviour and support its policies.
- Ensure that my child adheres to the school's online learning policy and code of conduct.

Signed (Parent/Carer) _____

Pupil Agreement:

Please read and discuss the below statement with your child. I agree to help my parents and the school. I will:

- Show respect for self, property and others.
- Attend regularly and on time.
- Wear uniform correctly, bring equipment and a school bag.
- Follow the school's Reward Scheme and Code of Behaviour.
- Complete homework that is set for me and hand it in on time.
- Uphold the reputation of the school when in my uniform.
- Be sensitive to others in and around school.
- Complete work to the best of my ability.
- Never bring a mobile phone into school.
- Use social media correctly including not making inappropriate comments the school, teachers or other pupils or set up fake social media accounts
- Never bring illegal drugs/items that may cause harm/threat to others into school.
- Follow the school's expectations when completing online learning and follow the code of conduct.

Signed (Pupil) _____

Appendix B

Behaviour and Referral Flow Chart

CLASS TEACHER
- Classroom Behaviour
- Classroom Management
- Follow behaviour curriculum

CLASS TEACHER ACTION
- 20 minutes after school detention.
- 40 minutes after school detention.
- Write up of the incident and negative behaviour point issued on ClassCharts.
- Referral can be made to Director/Head of Department via ClassCharts.
- Analyse and discuss progress and behaviour data with pupils via SISRA and ClassCharts.

FORM TUTOR
- Form Group Discipline
- Follow behaviour curriculum

FORM TUTOR ACTION
- Monitor ClassCharts data each day and informing pupils of their positive and negative behaviour points each week.
- Notify pupils who have detentions each morning.
- Inform pupils each week their attendance and punctuality figures which will be written into their pupil planner.
- Form Tutor Report Card issued for pupils receiving multiple detentions.
- Referral can be made to Head of House via ClassCharts.
- Analyse and discuss progress and behaviour data with pupils via SISRA and ClassCharts.

DIRECTOR OF LEARNING/HEAD OF DEPARTMENT
- Faculty/Departmental Discipline.
- Faculty/Departmental Management
- Follow behaviour curriculum

DIRECTOR OF LEARNING/HEAD OF DEPARTMENT ACTION
- 60 minutes Director of Learning Detention.
- Director of Learning department isolation/removal from lessons.
- Pupils who receive multiple detentions in one subject are placed on to a Subject Report Card.
- Referral can be made to Head of House via ClassCharts.
- Analyse and discuss progress and behaviour data with pupils via SISRA and ClassCharts.

HEAD OF HOUSE/ASSISTANT HEAD OF HOUSE
- House Discipline
- House Management
- Follow behaviour curriculum

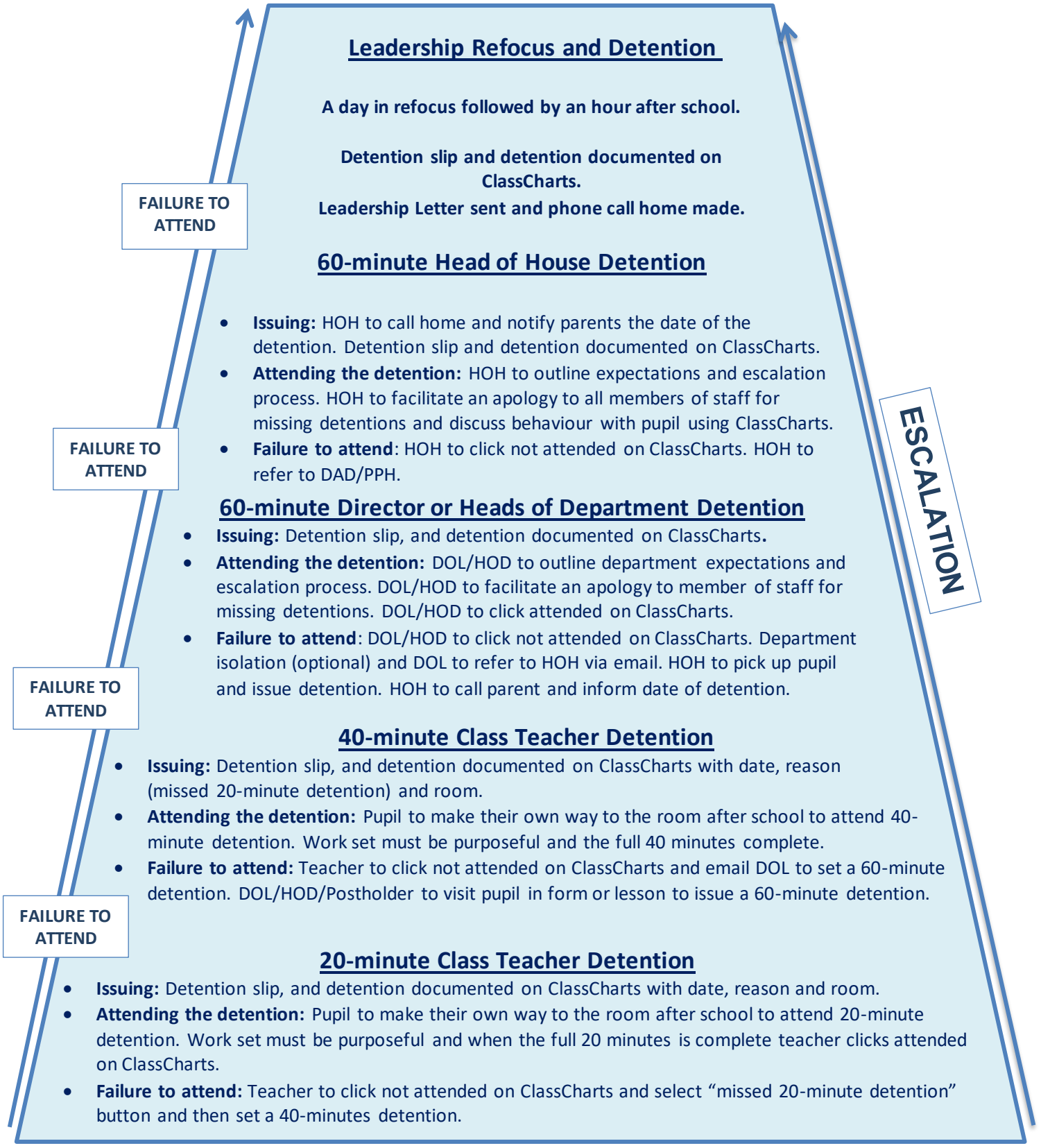
HEAD OF HOUSE/ASSISTANT HEAD OF HOUSE ACTION
- 60 minutes Head of House Detention.
- Refer a pupil to be placed in Refocus.
- Head of House report card issued for pupils due to poor behaviour.
- Phone calls to parents/carers.
- Parent/carer meetings.
- Liaise with Pupil Services Support
- Analyse attendance and punctuality data.
- Analyse and discuss progress and behaviour data with pupils via SISRA and ClassCharts.

LEADERSHIP
- Whole School Discipline.
- Whole School Management
- Follow behaviour curriculum

LEADERSHIP ACTION
- Leadership Report Card
- Leadership 30 minute and 60-minute detentions
- Parent/carer phone calls and meetings.
- Refer a pupil to be placed in Refocus.
- Analyse attendance and punctuality data.
- Analyse and discuss progress and behaviour data with pupils via SISRA and ClassCharts.

HEADTEACHER
- Fixed term suspensions.
- Permanent exclusions.
- Off-site directions.

Appendix C


Leadership Refocus and Detention
A day in refocus followed by an hour after school.
Detention slip and detention documented on ClassCharts.
Leadership Letter sent and phone call home made.
FAILURE TO ATTEND
60-minute Head of House Detention
Issuing: HOH to call home and notify parents the date of the detention. Detention slip and detention documented on ClassCharts.
Attending the detention: HOH to outline expectations and escalation process. HOH to facilitate an apology to all members of staff for missing detentions and discuss behaviour with pupil using ClassCharts.
Failure to attend: HOH to click not attended on ClassCharts. HOH to refer to DAD/PPH.
FAILURE TO ATTEND
60-minute Director or Heads of Department Detention
Issuing: Detention slip, and detention documented on ClassCharts.
Attending the detention: DOL/HOD to outline department expectations and escalation process. DOL/HOD to facilitate an apology to member of staff for missing detentions. DOL/HOD to click attended on ClassCharts.
Failure to attend: DOL/HOD to click not attended on ClassCharts. Department isolation (optional) and DOL to refer to HOH via email. HOH to pick up pupil and issue detention. HOH to call parent and inform date of detention.
FAILURE TO ATTEND
40-minute Class Teacher Detention
Issuing: Detention slip, and detention documented on ClassCharts with date, reason (missed 20-minute detention) and room.
Attending the detention: Pupil to make their own way to the room after school to attend 40-minute detention. Work set must be purposeful and the full 40 minutes complete.
Failure to attend: Teacher to click not attended on ClassCharts and email DOL to set a 60-minute detention. DOL/HOD/Postholder to visit pupil in form or lesson to issue a 60-minute detention.
FAILURE TO ATTEND
20-minute Class Teacher Detention
Issuing: Detention slip, and detention documented on ClassCharts with date, reason and room.
Attending the detention: Pupil to make their own way to the room after school to attend 20-minute detention. Work set must be purposeful and when the full 20 minutes is complete teacher clicks attended on ClassCharts.
Failure to attend: Teacher to click not attended on ClassCharts and select "missed 20-minute detention" button and then set a 40-minutes detention.
ESCALATION

Detention Escalation Process 2026-2027

20-minute Class Teacher Detention

- **Issuing**: Detention slip, and detention documented on ClassCharts with date, reason and room.
- **Attending the detention:** Pupil and parents/carers to check app every day for detentions. Pupil to make their own way to the location stated on the app/slip after school.
- **Failure to attend:** Detention will be escalated to a 40 minute after school detention, set by the teacher in the next lesson.

40-minute Class Teacher Detention

- **Issuing:** Detention slip, and detention documented on ClassCharts with date, reason (missed 20-minute detention) and room.
- **Attending the detention:** Pupil and parents/carers to check app every day for detentions. Pupil to make their own way to the location stated on the app/slip after school.
- **Failure to attend:** Detention will be escalated to a 60

60-minute Director or Heads of Department Detention

- **Issuing:** Detention slip, and detention documented on ClassCharts**.**
- **Attending the detention:** Pupil and parents/carers to check app every day for detentions. Pupil to make their own way to the location stated on the app/slip after school.
- **Failure to attend**: Head of House will pick up pupil and issue a 60-minute detention. Head of House will call parents/carers to discuss missed detentions and inform them of the date of detention.

60-minute Head of House Detention

- **Issuing:** Head of House to call home and notify parents the date of the detention. Detention slips and detention documented on ClassCharts.
- **Attending the detention:** Pupil and parents/carers to check app every day for detentions. Pupil to make their own way to the location stated on the app/slip after school.
- **Failure to attend**: Head of House to refer to Mr Phipps and Mr Adams.

Leadership Refocus and Detention

A day in refocus followed by a **60-minute leadership detention** resulting in pupil leaving at **4.15pm**.
A **letter will be sent home**, and **phone call** home made.

Appendix D

Barr Beacon School Behaviour Contract

I, …….. consent to a following of the below statements in relation to other pupils at Barr Beacon School.



- I will not speak to pupils who I have had previous negative interactions with.
- I will not follow or stare at pupils who I have had previous negative interactions with.
- I will not communicate via social media to pupils who I have had previous negative interactions with.
- I will not speak with other pupils about previous or current negative events.
- I will not intimidate others.
- I will travel directly to and from school and will not loiter in the local community.
- I will not encourage or motivate these events.
- I will report any issues to staff.
- I will comply with all instructions both inside/outside of Barr Beacon School.

I understand that if I do any of the above or anything else that is seen as negative behaviour, that incites conflict with this pupil. I will be at risk of being suspended. This will impact my chance of getting into Barr Beacon Sixth Form and will be on my permanent behaviour record.

Signed by ……

Dated ……

Appendix E

Dear Parents/Carers,

Barr Beacon School is a NO MOBILE PHONE SITE for Years 7,8,9,10 and 11 pupils.

The latest guidance from the Department for Education mandates a ban on mobile phones throughout the school day, including during lessons, break times and lunchtime. This measure is part of a broader initiative to improve pupils' behaviour and reduce distractions in classrooms.

Barr Beacon School has been a school with no mobile phone for a long time, leading the way prior to the Department for Education Guidance being introduced. We need your support in making sure pupils do not bring their mobile phone to the school site. This means that we are keeping our pupils safe. The Department for Education also stresses that the Headteacher and authorised staff members have the authority to search pupils for mobile phones if they have reasonable grounds to suspect that a pupil possesses a prohibited item.

I know that the majority of people reading this letter will be nodding their heads agreement when I say that mobile phones can lead to a multitude of serious safeguarding/child protection issues.

However, it cannot be said often enough: mobile phones greatly increase the chances of child-on-child abuse, cyberbullying and data protection issues (for instance, taking or distributing images of other pupils or staff). Furthermore, a child in possession of a mobile phone on their way to and from school makes themselves a target for thieves. Phones can also undermine classroom discipline and lead to pupils being significantly less focused, meaning their learning will be impaired. The following article summarises some of the most recent international research on how banning mobile phones leads to improved outcomes for children:
https://theconversation.com/banning-mobile-phones-in-schools-can-improve-students-academic-performance-this-is-how-we-know-153792

If any child brings in a mobile phone to Barr Beacon, **we will confiscate** it in accordance with Section 94 of the Education and Inspections Act 2006. This states that schools are permitted to confiscate pupils' property, including mobile phones. And although we take the utmost care with confiscated property, the law clearly states that, in the unlikely event that a mobile phone is lost or damaged while in a school's possession, the school is not liable.

Barr Beacon School being a No Mobile Phone school is one of the many reasons parents and carers cite for wanting to send their child here. They recognise that not allowing pupils in Year 7 to 11 to bring in phones helps keep everyone safe. As you are likely aware, we are an oversubscribed school, and I regularly hear from parents whose children are on the waiting list that they wish they could send their child to Barr Beacon School because of our No Mobile Phone policy. Sadly, a small minority of parents whose children attend Barr Beacon School sometimes question our policy, despite this being something we explicitly and repeatedly communicate to any parent who is thinking of sending their child to our school. A few have even attempted to intimidate my staff by threatening them with Police action. Please be assured that we work closely with the police who fully support our school policy of no mobile phones. They also support our policy which states we will search pupils for prohibited items and confiscate contraband items.

If a mobile phone is confiscated, it must be checked in the presence of a member of the Senior Leadership Team to ensure it has not been used inappropriately during the time it was in school. This is to safeguard all of our pupils and staff. A meeting will be arranged at a time which is mutually convenient for everyone. As my Senior Leadership Team's diaries are always very full, this will typically be in the days that follow the confiscation and not immediately.

I would urge you to ensure that you know all of the pass codes for your child's phone and that you check their technology at home on a regular basis. This is deemed to be best practice in terms of Keeping Children Safe as it will enable you to monitor him/her for age-inappropriate content and to monitor the communication your child may be having with others, including any potentially 'risky' adults. I would ask that you reinforce with your child the need to leave their phone at home, that their phone will not be brought onto Barr Beacon School site and that if they choose to break this rule, you and your child are clear about our procedure.

I thank you again for your continued support in this most important safeguarding matter.

Yours sincerely

Mrs. K Hibbs
Headteacher

Appendix E

Confiscation of Mobile Phone Procedure

Member of staff to hand phone to reception staff.

Reception staff to fill in Confiscated Property Form and record arrival of phone in the safe on the spreadsheet.

Reception staff to email House PA, Head of House and Leadership with the name and form group of the ..

PA to check spreadsheet and generate appropriate letter to parents, signed by the Headteacher.

1st Confiscation Letter

PA to liaise with Head of House for a meeting time and arrange this with parents/carers *(within 2 weeks of confiscation).*

PA to ensure mobile is charged and collected ready for the meeting with parents/carers. Pupil needs to be sent for, before the meeting, and PA to take notes.

Leadership or Head of House will check the camera roll of the mobile phone in the meeting for inappropriate material and return the phone to parent.

Parent/carers and pupil notified of procedure if mobile phone is in school again. Parent to sign and date the Quarantined Property Form

2nd Confiscation Letter

PA to liaise with Head of House for a meeting time and arrange this with parents/carers *(up to 6 weeks after confiscation, if it is a second confiscation).*

Please then follow procedure as outlined in 1st Confiscation Letter.

Appendix F

Late Detention Process 2026-2027

If…	What will happen?	What happens if my child does not attend?
My child is late to school or lesson and does not already have a detention that day.	• You will be notified via ClassCharts that they have a **same day, 20-minute late detention** after school. • **Resulting in a 20-minte detention that afternoon.**	• You will be notified via ClassCharts that they have a **40-minute late detention** after school the following day.
My child is late to school or lesson and already has a 20-minute Class Detention.	• You will have already been notified via ClassCharts they have a **20-minute Class Teacher Detention** after school. • You will then be notified via ClassCharts that they have an additional **same day 20-minute late detention** after school. • **Resulting in a 40-minute detention that afternoon.**	• You will be notified via ClassCharts that they have a **60-minute late detention** after school the following day.
My child is late to school or lesson and already has a 40-minute Class Detention.	• You will have already been notified via ClassCharts they have a **40-minute Class Teacher Detention** after school. • You will then be notified via ClassCharts that they have a **same day, 20-minute late detention** after school. • **Resulting in a 60-minute detention that afternoon.**	• You will be notified via ClassCharts that they have a **60-minute late detention** after school the following day. • Additionally, consequences may include social time being removed.
My Child is late to school or a lesson and already has a Head of House or Director of Learning detention.	• You will have already been notified via ClassCharts they have a **60-minute Head of House or Director of Learning detention** after school. • You will then be notified via ClassCharts that they have a **same day, 20-minute late detention** after school. • **Resulting in a 60-minute detention that afternoon and an additional 20-minute late detention for the following day.**	• If they have missed a **60-minute Director of Learning detention** they will be issued with a **Head of House 60-minute detention.** • Additionally, consequences may include social time being removed. • If they have missed a **60-minute Head of House detention** they will be in refocus the next day and have a **60-minute detention that afternoon.**