

Airedale Academy



Behaviour Policy

Version No:	Date Ratified:	Review Date:
1 2024/2025	01/07/2024	01/07/2026

Contents

Statement of Intent.....	3
1. Key roles and responsibilities	4
2. Definitions	4
3. Training of staff	5
4. Pupil expectations.....	5
5. Rewarding good behaviour.....	6
6. Unacceptable behaviour.....	8
7. Sanctions.....	8
8. Items banned from the academy premises	9
8.1. Fire lighting equipment:.....	9
8.2. Drugs and smoking equipment:.....	9
8.3. Weapons and other dangerous implements or substances such as:	10
8.4. Other items:.....	10
9. Searching.....	10
10. Screening.....	11
11. Confiscation.....	11
12. Outside the academy and the wider community	11
13. Smoking and drug policy	12
14. Controlled substances	12
Appendix 1 – Discipline Procedures	13
Appendix 2 - The Behaviour Management System	15
Appendix 3 – Sanctions.....	17
Appendix 4 - Taking into account individual pupil needs	19
Appendix 5 - Supporting pupils whose behaviour needs to improve.....	20
Appendix 6 - Fixed Term (External) Suspension.....	21
Appendix 7 - Permanent Exclusion	22
Appendix 8 - Electronic Devices	23
Appendix 10 – Physical Restraint and Reasonable Force	27
Appendix 11 - Use of IT Expectations.....	28
Appendix 12 – Sexual Violence and Sexual Harassment (SVSH).....	31
For further information on our antibullying strategy please see our antibullying policy.....	33
Appendix 13 – Live Lessons and Remote Learning	34
Appendix 14 – Pandemic Response (reference to Covid 19 removed)	35

Statement of Intent

Airedale Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life. This allows all students to experience a calm, safe and supportive environment where they thrive.

We are committed to:

- Promoting outstanding behaviour.
- Teaching students explicitly what good behaviour looks like.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our students to enable early intervention.
- A shared approach which involves students in the implementation of the academy's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

For the purpose of this document, behaviour refers to student conduct in the academy and outside the academy gates as set out in Department for Education (DFE) guidance February 2024.

The latest DFE guidance can be found here:

<https://www.gov.uk/government/publications/behaviour-in-schools-2>

The academy behaviour policy has been written with regard to the Equalities Act 2010. Adjustments will be considered (at the discretion of the Principal) where there is a genuine particular requirement based on a protected characteristic.

1. Key roles and responsibilities

The governing body has overall responsibility for the implementation of this behaviour policy and the procedures of Airedale Academy.

The governing body has overall responsibility for ensuring that this behaviour policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the academy's complaints policy.

The Principal will be responsible for the day-to-day implementation and management of this behaviour policy and the procedures of Airedale Academy.

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring students do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.

Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of the academy.

Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Students are responsible for their own behaviour both inside the academy and out in the wider community.

Students are responsible for their social and learning environment and agree to report all undesirable behaviour to their Year Leader or a member of SLT.

2. Definitions

Airedale Academy defines "unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour, or behaviour which may disrupt the education of the perpetrator and/or other students, including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation, or a malicious accusation against academy staff.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, tobacco or e-cigarettes (vapes).
- Arriving at the academy under the influence of drugs or alcohol.
- Any other illegal behaviour.
- Possession of banned items (please see section 9).
- Truancy.

- Smoking/Vaping
- Refusing to comply with academy rules/procedures and disciplinary sanctions.
- Failure to follow the instructions of a member of staff.
- Theft.
- Swearing.
- Fighting.
- Lateness.
- Low level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at the academy without homework.
- Refusing to adhere to the Academy uniform policy.
- Disruption on public transport.
- Use of mobile phones/electronic devices without permission.
- Graffiti.
- Breaching the IT acceptable use policy.

This is not an exhaustive list. The Principal may choose to sanction for bad behaviour and/or bullying which occurs off the academy premises, which is witnessed by a staff member or reported to the academy.

3. Training of staff

At Airedale Academy, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially at-risk students.

Teachers and support staff will receive training on this behaviour policy as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

4. Student expectations

Students will be expected to follow the academy universal rules of **Ready, Respect, Safe (RRS)**. The academy expectations and behaviour logs are aligned to **Ready, Respect Safe**. The academy requires students to:

Ready, Respect, Safe in lessons

Students must arrive in full uniform, ready to learn and show respect to the teacher by:

- Arriving on time, fully equipped and **ready** to learn for each lesson.
- Following staff instructions – first time, every time.
- Being **respectful** through listening carefully when the teacher or another person is talking.
- Showing **respect** for the opinions and beliefs of others.
- Showing **respect** to others by putting hands up and waiting for permission to speak.
- Always trying hard without disturbing others.
- Always completing work to highest standard.
- Always having their planner with them every day.
- Remaining **safe** by sitting in the correct seat and not leaving that seat with permission.
- Stand in silence at the end of the lesson until dismissed.
- Always completing homework properly and hand it in on time.

Ready, Respect, Safe around the Academy

Students must be safe and respectful of both staff and the building by:

- Being polite and **respect** the feelings of others.
- Showing **respect** by following staff instructions – first time, every time.
- Wearing uniform correctly at all times.
- Showing **respect** for the academy environment by taking care and putting litter in a bin.
- Ensuring the **safety** of everyone by eating and drinking in the right place at the right time.
- Walking around the academy **safely**, sensibly and quietly, following any one-way systems.
- Lining up sensibly and **safely** outside of classrooms.
- Outside of lessons remain in your designated areas.

Ready, Respect, Safe on the way to and from the Academy

Students must keep themselves safe and show respect to the local community by:

- Wearing the correct uniform.
- Take the most direct route to school and home. Waiting on-site for friends.
- Show **respect** to the local community by being polite and well-mannered.
- Taking care and **respecting** the local community e.g., putting litter in a bin.
- Being **respectful**, polite and well-mannered on public transport.
- Taking care and being **safe** when crossing roads and when riding bikes.

Students will be taught that they have a duty to follow the academy behaviour policy, uphold the academy rules and contribute to the school culture.

5. Rewarding good behaviour

At Airedale Academy, the academy behaviour system encourages all students to make positive behaviour choices and we place significant importance on rewarding and recognising students who consistently meet our high expectations and demonstrate our values of Ambition, Bravery and Respect. In addition to a clear behaviour policy, the academy offers a range of rewards to ensure that students are recognised for their positive behaviour choices. First and foremost, we wish to encourage a positive climate for learning and celebrate the successes of all our students. Positive behaviour for learning is celebrated throughout Airedale Academy; in the classroom as well as in extra-curricular events and clubs.

Ambition, Bravery and Respect run through every part of academy life and encourage students to be respectful and have high aspirations for themselves.

The academy operates a reward system is based around our values and on an accumulation of PRIDE POINTS.

Pride Points may be awarded to pupils who display appropriate levels of Ambition, Bravery and Respect in their overall attitude to learning and their work. Points may also be awarded for a variety of reasons outside lessons. This includes attendance and punctuality, completion of home-learning, the demonstration of values at social times and participation in extra-curricular activities.

Airedale Academy expect all staff to praise students at all opportunities, this is central to our core values of Ambition, Bravery, Respect.

Pride Points are awarded via Bromcom and communicated to parents via the MCAS App. Pride Points may be linked to our core values as follows:

- Ambition - Outstanding work.
- Ambition - Home-learning.
- Ambition - Contribution to reading aloud.
- Bravery - Outstanding effort
- Bravery - Extra-curricular activities
- Bravery - Contribution to a lesson
- Respect - Act of kindness.
- Respect - significant contributions to Academy life.
- Ambition - Outstanding progress.
- Ambition - 100% attendance in a term.

All teaching staff should look to award a minimum of 5 Pride Points per timetabled lesson when students are making positive contributions to learning.

At Airedale Academy we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well behaved students. Staff use consistent and clear language when acknowledging positive behaviour and ensure that students are aware of the reason why they are receiving a reward.

Pastoral Rewards (tutor-time)

Each student will receive:

- Five points per 100% of weekly attendance (this will be automatically allocated)
- Two points per 100% of weekly correct uniform
- Two points per 100% of weekly correct equipment
- Five points for zero negatives in one week. This will be awarded automatically and is known as the CLEAN SLATE
- Additional points should then be awarded for P6, independent learning, extra-curricular etc.

When students hit key milestones, they will receive a Pride certificate in recognition of their achievement. (Appendix 15 Pride Certificate Milestones)

Certificates will be presented at timely opportunities throughout the year and commensurate with the level achieved. In addition to certification, PRIDE POINT tallies are used for:

- Discounts on Airedale on Tour (see below)
- Social Media Shout-outs (in line with parental/carers permissions)
- Half-term Happy Treats
- Head of Year and Key Stage Lead Termly Celebrations
- Celebration of the Year.

Other opportunities to reward

Departments across the academy send postcards home each half term to recognise individual students who have impressed staff during lessons. Postcards may reflect academic progress, achievement, significant improvements in behaviour and attitude to learning as well as wider contributions to lessons/ department life.

Members of the Leadership Team and Heads of Year visit year groups during form sessions and award a Special Stamp where appropriate. Students who are working exceptionally well are referred for the Principal's Special Stamp.

Celebration of the Year

This formal event is held at the end of each school year. Nominated students, their parents/carers are invited to this special celebration of achievement from across Academy life.

Much of the detail concerned with the main awards ceremonies will be issued throughout the year.

Airedale on tour (AOT)

This is a day of celebration for the academy. Students who are eligible are invited to take part in one of many reward trips offered. It is expected that the vast majority of students are eligible for AOT.

Students have an allocated discount which depends on factors such as attendance and Pride Points.

Shout-out discounts in the lead up to AOT are also awarded.

Eligibility also depends on attendance, behaviour and attitude to learning. Parents and students receive notification of eligibility to AOT in advance of booking.

Students who are ineligible are set targets in relation to eligibility. A panel will consider each case in turn and depending on the extent to which progress towards targets has been met, may change the eligibility of a student.

6. Unacceptable behaviour

Unacceptable behaviour will not be tolerated at Airedale Academy. Breaking the academy rules will lead to sanctions and disciplinary action. Airedale Academy understands the need to take in to account and be sensitive to individual student needs when applying the behaviour policy and making reasonable adjustment where necessary (see Appendix 4 -Taking into account individual student needs).

The academy operates a no physical contact rule; it is made clear to all students that physical contact of any nature will not be tolerated. Airedale Academy will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. Staff will only use physical restraint as a last resort (Refer to - Restraint Policy).

The academy does not tolerate any forms of bullying and sanctions will be applied accordingly (see anti-bullying policy).

7. Sanctions

At Airedale Academy, a range of sanctions exist and care is taken to apply the sanction most appropriate to the student concerned and the seriousness of the misdemeanour. These include sanctions such as:

- Verbal warning.
- Moving a student's position in class.
- Moving a student to a different group or half year group.
- Extra work or repeating unsatisfactory work.
- 30 minute Detention.
- 60 minute Detention
- Removal from class.

- Loss of break/lunchtime.
- Withdrawal of other privileges.
- Being placed on report.
- Scheduled behaviour/uniform checks.
- Being removed from lessons to work in Connect.
- Being removed from lessons to complete work in Step-up.
- Referral for Social Emotional and Mental Health support.
- Internal Exclusion.
- Part timetable.
- Referral to Wakefield Inclusion Panel (subject to meeting criteria).
- Step out to alternative provision.
- Managed move to another school/academy.
- Fixed term suspension.
- Permanent exclusion.

At Airedale Academy, we do not take serious unacceptable behaviour breaches lightly. We will not hesitate to act in the best interest of the students within the academy.

- Usually following an allegation of serious unacceptable behaviour, the student will be removed from lessons and placed in Connect (whilst an investigation takes place, or if the student is injured or at risk we will contact parents and ask them to collect their child from the academy).
- If, following an investigation, the allegation is found to be true; the senior leadership team has a number of disciplinary consequences that they may use, which can be found in the appendices. Ultimately, persistent instances of unacceptable behaviour may lead to permanent exclusion.

Where students display aggressive and/or threatening behaviour, or illegal activity discovered, Airedale Academy will not hesitate to contact the police.

(See Appendix 3 – Sanctions)

8. Items banned from the academy premises

These items can be confiscated and parents will be contacted regarding their return.

8.1. Fire lighting equipment:

- Matches, lighters, etc.

8.2. Drugs and smoking equipment:

- Cigarettes.
- Tobacco.
- Cigarette papers.
- Electronic cigarettes (vapes).
- Any equipment related to the taking or smoking of drugs.
- Alcohol.
- Solvents.
- Any form of illegal drugs.
- Any other drugs, except medicines covered by the prescribed medicines procedure.

8.3. Weapons and other dangerous implements or substances such as:

- Knives.
- Razors.
- Catapults.
- Guns (including replicas and BB guns).
- Laser pens.
- Knuckle dusters and studded arm bands.
- Pepper sprays and gas canisters.
- Fireworks.
- Dangerous chemicals.

8.4. Other items:

- Liquid correction fluid.
- Chewing gum.
- Caffeinated energy drinks.
- Lollypops.
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Mobile phones/electronic devices may be brought to the academy but must be switched off and in a bag during the academy day.
- Smart Watches
- Any other item/items which may be used to offend, harm or hurt individuals or groups.

Please see Appendix 8 regarding mobile phones and electronic devices. We reserve the right to ban/confiscate other items that impact on academy behaviour or health and safety.

Weapons, knives and extreme or child pornography will always be handed to the poli

9. Searching

Only the Principal, or member of staff authorised by the Principal can carry out a search.

Staff members may use common law to search students, with their consent, for any item.

Staff members may ask any student to turn out their pockets.

Staff members may search any student's bag or locker.

The details of any search should be recorded on CPOMS.

Searches may be carried out both on and offsite. Offsite includes a school trip or other activity away from school where staff have lawful control of students.

Under [Part 2, Section 2 of the Education Act 2011](#) & DfE document July 2022 searching, screening and confiscation, teachers are authorised by the Principal to search for any prohibited item including, but not limited to, knives, weapons, tobacco and cigarette papers, electronic cigarettes (vapes), illegal drugs, pornographic images and alcohol, without the consent of the student, provided that they have reasonable grounds for suspecting that the student is in possession of a prohibited item. This includes prohibited items listed in section 9.

Searches will be conducted by a same-sex member of staff where possible, with another same-sex staff member as a witness – where possible, unless there is a risk that serious harm will be caused to any

person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

The member of staff should always seek the cooperation of a student when conducting a search. Where a student refuses to be searched, the member of staff should seek the advice of the Principal and/or the DSL. During this time, the students should be supervised.

Staff members may use reasonable force, given the circumstances, when conducting a search for prohibited items; alcohol, knives, weapons, stolen items, illegal drugs, fireworks, pornographic images, tobacco products or any time that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to property of any person (including the student).

Strip searches can only be conducted by the police (see DfE document Searching, Screening and Confiscation).

10. Screening

Screening may also be used. Onsite screening will involve the use of a wand. This can be carried out without the student's consent, even if the academy does not suspect them of carrying a weapon or any other banned item. Students in Internal Exclusion will be screened daily.

If a student refuses to be screened, they will be sanctioned in line with the academy behaviour policy.

11. Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and other potentially harmful materials which cannot immediately be identified. They can also seize any item however found, which they consider harmful or detrimental to academy discipline.

If necessary, the police will be called for the removal of the item/items (see DfE document Searching, Screening and Confiscation for details of how confiscated items should be handled).

12. Outside the academy and the wider community

Students at Airedale Academy must agree to represent the academy in a positive manner.

The guidance laid out in the behaviour policy applies both inside the academy and out in the wider community, particularly if dressed in academy uniform.

Students should not smoke or vape on their journey to and from the academy. If they are found smoking, or vaping, on or near academy premises or when wearing academy uniform, behaviour policy sanctions will be applied.

Complaints from members of the public about bad behaviour, by students at Airedale Academy are taken very seriously and will be fully investigated. Sanctions may be applied in line with academy policy.

Students must make take the most direct route to and from the academy. Where individuals or groups do not take the most direct route to and from the academy, sanctions may be issued.

13. Smoking and drug policy

In accordance with Part 1 of the Health Act 2006, Airedale Academy is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers/guardians, visitors and staff must not smoke on the academy grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to the academy. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

Students smoking cigarettes or vapes/ e-cigarettes on the academy premises will be internally excluded and spend time in IE in the first instance, sanctions may be escalated for repeated offences.

In the interest of health and hygiene, we request that people refrain from smoking and vaping outside the academy gates and in the vicinity of the academy gates and grounds. Students smoking outside the academy gates, in the vicinity of the academy grounds or in academy uniform will be sanctioned accordingly.

14. Controlled substances

Airedale Academy has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The incident will be reported to the police immediately. The police will then collect it and deal with it in line with their agreed protocols.

Airedale Academy will not hesitate to name the student from whom the drugs were taken to the police. A full incident report will be completed.

Any further measures will be undertaken in line with the academy safeguarding policy.

Where controlled substances are found on academy trips away from the academy premises, the parents/carers/guardians of the student, as well as local police, will be notified.

Appendix 1 – Discipline Procedures

The academy operates 3 universal rules- Ready, Respect, Safe (See Section 4). Where behaviour expectations are not met in lessons the following will apply:

Procedures – Classroom Discipline

Stage 1	S1 REMIND Name on board	Issue a reminder to support the student in meeting the expectations of the classroom								
Stage 2	S2 WARN	Logged on Bromcom The student is asked to remain back at the end of the lesson for a conversation with the teacher regarding expectations.								
Stage 3	S3 WARN A 30 min detention is issued	The student is warned that they are at risk of removal if their behaviour is not altered. Record as a behaviour log on Bromcom and complete a detention/consultation.								
Stage 4	S4 REMOVE to Connect A 60 min detention is issued	<p>Onsite patrol is called for using Bromcom and the student will be placed in Connect for the remainder of that lesson at least to reflect and discuss their behaviour in an attempt to prevent further instances which conflict with the behaviour policy. The expectation is continuity of work with the aim they return to the next lesson if ready.</p> <p>Subject teacher must complete a behaviour log on Bromcom as soon as possible – 60 min detention</p> <p>Parents will be informed that their child has been removed from a lesson via the MCAS Academy App.</p> <p>The class teacher will call home to discuss the situation with the parent (or carer).</p> <p>See tariff below</p> <p>Where possible staff will seek to have a restorative conversation with key students by seeing them at detention or arranging an alternative time with pastoral teams.</p> <p>Post remove options:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Following a student being placed in Connect</td> <td style="width: 50%;">Dependant</td> </tr> <tr> <td>Internal exclusion</td> <td>on nature of</td> </tr> <tr> <td>Planned removal</td> <td>the incident</td> </tr> <tr> <td>Fixed term Suspension</td> <td></td> </tr> </table>	Following a student being placed in Connect	Dependant	Internal exclusion	on nature of	Planned removal	the incident	Fixed term Suspension	
Following a student being placed in Connect	Dependant									
Internal exclusion	on nature of									
Planned removal	the incident									
Fixed term Suspension										

Procedures for Removal from a Classroom

1. If a student is removed from a lesson, the student must go to Connect.
2. If the student fails to get to Connect there will be a further sanction.
3. If the student is on Year Leader or SLT report and gets removed, the Year Leader/SLT will decide the sanction based on available behaviour data.
4. If the student does not meet behaviour expectations when on report then the sanction will be at the discretion of the Year Leader or SLT.

It is VITAL that if the student is removed the behaviour is logged on Bromcom as soon as possible and at least on the same day as the incident in order for action to be taken.

The subject teacher must still follow through with the sanction
i.e. the 30-minute detention.

Multiple Stage 3 - WARNING or Stage 4 - REMOVAL,

4x Stage 3's in a day = Internal Exclusion for the following day

3x Stage 4's in a day = Use of Connect for the remainder of the day/Internal Exclusion the following day.

Use of Connect:

If a student has done any of the following, immediate remove to connect:

- Swearing
- Fighting
- Exceptionally rude to member of staff
- Repeated or Extreme Defiance

Procedures- Around the Academy

The universal rules of **Ready, Respect, Safe** also apply to students' behaviour around the academy. If a student fails to follow the academy expectations during unstructured time, at change over, during break or lunch, then a proportionate sanction will be applied. Misdemeanours will be challenged and corrected by staff with a behaviour log recorded on Bromcom, a detention may be issued depending on the individual incident. More serious breaches will result in 30 or 60 min detention, removal to Connect/IE or suspension, depending upon the nature of the incident with a behaviour log recorded on Bromcom

Internal Truancy

It is expected that all students attend and remain in the lessons on their timetable unless they are given permission to leave a lesson by a member of staff. All students out of lessons must have a note (usually in their planner) to explain why they are out of lessons. When a student is out of a lesson without permission, this is internal truancy. The sanction of internal truancy is Connect or IE, for the remainder of the day.

Using the Toilet During Lesson Time

Students should use break and lunchtime to go to the toilet, students will only be allowed to access the toilet during lesson time in exceptional circumstances. Students accessing the toilet during lesson time must have a note in their planner and must take the most direct route between the toilet and their lesson.

Appendix 2 - The Behaviour Management System

Each incident must be judged on all the circumstances pertaining to it. To that end the system provides a structure and framework but must be fluid and flexible. If the academy deem that an incident(s) is/are more serious, additional/alternative sanctions will be applied (see Appendix 3, Appendix 6 and Appendix 7).

Stage One - Report

1. Student is placed on Form Tutor Report for 10 days if five or more Stage 3 or 4 behaviour logs are received in a week.. Parents informed.
2. If successful after 10 days student removed from report. Parents informed.

Stage Two - Report

1. If unsuccessful after 10 days, monitoring of student continues on report to the Year Leader for a minimum period of 5 days..
2. If successful after a further five days of monitoring, students may be removed from report.
3. Parents informed.
4. If unsuccessful, a further five days will be added.
5. If successful, the student will be removed from report.
6. If this further five days is unsuccessful, a student will be placed in IE for three - Five days depending on previous behaviour records, and then moved onto stage 3. Parents will be invited into the academy.

Stage Three - Report

1. Student placed on report to Senior Staff – five days initially.
2. Targets and strategies reviewed.
3. Strategies and sanctions discussed with parents.
4. If successful, student removed from monitoring.
5. If unsuccessful, student will be placed in IE for five days and parents will be invited back into school.
6. Student placed on report for a further period of five days.
7. Behaviour contract issued.
8. Strategies and sanctions discussed with parents.

If successful, after this period students will be removed from report.

If unsuccessful, after five further days of monitoring, parents will be invited back into school to discuss stage 4 actions:

Stage Four

Options are:

- Extended placement in IE.
- Alternative provision.
- Part-timetable, reviewed after six weeks.
- Referral to external services if appropriate.
- Referral to 'Step-Out' provision.

At each stage, a range of internal and external support mechanisms will be deployed to support a student to improve their behaviour. This could include referrals to external agencies.

Serious behaviour incidents may result in students moving directly to Stage 3 or Stage 4.

A number of stage 4 options may be deployed as an alternative to permanent exclusion or to support a student to correct their behaviour. However, if there is no positive response by students at any stage in the behaviour management system, then this could ultimately lead to a permanent exclusion.

If at any point, a student, goes through the system for a second time, sanctions will be applied more rapidly.

Subject report

If a student receives three stage 3 or 4 behaviour logs from a foundation subject or five stage 3 or 4 behaviour logs from a core subject during a half-term, they will be placed on report to the subject leader. The subject leader will contact home and explain the reasons the behaviour logs have been issued. For core subjects, the report will be put in place for 10 lessons, for foundation subjects the report will be put in place for five lessons.

The report is completed by the classroom teacher every lesson.

When a low grade is received the subject leader will put a sanction in place recording these on the report and informing parents.

If the student demonstrates improvements in their behaviour choices and meets expectations, the student is removed from the report.

If the student doesn't improve their behaviour choices and does not meet expectations, parents will be contacted by the subject leader by telephone to explain further sanctions will now take place (Consider a Step Out for the student, to be placed in Step Up). This can be for up to six weeks for foundation subjects and three weeks for core subjects.

Following the step out, parents will be asked to come in for a reintegration meeting to discuss any issues, communicate and reinforce what the expectations are, and how the academy can best support the student. The student will then be reintegrated back into their timetabled lessons. If the student does not meet expectations following the step out, they will be placed on report (Stage 3) to the SLT line manager for that subject area and parents will be required to attend a meeting.

Appendix 3 – Sanctions

The following may be applied as part of the behaviour management system:

- Subject teacher/Year Leader/Department leader detention for 30 mins or 60mins afterschool.
- Lunch Detention
- Removal from a lesson or classroom.
- Stage 1 – 3 Reports
- Completing work in Step-up.
- Working in Connect.
- Working in Internal Exclusion.
- Suspension.
- Alternative Provision.
- Permanent Exclusion.

Detentions

Detentions can take place at lunchtime, breaktime or after school. Parents will be informed of any detention that takes place outside of school hours via a MCAS in app notification. It is the parent's responsibility to make suitable arrangements for any detentions held after school hours. Students will be expected to attend all detentions. If a student fails to attend without a valid reason, further sanctions will be issued.

Afterschool detentions

Afterschool detentions are issued for 30 mins in the first instance, these are increased to 60 mins for multiple incidents in a day or failing/refusal to attend a 30 min detention. These will run from 3.00pm-3.30pm or 3.00pm-4.00pm.

Step-up

When a student requires additional support to correct their behaviour, or when a student breaches the academy uniform policy, they may be directed to work in Step-up. This space is designed to replicate a classroom environment. Students are supported by mentors to complete work set by their teachers. Students will work from Step-up until the uniform or behaviour issue is rectified. In some circumstances, students may be isolated from their peers for break and lunches. In addition, students may access Step-up for emotional and well-being support. Under such circumstances, mentors will direct students to complete appropriate work.

Connect

Where a student's behaviour falls below our expectations, or they persistently fail to meet the academy uniform expectations, or a student is removed from a lesson, then Connect may be used as a sanction. The length of time will be deemed by the Year Leader or member of SLT. Students will work in Connect until the end of the next lesson if removed from a lesson or 3.00pm where appropriate. Students are expected to place their belongings, including mobile phones, in a locker. Lunch will be ordered from the academy dining hall and students will eat in Connect. Students will be isolated from their peers for break and lunches.

Internal exclusion

Where incidents are deemed more serious, Internal Exclusion (IE) will be used as the sanction. This sanction is below a fixed term suspension. Internal exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning. The length of time in Internal Exclusion will be determined by the Year Leader or SLT. Students will work in IE until 4.00pm. Students are expected to place their belongings, including mobile phones, in a locker. In Internal Exclusion, students will be screened. Lunch will be ordered from the academy dining hall and students will eat in Internal Exclusion. Students will be isolated from

their peers for break and lunches. Students should use the time in external exclusion to reflect on their behaviour and understand how they can improve their behaviour in order to meet the academy expectations.

External Exclusion (Suspension and Permanent Exclusion)

Where there has been a serious breach of the academy behaviour policy, the Principal may decide to exclude a student for either one or more fixed periods (suspension) or permanently. Further information regarding exclusions can be found in Appendix 6 and 7 of this policy.

Off-site Direction

Where there are serious or persistent breaches of the academy behaviour policy, students may be directed to attend another educational establishment to improve their behaviour. This can be to another mainstream school or to an alternative provision (AP). The aim of this is to support students to make positive behaviour choices so that they can return to the academy. The off-site direction will be reviewed regularly to assess if the off-site direction should continue. The length of time a student spends in another school or AP will depend on what best supports the student's needs and potential improvements in behaviour. The Principal will decide if the use of Alternative Provision is appropriate as an alternative to a suspension or permanent exclusion.

Managed Moves

A managed move can be used to initiate a process which leads to the permanent transfer of a student to another mainstream school. Managed moves are voluntary and must be agreed in advance by all parties.

Governors behaviour and discipline meeting

Where students are persistently placed in IE or externally excluded (15 days) it may be necessary to hold a behaviour and discipline meeting with members of the governing body. Parent/ carers will also be expected to attend this meeting. In this meeting, clear expectations will be set for behaviour that students are expected to follow. Where students do not meet the expectations, further sanctions will be put into place.

Appendix 4 - Taking into account individual student needs

Airedale Academy understands the need to take in to account and be sensitive to individual student needs when applying the behaviour policy and making reasonable adjustment where necessary. This list includes but not inclusive of:

- Those with special educational needs.
- Minority ethnic and faith groups.
- Travellers, asylum seekers and refugees.
- Students who need support to learn English as an additional language.
- Children in public care.
- Ill health children.
- Young carers.
- Students who have experienced or are experiencing trauma.

For example:

A child in care is removed from class after an emotional outburst. The student had been told the night before by the social workers that their foster family could no longer keep them and they would shortly be moving to another family and school.

- A more appropriate response would be to allow the student to go to Step-up to calm down and if necessary, talk with their mentor.

A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided.

- A more appropriate response would be for the adult to tell the student that the comment was hurtful and inappropriate, to inform the SENCO, but not apply a sanction.

A refugee student dives under the desk at a sudden noise that reminds them of a terrifying event in his past. Other students laugh. The teacher thinks they are playing the clown and puts their name on the board as a warning.

- A more appropriate response would be to let the class know there are special circumstances and offer the student reassurance and support.

A student is reprimanded for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties and cannot process complex language.

- A more appropriate response would be to break instructions into short chunks and clarify understanding by asking the child to repeat them or put them into their own words.

The academy behaviour policy has been written with regard to the Equalities Act 2010. Adjustments will be considered (at the discretion of the Principal) where there is a genuine particular requirement based on a protected characteristic.

Appendix 5 - Supporting students whose behaviour needs to improve

At Airedale Academy we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in the academy, various strategies may be employed to help them improve.

The use of 'on report,' although listed as a sanction serves the dual purpose of enabling the monitoring from Form Tutor and Year Leader to set targets and keep a check on behaviour and of giving the student instant feedback on satisfactory aspects of behaviour. This is particularly effective as parents are kept informed daily of progress made.

One to one sessions with a mentor are also used to help students develop strategies to improve their behaviour.

Where appropriate (under guidance from the SENDCO), a 'time out card' will be issued to allow students to withdraw themselves from a situation they feel that they may not be able to manage appropriately and take themselves to an agreed teacher or mentor. Students issued with a card must use this appropriately or the card may be revoked.

Where drugs, solvents, alcohol or smoking are the issue, there will be a referral to appropriate agencies to provide counselling.

For students whose behaviour is deteriorating rapidly, a Student Support Plan will be undertaken (if there is not already support in place). This will identify precise and realistic behavioural outcomes for students to achieve. It will be agreed with parents as a result of a meeting with them. In drawing up the plan the academy will:

- Consider offering one to one support.
- Review any learning difficulties and put in place a remedial programme where necessary.
- Consider change of sets or class.
- Consider a move to alternative provision.
- Consider referral to external agencies.

The plan will have regular review meetings. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset. At the end of the agreed period, the intervention package may, according to the level of its impact on improving the situation:

- be reduced or removed.
- be continued for a further period of time with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

Where there are serious or persistent breaches of the academy behaviour policy, the Principal can issue an off-site direction. This involves a student being directed to attend another educational establishment, for a fixed period of time, to improve their behaviour.

Appendix 6 - Fixed Term (External) Suspension

The Principal may take the decision to give a student a fixed term (external) suspension:

- In response to a serious or persistent breach of the academy's behaviour policy.
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Examples of the reasons for suspension are listed below (this is not an exhaustive list):

- Unacceptable behaviour in Internal Exclusion.
- Foul and Abusive Language.
- Repeatedly failing to follow instructions.
- Repeatedly failing to follow the academy rules (including uniform rules).
- Continuous disruptive behaviour.
- Fighting or physical assault (including retaliation).
- Racial or homophobic abuse.
- Sexual misconduct.
- Continuous bullying.
- Dangerous behaviour.
- Violent and/or aggressive behaviour.
- Being in possession of alcoholic or illegal substances.
- Serious damage to academy property.
- Malicious use of electronic devices or telecommunications.
- Being in possession of a banned item.
- Breaching the IT acceptable use policy.
- Any other behaviour deemed as unacceptable by the Principal.

The Principal can exclude for bad behaviour and/or bullying which occurs off the academy premises, which is witnessed by a staff member or reported to the academy.

Following a suspension, the student will spend some time in Connect/IE as part of the sanction. This is an important opportunity for students to have supported, quiet and calm reflection time; hold restorative conversations with other students or adults involved; and be ready to take part in learning again as swiftly as possible.

Appendix 7 - Permanent Exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the academy only as an absolute last resort. The Principal may take the decision to permanently exclude a student:

- In response to a serious or persistent breach of the academy's behaviour policy and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Examples of the reasons for permanent exclusion are listed below (this is not an exhaustive list):

- When, over a prolonged period of time, despite numerous strategies, a student refused to work with the academy.
- **Dangerous behaviour** which poses a risk to the education and health and safety of others within the academy or themselves such as:
 - **lighting fires.**
 - **carrying an offensive weapon.**
 - **harming or threatening** a student or member of staff with an offensive weapon.
 - **serious, actual or threatened violence** against another student.
 - **serious, actual or threatened violence** against a member of staff.
 - a student who harms another student causing injury **requiring medical attention.**
- **Criminal behaviour** e.g. supplying illegal substances to others or being in possession of illegal substances, this could include an incident which takes place on the journey to or from the academy e.g. alcohol or illegal drugs.
- **Sexual misconduct threatening the well-being of a student or a member of staff.**
- **Serious malicious or inappropriate use of electronic devices or telecommunications.**
- **Malicious accusations about a student or a member of staff.**
- **Assault, injury or harm to a member of staff.**
- **Behaviour or an act that causes serious disruption to the academy e.g. deliberate setting off of the fire alarm.**
- **Serious breach of the IT acceptable use policy.**

The Principal can exclude for bad behaviour and/or bullying which occurs off the academy premises, which is witnessed by a staff member or reported to the academy.

Appendix 8 - Electronic Devices (Mobile phones and smart technology.)

At Airedale Academy we recognise that there is an increasing dependence by all on new technologies, however we also recognise that the possession and use of some mobile technologies can be highly disruptive to learning.

We appreciate that many young people carry mobile phones so that they can contact parents on the way to or from the academy, should an emergency arise. If an emergency should happen during the course of the academy day then students/parents may be contacted via the academy office. It is not appropriate for students to contact parents during the academy day by phone call, email or text, nor is it appropriate for parents to contact their children in the same way. If an incident occurs during the day we need to make sure that the academy is in full possession of the facts before parents are contacted. If a student wants to contact a parent during the academy day they should go to Student Reception.

We have extremely restricted access to the internet on the academy ICT system. Students are not allowed to access social networking sites or gaming sites. Nor are they allowed access to sites that are deemed to have inappropriate sexual content or those that contain references to drugs and alcohol. We are aware that, until the law may change, many students can access such sites via their mobile phone.

The Department for Education (DfE) guidance published in February 2024 makes it clear that 'All schools should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime'.

To this end, the following will apply:

- The academy will follow the DfE guidance- mobile phones **must never be used, seen or heard**.
- Electronic devices may not be used at any time on the academy site during the academy day (8.25am-3.00pm), including at break time, lunch time and between lessons (this includes students checking the time on their phone). Where the academy day is extended e.g., boosters, the same rules apply.
- Students may bring electronic devices to academy for use on the way to or from the academy.
- Electronic devices must be **switched off** (not merely on silent) and kept out of sight in students' bags at all times during the academy day, including before and up to the end of the academy day, break time, lunch time and between lessons. Electronic devices kept in blazer, shirt or trouser pockets will be deemed as being visible. If a student does not bring a bag to school, their phone will be deemed as visible and will be confiscated.
- Electronic devices must not be taken into any examination room.
- The security of any device will remain the student's responsibility, the academy will not be held responsible for any damage to a student's electronic device nor is it responsible for any costs incurred by students when using a device.
- Any electronic device (whether it is being used or not) seen by a member of staff during the academy day will be confiscated. Parents/carers will be contacted by the academy if a device is confiscated. The first time a confiscation occurs in a half term, the student will be able to collect the device from Student Reception at the end of the academy day. Any subsequent confiscations will require the device to be collected by a parent/carer.
- Any student refusing to hand over an electronic device to a member of staff will receive a 60 min detention and a member of SLT will be called for. Any student refusing to hand over an electronic device to a member of SLT will be sent to IE.
- Smart watches are not allowed on site, any smart watches seen will have them confiscated as if it were a mobile phone.
- If asked to do so, content on a student's device (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher. The police will be informed if there is a serious misuse of the electronic device where criminal activity is suspected.

DfE guidance regarding confiscation

“Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully. Principals are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate.”

Appendix 9 – Uniform

Uniform plays a key role in providing a sense of belonging and identity to the academy community, of which students are members. It also gives students a sense of pride in their appearance and is designed to achieve a balance between good value for money and durability.

All students are expected to meet the uniform requirements so that staff can minimise time spent addressing uniform issues and maximise the time spent focusing on student learning and progress. To support parents/carers further with this, **full details of the academy uniform requirements can be found in the Uniform and Equipment Policy.**

The academy's uniform policy has been written with regard to the Equality Act 2010 which enable exceptions to the application of the various sections of the uniform policy where there are any exceptional circumstances or where there is a genuine particular requirement based on disability, ethnicity, religion or medical grounds. The reasons for such an exception would need to be established in discussion with the Principal (or nominated member of SLT).

Incorrect Uniform Procedure

If a student arrives with incorrect uniform, or uniform that is defaced, they should be sent to the Hub where staff will:

- Try to remedy the situation wherever possible.
- Lend uniform to a student **once** per half term.
 - Borrowed items must be returned at the end of the day.
 - If a student has come to the academy in an incorrect item, the Hub will keep that item securely until the end of the day.
- Give out wipes to remove make up, shade brows e.g. brows that have been shaved so that they have lines in them.
- Tie up or comb hair that does not meet the academy requirements.
- Cover buckles, stitches or embellishments on shoes.

Students are allowed to borrow uniform **once** per half term. If they ask to borrow again, they will work in Connect.

Students with an unsuitable hair cut or colour that cannot be remedied will be required to work in Step-up, IE or Connect (details of these areas can be found in Appendix 3).

Where it is not possible to remedy issues that are in breach of the uniform policy, students will not work in lessons. They will work from Step-up/connect. Where the breaches are persistent, students will work in Connect or IE. In some circumstances, the Principal, or person authorised by the Principal, may ask a student to go home briefly to remedy a breach to the academy rules.

The academy will endeavour to contact parents to inform them of any uniform issues and adaptations needed to correct the issue. Due to restrictions within the academy day, including teaching commitments, it will not always be possible for parents to be contacted immediately. Students will be required to work from the designated area until such a time as contact can be made.

Students should report to Step-up/Connect/IE daily until staff are satisfied that the uniform issue is rectified.

During the course of the school day when students wear uniform incorrectly, they will be asked to correct the issue and their name will be recorded. Repeated incidents of not wearing the uniform correctly will result in a HOY report being issued for 5 days. Parents will receive a message via MCAS to inform them of this. If students

are persistently in breach of the uniform policy, then additional sanctions will be applied (including detentions, Connect and IE).

Incorrect wearing of uniform (Skirts)

Only plain black Airedale Academy skirts are permitted. For Non Airedale Academy skirts a student will be placed in Connect/Step Up

Jewellery

All staff will ask a student to remove the jewellery and confiscate items which will be returned at the end of the school day. If a student refuses a member of SLT will be called for, a behaviour log on Bromcom will be recorded and a 30 min detention will be issued.

If a Member of the Senior Leadership Team is called to confiscate items of jewellery and these will be returned at the end of the school day and a 60 min detention will be issued.

If students are persistently refusing to remove jewellery, they will be placed in Connect/IE

If a student persistently breaches expectations, then the jewellery will be removed from them. Parents will be required to contact the academy to make an appointment with a Senior Leader who will return it.

Uniform adjustments

In summer, during hot weather, the Principal may allow students to remove their ties and/or blazers in the academy. Unless directed otherwise, students will be required to have their tie/blazer with them in the academy at all times and normal sanctions will apply.

Appendix 10 – Physical Restraint and Reasonable Force

Section 93 of the Education & Inspections Act 2006 that allows ‘teachers and other persons who are authorised by the Principal who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others;
- Committing an offence;
- Damaging property;
- Prejudicing the maintenance of good order and discipline.’

All staff at Airedale Academy have been trained in de-escalation techniques, a team of staff have been trained in safer handling. All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed and recorded on CPoms. Reasonable force will be used in accordance with government guidance. Parents will always be contacted in the event restraint or reasonable force has had to be used (see physical restraint and reasonable force policy).

Appendix 11 - Use of IT Expectations

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

The academy follows the nationally recognised SMART rules which were established by Childnet (a partner of the UK Safer Internet Centre) and these are taught to all students through their Computing lessons. (SMART stands for: Safe, Meeting Up, Accepting, Reliable, Tell):

SAFE

- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will keep my personal details safe by not disclosing or sharing personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc).

MEETING-UP

- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.

ACCEPTING

- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).

RELIABLE

- I will be aware that people may not be reliable when I am communicating on-line (they may not be who they say they are).

TELL

- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.

Respect for Academy Systems and Devices

- Academy systems and devices are primarily intended for educational use and students should not use them for personal or recreational use unless they are given permission from a member of staff.
- Students should not try to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work without permission from a member of staff.
- Students should not use the academy systems or devices for on-line gaming, on-line gambling, or internet shopping. Students should only use the academy systems or devices for file sharing, or video broadcasting (e.g. YouTube), if they have permission from a member of staff to do so.

Respect for other users

- Students should respect others' work and property and should not try to access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- Students should respect a computer that another user is logged in on and not attempt to log them off or turn the computer off without their permission.
- Students should be polite and responsible when they communicate with others, they should not use strong, aggressive or inappropriate language and appreciate that others may have different opinions.
- Students should not take or distribute images of anyone without their permission.

Respect for the security and integrity of academy technology

- Students will not be able to use their own personal devices.
- The academy rules around phone and electronic device use are that they must never be used, seen or heard during the academy day (8.25am-3.00pm). See Appendix 8.
- If permission is granted for a student to use their own device in the academy, they are to follow the rules set out here, in the same way as if they were using school equipment.
- Students should not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will they try to use any programmes or software that might allow them to bypass the filtering / security systems in place to prevent access to such materials.
- Students should immediately report any damage or faults involving equipment or software, however this may have happened.
- Students should not install or attempt to install or store programmes of any type on any school device, nor should they try to alter computer settings.
- Students should only use social media sites with permission from a member of staff.
- Students must not record sound, images, or take pictures of any student or staff member without their permission.

Respect for work produced by others and placed online

- Students should ensure that they have permission to use the original work of others in their own work.
- Where work is protected by copyright, students should not try to download copies (including music and videos).
- When using the internet to find information, students should take care to check that the information that they access is accurate, and try to understand that the work of others may not be truthful and may be a deliberate attempt to mislead them.

Respect for the Academy - not bringing the academy reputation into disrepute

- The academy will not tolerate defamatory, offensive or derogatory comments regarding the academy or any of the students/parents/staff posted online.
- Staff at the academy have a right to privacy and not to be harassed or bullied by searching for or referring to them in any posts on any website or social media site.
- Students will not set up any accounts, sites or social media accounts using the academy name or attempting to represent the academy or use any of the photos, branding and logos placed by the academy online.
- In the event that any student is found to be posting libellous or defamatory comments on Facebook, Instagram or other social network sites, this will be reported as "abuse" to the network site and the academy will apply a sanction to that student and expect that the comments/account is removed immediately. Students are also expected to report any such posts.

Parents

- Parents should also be aware that they are a part of the school community and refrain from posting defamatory, offensive or derogatory comments online. Any comments or libellous posts discovered will be expected to be removed immediately.

Responsibility - both in and out of school

- Students should be aware that the academy also has the duty and the right to take action against them if they are involved in incidents of inappropriate behaviour when they are out of school and where it involves their membership of the school community (examples would be cyber-bullying, use of images or personal information).

Sanctions

- If students fail to comply with any of this Use of IT Expectations section, as in the case of all academy expectations, they will be subject to disciplinary action. This may include a detention, Connect or an Internal/External suspension depending on the severity of the action. This could also include loss of access to the school network / internet, contact with parents and in the event of illegal activities involvement of the police.

Appendix 12 – Sexual Violence and Sexual Harassment (SVSH)

The academy has a consistent approach of following a robust sequential RSHE program, following procedures and consulting with other agencies if there are any concerns with any of our students.

When to report to police

The academy will follow the NSPCC guidance on reporting to the police.

Online safety is exceptionally important, as it is often how issues are facilitated such as sexual harassment, CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students. Where issues are raised by school filters and/or raised by staff or students these will be dealt with and, where appropriate, sanctions of Connect and Internal Exclusion will be used.

We will use the definitions as stated in the most up to date version of Keeping Children Safe in Education when dealing with behaviour linked to sexual violence and sexual harassment. Please see below:

Peer on Peer/Child on Child Abuse – sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating. Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely. It will not be dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE/RSHE lessons and discussions. Victims will be supported through the academy’s pastoral system.

Sexual Violence and Harassment - Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Like with all safeguarding issues, our staff will recognise that ‘it could happen here’ and be vigilant to signs and indicators that a student could be suffering.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Girls are especially vulnerable to this type of abuse.

Examples of inappropriate behaviour will be addressed in line with KCSIE recommendations and our pastoral support systems.

Sexual Violence includes rape, assault by penetration and sexual assault.

Sexual Harassment is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting.

We will;

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and

- flicking bras/pulling down trousers and lifting up skirts;
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language;
- ensure this is addressed through our sequential RSHE program;
- ensure all incidents are recorded and acted upon swiftly in line with our safeguarding policy;

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Children who are lesbian, gay, bi, trans, queer or questioning their sexual or gender identity (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.

We will seek advice from other agencies such as the police or social care if the case is above early help or internal management.

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a person's clothing without their permission/knowledge, with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

Sharing Nudes and Semi Nudes (previously known as Sexting/Youth Produced Sexual Imagery)

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Children with Harmful Sexual Behaviour HSB

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards

The management of children and young people with sexually harmful behaviour is complex and the academy will work with other agencies to risk assess and maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to a DSL as soon as possible.

For information on sexual and sexist bullying

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the academy and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL's will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. sexual, racist, disability and homophobic bullying and use of derogatory language will be recorded, analysed and swiftly responded to.

For further information on our antibullying strategy please see our antibullying policy.

Appendix 13 – Live Lessons and Remote Learning

Addendum to behaviour policy enforced in the event that it is necessary to move to on-line or remote working.

Students will be expected to follow the academy universal rules of Ready/Respect/Safe. During live lessons, Airedale Academy will still operate a stepped sanctions system. Details of which can be found earlier in the policy.

Expectations of students in live lessons:

Ready	Respect	Safe
<p>You must always attempt the work to the best of your ability.</p> <p>You must attend the lesson punctually and not leave unless asked to do so. If a teacher is not yet online, please wait patiently for the lesson to start.</p>	<p>Do not distract other students.</p> <p>Follow instructions first time, every time.</p> <p>Ensure that your language is appropriate at all times.</p>	<p>Mobile phones must be switched off and you must not use other forms of technology to communicate with anyone during the lesson.</p> <p>You must not take pictures, record the lesson or share the link with anyone else. (This is a very serious breach of privacy rules and will result in sanctions being applied).</p>

- You must dress appropriately (this does not need to be school uniform). You may be asked to leave the lesson by your teacher if your clothing is deemed inappropriate.
- You should sit in front of an appropriate background in a shared space in the home (preferably not in a bedroom or other personal space). This should be away from distractions where possible.
- You should let other family members know when you are accessing live lessons.
- Try to limit any external noise and ensure that your screen is set to mute.
- You will need paper and pens to access the work.
- Teachers will engage with the lessons by using the chat functions or raise hand icon. Do not unmute your mic unless you are specifically asked to by the teachers.
- We would like your cameras to be on to engage fully with the lesson.
- The chat function will be disabled for any personal chat messages. You can only use the class function to chat to the teacher. You should not use this to chat to other students.
- A student may use the raise hand icon to chat to the teacher and wait patiently for a response.
- At different points throughout the lesson, you may be asked to complete tasks independently. If you need support from a teacher during this time, use the raise hand icon.
- Teachers will remove anyone from the lesson who is not engaging or is distracting the learning of others.
- If you are removed from a lesson, you may not have access to lessons in the future.

A full range of sanctions including suspension/permanent exclusion may be applied to students in serious breaches of the behaviour policy during live lessons.

Appendix 14 – Pandemic Response

Addendum to behaviour policy enforced if Outbreak Management Plan comes into effect as a result of a pandemic.

If, in line with guidance, it is recommended that all students wear face coverings when social distancing cannot be easily maintained. If your child is exempt from wearing face coverings, students will be issued with a blue badge.

Uniform and attendance requirements will remain the same. If you require support with uniform issues, please contact the academy for additional help.

Airedale Academy operate a stepped sanctions system. Details of which can be found earlier in the policy. This will be used to deal with any malicious acts related and any breaches of the behaviour policy.

Acts linked to a pandemic can include (but are not exclusive of):

- Refusal to follow good respiratory hygiene (catch it, bin it, kill it).
- Refusal to follow the one-way system.
- Deliberate touching of another student in order to spread panic or fear.
- Failure to follow a staff members instruction regarding incidents related to the pandemic.
- Faking symptoms to cause distress to others or be removed from lesson.
- Deliberate coughing in the direction of another person.
- Failure to use hand sanitisers or follow good respiratory hygiene guidance.
- Incorrect and inappropriate use of face masks.
- Use of face masks that does not fall in line with academy guidance.

Whilst we realise that some students experience of a pandemic will be different to others, and we realise that some students will find it much harder to respond to the changes in routines (for example those with SEND), the academy will take this into account when imposing an appropriate sanction and aim to work with students and families to ensure that they are aware of the importance of necessary changes to academy routine.

The use of suspension/permanent exclusion in response to persistent, deliberate and serious malicious acts may be used if deemed necessary by the academy.

All students will be informed of the changes to routine prior to and upon their return to the academy and the need to ensure that they are followed consistently.

The academy issued guidance to parents surrounding the circumstances under which a student is required to self-isolate. Details of this can be found on the academy website. The academy has the right to ensure that students who are asked to self-isolate do not attend. If a student attends the academy before the end of their self-isolation period they will be asked to leave the academy site and not to return until their period of self-isolation is complete.

The final decision rests with the academy.

Appendix 15 – Pride Certificate Milestones

