



Last reviewed: Autumn 2025
Next review due: Autumn 2026

VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are:
Ambitious, Self-confident, Physically literate, Independent, Resilient, Emotionally literate

RATIONALE

The Bourne Academy believes that all students should be empowered to achieve and aspire to the highest level, be treated with respect and treat others with respect, and enjoy the Academy. Good behaviour in schools is central to a good education. A calm, safe and supportive environment will help ensure that not only do students attend, but they also learn and thrive. We are therefore committed to providing a caring and safe environment for all of our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life. This policy acknowledges the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and or disabilities (SEND), and should be read in conjunction with The Bourne Academy Single equality Policy. It also takes account of the Department for Education document, 'Behaviour in schools – Advice for headteachers and school staff' published in February 2024.

Teachers have statutory authority to discipline students even when they are not at the Academy. The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants. The teacher may discipline a student for any misbehaviour when the student is taking part in any Academy-organised or Academy-related activity, travelling to or from the Academy, wearing the Academy uniform or in some other way identifiable as a student at the Academy. For example, immediately before or after the school. Teachers will act appropriately whenever student's actions could have repercussions for the orderly running of the Academy, poses a threat to another student, themselves or member of the public or could adversely affect the reputation of the Academy.

The Student Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. Motivation will always be a key factor. The purpose of this policy is to ensure that if a student chooses to behave in a way that stops either themselves or others learning, or breaks the Academy ethos of mutual respect amongst all its members, all staff, students and parents/carers have a clear understanding of the procedures and sanctions that will be applied. This process involves everyone.

This policy has been written in line with the following guidance:

- Behaviour in Schools: Advice for headteachers and school staff (2024)
- Searching, screening and confiscation: advice for schools 2022
- The Equality act 2010
- Keeping Children safe in education 2025

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force (July 2013)
- Mobile phones in Schools (February 2024)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

OBJECTIVES

- Create a learning environment which is characterised by respect, responsibility and cooperation and which has a focus on high standards
- Develop self-discipline amongst students and a sense of responsibility to others within the Academy and in our local community
- Ensure there is a clear understanding that everyone in the Academy has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so
- Have a clearly defined system of rewards and sanctions that operates throughout the Academy
- Raise students' self-esteem by the use of positive interaction
- Ensure that excellent communication exists between all staff, students, parents/carers, the community and external agencies
- Ensure that staff training, including the induction of new staff and supply staff, supports excellent behavioural management, and that all staff are aware of the factors that influence behaviour

PROCEDURES

Promoting Positive Behaviour in and out of lessons, through:

- Setting and promoting clear expectations and rules with students – for classrooms, around the Academy and in the community
- Absolute consistency amongst all staff in implementing Academy policies, including the Discipline Flowchart, the Behaviour Curriculum (Appendix 2) First Impressions Card (FIC card) and when dealing with individual students
- Mutual respect through good relationships between students and staff, promoted through the House and year systems
- Understanding that students are valued as individuals
- Taking account of the individual needs of all students including vulnerable students, including from the following groups: minority ethnic and faith groups, travellers, asylum-seekers and refugees, students who need support to learn English as an additional language (EAL), students with special educational needs and disabilities, children looked after by the local authority, Disadvantaged students, sick children, young carers, students with poor literacy, children from families under stress, any other students at risk of disaffection and exclusion
- Ensuring the curriculum is appropriate for each individual student
- High quality of teaching and learning using a variety of teaching styles
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed upon by students and staff
- Academic mentoring
- Target setting and individual support programmes
- EXIT cards
- Assemblies – Academy, Year and House
- Use of student planners e.g. to communicate with parents/carers
- Involvement of parents/carers
- Involvement of Governors

- Discussion with students – individuals and groups
- All adults modelling the behaviour the Academy wants to encourage
- Support from visitors for the Academy's policies
- Surveying students re suggestions for promoting good behaviour
- Whole staff CPD during each academic year to promote Outstanding Behaviour Management, and individual teacher coaching for excellent behaviour management

Responding to Behaviour which is below expectations through:

- Complete consistency in applying sanctions to a student, irrespective of background or academic ability. This includes (but is not confined to) the use of the Academy FIC card, Behaviour Curriculum, Reflection Room and the Discipline Flowchart
- Pastoral or subject reports in the case of ongoing concerns around behaviour, including a poor attitude to learning/lack of application
- An understanding that a sanction will always be applied if a student chooses to behave inappropriately
- Focusing on the behaviour, not the student's personality
- Use of private rather than public reprimands wherever possible
- Promoting awareness with students and staff that when the incident and sanction is over there is always a fresh start

Areas in which high expectations of behaviour apply could include but not limited to:

- Following rules and the directions of all members of staff
- Academy line-ups at the start of the day, end of break and prior to afternoon lessons
- Attendance and punctuality
- Uniform
- Manners and language
- Respect for one another
- Not making false accusations against Academy staff or other Academy students.
- Bullying (see below)
- Equipment for learning
- Organisation
- Quality of work in line with the Academy's Marking, Feedback & Presentation Policy
- Quality of home learning
- Use of banned devices such as mobile phones, MP3 players, etc
- Litter
- Eating within designated areas
- Honesty
- Stealing
- Vandalism
- Smoking, including e-cigarettes, drug or alcohol use
- Physical violence
- Possession of a weapon
- Educational visits and journeys to and from the Academy
- Conduct during fire drills/alarms, including expectations around silence.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Zero-tolerance approach to sexual harassment and sexual violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Online misbehaviour

The Academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on Academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Vandalism

Incidents of vandalism will usually result in a suspension. In addition to this, parents/carers will be required to reimburse the Academy for some or all of the associated costs.

Mobile Phones

The Academy adopts a policy of 'never used, seen or heard'. This means that if a student's phone is seen (being used or not) or heard, it will be confiscated by a member of staff. The student will then collect the phone from reception at the end of the day. Where a student refuses to hand over their mobile phone, when instructed by a member of staff, an appropriate sanction will be applied.

Removal from classrooms

A student may be removed from lessons and placed in the Reflection Room for serious disciplinary reasons. This may be for a single lesson or 1 day (5 lessons) and is in accordance with the Student Behaviour flowchart (Appendix 1). For example, two green slips in a day, one red slip in a day, 5 strikes on/ or refusal to hand over a FIC card, refusal to go to the Reflection Room or disrupting the Reflection Room. In addition, students who attend school without a planner/FIC card may be placed into the Reflection room until they have possession of their planner/FIC card. The Reflection Room may also be used at the discretion of the leadership/pastoral team for poor behaviour during social time, ongoing poor behaviour in particular lessons, poor behaviour during DoL's, uniform infringements and other more serious behaviour events, including repeatedly failing to follow the Academy expectations. The use of the Reflection Room will allow for continuation of the students education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student.

Principal's Detention

Students who fail to attend or complete their allocated Director's Detention (DoL) will be placed in a Principal's detention – this detention runs on a Friday from 3.00pm – 5.15pm. Students that fail to attend this DT will be placed in the Reflection Room on the following Monday until 5.00pm. In addition, they will also be placed in the following Friday Principal's detention. This extension in time reflects the serious nature of not attending a Principal's Detention.

In relation to punctuality, students who are late to school on three occasions will be placed in a Principal's detention on the first available Friday. Any further subsequent lates will also result in a Principal's Detention.

In relation to the Academy's First Impressions Card (FIC card), students who receive five strikes in their FIC card will be placed in a Principal's detention on the first available Friday.

Refusal to attend or failing to successfully complete a Principal's detention will result in a day at a 'partner school's' Reflection/Reset/Inclusion room at the earliest available slot (at the discretion of the Leadership Team)

Internal Suspension

An Internal suspension in the Reflection Room may be used as an alternative to a one or multiple day suspension, where this is deemed to be more suitable for a particular student, e.g. if they have poor attendance or persistently disrupt learning. [The Reflection Room normally runs from 8:30pm-4:00pm apart from a Monday where some students may be kept until 5.00pm].

Where deemed appropriate (by the Leadership Team) a student may spend time in the Reflection Room for one or more days under supervision as part of a flexible internal alternative provision.

Suspensions

Before making a decision to suspend, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give their version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours may be taken into consideration.

No student will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of suspension, a letter will be sent home by first-class post, stating the reason for the suspension. Telephone contact will be made with the parent/carer of the student informing them of the suspension. All suspensions will be recorded centrally in the Academy Suspension Record by the Heads of Year administration assistant and on Arbor. The Chair of Governors will be kept informed monthly of suspensions and may be consulted on permanent exclusions. The LA will be informed of all potential and actual permanent exclusions in addition to suspension data.

Suspensions

Only the Principal or in his absence the Vice Principal will have discretionary power to exclude any student for a fixed term. Where a student's behaviour is not modified following a fixed term suspension, alternative provision may be sourced from an appropriate external provider. A student may also spend an extended period of time in the Reflection Room.

Suspensions of five days or less

For all suspensions, work will be set and marked by the Academy. The responsibility for this rests with Directors to collect work and Class Teachers to mark work.

For one day suspensions the Head of Year, Assistant Principal (Inclusion) or Director of Personal Development, Behaviour and Welfare will speak to the student on their return to the

Academy. For suspensions which are longer than one day, or if a suspension is one of a number of suspensions that a student has had, the student will be re-admitted by their Head of Year and the Assistant Principal (Inclusion) or Director of Personal Development, Behaviour and Welfare. The student will be reminded of the standard of behaviour expected. At this stage, the Head of Year may discuss the incident and any arising issues with the parent/carer. All discussions with parents/carers will be recorded on Arbor.

If a student has a further suspension, the same process is followed as for first suspension. However, if there are repeated suspensions, the Head of Year will involve parents/carers and external agencies as required.

Where a student is causing concern and may have had a number of suspensions, a Behaviour Plan and/or Risk Assessment will be completed. If this pattern of behaviour continues, there will be a meeting involving parents/carers with the Vice Principal and Assistant Principal (Inclusion) to discuss next steps.

The parent/carer may wish to make written representation to the Disciplinary Committee about a suspension. A parent/carer wishing to make representation should do so in writing within 5 Academy days of the date of notification via recorded delivery. Governors will respond as appropriate within 50 Academy days. The Chair of the Governor Panel has discretion as to whether to call a meeting or not. Whatever is done, will be recorded and placed on the student file.

If a meeting is held, it will be after the period of suspension has been served. The parent/carer may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the suspension.

The purpose of the meeting is to enable the parent/carer to be satisfied that their views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Governors will be final in respect of matters regarding suspensions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the suspension, but can add a note to the student file. The letter informing parent/carer of the suspension will explain the procedure to make representations.

Suspensions of more than 5 and less than 15 days in any one term

For a suspension (or series of suspensions) of more than 5 days but not more than 15 days in any one term, a reintegration meeting with the Assistant Principal (Inclusion), the student's Head of Year, the Vice Principal and parent/carer will take place. The Principal may attend the meeting. The parent/carer can request to make representations at a Governor Discipline Panel. This request must be made within 5 Academy days of notification of the suspension by recorded delivery. The parent/carer and the Academy will be invited to present evidence to the Governors challenging the decision to impose a suspension. Governors will make a decision, which will be provided via the Clerk to Governors, in writing, to the parent/carer and posted within 5 Academy days after the meeting.

A Governors' Disciplinary Panel may also take place between the 6th and 50th Academy day after the date of notification, if the Academy believes that interventions and sanctions are not having the desired effect of improving behaviour and the student is at risk of being permanently excluded.

Suspensions of more than 15 days in any one term

For a suspension (or series of suspensions) adding up to more than 15 days in any one term, a Governors' Disciplinary Panel must meet between 6 and 15 Academy days from the date of suspensions whether the parent/carer requests it or not.

The parent/carer and the Academy will be invited to present evidence. Governors will make a decision as to whether the 15 plus suspension days are merited, which will be provided via the Clerk to Governors in writing to the parent/carer and posted within 5 Academy days after the meeting. The Governors will also discuss with the parent/carer how the student is going to change their behaviour.

Off-site provision

When a student is suspended for 6 or more days, it starts with a home based suspension of 5 days. The Academy will provide off site provision from the 6th day of suspension onwards. The provision will be arranged by The Bourne Academy. The parent/carer will be contacted and informed of the provision being made.

Suspended students may be put on Report in their re-admittance to Academy. This programme is intended to ensure the positive re-integration of students into the life of the Academy and improve behaviour.

Students who are escorted to a DoL Detention and refuse to attend, or those who fail to attend or successfully complete a Principal's Detention will spend a day at a 'partner school's' Reflection/Reset/Inclusion room at the earliest available slot (at the discretion of the Leadership Team)

Permanent Exclusion

The decision to permanently exclude a student will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy. Only the Principal of the Academy shall have the discretionary power to permanently exclude any student. In exceptional circumstances, the Principal may decide to take this course of action without the student having had any previous suspensions. For example for:

- Possession, using or supplying of drugs, including medicines or alcohol
- Serious and ongoing bullying
- Being in possession of an offensive weapon
- Serious actual or threatened violence against another student or a member of staff
- Sexual or indecent assault
- Extremely serious damage of Academy property or building
- Any student found smoking/vaping anywhere on the Academy site, and on Academy trips, camps etc, a first offence will incur a one-day suspension, and a second offence may lead to permanent exclusion
- Persistent high levels of defiance or misbehaviour, in breach of the Academy's policies and ethos

When a student's behaviour record shows persistently high levels of misbehaviour the Academy will work fully with the student, parents/carers and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Behaviour Plan and/or Risk Assessment being in place with appropriate mentor support, external agency support
- Managed move procedure being investigated
- Extended periods of time in the Reflection Room (alternative flexible provision)
- Investigating alternative curriculum provision models, either full time or part time, on a temporary short term or long-term basis, that might be more appropriate for the

student's needs. This will lead to subsequent and structure reintegration of the student back into the life of the Academy

- meetings with senior members of staff that clearly outline the seriousness of the student's ongoing poor behaviour

The parent/carer and Local Authority will be informed in writing by the Principal of the permanent exclusion and the reason for it and reasonable steps will be taken to ensure that work is set and marked for the student during the first five days. After this point, the Local Authority will arrange alternative provision for the student.

The Governing Board has a legal requirement to consider the permanent exclusion and the parent/carer will be advised of their right to make representations, including how the student may be involved in this. The parent/carer will be able to be represented at the meeting (at their own expense) and can bring a friend.

Details of the Governing Body's role in the permanent exclusion will be supplied to the parent/carer along with sources of free and impartial information available to them.

SEARCHING STUDENTS

Searching with consent

Schools' common law powers to search: School staff can search students **with their consent** for any item.

1. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
2. Our behaviour policy and occasional updates to parents/carers and students indicate what items are banned.
3. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy based on the principal of adverse inference, unless it would be unreasonable to do so.

Searching without consent – What the law says:

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items; and
2. Tobacco, vaping paraphernalia and cigarette papers, fireworks and pornographic images; and
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules which has also been identified in the rules as an item which may be searched for. This can include mobile phones.

The Principal and those staff authorised by the Principal have a statutory power to search students without consent. Academy staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to Academy discipline. Parents/carers will be informed when this happens. In the case of weapons we will call the police to carry out the search if any reluctance or resistance to co-operate from the student is encountered. In other cases we will seek to be as effective and discreet as possible by using the following guidelines:

- 1) She/he will be invited to hand over any suspected items or have a parent/carer or police attend if they choose not to comply. There may be circumstances when Academy staff will call the police for assistance if they consider it is appropriate.
- 2) Searches will be conducted with two or more members of staff present
- 3) Unless there are exceptional circumstances or an emergency, both members of staff will be the same gender as the student and the process will be conducted in a dignified manner
- 4) Intimate body searches will not be conducted
- 5) If she/he refuses to be searched, the Academy will make an adverse inference, if it is reasonable to do so, and apply an appropriate disciplinary penalty or, resort to the use of reasonable force if appropriate to do so (see below).

Under Article 8 of the European Convention on Human Rights, students have the right to expect a reasonable level of personal privacy. The strategies outlined above are the Academy's practical response to its philosophy of inclusion.

Use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be appropriately recorded onto Arbor
- Be communicated to parents as soon as possible

Arbor entries must contain the following:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Appendix 1

Student Behaviour flow chart

If your behaviour falls short of Academy expectations:





