

BEHAVIOUR FOR LEARNING POLICY and PRACTICE

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1. Introduction

As an Academy, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the Academy, and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a Academy community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly, but there will be a minority who choose not to, and some who usually do but, as part of growing up, at times will push the boundaries.

We must always start off from the over-riding premise that:

We expect good behaviour.

Our first priority must be the safety of everyone at Crawshaw Academy.

The Academy's behaviour system is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our Academy is not dependent on having draconian sanctions but on developing a culture of success and achievement for all, which also ensures the safety of everyone at Crawshaw Academy. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students and staff. This Policy is led by the Assistant Headteacher for behaviour and is supported by all staff of the Academy and is designed to support and underpin excellence in teaching and learning, which in turn will mean that all students may achieve their personal best whilst at Crawshaw Academy.

2. Clear Rules/Clear Limits

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent sanctions for when things go wrong. The Academy behaviour system provides this structure. The system is taught explicitly to students on their induction into year 7 and is retaught to all students every term to ensure they are empowered to make positive choices. The Policy is also shared with parents via the Academy app and website.

3. Consistency not Confrontation

How well we all implement the system is crucially important to the success of the system and the Academy. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and

procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

4. Look for the positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around Academy. We want to let the majority of students to know that we appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

5. All learners are entitled to work with adults who...

- Are respectful, polite and calm at all times
- Consistently acknowledge and reward success
- Consistently apply the rules fairly
- Consistently challenge behaviour which is not acceptable within the academy.

6. The Principles of the System

The system has been introduced after consultation with the colleagues, both teaching and non-teaching in the Academy and its review is an ongoing process, we refine the system continuously to ensure the most robust and fair system. Individual colleagues may not find every aspect useful, but everyone must stick to the system and change only occurs on a holistic basis.

The system is simple in design in order to provide transparency and consistency for staff, parents and students.

7. Equality statement

Equal opportunities and fairness underpin all of our Academy policies and drive the decision making in Academy. Our policies embody our common goal and Academy values of respect, integrity and determination for both staff and students with the aim to provide a high-quality education for all.

Practice

8. Teachers are expected to...

- Award positives through using positive points on classcharts to every student who demonstrates positive learning habits in the classroom – whether this is through working well, completing challenging work, answering questions or sticking with difficult tasks. positives should also be awarded, using Class Charts, for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers in their book, excellent pieces of work, students working independently on tasks etc.
- Awarding positive points around the academy when students demonstrate: Respect, Determination and Integrity.
- Stop a learner at any time who is not adhering to the expectations; speak to them and issue them a negative using Class Charts where appropriate.

- Expect others to do the same and challenge when this is not the case.

9. **Form Tutors are expected to...**

- Look at Class Charts each week to check their tutees' positive and negative totals
- Mentor their tutees who have 5 or more negatives in a day through a conversation between form tutor and student where they will coach/advise the student and discuss the obstacles to the student doing well that day.
- The form tutor must also record when they are mentoring a student.
- Track students' attendance as well as their number of positive and negatives each week and communicate this to their Head of Year.
- Once a fortnight, reward students for 100% attendance and the student who has accumulated the most positives. The form tutor should also reward the student who is most improved in one of these areas at their own discretion. Students are rewarded through choosing a voucher they can spend in the Academy canteen.
- Ensure Form time is productive and purposeful as well as a celebration of students doing well.
- Check students have the correct equipment; issue a negative if necessary.
- Check students are in the correct uniform every day; sent to their Head Of Year to gain correct uniform if not wearing. Refer to Uniform checklist on form notice board
- Contact home when there is a concern or when a student needs to be mentored by their Year Leader, either via phone or email. Record contact with home on ClassCharts, following the Academy policy

10. **Assistant Head of Year are expected to...**

- Ensure the behaviour of their Year Group is in line with expectations
- Mentoring any student who has failed to improve after 3 weeks being mentored by their form tutor and recording this on Class Charts.
- Contact home to discuss any student passed up to SLT for mentoring.
- Consistently apply the rules and consequences without exception
- Utilise additional services; resources and skills to support learners who face more challenges to enable them to meet the standard of behaviour expected of them.
- Regularly visit the areas in Academy where their year group will be being taught, particularly at lesson change over and at the start and end of the day.
- Visit the students they are mentoring at the start of every day to offer advice and encouragement.
- Speak to the parent of any learner secluded in Academy.
- Run a detention throughout the week and ensure the students conduct themselves appropriately whilst in detention.
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11. **Heads of Year are Expected to** provide visible, proactive leadership that upholds the academy's standards of behaviour, attendance, and wellbeing. They are responsible for maintaining a strong presence around the Academy through behaviour patrols at key transition points, visiting forms in the morning to reinforce expectations, and speaking directly with students about detentions or support needs. They supervise and conduct detentions, monitor uniform compliance, and collect students for internal exclusion where required, ensuring consistency and fairness across the year group.

Responding swiftly to incidents is central to the role. Heads of Year investigate concerns, complete patrol logs, conduct restorative conversations, and oversee return-from-suspension and reintegration meetings. All incidents and communications are logged on CPOMS and ClassCharts with accurate detail and chronology. Alongside reactive duties, they take a data-driven approach, regularly reviewing behaviour and attendance trends to identify

patterns, implement targeted interventions, and update behaviour support plans for key students.

Heads of Year play a crucial safeguarding role, making wellbeing calls, liaising with the DSL, SENDCO, attendance officers, and external agencies, and leading referrals or follow-ups for complex cases. They ensure high visibility at break, lunch, and lesson changeovers, building strong relationships with students and parents, and promoting a positive culture of respect, integrity, and determination.

As leaders of their year group, they deliver assemblies, chair tutor briefings, and quality assure tutor time activities, supporting form tutors with consistency and pastoral delivery. They coordinate rewards, celebration events, and interventions, while also holding students accountable where expectations are not met.

By balancing visible daily leadership with strategic analysis of trends, effective communication, and consistent pastoral care, Heads of Year ensure that every student is supported to achieve, behave responsibly, and thrive within the academy community.

Heads of Faculty are responsible for driving high standards of teaching, learning, and behaviour across their subject area, ensuring students experience a consistent, purposeful learning culture. They monitor live behaviour data, including on-call removals and detentions, and follow up with staff to review incidents, provide curriculum-aligned work, and keep students engaged in learning. Key issues are recorded on behaviour trackers, with curriculum-related concerns logged accurately on ClassCharts.

A visible and proactive presence in classrooms and corridors is expected. Heads of Faculty conduct informal learning walks and drop-ins across year groups to monitor routines, lesson quality, and expectations, while providing coaching, debriefs, and in-class support where disruption is high. They quality assure feedback and marking through book looks and student voice activities, while ensuring seating plans are regularly updated and reflective of student needs and behaviour patterns.

Heads of Faculty analyse weekly behaviour data in detail to identify patterns by student, class, teacher, or time of day. They are expected to use this analysis not only to respond reactively, but to implement strategies that reduce poor behaviour, improve consistency, and build a positive learning culture within the faculty. This may include targeted interventions, adjustments to routines, and sharing of best practice in faculty meetings. Progress and priorities are discussed in SLT link meetings to ensure alignment with whole-Academy behaviour strategy and accountability for impact.

Communication with parents is central to the role. Heads of Faculty support daily phone calls home to follow up on removals, update on repeated behaviour, and reinforce praise when appropriate. They also attend or lead parent meetings alongside pastoral teams where persistent concerns remain.

Alongside behaviour leadership, they maintain high standards in teaching and learning. They lead faculty meetings on curriculum sequencing, assessment, behaviour concerns, and student spotlights. They also provide targeted CPD, mentor ECTs and trainees, and prepare Faculty Review Reports covering behaviour, learning, and interventions.

Through visible leadership, consistent follow-up, and a data-driven approach, Heads of Faculty ensure high-quality teaching is matched with a strong learning culture, raising expectations and outcomes across their faculty.

12. Senior Staff are expected to...

- Follow the agreed policy and procedures as teachers and leaders in Academy
- Link with a Year Group to ensure high standards across all year groups.
- Link with subject line management areas to support in analysing behaviour trend .
- Ensure action is taken at all levels to sure high expectations and standards across the academy.
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13. Training and Development

All teaching and support staff at Crawshaw Academy will receive behaviour management CPD as part of their induction at Crawshaw Academy. Behaviour management is re-visited at the beginning of each half term as well as every week in morning briefing. Behaviour management also features in curriculum training as well as more bespoke training for individuals or curriculum areas when warranted.

14. Rewards

If students are seen displaying our values around Academy, they will be rewarded by teachers on Classcharts .

- A. **Respect**
- B. **Integrity**
- C. **Determination**

All teachers will also reward the students' engagement within lessons through using Class Charts to record positives.

Students will be awarded positives for demonstrating the qualities as well as being given positives for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers verbally or in their book, excellent pieces of work, students working independently on tasks etc. The accumulation of these positives will decide which students are rewarded by the Academy. Achievement and Values Postcards will be awarded to students who consistently demonstrate excellent work over a sustained period of time, embody the academy's core values of **Respect, Integrity, and Determination**, or contribute positively by supporting after-Academy events. Each award will result in **10 positive points being logged on ClassCharts**, a **postcard home**, and **direct communication with parents/carers** to celebrate the student's success.

Rewards will depend on the number of positive points accumulated each half term and also linked to attendance. These rewards include certificates, phone calls home, being entered into in a prize draw, jump the queue passes for food and drink for the first week each half term and an invitation to watch a film whilst in Academy. Students who had been secluded or excluded during that half term would not be eligible to go.

If students are seen consistently demonstrating the Academy's core values, they will be rewarded by staff through positive points on ClassCharts.

Academy Values

- Respect
- Integrity
- Determination

All teachers will use ClassCharts to recognise and reward positive engagement within lessons. Students will receive positive points for demonstrating the Academy values and for strong behaviour for learning, including (but not limited to): completing high-quality homework, supporting peers during group work, asking thoughtful questions, giving accurate verbal or written answers, producing excellent classwork, and working independently and productively on tasks.

As students accumulate positive ClassCharts points, they will work towards achievement milestones that are formally recognised by the Academy:

- 500 points – Crawshaw Bronze Award
- 1000 points – Crawshaw Silver Award
- 1500 points – Crawshaw Gold Award
- 2000 points – Crawshaw Platinum Award
- 2500 points – Crawshaw Diamond Award
- 3000 points – Crawshaw Headteacher's Award

Students reaching these milestones will receive badges and certificates to celebrate their achievement.

Achievement and Values Postcards will be awarded to students who consistently demonstrate excellent work over a sustained period, strongly embody the Academy's values of Respect, Integrity and Determination, or make a positive contribution to Academy life, including supporting after-Academy events. Each postcard award results in 10 positive points being added on ClassCharts, a postcard sent home, and direct communication with parents/carers to celebrate the student's success.

Additional rewards are issued each half term and are based on the total number of positive points accumulated, alongside attendance. These rewards may include certificates, phone calls home, entry into prize draws, jump-the-queue passes for food and drink during the first week of each half term, and invitations to attend reward activities such as film viewings in the Academy. Students who have been secluded or excluded during that half term will not be eligible for these rewards.

15. Student Planner

- a) In order that students are able to organise themselves properly and that teachers can identify them easily, it is essential that students have their planner with them at all times.

- b) A 'Planner On-Call' should be made for any students that refuse to show the name on their planner when requested.
- c) If a student claims to have lost their planner, £5 payment is required for a new planner as soon as possible.

16. Sanctions

Misbehaviour in the classroom – this is a 4-stage process, and all staff should use normal classroom management strategies to get students on task and learning. If these fail, the behaviour system is there to support. The formal implementation of the behaviour system is to be used consistently by staff and between staff. It is a very clear 4 stage process.

The process begins with the student receiving a 'verbal warning' and unless the student's behaviour and engagement in the lesson improves, will culminate in a third negative being added to Class Charts and the student being sent on a Room Removal. The details are as follows:

- **Verbal warning:** this must be said clearly to the student. Whole classes must never be given a verbal warning.
 - **First negative** added to Class Charts.
 - **Second negative** as above. A member of staff might also move a student within the room or give them 'cooling off' time if appropriate but do not leave students outside the classroom for more than 5 minutes.
- Teachers are to communicate to students their first and second negatives ensuring students are aware of their position in the sanctions process. Sanction Whiteboards are NOT to be used and will be removed from classrooms.

Final negative: Record final negative and also record a Room Removal onto Class Charts. Teachers are to inform the student that they are being removed, and a patrol member of staff will escort them to the phase removal room, which will usually be a class in their curriculum area with appropriate work, ensure lost learning time is minimised. The timetable for rooms should be stuck to the teacher's desk. If Possible, send the student with work. Students who receive a Room Removal will automatically be placed in detention for 40 minutes the following evening. The student should be sent back to the teacher in the last 5 minutes to apologise.

- Teachers must call home and communicate with parents the reason for the lesson removal within a 48-hour window. Ensuring parents informed of the sanction, and if necessary, escalation up the faculty behaviour learning procedure (Faculty reports, meeting with Curriculum or Faculty lead etc). Teachers are to log communication with parents is on Class Charts, ensuring log is professional.
- Negatives for being late or not having the correct equipment do not contribute towards a Room Removal – only negatives for poor behaviour or conduct or a lack of work.
- Serious incidents result in immediate 'On Call'. These incidents supersede the warning process and using the 'On Call' button on Class Charts to request

support from on duty SLT. Students will be removed from the lesson, placed into removal room, Internal exclusion or suspension.

17. **Lates, Equipment and Homework**

- No verbal warning for **Lates, Equipment or homework.**
- **These will not count towards a lesson removal.**
- Negative issued straight away. 1 negative the following lesson if homework is still not completed. A further negative again the following lesson if homework is still not completed.
- Students are required to have with them: Pen; Pencil; Ruler; Protractor; Compass; Eraser; mini glue stick and calculator for Maths – check against equipment list. Equipment is checked every morning by Tutors who will lend missing pieces. A negative is issued for missing equipment.
- Students should move to lessons promptly and will gain a comment for being late if they arrive to form time, the lesson or intervention late.
- 5 incidents of late will result in a 40-minute detention, these reset with each 5 incidents.

18. **Not Meeting Academy Standards around Academy**

- Staff should expect to always look to be positive and encourage students to correct behaviour.
- If a student refuses to follow instructions, they are now choosing to make this a much more serious offence and that member of staff will follow it up. If this happens out of lessons and the student does not identify themselves, then refer to the Duty Team Leader with a description, time and place of the incident or check cameras so that the student can hopefully be identified. Students who display inappropriate behaviour at break time which do not meet the expectations of positive behaviour will be issued with a negative on Class Charts. This must be communicated to the student at the time. Repeated infractions at break time should warrant a break time detention. Duty staff should call the Duty team leader, who will remove the student to Internal Exclusion for the rest of break. Any student failing to show their name on their planner will be immediately 'on called' and removed to Internal Exclusion for the rest of the day and parents contacted.
- Smoking or vaping on site is prohibited, whether it is inside or outside the Academy building. Any student found smoking or vaping on site or suspected of having smoked or vaped on site will be sanctioned through an On Call and will complete a minimum of 5 periods in Internal Exclusion. Students that leave a toilet cubicle where the material expelled from a vape or cigarette can be seen or smelled will be sanctioned. Students that go into toilet cubicles together will also be sanctioned. The presumption will be that they are smoking or vaping. Students will be searched and expected to hand over the vape or cigarettes, which will be destroyed. Sanctions do not depend on the vape or cigarettes being found. Repeated instances of vaping/smoking may lead to more serious sanctions including suspension. Students who are suspected of vaping on the Academy site may have to be escorted to the toilet by a

member of staff. Where this is applicable, students will have to wait until a member of the same sex is free to escort them.

- Impersonating other students on site is a serious offence, whether through giving the wrong name to a teacher or through signing in at reception as someone else. Any student who impersonates another person will be sanctioned at the Academy's discretion.

19. **Covid-19 Risk Reducing Measures**

The following guidance must be followed in time of government led restrictions:

Students may be given a reminder, a VW or a negative for breaking the rules of social distancing – if the teacher feels it is appropriate. We will adopt a common-sense approach and will remind and explain the need to behave in an appropriate way in Academy to stay safe. On Call /Exclusion/Internal Exclusion will be used for persistent and/or deliberate flouting of social distancing/appropriate behaviours as part of Covid-19 risk reducing measures. Stricter sanctions will be applied for students who demonstrate behaviour that is now deemed as unsafe because of Covid-19, such as coughing deliberately in someone's face, spitting at someone, fighting or refusal to stay in bubbles/designated areas. Students who do this will be excluded/secluded for at least 5 periods and may also be secluded/excluded for a longer period, depending on the offence.

In a time of specific government led restrictions or local lockdown, all students will be expected to wear facemasks in corridors and communal areas inside Academy. Students will also be encouraged to wear a mask in the classroom. Any student who refuses to wear a mask on the corridors or who does not have a mask will be placed in Internal Exclusion until they have one. Students who refuse to wear a mask in the classroom will not face a sanction although they will be encouraged to do so.

20. **Academy Detentions**

Academy Detentions will run from Monday, Tuesday, Wednesday and Friday. For up to an extra hour depending on the offence. All detentions will take place in the science classrooms.

Detentions are issued for incidents as specified below.

Detentions	Detention length
5 negative points	40 minutes
10 negative points	60 minutes
15 negative points	IE + 4pm finish
Late (8.30-8.45)	20 minutes
Late (8.45-9.00)	40 minutes

Late (after 9.00)	60 minutes
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There will be a negatives detention Monday, Tuesday, Wednesday and Friday. **Detentions will not be held on Thursdays;** this will be 40 minutes for 5 negatives within a day a student has accumulated and 60 minutes for 10 or more comments within the day. If a student has accumulated 15 or more negatives in a day, they will be placed in Internal Exclusion as well as doing a 60-minute detention.

Any student who chooses not to attend their detention, will receive a 60-minute detention the following night (second chance detention). If a student does not attend this second chance detention, they will complete a day in Internal Exclusion as well as the 60-minute detention the following day. Students who refuse to go to Internal Exclusion will be excluded for the remainder of the day and given an extra day in Internal Exclusion as a result, serving two days in Internal Exclusion on their return as well as an hour detention.

On Monday to Friday are late detentions and Room Removal detentions. Failure to attend will mean a second chance detention of an hour and then Internal Exclusion and a 60-minute detention the following night.

Students will receive a 20-minute detention if they are late to Academy and 60 minute the following night if it is missed. NB. Late to Academy by our definition is where a student is not in their form for registration by the designated time on the Academy timetable. Ideally, students would arrive to Academy well before this time.

Any student receiving a Room Removal will receive a 40-minute detention and 60 minutes the following night if it is missed.

Any student receiving two Room Removals in a day or a late and a Room Removal will receive a 60-minute detention the following night.

If the student accumulates more than 2 Room Removals in one day, then they will go into Internal Exclusion plus they will do a 60-minute detention on the first night and a further 40-minute detention for every Room Removal on top of the first two.

If your child is in detention the next day you will be notified through the Academy app Class Charts. Students are expected to take themselves to detention; check the board and attend.

Academy detentions for lates and Room Removal 's will be supervised by all members of the teaching staff on a rotation. Detentions will be started off by Assistant Head of Year for the first 20 minutes.

21. Internal Exclusion

At Crawshaw Academy, we promote a safe, structured, and respectful environment where every student can learn and succeed without disruption.

1. Start and End Times:

- Internal Exclusion will now begin promptly at 8.45 AM. Students assigned to Isolation must arrive at the Academy entrance by the theatre for registration and escorted up to isolation. Student must not enter the Academy before then. Please check Arbor for indication
- Students in IE will complete 5 units and a 1-hour detention, finishing at 4:00 PM on the day they enter IE. Other detentions that students have for that day will be encapsulated into this 2.55 – 4pm finish.
- If a student is placed in IE during the Academy day, they will also be required to stay until 4:00 PM, however 5 units must be completed. This will mean that students owing additional units will start the next in IE and will not need to complete an addition 1 hour detention.

2. Communication and Notification:

- Parents will be informed the evening before if their child is required to attend IE the next day. This will be communicated via email and indicated on their child's Arbor profile.
- It is essential that all parents ensure their contact details are up to date with the Academy to avoid missing important notifications.
- If a student is placed in IE during the Academy day, parents will be informed as soon as possible phone call and email.

3. Expectations for Students in Isolation:

- Students will be expected to engage fully with their assigned work, ensuring that their learning continues without disruption.
- The Academy will provide structured work and support to ensure students can continue making academic progress.
- Students will still be on a warning system, meaning that continued failure to meet expectations in IE will result in them repeating the day.
- All students must complete their 4pm finish. **Students can only be removed from the 4pm detention if communication has been sent in via parents to their child's Head of Year and approved by HOY or SLT, or a scheduled medical appointment. In which evidence must be provided. Only in these circumstances with the 4pm detention be rescheduled for the next day, in which the student must attend. Failure to attend the reschedules 1 hour detention will result in a repeat in Internal Exclusion and 4pm finish.**

- Refusal to attend IE will result in a suspension. Upon their return, the student will be required to complete a full day in IE before being allowed back into mainstream lessons.

Internal Exclusion (IE) Provision for Students with SEND

- **Learning Expectations**

Students with Special Educational Needs and/or Disabilities (SEND) who are placed in Internal Exclusion (IE) are expected to complete a minimum of five units of work during their placement. These units ensure that learning continues and that students remain engaged with their curriculum while also reflecting on their behaviour choices.

- **Support Strategies in IE**

While in IE, students' **student passports** will be followed to ensure their individual needs are met. This includes reasonable adjustments such as **movement breaks**, where students can access a designated respite area to use strategies that support regulation and focus. Where required, students will also have access to a **time-out area**, supported by agreed strategies, to help them calm and return to learning positively.

- **Planning and SEND Team Involvement**

The SEND team will be notified in advance (where possible the day before) of any SEND students due to attend IE. This allows staff to prepare effectively, share appropriate strategies, and plan additional support where necessary. For students with an **Education, Health and Care Plan (EHCP)**, it is important to note that **teaching assistant (TA) support cannot be guaranteed in IE**, as TA deployment is dependent on wider staffing needs across the Academy. However, staff supervising IE will always apply the strategies and reasonable adjustments detailed in EHCPs and student passports to ensure statutory needs are considered.

- **Pastoral and SEND Support**

Students in IE will also have access to additional support from the **pastoral team and SEND team**, who may check in with them, offer opportunities to talk through challenges, and provide targeted guidance. This support aims to help students reflect on their behaviour, regulate their emotions, and prepare for successful reintegration back into lessons.

- **Behaviour Expectations**

All students, including those with SEND, are expected to follow the behaviour expectations while in IE. These expectations are consistent for every student. However, for students with SEND, staff will consider the strategies and adjustments outlined in their student passports and EHCPs when managing

behaviour and providing support. This ensures that individual needs are recognised while maintaining a fair and consistent approach to behaviour.

Internal Exclusion (IE)

Internal Exclusion is in place to support a consistent and positive behaviour culture, allowing all students to learn in a safe and structured environment. IE gives students time to reflect on their behaviour choices while continuing their education through set learning tasks. Clear expectations and consequences are reinforced to help students make better decisions that support both their learning and future success. We value the partnership between Academy and home and appreciate your support in encouraging positive behaviour, ensuring every student can remain on track, succeed in lessons, and achieve their full potential.

General Rules of Internal Exclusion:

- Students must not communicate with one-another in any way.
 - Students must not engage in unnecessary conversation with supervising staff; other than to request assistance with work.
 - Students should sit in silence and complete the work set for them.
 - Students should not leave Internal Exclusion without permission
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- Internal Exclusion is our 'internal exclusion' staffed by a designated member of staff and the senior leadership team. It reduces the impact of disruptive behaviour on teaching and learning whilst, also reducing the need to suspend learners from Academy, with all the associated risks to them. Students will be put into Internal Exclusion if they have a mass 15 negatives or more in a week. Internal Exclusions may also be arranged at Assistant Head of Year's and SLT's discretion for those students who have amassed a high number of negatives over several weeks.
 - Students will also serve time in Internal Exclusion if they are mentored for behaviour by their Assistant Head of Year more than once in an academic year. Students may also be placed into Internal Exclusion if they fail to reduce their negatives in a week to less than 20 while on Senior SLT Mentoring Log.
 - Students who come to Academy in incorrect uniform or jewellery will also be placed in Internal Exclusion until their uniform/jewellery issue is rectified. This includes wearing trainers, wearing PE kit on a day when they do not have PE, wearing inappropriate sportswear to PE including the wearing of non-CRAWSHAW sports tops or the wearing of earrings or any other kind of jewellery. If there are issues that mean that students cannot be correctly attired, the parents or carers of the student must have either discussed this with the Year Leader, who must have agreed to the student not wearing the correct uniform as previously stipulated or they must have a doctor's note, which again should be shown to the Year Leader. It is expected that in most cases, any issues preventing students from wearing uniform will be temporary and will be able to be rectified as quickly as possible.

- Students put into Internal Exclusion, start Academy at 8:45am and finish at 4.00pm.
- Lunch: Students will have lunch orders collected in AM and sandwiched brought up to IE – they should have money on their catering account or be entitled to free Academy meals.
- Students are booked into Internal Exclusion by the Assistant Headteacher for Behaviour.
- Internal Exclusion is a serious sanction, and students are expected to adhere to the rules. Failure to do so could result in the student being given a fixed term suspension and the student repeating their time in Internal Exclusion on their return. Students who refuse to go into Internal Exclusion will be suspended as a minimum for the remainder of the day and will still have Internal Exclusion to complete on their return. Students who are repeatedly sent home from Internal Exclusion may be sent to another Academy's Internal Exclusion unit to complete their sanction. Students who are in Internal Exclusion may still be on-called before or after Academy for poor behaviour and this will lead to escalating further on the Academy's behaviour system and will be classed as a further Internal Exclusion.
- Reflecting the Academy's legal duties under the Equality Act of 2010, as a reasonable adjustment to the Academy's behaviour Policy, students who have SEN such as foetal alcohol syndrome, autism or ADHD may serve some of their Internal Exclusion time in SSCW or with the SSCL. This will be decided on consultation between the SENCO, Senior Pastoral Officer s, Internal Exclusion Leader and the Deputy Headteacher with responsibility for behaviour.
- Students that fail to attend a second chance detention will be placed into Internal Exclusion until they have completed their detention. Students who then repeatedly refuse to complete this sanction after having been placed in Internal Exclusion may be placed off site at another Academy's Internal Exclusion unit. Upon their return, they will have to complete a further day in Internal Exclusion and the detention before going back into lessons.
- Students are expected to complete Internal Exclusion in full Academy uniform and adhering to the Academy's jewellery policy. Any student that arrives at Internal Exclusion without full uniform or with jewellery on and refuses to remove it may have to complete an extra day in Internal Exclusion consequently.
- Students who repeatedly and purposefully go into Internal Exclusion in order to miss lessons through deliberately wearing the wrong uniform, refusing to wear parts of the Academy uniform, refusing to remove jewellery, or refusing to go to detentions, will, after serving an initial day in Internal Exclusion, then go off site and spend a minimum of day in another Academy's Internal Exclusion unit. Students will not return to lessons until the confirmed number of days, and these have been successful full days.
- Students may be sent off site to another Academy's Internal Exclusion unit at the Academy's discretion. This may be because of a specific issue that has caused the student to be secluded or may be while the student is waiting for a managed move to another Academy. In every case, when a student is sent off site to another Academy's Internal Exclusion unit, they may not return to Crawshaw Academy until their allotted time has been completed.

22. Student Support Wellbeing

Students identified by Assistant Head of Year may spend some or all of their detention time either in a 1:1 with them or with a behaviour support worker/mental health practitioner. Students who are repeatedly in this position should be booked into SSCW or their names should be passed to the mental health practitioner to work with.

SSCL is designed as an area for staff to work with students with SEND needs. This should mean students don't become institutionalised by being off site for long periods and means we are working to give students with SEND needs more specialised support.

23. Suspension

- The Academy reserves the right to suspend students if their conduct warrants it. This is an extremely serious sanction and reflects either the scale or severity of the incident the student has been involved with or the persistent misconduct within Academy of the student.
- If a student is suspended, the Academy will attempt to contact parents immediately by phone call. A letter will also be sent home, detailing what has happened and the length of the suspension. The student must stay away from Academy and any public place for the length of the suspension.
- Upon their return to Academy, the student and parents will be required to meet a senior member of staff to discuss the incident and the plan for the student moving forwards.
- Suspension is an extremely serious sanction. If a student is suspended five times in the Academy year, the student will need to serve a week in another Academy's Internal Exclusion unit before returning to Crawshaw Academy. Only upon serving the full term of this sanction the student be again permitted return to Crawshaw Academy. The twilight sessions may be used to re-engage the student into learning as well as offering the opportunity for some pastoral intervention. This would be repeated if the student continued to be suspended after another five suspensions. However, it is also likely that if the student continued to be suspended that the Academy may seek another provision for the student either through managed move or alternative provision.
- While students are suspended, work must be completed on the assigned learning platform, preventing gaps in knowledge

24. Mentoring

Students who have amassed more than 20 negatives in a week will be mentored by their form tutor.

Form Tutors must use mentoring to support students with 20 or more negatives in a week in addressing behaviour concerns and Assistant Head of Year will use

them to support students who have been unsuccessful in addressing concerns with form tutors and have not reduced their negatives to below 20 in a week while being mentored by their form tutors. Students are given 2 weeks of mentoring by their form tutor before they then escalate to mentoring from their Year Leader. Students will also serve time in Internal Exclusion if they have to be mentored by their Assistant Head of Year more than once in an academic year.

If students still fail to reduce their negatives to below 20 in a week, they will be mentored by SLT. After two weeks on that, if they still have failed to reduce their negatives to below 20, they will be mentored by a Senior member of SLT. Any student being mentored by Senior Pastoral Officer or SLT at the end of a half term will remain on it at the beginning of the next half term. All other students will get a fresh start. Students may also be placed into Internal Exclusion if they fail to reduce their negatives in a week to less than 20 in a two-week period while being mentored by Senior SLT. After a further week being mentored by Senior SLT, students who fail to reduce their negatives to less than 20 in a week will be invited in with their parents to discuss their future at the Academy.

Each time a student begins to be mentored, their parents must be given a phone call home, and this must be recorded on Class Charts.

25. On-Call System

This should be used when:

- a student is violent or abusive to another student or a member of staff;
- any circumstances when a colleague feels threatened by the language or behaviour of a student;
- a student has been, or is going to, cause damage to him or herself or the Academy;
- if a student has been sent to another room-on-Room Removal but continues to disrupt teaching and learning, a student refuses to go on a Room Removal, or a student refuses to show their name on their planner;
- students demonstrate behaviour deemed as unsafe as part of the Academy's Covid-19 risk reducing measures such as coughing deliberately in someone's face, spitting at someone, fighting or refusal to stay in bubbles/designated areas. Students who do this may also be secluded/excluded for a longer period, depending on the offence.
- following the gross misconduct of a student.
- If a student is recording or taking pictures using their mobile phone either during a lesson or around the Academy grounds.
- Students who leave a classroom without permission or refuse to go to a lesson. It is left to the teacher's professional opinion and discretion whether they allow a student to go to the toilet during a lesson. Students are expected to go during break times. Students are given permission if the teacher decides the request is a genuine one. Students are discouraged from this because of the potential disruption to other lessons and for safeguarding reasons. If students are suspected of abusing the right to go to the toilet, they may be refused permission to go or a

Assistant Head of Year may be asked to escort them to and from the toilet.

- Staff experiencing situations as in: 18.1, 18.2, 18.3, 18.4 or 18.5 should request an 'emergency On-Call' whilst 18.6 is a 'non-emergency On-Call', so that On-Call members of staff may prioritise which to attend first, in event of receiving more than one On-Call request at a time.
- The person responding to On-Call will employ a number of strategies to deal with the incident depending upon its nature. Genuine On Calls will result in students being sent to Internal Exclusion and then serving Internal Exclusion for up to 5 sessions. The Assistant Head of Year or Teaching Staff will call home to let parents know when students are in or due to go into Internal Exclusion.

26. Classroom Management Guidelines for teachers, learning managers and teaching assistants.

To support high standards of behaviour and achievement staff should:

- Be on time;
- ensure an orderly entry to the room;
- insist on the removal of any outdoor clothing;
- expect and insist on silence when you are speaking;
- check students are correctly dressed and have followed the guidelines on general appearance;
- never allow chewing or eating in class;
- do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone;
- always challenge racist or sexist comments or language and record on Class Charts ;
- leave the room tidy at the end of the lesson;
- keep your desk tidy. Encourage tidiness and insist on a clean room;
- keep displays fresh and attractive
- always ensure homework is recorded in planners;
- always follow the behaviour system;
- report graffiti/damage immediately;
- expect to be treated with respect and treat the students with respect; and praise good work and behaviour.
- model social distancing;
- challenge students who don't demonstrate appropriate behaviour designed to reduce risk of Covid-19 in Academy, and sanction when appropriate.

27. Mobile Phones and Smart Watches.

- Mobile phones are banned in Academy. If a mobile phone is heard during the day, the student will be asked to hand it over to their teacher and they will be given a negative. This includes the whole day – including the end of the school day. Phones should not be used in the school building at any time – even the end of the day.

- The school operates a **strict no-phone-seen policy** to ensure a safe, respectful and focused learning environment. **Mobile phones must be switched off and kept securely in students' bags at all times** while on the school site. Mobile phones should not be visible in blazers, pockets, hands, or anywhere other than inside a school bag. To maintain consistency and clarity, the following graduated response will apply when a student's phone is seen or used during the school day:

First Incident (within a half-term)

- The mobile phone will be **confiscated**.
- The student may collect their phone from the **admin office at the end of the day**.

Second Incident (within the same half-term)

- The mobile phone will be **confiscated**.
- A **parent/carer must collect** the phone from the **school at the end of the day**.

Third Incident (within the same half-term)

- The mobile phone will be **confiscated**.
- A **parent/carer must collect** the phone at the **end of the week**.

•Further Incidents (within the same half-term)

- The phone will be **confiscated** after each incident.
- A **parent/carer will be required to collect the phone at the end of the week**.

This escalation resets at the beginning of each half-term.

Parents will be contacted through Arbor communications, the ClassCharts app or via phone to inform that their child's phone has been confiscated and needs to be collected

Refusal to Hand Over a Phone

If a student refuses to hand over their mobile phone when instructed, this will be treated as **defiance**. The school's graduated behaviour response will then be followed.

Improper use of a mobile phone -

- If a student is found to have taken pictures or filmed whilst in Academy, it is likely that a longer or more serious sanction may be issued. If this happens in lesson, they will be On Called and will serve a minimum of 5 periods in Internal Exclusion. Their phone will be returned to them after a conversation with their parents.
- Any student found to be repeatedly using a mobile phone in Academy, particularly if that use is to incite or create material that could constitute 'malicious communication', will have their belongings searched each morning for a mobile device. This device will then be retained by the pastoral team and locked away for the day, for safe keeping, before which being handed back at the end of the Academy Day. This may

include handing it back to a parent if that needs to be arranged. This action will also apply to the inappropriate use of smart watches.

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28. Malicious Accusations

Following a period of investigation, any students who are found to have made malicious accusations against Academy staff will face a sanction commensurate with the allegation made. These may vary from time spent in the Academy's internal Exclusion unit to a period of exclusion.

29. Social Media

Any students who use social media to slander or discuss Academy staff in a derogatory fashion will be sanctioned accordingly by the Academy. This includes any comments which may cause harm or offence to Crawshaw Academy staff, which includes the use of any images or recordings of any type which may or may not include images of staff. Any misuse of the Academy's name or logo or images of the Academy building to deliberately cause harm or offence will similarly be sanctioned by the Academy. Any images or recordings made in Academy which may or may not show the Academy's grounds or buildings or Crawshaw Academy students, will again lead to sanctions from the Academy. Sanctions may include detentions, referrals to the Academy's Internal Exclusion unit or exclusion.

30. The Fire Alarm

Any student found to have set the fire alarm off deliberately may be asked to leave Crawshaw Academy. Setting off the fire alarm not only disrupts the work of hundreds of teachers and students but also Potentially puts lives at risk and could mean that the fire service is not able to save lives elsewhere.

31. Remote Learning

Live Lessons

In the event we have to deliver Live Lessons the following protocol will be followed.

Our expectations of conduct during live lessons conducted remotely are the same as in lessons. We expect students to be organised and prepared to learn, to try their best, to be polite and courteous when communicating and to not disrupt the learning. We expect students to be actively engaged with live lessons, meaning that their full attention is given over to their lesson. Students should ideally have a quiet space in which to work with other distractions such as television, music, phones and computer games turned off.

If students do disrupt the lesson or they are rude to the member of staff or other students then the teacher will issue them with a verbal warning, where they will explain what they have done wrong. If the student then continues to disrupt the lesson, either through being argumentative or through another misdemeanour, they will be excluded from the rest of the lesson. The student's Assistant Head of Year from Academy will then contact the parent the following day to discuss.

Any further removals from lessons will lead to a phone call from a senior leader in Academy and the access to live lessons may then be removed. Remote learning will still continue, but this will be through the Academy's other platforms such as Class Charts and Microsoft Forms.

Incidents that may lead to a verbal warning are listed below. This list is not exhaustive and there may be other misdemeanours that may lead to a verbal warning:

- Shouting out
- Students using the mic to make inappropriate comments
- Students unmuting themselves to make noises to disrupt
- Students making faces or holding up inappropriate material to the camera
- Students making inappropriate comments using the comments facility
- Students disrupting the lesson through arguing
- In some cases, the student may be removed immediately depending on what has been said or done. This will be at the discretion of the teacher. This may be for swearing or showing explicit material to the camera for instance.

Warnings and removals from lessons will be recorded using Class Charts. These will be classed as verbal warning during a live lesson, removal from a live lesson or instant removal from a live lesson.

Remote Learning Rewards

Teachers will also reward students for their contributions during live lessons, using Class Charts. These rewards may be for a variety of reasons such as good questions asked or good answers given for instance. Parents with the Class Charts app will be able to see these on the student's profile.

32. Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of Academy. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting; • physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. It may include consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of unwanted explicit content; upskirting (which is a criminal offence); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Our response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero-tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

Our response will range from a conversation with the students involved and an explanation of why a student's behaviour is unacceptable, to the issuing of negatives and/or detentions to secluding or excluding students involved. In most cases, we will also contact the parents of the students involved.

Where there's been a report of **sexual violence**, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the Academy (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment will be considered on a case-by-case basis.

We will respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of Academy.

How we manage a report of sexual harassment will depend on a number of important considerations, including:

- The wishes of the victim and how they want to proceed – these will be balanced against our responsibility to protect other children

- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- Any power imbalance between the children. For example, whether the alleged perpetrator(s) are significantly older, more mature or more confident or whether the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

Our response to reports of sexual harassment will be one of the following:

1. **Managed internally**, including use of the Academy behaviour system where early help or statutory interventions aren't required.
2. **Early help**, where statutory interventions aren't required.
3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

The victim

Victims of this kind of abuse will likely find the experience distressing, which can affect their progress in Academy. We are aware that this can be made worse if the alleged perpetrator(s) also attends Crawshaw Academy.

We will always reassure the students that we will take them seriously and that they'll be supported and kept safe.

We will keep them a reasonable distance apart from the alleged perpetrator(s) on Academy premises, including at before and after-Academy activities.

We are aware that:

- Victims may not disclose the whole picture immediately, so dialogue will be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator

33. Unsubstantiated, unfounded, false or malicious reports

We will consider whether the student and/or the person who made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. If this is the case, we may make a referral to children's social care.

If we find that the report is **deliberately invented or malicious**, following a period of investigation, any students who are found to have made malicious accusations against Academy staff will face a sanction commensurate with the allegation made. These may vary from time spent in the Academy's internal Exclusion unit to a period of exclusion.

34. Child on Child Abuse

We are committed to keeping all children safe in Academy and will work with students and parents to ensure that all children are safe at Crawshaw Academy.

Child on child abuse may include bullying. This may be physical, verbal or may take the form of cyber bullying. Bullying may have its roots in racism, sexism, disablism, biphobia and/or transphobia. All forms of discrimination and bullying are unacceptable. The Academy works with students to eradicate bullying through our ongoing Stop the Bully campaign, publicised through form time, assemblies, our website and regular ongoing events in Academy such as Anti-Bullying Week. The Academy also has designated Stop the Bully mentors who work with students affected by bullying.

The Academy records all bullying incidents and every incident is followed up by Assistant Head of Year. Where bullying has occurred, parents will always be informed and students will be sanctioned, when appropriate, within the Academy's behaviour system. Assistant Head of Year will also use restorative practice whenever possible to deal with the aftereffects of bullying. Students who are the perpetrators or victims of bullying may also be mentored by the Academy behaviour support worker or their Assistant Head of Year following the incident. If bullying persists after students have been mentored, sanctioned or taken part in restorative practice, students will be placed on 6 weeks' notice to improve. Any further incidents in this time frame will then lead to a meeting with a senior leader to discuss the student's future at Crawshaw Academy.

35. Serious Incidents

This policy is intended to cover most incidents that may happen in Academy. Unfortunately, there may be occasions when a student's conduct warrants a greater sanction than outlined here. Serious incidents which may include bringing weapons or drugs into Academy or serious assault against staff or students may lead to further sanctions; these may include permanent exclusion, a managed move to another Academy or alternative provision. This will be decided at the Headteacher's discretion.

36. Vandalism of Academy Property

Any student found to have purposefully vandalised Academy property may, at the Academy's discretion, be asked to leave Crawshaw Academy. This may entail permanent exclusion, a managed move to another Academy or alternative provision. This will be decided at the Headteacher 's discretion.

37. Use of Reasonable Force and other restrictions

Definitions

Reasonable force: Physical contact by a member of staff on a student to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a student's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a student. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force

The term 'reasonable force' covers a broad range of actions that are used by teachers and Academy staff that involve some degree of physical contact with students. The force used within these circumstances should be proportional and justifiable and be reasonable in the circumstances, which means no more force is used than is needed. Force might be used as either passive physical contact such as standing between students, or blocking the path of a students, or active physical contact such as guiding a student. Staff should always avoid acting in a manner that might cause injury.

The decision to use reasonable force is down to professional judgement and individual circumstances. Reasonable force might be used in the following examples but is not limited to these: prevent students from hurting themselves and others, preventing the damage to property, causing disorder, remove disruptive children from the classroom where they have refused to follow an instruction to do so, prevent a student behaving in a way that disrupts a Academy event or a Academy trip or visit, prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others, prevent a student from attacking a member of staff or another student, or to stop a fight in the playground, restrain a student at risk of harming themselves through physical outbursts.

Power to search students without consent.

In addition, the regulations around reasonable force the Headteacher and Authorised staff can use the same regulations to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules.