

# Behaviour for Learning Policy

<b>Policy Owner</b>	Director of Quality Assurance
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This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for The Bulwell Academy are set out in Appendix One of this overarching policy.

## Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Suspension and Permanent Exclusion Guidance (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf)

- Searching, Screening and Confiscation – Advice for Schools (July 2022): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- Use of Reasonable Force in Schools (July 2013): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education* 2024: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2024\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf)

The academy seeks to achieve good behaviour and discipline by:

- Promoting kindness, self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- Ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding.
- Ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affect pupils' responses and behaviours.
- Maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations.
- Getting to know pupils well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour. Use therapeutic thinking practices to underpin school culture.
- Recognising that positive reinforcement is more likely to change behaviour than sanctions. With positive use of rewards and Bulwell Bucks in reinforcing good behaviour.
- Ensuring that both helpful and unhelpful behaviour is responded to as consistently and fairly as possible, given that the need to provide reasonable adjustments for pupils who have SEND. For example, will sometimes mean that equity takes priority over consistency.
- Ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated.
- Ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of forums, assemblies, tutor times and PD.
- Encouraging restorative conversations between pupils and staff after incidents of unhelpful behaviour. To reset relationships and discuss how best to avoid a repetition of such incidents.
- Promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded and providing appropriate support for the pupil upon reintegration from school after a suspension.
- Staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme). Additional support will be provided to targeted staff in school.
- Working in positive partnership with parents and other agencies.
- Informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

## Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil's voice should be heard, and they should be given the opportunity to explain what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

### **Behaviour Expectations**

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND does not receive a different sanction or intervention, than does a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

### **Consistency**

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values of Aspire, Work Hard, Be Kind.
- Consistent language – clear and simple expectations reflected in conversations about behaviour and culture.
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours through Kickboard.
- Consistent modelling of responsibility and accountability.
- Consistent boundaries and consequences defined, agreed and applied.
- Consistent respect shown by adults – even in difficult situations.
- Consistent modelling of emotional control and restraint.
- Consistently reinforced routines in classrooms, around the site and in the wider community

## **Promoting Positive Relationships**

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals.
- Offering comfort in distress.
- Finding positive qualities and strengths in every pupil.
- Giving pupils regular, positive feedback that is specific, merited and genuine.
- Showing belief, trust and support to meet high expectations.
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention).
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time.
- Model and focus on what should be done as opposed to what shouldn't.
- Not 'labelling' pupils as naughty, difficult or challenging.
- Giving choices which give the pupil some agency and promote self-efficacy.
- Trusting pupils by giving them opportunities.
- Never making unfavourable comparisons or 'put downs'.
- Doing everything possible to avoid sanctions that are about removal or exclusion.
- Using removal or exclusion when they are appropriate.
- Welcoming pupils back when they have been absent.

## **Rewards**

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards as a result of negative behaviour.

Positive recognition can include:

- a) Praise (oral and written)
- b) Individual rewards including tutor groups.
- c) Postcards.
- d) Messages home by text, phone or in writing.
- e) Certificates.
- f) Displays of excellent student work.
- g) Praise assemblies and prize draws.
- h) End of term reward assemblies.

## **Support**

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion, or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits

- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Bridge provision
- Encouraging volunteering within or outside of the community
- Think For The Future
- Routes to Inclusion (R2i)
- Sports Mentoring
- Wellbeing check ins
- Classroom changes
- SEND referrals
- BEMHs referrals
- Commando Joe
- Supported Transfers

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

### **Sanctions**

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All sanctions must be consistent, reasonable, proportionate and in accordance with 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff can impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for unhelpful behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

#### **Sanctions can include:**

- Warnings - oral and written
- Communication home
- Break time detention (with provision for the pupil to eat and go to the toilet)
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- Consequence (After school detention)
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

#### **Detentions**

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One (Student Handbook) for details of these arrangements at Bulwell Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day, or during the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school-related issues. Please note that parental consent is not required for detentions to take place.

## **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom, they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion (stop the clock) with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Teachers will contact home after a removal from lesson. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'ICE' for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education/individualised support can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space before resuming learning within their normal lessons.

## **Internal Exclusion**

Typically, pupils who continue to engage in persistent disruptive behaviour, and who, in the professional judgement of staff, cannot be quickly reintegrated into their normal lessons, will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded.

Where leaders instead make use of the sanction of external suspension for persistent disruptive behaviour, the suspension letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from lessons to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

## **Suspensions**

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative strategies have been attempted, and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or others.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day upon return from suspension, as a supportive measure rather than a sanction. This is to ensure that the pupil catches up before returning to lessons.

### **Use of mobile phones**

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

### **Visiting the toilet during lessons**

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, they may be asked to leave their switched-off mobile device in a tray on the teacher's desk and will require a pass. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

### **Use of social media**

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- where damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to the principal and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

### **Drugs**

The Trust operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.



Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there is potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Search and Confiscation**

All Trust academies follow the DfE guidance: *Searching, screening and confiscation – advice for headteachers, staff and governing bodies*. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are weapons (including any bladed article), alcohol, tobacco, or related products (including cigarettes or e-cigarettes), illegal products, explicit material, fireworks, or any other items that may cause injury.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions.

Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

### **Police searches/questioning and the requirement for an appropriate adult to be present**

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

### **The appropriate adult' means, in the case of a child:**

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or
  - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

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<sup>1</sup> The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

## **Use of reasonable force**

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

## **Malicious allegations against staff**

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

## **Roles and Responsibilities**

### **Parents/Carers**

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

### **Pupils**

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

### **Staff**

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

### **Governors/Trustees**

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

### **Headteachers/Principals**

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

### **Monitoring and evaluation**

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.



## THE BULWELL ACADEMY

### Behaviour Procedures

At The Bulwell Academy we have 4 guiding principles:

1. Relationships built on **Mutual Respect** – We expect our students and staff to address each other respectfully and to be polite. We expect students to say 'sir and miss' to teachers; we expect students and staff to say 'thank you' and 'please' when address each other. Restorative conversations are encouraged to maintain, repair and grow student: staff relationships.
2. Managing behaviour through **Relentless Positivity** – We manage behaviour using rewards, consequences and support (Kickboard: Bulwell Bucks, Routes to Inclusion, Frequent Flyer systems and the Pastoral RAG). Our system allows staff to respond to behaviour quickly and consistently. We train our staff to focus on celebrating the behaviours that we 'want to see' rather than focussing on negative behaviours.
3. The importance of **Routines** – We teach our students the right way to do something. Students are given training to understand the routines which are an intrinsic part of the culture at The Bulwell Academy.
4. We recognise the impact of **Trauma** – We know that the pandemic has had a huge impact on students mental health and well-being. We want our staff to understand the effects of trauma and to develop the skills to recognise and support improved mental health.

### Bulwell KIND: How children can demonstrate being Bulwell KIND

<p><b>Kindness</b> – increases positivity, happiness and reduces stress. With a more positive outlook, students have greater attention spans, are more willing to learn and are more creative.</p> <p><b>Intelligence</b> – Learning is impossible without intelligence. We want students to reason and think critically. In every lesson we aim to cultivate intelligence by spotting it and rewarding it.</p> <p><b>Neat</b> – We expect our students to be neat and orderly. We encourage students to wear their uniform with pride; to prepare their bag the night before school; to present their work neatly and take time to check their work.</p> <p><b>Determination</b> – We want students to develop their independence; grow their self-efficacy and be able to problem solve.</p>	Children are given credits for being...	Examples of Bulwell KIND
	<b>Kind</b>	<ul style="list-style-type: none"> <li>Show respect to each other.</li> <li>Show respect to adults.</li> <li>Help friends to make the right choices.</li> <li>Offer to help someone in class.</li> <li>Looking out for others who might be worried or upset</li> </ul>
	<b>Intelligent</b>	<ul style="list-style-type: none"> <li>Focus on learning every lesson, every day.</li> <li>Ask and answer questions in lessons.</li> <li>Complete all work to the best of their ability.</li> <li>Work bell to bell</li> </ul>
	<b>Neat</b>	<ul style="list-style-type: none"> <li>Show pride in their work.</li> <li>Have all their equipment with them for school.</li> <li>Have a strong, silent, line up and transition.</li> <li>Wear their full uniform with pride</li> <li>Tidy up after themselves and others.</li> </ul>
	<b>Determined</b>	<ul style="list-style-type: none"> <li>Never give up.</li> <li>Overcome a difficult task.</li> <li>Bounce back from disappointment.</li> <li>Understand that students will make mistakes and that this is ok!</li> </ul>

BE  
BULWELL  
KIND

K	Kind
I	Intelligent
N	Neat
D	Determined

## Lesson and Basic Expectations

To ensure that effective learning can take place in lessons and that the culture around the Academy reflects what we want from our students, we have put in place a list of our expectations. To ensure this is fair, teachers will be consistent in their use of these consequences and record them promptly.

In response to this, students are expected to comply with the L5/B5 rules, stop any poor behaviour when asked and to comply with instructions.

### Lesson Expectations (Behaviours displayed inside the classroom)

#### *Possible Examples (this is not an exhaustive list)*

##### **L1**

A student may sit and wait excessively and not ask what they should be doing in their work.

A student may not complete work in full sentences or answer questions set.

A student may rush work to get it complete deliberately rather than working through a process.

##### **L2**

A student may be distracted during a task and lacked in focus.

A student may have given up when completing a task without trying.

A student's work may have been completed to a standard that is not detailed enough.

A student may have graffitied or ripped their work.

##### **L3**

A student may have talked when the teacher was delivering instructions.

A student may have tried to distract others whilst the teacher was delivering instructions.

A student may have had their head on the desk.

A student may have talked when the teacher said Silent and Solo. A student may not sit in the correct seat.

##### **L4**

A student may have talked when another student is giving an answer.

A student may have been unkind to another student regarding an answer they have given.

A student may have called another student a name.

A student may have ripped another student's work.

##### **L5**

A student may have stopped working early.

A student may not have written enough or in enough detail.

A student may not start their Do Now or their Exit Ticket.

LESSON EXPECTATIONS	
L1	Ask and answer questions
L2	Show PRIDE
L3	Respect adults
L4	Respect each other
L5	Work bell-to-bell

## Basic Expectations (Behaviours generally observed outside the classroom)

### Possible Examples (this is not an exhaustive list):

#### B1

A student who arrives late to lesson (Students have 4 minutes to arrive to lesson)

#### B2

A student arrives to school without an item of uniform

A student arrives to school without PE kit

#### B3

A student is running inside the school building

A student is shouting on the corridor

A student deliberately pushing, shoving or grabbing another student

#### B4

A student refuses an instruction from a teacher

#### B5

A student's mobile phone is seen or heard whilst in school.

BASIC EXPECTATIONS	
B1	Be on time
B2	Be prepared
B3	Be calm
B4	Be respectful
B5	Be off-line

## Behaviour process – Lesson removal

- If the same student receives 2L's in the same lesson the teacher will request on-call. A member of the on-call team will attend the lesson to try to reregulate the student back into their learning. If the behaviour continues on-call will be called and the student removed to ICE (Internal Reflection Room), where they will spend the remainder of the lesson.
- Teachers will record the behaviour on kickboard.
- Students will be provided with levelled work to ensure that there is no lost learning.
- Students will be required to complete the work given whilst in ICE, in silence.

Removing students from lessons is seen as a last resort and teachers are encouraged to be relentlessly positive. Teacher will openly celebrate positive behaviours.

### ***Staff have been trained in the 'Art of Consequence' and will apply the following key principles when deciding upon a 'correction' or a 'consequence':***

- **Persistence and Repetition:** When students persistently engage in off-task behaviour that they know they shouldn't, the teacher will apply a consequence. If it seems like the cause is distraction or a misunderstanding, the teacher will apply an in-class correction.
- **Degree of disruption:** If a student's behaviour doesn't disrupt others' learning, then they will give a correction; if it does, teacher will give a consequence.
- **Motivation:** If a student is clearly challenging the expectations in the lesson, teachers will give a consequence. Wilful defiance corrodes the teachers' authority and will not be tolerated.
- **And, Not Or:** Teachers may also give a correction and a consequence because it gives the student time to reflect, to respond positively and improve behaviour.

Teachers are encouraged to follow the framework however where an L5 consequence has been applied, teachers are encouraged to look for opportunities to bounce back by awarding a K4 for positive behaviours.

## **Lateness to School/Lesson**

- Students have 4 minutes to arrive at the lesson. If a student arrives late to a lesson, they will be welcomed into the lesson and given the opportunity to provide a valid explanation to explain their lateness. If the student cannot provide a valid reason, they will be issued a B1 and a 10-minute after-school detention.
- If a student is late to school (after 8.30am) they will be given a 15-minute break time detention.
- If a student is late to school on 3 occasions during a particular week, they are added to the consequence detention list.

## **Internal Truancy**

- If a student is out of lesson during lesson time without a legitimate reason, they will be classified as truanting. They will be escorted to ICE and required to complete the remainder of that period in ICE, completing the work provided.
- Internal truancy will be added to kickboard.
- If a student truants from lessons for the second time, they will be escorted to Alt Ex where they will remain for the rest of the day.
- For repeated incidents of internal truancy students may receive a suspension from school.

## **ICE**

ICE is the school's short term reflection room. Students who have received 2Ls during a lesson will be expected to spend the rest of the lesson in ICE. At the end of the lesson, they will return to their normal timetabled lessons.

- Pupils will have the chance to leave ICE at the end of the lesson if they have met the expectations and completed the required work.
- If a pupil does not to adhere to the expectations in ICE, they will be required to move into Alt Ex for the remainder of the day. Serious disruption could result in the pupil being suspended.
- If a pupil is removed from lesson twice in one day, they will be placed into Alt Ex for the remainder of the day.
- If a pupil refuses to go to Alt Ex, they will be given the opportunity to reflect on their decision. If the pupil persistently refuses to go to Alt Ex, they will be suspended.
- Any pupil who displays 'Persistently Disruptive Behaviour' (i.e. sent to ICE on 4 or more occasions in 1 week) will receive a fixed term suspension.

## **Alt Ex**

Alt Ex is the school's internal reflection room reserved for more serious incidents including where a pupil has displayed persistent disruptive behaviour or a more serious one off incident. Pupils will remain in Alt Ex for the whole day.

- If a pupil does not adhere to the expectations in Alt Ex, they are likely to receive a fixed term suspension and be required to re-do the day in Alt Ex.

## **Consequence detentions**

- Students are expected to achieve 0 or more Bulwell Bucks in a week. If a student fails to achieve this total it is a clear indication that behaviour (throughout the week) has been poor.
- This will result in the student being placed 'On Consequence'.
- Any student placed 'On Consequence' will be expected to attend a 15-minute break time detention and a 30-minute after school detention throughout the following week.



## **Behaviour Expectations**

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each Academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND.

Where appropriate, we will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

## **Rewards**

We recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement.

Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

## Support

In addition to applying sanctions we provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- Supported Transfer
- Pastoral Support Plan
- SEIO Intervention
- External agency intervention
- Attendance Improvement plans
- Pupil Passport
- The Gateway Programme
- The Bridge Reintegration Centre

We also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

Parents/Carers can discuss and request at any time support for their children.

We recognise that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow Safeguarding and Child Protection procedures.

## Behaviour Incident and Likely Sanction

Behaviour Incident	Sanction
Illegal narcotics (carrying, distribution, consumption)	Permanent Exclusion
Weapons (carrying or use of)	Permanent Exclusion
Physical assault on a staff member	Permanent Exclusion
Sexual Assault	Supported Transfer or Permanent Exclusion
False allegation against a staff member	Supported Transfer or Permanent Exclusion
Smoking cigarettes or e-cigarettes	Internal Suspension at another site or Fixed Term Suspension
Persistent Disruptive Behaviour – sent to ICE on more than 4 occasions in 1 week	Alt Ex/Internal Suspension/Fixed Term Suspension
Physical assault of another pupil	Fixed Term Suspension
Fighting in the community	Fixed Term Suspension
Encouraging violence	Fixed Term Suspension
Theft	Internal Suspension to another site or Fixed term Suspension
Verbal abuse to public	Alt Ex, Internal Suspension to another site or Fixed Term Suspension
Verbal abuse in the presence of staff	Alt Ex, Internal Suspension to another site or Fixed Term Suspension
Verbal abuse towards staff	Alt Ex, Internal suspension to another site, FTS or permanent exclusion
Racist comments made	Internal Suspension or Fixed Term Suspension – Restorative pack completion/Referral to the SEIO
Walking off from staff and refusing to follow instructions	Suspension (This could be an Internal Suspension or a Fixed Term Suspension)
Complete refusal to complete time in Alt Ex or ICE	Suspension (This could be an Internal Suspension or a Fixed Term Suspension)
Failed ICE	Moved into Alt Ex for the remainder of the day.
Failed Alternative Exclusion (Alt Ex)	Fixed Term Suspension and redo the day in Alt Ex
Bullying including Cyberbullying	Suspension (This could be an Internal Suspension or a Fixed Term Suspension) – Restorative pack completion/Referral to the SEIO
Sexual assault	Supported Transfer or Permanent Exclusion
Non-consensual touching	Alt Ex, Suspension(This could be an Internal Suspension or a Fixed Term Suspension) – Restorative pack completion / Referral to the SEIO
Graffiti	Community Service, Alt Ex or Fixed Term Suspension
Refusal to attend a detention	Alt Ex or Fixed Term Suspension (if repeated)
Internal truancy	ICE (1 <sup>st</sup> offense), Alt Ex (2 <sup>nd</sup> offense) or Fixed Term Suspension (if repeated)
Walking out of lesson	ICE

## Mobile Phones

Mobile phones, similar electronic devices and headphones are not permitted anywhere on school premises. Before crossing the blue line at the school entrance, pupils must remove their headphones, switch off their mobile phone and any other electrical devices and put them away. If an electronic device is seen or heard it will be confiscated by school staff. Students will have their device returned to them at the end of the school day.

## Reasonable Adjustments

All pupils who have SEND are reviewed at pathways meetings. Where the SENDCo and pastoral team feel that a reasonable adjustment needs to be made, parents are consulted, and these adjustments are communicated to staff. Each adjustment is made on a case-by-case basis.

When vulnerable children or pupils with SEND are at risk of suspension the decision is discussed during the navigation meeting at the end of the school day. The Vice Principal for Behaviour and SEND Assistant Principal will ensure that the decision made is informed fully by the possible context or impact of any primary SEND needs.

## Child-on-Child Abuse

Staff are trained to be aware of the forms, indicators and dangers of child on child abuse in annual safeguarding training and through termly update CPD sessions. Staff are reminded of their responsibility to recognise and challenge child-on-child abuse when it occurs. All staff are also expected to report incidences of child-on-child abuse through the Academy's safeguarding reporting system (CPOMS).

Pastoral staff address child-on-child abuse robustly through a combination of sanctions and restorative processes. Pastoral staff consult the DSL and Safeguarding team when deciding appropriate responses to a report of child-on-child abuse and record their actions via CPOMS.

Where appropriate, management and response to a report of child-on-child abuse may be taken over by the Safeguarding team from the Pastoral team. In some cases, the Safeguarding team may also consult the CET Director of Safeguarding when deciding an appropriate course of action to be taken in response to a report. Pupils are taught about the forms, indicators, and dangers of child-on-child abuse through their PSHE programme, drop down days, forum, pupil voice work and where appropriate through the curriculum. It is made clear to all pupils that child-on-child abuse will not be tolerated at the Academy and that robust sanctions will be applied. All pupils are made aware that there is, at any time an open and safe opportunity to report child-on-child abuse to their teachers, tutors, pastoral team or the safeguarding team.

## Pupil Voice

- Students at Bulwell have the opportunity to express themselves through various student voice activities and The Diary Room.
- Students also have the opportunity to develop their leadership skills through the student council, prefect team and departmental leadership positions within the Academy. Each year a Year 11 Prefect team is elected by the whole school, and each student in lower years can be elected to be in a year group student council.
- This allows students to have a say in the future of the school. It allows student councillors and prefects to develop valuable personal skills such as; communication, teamwork, and decision making. This also allows students the opportunity to express their views of school to help shape its development, and to put ideas forwards on what changes they would like to see happen.
- We will use student voice and the student leaders to help evaluate behaviour across the school, this will be completed periodically throughout the academic year.



# Uniform Expectations at **THE BULWELL ACADEMY**



**The Bulwell  
Academy Blazer**



**White Shirt**  
(buttoned to top,  
tucked in) worn with  
**year group tie**



**Black V-Neck  
Jumper**  
(optional), with or  
without red trim



**Black  
Pleated  
Skirt or  
Black  
Regular Fit  
Trousers**



- **School socks** worn above the ankle must be black.
- **School tights** must be black. Any socks worn over tights must be black.
- **Ankle or trainer socks** worn on their own may be of any colour.



- **Plain Black T-shirt** (or Bulwell branded PE top)
- **Black Joggers / Leggings / Shorts** as required
- **Black Sweater / Base Layer** as required
- **Suitable Trainers** (any colour)



**Plain Black Shoes** with a black sole and flat heel (trainers or Croc-style shoes are not permitted),



No false nails.  
Light make-up only.  
No hooped jewellery.  
No smartwatches.  
Only one studded  
nose piercing and one  
stud per ear.  
No more than two  
bracelets.  
No hoodies or  
cardigans.  
No mobile phones to  
be seen or heard.

**A bag** big enough to carry A4 books/folders and equipment, including PE kit. *Equipment is not provided.*



Every year group has a different colour stripe on their tie. Please see the numbers above for reference. The colour of the stripe remains the same as students transition from one year to the next.



### Branded Uniform

The following branded items are **COMPULSORY**:

- **Academy blazer** (sleeves worn to the wrist - not rolled up)
- **Academy tie** (specific colour stripe for each year group)

The following branded items are **OPTIONAL**:

- Black jumper with red piping sold by Just Schoolwear\*
- Academy short-sleeve or long-sleeve PE top

\*Note: a plain black v-neck woollen jumper may be worn but is not essential. *Cardigans and hoodies are not permitted. School jumpers cannot be used to replace blazers.*



**COMPULSORY  
Academy Blazer**

**COMPULSORY  
Academy Tie**

*See page above for  
year group colours*



**OPTIONAL  
Black/Red V-Neck  
Jumper**



### Non-branded Uniform

The following non-branded items are **COMPULSORY**:

- **White school shirts** buttoned to the top and tucked into trousers or skirt at all times (*any item worn underneath a school shirt must be plain white with sleeves no longer than the sleeves of the shirt*)
- **Black regular fit school trousers** that cover the top of the shoe, or **black pleated school skirt** worn no shorter than 1 inch above the knee (*trousers and skirts should not be tight fitting or made of stretchy fabric; any belts worn should be plain black*); where appropriate, students are permitted to wear a plain black kamiz or a plain black shalwar.
- **Plain black shoes with a black sole and flat heel**—no trainers or Croc-style shoes are permitted. Ankle socks or trainers socks can be any colour (only black ankle socks are allowed to be worn over tights). Any other socks (above the ankle) or tights must be black.
- Equipment should be carried **every day** in a **suitably sized bag that can be worn on the shoulder/s** (ie, large enough to carry A4 size folders and PE kit).
- Students should bring a **refillable bottle** to school **every day** to ensure they stay hydrated.

### Student appearance

- Hair should be worn neatly. Long hair should be tied back for all practical sessions.
- Any make-up and/or nail varnish should be lightly applied. *Eyelashes and nails should only be moderate in length. False nails are not permitted.*

### Being prepared for all types of weather

- During colder or wet weather, students should wear a waterproof coat with hood. Coats can be of any colour. *Hoodies are not permitted.*

During hot weather, students, parents and carers will be informed if an adjustment is to be made to uniform, such as not wearing blazers.

## PE Kit

**Essential Items:** Plain black short-sleeve T-shirt; plain black jogging bottoms or black stretch pants / leggings; suitable socks and trainers

**Optional items:** Plain black shorts; Academy PE short-sleeved or long-sleeved zipper top or plain black sweater; plain black long-sleeved base layer

**Student Appearance for PE:** Long hair must be tied back; all jewellery must be removed for PE with the exception of medical identity tags.



OPTIONAL: Academy short-sleeve PE top



OPTIONAL: Academy long-sleeve zipper PE top

## See below for prohibitions that apply to uniform, appearance and technology.

**The following are prohibited items that DO NOT form part of the Academy uniform:**

- Trousers and skirts that are tight fitting and/or made of stretchy fabric, ie, leggings / jeggings / jeans / Lycra or Bodycon skirts.
- Trainers (other than for PE); boots or shoes that fasten above the ankle; platform shoes; sandals or Crocs-style shoes; only black socks to be worn over tights. *Any other socks (higher than the ankle) must be black. Tights must be black.*
- Hoodies, cardigans, branded jumpers, full length knitwear (confiscated if seen).
- Where communication is shared that blazers are not required (ie, for a fixed period during hotter weather), these should not be replaced with any other jacket or non-school jumper.

**The following prohibitions apply to student appearance:**

- **No hats, caps, bandanas, durags or sunglasses** (*these items should be removed and put away before entering school premises – if seen on site, items will be confiscated*).
- Any make-up and/or nail varnish should be lightly applied only. Eyelashes and nails should only be moderate in length.
- **No false nails.** These must be removed before students enter the school premises.
- **No hooped jewellery** or smartwatches. Only one studded nose piercing and one ear stud per ear. No more than two bracelets. *All jewellery must be removed before PE with the exception of medical identity tags.*
- No permanent or temporary tattoos (in accordance with Chapter 24 of the Tattooing of Minors Act 1969)

**See it,  
Hear it,  
Lose it!**



Mobile phones, smartwatches, earphones / headphones, iPods, MP3 players and electronic games are not to be seen or heard on school premises. ***Mobile phones must be switched off before entering the school gate and placed in bag (not pocket).***

Confiscated items can be collected by the student from Reception at the end of the school day.