



Holbrook Academy

BEHAVIOUR POLICY

Date Approved	Quality & Monitoring Committee 10 th October 2024
Signed	Helen Butler Chair of Quality & Monitoring Committee
Minuted	Quality & Monitoring Committee 10 th October 2024

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Member of staff with responsibility for this policy.	D Sansom
Governor with responsibility for this policy.	Q&M Committee
Policy review date	Autumn 2025
What is the purpose of this policy?	
What are its headline targets? (using quantitative and qualitative measures)	
How is this policy to be judged as successful?	

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1. Overview

Holbrook Academy Expects:

- All students are to demonstrate respect and courtesy towards teachers, staff, and their peers.
- Parents/Carers are to encourage their children to show respect and uphold the school's authority in disciplining students.
- All staff to foster a culture of respect by consistently enforcing the school's behaviour policy.

2. Rationale & Ethos of Holbrook Academy

Every member of the Holbrook Academy community is entitled to a safe and stimulating educational environment. The foundation of this policy is mutual respect among all community members. Holbrook Academy upholds high standards of behaviour throughout the school day, travelling to and from the Academy, and on excursions. Exemplary behaviour must be taught, demonstrated, and rewarded, while inappropriate behaviour must be corrected with appropriate measures. Healthy relationships with and among students are crucial for promoting good behaviour. Students thrive best in a structured setting, which is achieved by maintaining high expectations for both learning and conduct, with clear and consistently enforced consequences for non-compliance. Students' self-worth is enhanced through praise, rewards, and recognition.

This policy recognizes the rights and responsibilities of every community member and underscores the importance of consistent routines both in and out of the classroom to foster a culture of achievement.

Therefore, this policy will:

- Build upon the effective practices already in place within the Academy;
- Facilitate effective teaching and learning;
- Promote adherence to a unified set of behavioural principles for the entire school community (Rights and Responsibilities);
- Assist in distinguishing between appropriate and inappropriate behaviour;
- Foster mutual respect and tolerance within our diverse and inclusive school community;
- Advance the inclusive nature of the Academy.

This policy document has been formulated through consultation with staff, students, and parents/carers.

The Academy will convey the Behaviour Policy to all new and existing students through its expectations, code of conduct, website, as well as in assemblies, tutorials, and within the curriculum where relevant.

3. The Behaviour Policy also links to the following policies

- Child Protection and Safeguarding
- SEND
- Teaching and Learning
- Anti-Bullying
- Uniform
- Fixed term suspension and permanent exclusion

4. Legal frameworks for this Behaviour Policy

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

5. Acceptable and Unacceptable Behaviour

Holbrook Academy defines acceptable behaviour as actions that foster courtesy, cooperation, and consideration among all members of the school community. This includes relationships between students, between students and teachers or other staff, and between students and visitors, or other individuals, both on and off the Academy premises.

Holbrook Academy identifies the following as examples of unacceptable behaviour: name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or actions, extremism, intimidation, physical abuse, bullying, and harassment (including racist, sexist, and homophobic abuse). Additionally, any behaviour that disrupts or impedes learning in the classroom or the effective and efficient running of the Academy is deemed unacceptable.

The Academy regularly communicates the standards of acceptable and unacceptable behaviour to students and parents/carers through newsletters, individual letters, assemblies, tutorials, and PSHE lessons.

6. Partnership with parents/carers and the Home/School Agreement

The expected standard of behaviour for all stakeholders is outlined in our Home/School Agreement, which parents/carers are asked to sign upon their child's admission to Holbrook Academy. Parents/carers are involved in supporting the school's implementation of the Student Code of Conduct and related award and sanction systems.

Parents/carers will be notified of any detention (electronically) or more severe sanctions (in person or by telephone) and are expected to attend any meetings related to reintegration following suspension or serious matters in a timely manner.

While parental permission is not required for sanctions, the school will strive to provide 24 hours' notice for Tier 3 detentions and any internal seclusion room (ISR) sanction.

Parents/Carers must take responsibility for their children's conduct on social media outside of school hours. However, the school reserves the right to sanction students for unacceptable online behaviour.

The Home/School Agreement outlines the expected standards of behaviour for all students and the responsibility of parents/carers to work with the school in supporting the Student Code of Conduct and awards systems.

7. List of School Rules

At Holbrook Academy, we expect all students to conduct themselves in a manner that is respectful and considerate of others. While our rules outline general guidelines, we reserve the right to address any behaviour that disrupts the learning environment or the well-being of our community. This includes actions that may not be explicitly listed but are deemed inappropriate.

Appearance

- 7.1 The Academy emphasises the importance of maintaining a neat and appropriate appearance. Our school environment is professional and business-like. Students who fail to comply with our uniform policy without a valid reason, may be placed in the Academy's Internal Seclusion Room (ISR) until the uniform issue is resolved. Exceptions to the uniform policy are granted only in exceptional

circumstances, with the approval of the Headteacher or Senior Leadership Team. For detailed information on our uniform policy, please refer to the [website](#) for details.

- 7.2 Students who do not adhere to our uniform policy may be required to borrow items from the school, such as school jumpers, ties, or PE kits. Failure to wear borrowed items will result in disciplinary action. In addition, students may be asked to remove excessive makeup or coloured nail varnish.
- 7.3 Altering or damaging school uniforms is not permitted. This includes actions such as 'threading' or drawing on ties. Defaced items will be confiscated and disposed of, and students will be responsible for purchasing replacements.
- 7.4 Where a student's uniform is dishevelled or unhygienic, parental support meetings will be arranged since this can be a sign of neglect or an unmet family support need. In either case, students will be required to wear loan items to maintain high standards of personal appearance until a longer term solution is arranged.
- 7.5 Holbrook Academy promotes a gender-neutral uniform policy. However, if a student exploits this policy to mock or harass other students based on their gender or gender identity, their privilege to wear optional uniform items may be revoked. Serious disciplinary action may also be taken.

Behaviour for Learning

- 7.6 Students should form a single-file line outside classrooms, ensuring they do not block hallways or entrances. When entering classrooms, students should do so quietly and calmly.
- 7.7 Students should greet staff members with a polite greeting, such as 'good morning/afternoon, Sir/Miss.
- 7.8 Students must ensure they have the necessary equipment for each class, including sports attire for physical education and their ingredients for food and nutrition lessons.
- 7.9 Disruptive behaviour in the classroom is not tolerated. This includes calling out, talking when instructed to be quiet, and refusing to follow directions or warnings. Persistent disruptions may lead to severe consequences, including internal or external suspension and, in extreme cases, permanent exclusion.
- 7.10 Students are not permitted to be in classrooms before or after school, during break times, or at lunchtime unless supervised by staff.
- 7.11 Students may only leave a class with the explicit permission of the teacher and a signed, time-stamped note.
- 7.12 Mobile phones, headphones/earphones (including AirPods), and other smart devices are prohibited on the Holbrook Academy campus at all times. These items must be stored in students' bags. If a device is found outside of a bag (including inside a student pocket), it will be confiscated and returned at the end of the school day, with appropriate disciplinary action taken.

Behaviour in public examinations (including mocks)

- 7.13 See separate examination regulations displayed on the school website.

Behaviour in the school and wider community

- 7.14 Repeated instances of unwanted behaviour directed towards individuals or groups of students, whether in person or online, will be considered bullying. Bullying that causes emotional distress, injury, or persists may result in suspension or permanent expulsion.
- 7.15 Students should display courtesy and good manners at all times. This includes greeting staff and visitors in hallways with a polite greeting, such as 'Good morning, Mr/Mrs (surname)'.
- 7.16 Students should walk on the left-hand side of hallways and behave in an orderly and calm manner. They should also follow designated one-way routes when applicable.
- 7.17 Shouting, running, or pushing in hallways, on the school grounds, or in the local community (if inappropriate or dangerous) is not allowed and will be considered dangerous behaviour. If dangerous behaviour results in damage, injury, or is repeated, suspension or permanent exclusion may occur.
- 7.18 Excessive physical contact, including horseplay, play-fighting, or games that involve enduring physical pain (such as 'knuckles'), is strictly prohibited and considered dangerous behaviour. Engaging in such activities may result in suspension or permanent exclusion, regardless of whether the student claims to have consented.
- 7.19 Damaging school property (including graffiti or defacement) and disrupting the safe and orderly operation of the school are serious offences. The consequences will depend on the severity of the incident, including the intent or recklessness involved, the extent of the damage, and the impact on other students. Minor cases of damage or disruption may result in community service or internal suspension. However, severe, intentional damage or disruption that compromises health and safety or the overall order of the school (or parts thereof) could lead to suspension or permanent exclusion. In addition, we may request parental contributions to cover the cost of repairs.
- 7.20 Students should avoid congregating in large or noisy groups that may disturb others. Failure to comply with this expectation may result in restricted lunchtime privileges or disciplinary action
- 7.21 Physical assault is a serious offence and will result in suspension (internal or external) or permanent exclusion. The severity of the punishment will depend on various factors, including the level of violence used (force, duration, use of weapons). This includes assaults that occur outside of school but involve members of the school community or assaults committed by a Holbrook Academy student against a member of the wider community (if reported to us and reflects negatively on the school). Bystanders who encourage or participate in physical altercations may be held equally responsible and face serious consequences, including suspension or permanent exclusion.
- 7.22 Incitement is a serious offence and will result in suspension or permanent exclusion. Examples of incitement include verbally or physically encouraging another student to break the rules, observing or recording an incident, or intentionally or recklessly provoking conflict (such as sharing harmful information with students instead of informing staff who could de-escalate the situation).

The severity of the punishment will depend on the incident incited, missed opportunities for de-escalation, the severity of the resulting incident, the level of incitement, the potential reputational harm to other students (and the school as a whole), and the student's previous conduct.

- 7.23 Falsely activating the fire alarm system is a serious offence and may result in suspension or permanent exclusion.
- 7.24 Students should refrain from engaging in inappropriate physical contact that may cause discomfort or embarrassment to staff, guests, or other students. Such behaviour will be considered lewd conduct and may result in suspension.
- 7.25 Swearing or uncouth language, whether at school or online, will result in sanctions if overheard or recorded by any adult (staff or member of the wider community) or Prefect. If directed at a peer or member of staff, the sanction will be more severe. Staff will determine what constitutes swearing. If it offends a professional, it is considered swearing.

Sexualized, racial, homophobic, or transphobic language, gestures, or mimicking will be recorded as such and treated as a very serious incident, likely leading to serious sanctions, including suspension or permanent exclusion.

- 7.26 Students should enter, attend, and leave assemblies silently, ensuring their uniforms are correct, neat, and presentable.
- 7.27 Students must not congregate or eat in classrooms (except during lessons or prearranged activities), hallways, toilets, or stairwells.
- 7.28 Students should always clear up litter, regardless of who dropped it, especially when asked to do so by a member of staff or Prefect.
- 7.29 Persistent defiance of school staff or rules, or serious incidents of bullying, abuse (verbal, physical, sexist, homophobic, transphobic, or racist), possession/use/promotion of prohibited substances, abuse of medical prescriptions, theft, and bringing the school into disrepute are all offences that may result in serious sanctions, including suspension or permanent exclusion. This list is illustrative rather than exhaustive.

Arriving at school under the influence of a prohibited substance, such as alcohol, prescribed drugs, classified illegal drugs, or 'legal highs,' is also a serious offence that may lead to suspension or permanent exclusion.

- 7.30 Child-on-child (CoC) sexual violence and sexual harassment are very serious offenses and may result in severe sanctions, including permanent exclusion.
- 7.31 Using social media to harm the school's reputation or target staff or students for any reason (including sexual, racial, homophobic, or transphobic) is a serious offence and may result in severe sanctions, including suspension or permanent exclusion. This includes acknowledging approval for inappropriate posts through social media platform mechanisms (such as 'liking' comments).
- 7.32 Using a digital device to record images or audio files of another member of the school community (including staff, students, and guests), may be considered a serious offence and could result in confiscation of the device, examination of its contents (when appropriate), and deletion of files. Sharing such images or files (except when requested by the school for official and documented purposes) is also a serious offence, even if the recording student was not involved in the incident itself. The severity of the sanctions will be determined by the content of the images or audio files and may include suspension or permanent exclusion.

- 7.33 Intention to violate school rules is a serious offence. If a student is found to have taken reasonable steps towards breaching the school's code of conduct (planning, conspiring, or promoting illegal activities), they may face severe sanctions, even if the act has not been committed. This includes permanent exclusion if the intent is to commit a serious violation of the rules.
- 7.34 Complicity refers to being knowingly or intentionally involved in or present during a violation of school rules, without necessarily being directly responsible. Examples include encouraging others to attend an unauthorised event, observing and recording an incident, encouraging others to break the rules, or failing to provide an accurate account of an incident to hinder an investigation. This does not include individuals who are not involved but happen to be present when an incident occurs.

If a student is complicit in an incident, they may face disciplinary action. The severity of the sanctions will depend on the level of complicity involved.

Harmful Sexual Behaviour including Sexual Harassment and Sexual Violence

- 7.35 As outlined in Keeping Children Safe in Education (KCSIE), all staff working with children should maintain an attitude of 'it could happen here' regarding all forms of discrimination, including sexual harassment, abuse, and violence.

Sexual harassment is unwanted behaviour of a sexual nature that violates dignity, makes victims feel intimidated, degraded, or humiliated, and/or creates a hostile or offensive environment. This includes incidents between students that may be dismissed as 'banter,' such as exposing peers by pulling down shorts.

Any reports of harmful sexual behaviour will be promptly investigated and/or reported to external agencies in accordance with Keeping Children Safe in Education guidelines. We will ensure the victim receives support and the perpetrator has adequate time to reflect on their words or actions.

Sexual harassment will not be tolerated. Such matters will be addressed swiftly and sensitively but may result in a range of outcomes, including safety plans, risk assessments, timetable modifications, restorative work/mediation (where proven on the balance of probabilities), Police and social care referrals, suspension, and permanent exclusion. This list of outcomes is indicative, not exhaustive.

Homework

- 7.36 Homework is a crucial component of the learning process at Holbrook Academy and is assigned daily. Our Homework Policy outlines the minimum expectations. Failure to submit homework by the deadline will result in a detention, typically a tier 1 detention. Repeated offences may lead to more severe sanctions.

Limited deadline extensions may be granted at the discretion of classroom teachers if parents/carers provide evidence of mitigating circumstances. However, this flexibility will generally not be applied to students who consistently fail to complete their homework.

Prohibited items likely to lead to confiscation and possibly sanction (list indicative not exhaustive)

- 7.37 High-energy drinks and sugary beverages, such as fizzy drinks and sweets, are discouraged at Holbrook Academy. Excessive consumption of these items can negatively impact health and focus.
- 7.38 Students should carry only the necessary cash for emergency transportation home. All other school transactions should be conducted using cashless methods. Excessive amounts of cash are discouraged.
- 7.39 Chewing gum.
- 7.40 Other items may be prohibited or restricted at the discretion of school staff, such as fidget spinners or similar devices.
- 7.41 Items of clothing that do not adhere to the school uniform policy, such as designer belts with large buckles or sports tops including hoodies, are prohibited. This list is illustrative rather than exhaustive.

Prohibited items likely to lead to a serious sanction or suspension (list indicative not exhaustive)

- 7.42 Cigarettes, vapes, and related paraphernalia are strictly prohibited on school grounds.
- 7.43 Aerosols.
- 7.44 Stolen items.
- 7.45 Items deemed age-inappropriate or offensive are prohibited. This includes materials that are sexually suggestive, violent, or discriminatory.
- 7.46 Any other item that the school deems inappropriate is prohibited. This includes items that disrupt the learning environment, pose a safety risk, or violate school policies.

Repeated incidents of possession of prohibited items will result in more severe sanctions, including permanent exclusion.

Prohibited items likely to lead to suspension or permanent exclusion

- 7.47 Lighters.
- 7.48 Alcohol or other intoxicating substances are strictly prohibited on school grounds. The school is not required to conduct tests on substances to determine their content; the judgement of multiple staff members is sufficient.

A small, measured quantity of alcohol may be permitted into the school for the purpose of GCSE Food and Nutrition practical examinations with prior authorization from a member of staff. This must be left in the Food room immediately on arrival in school.

- 7.49 Pornography, including that stored on electronic devices, is strictly prohibited on school grounds and devices.
- 7.50 Extremist material that is incompatible with British Values is strictly prohibited on school grounds and devices.

- 7.51 Fireworks or other items that may pose a risk to the health and safety of others are strictly prohibited on school grounds.
- 7.52 Injurious or flammable liquids, as well as any other items deemed unnecessary in a school environment, are strictly prohibited.
- 7.53 Illegal substances and drug paraphernalia are strictly prohibited on school grounds. The school is not required to conduct tests on substances to determine their content; the judgement of multiple staff members is sufficient. Possession or use of such items will result in serious disciplinary action.
- 7.54 Offensive weapons, including replica items, laser pens, tools, or any other items deemed offensive by the school, are strictly prohibited on school grounds. Possession or use of such items will result in serious disciplinary action. The school will determine what constitutes an offensive weapon.
- 7.55 Any item that a member of staff reasonably believes has been or is likely to be used to commit a serious violation of the rules, an offence, or cause personal injury or property damage to anyone is prohibited.

Out of bounds (areas subject to change)

- 7.56 Leaving the school grounds without permission during normal school hours is strictly prohibited and will result in serious sanctions, including suspension (internal or external). Repeated incidents may lead to more severe consequences, including permanent exclusion.
- 7.57 Students are not permitted to enter science laboratories, DT workshops, food rooms, art rooms, or music rooms without direct supervision from a member of staff.
- 7.58 Students are not permitted to enter designated staff areas, including staff toilets. Unauthorised access to these areas may result in disciplinary action.
- 7.59 Only one student should occupy a single toilet cubicle at a time. Multiple occupancy of a toilet cubicle is prohibited and may result in internal or external suspension.
- 7.60 Students are not permitted to be in corridors during lunch or lesson times without Exit Cards or lunch passes.
- 7.61 Students are not permitted to enter areas of the school deemed unsuitable for student use, such as the field during winter months.

8. Students conduct outside the school gates:

Teachers possess the legal authority to discipline students for misbehaviour occurring outside of school premises. Under Section 89(5) of the Education and Inspections Act 2006, the Headteacher has the specific statutory power to regulate student behaviour in these situations "to such extent as is reasonable."

For all non-criminal poor behaviour and bullying that occurs off the school premises and is witnessed by a staff member or reported to the school, Holbrook Academy will apply appropriate sanctions. This includes any misbehaviour when the student is:

- Participating in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a student of the school

Additionally, misbehaviour at any time, whether or not the above conditions apply, will be sanctioned if it:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could negatively affect the reputation of the school
- Could bring the school into disrepute through the use of social media

For criminal behaviour, the school will report the incident to the Police or fully cooperate with the authorities if the matter is brought to the school's attention by the police.

Behaviour on School Transport

All students who use school transportation provided by Suffolk County Council are expected to behave appropriately on the school buses. Holbrook Academy adheres to the behaviour management procedures established by Suffolk County Council and the transport provider and the guidance around poor behaviour found within this policy. As the school cannot provide adult supervision on these buses, it shares the responsibility for student conduct with Suffolk County Council and the transport provider.

If a student is deemed unsafe or a threat to others by the provider or the Academy, they will be banned from using the service for a period of time or permanently removed from the bus service.

9. Behaviour Support & Intervention

Holbrook Academy will regularly evaluate the support provided to students identified as being at risk of disaffection or exclusion. This support is implemented through a graduated approach, which includes:

- **Teaching strategies** - Heads of Year, along with the Pastoral Team, and/or the SENCo will develop strategies for staff to make reasonable adjustments for students whose behaviour may be influenced by a learning difficulty, disability, or medical condition.

- **Report Cards** - are used as an intervention strategy to address specific behavioural issues and promote positive development in students. There are four types of Target Cards, each increasing in severity and oversight. Each type of Target Card is tailored to the student's needs, providing a structured and graduated approach to behaviour management.

- 1) **Punctuality and Perseverance Report Card:** This card focuses on improving students' timeliness and commitment to tasks.
- 2) **Form Tutor Report Card:** Managed by the form tutor, this card addresses general behavioural issues within the classroom setting.
- 3) **Head of Year Report Card:** Issued by the head of year, this card is used for more serious or persistent behavioural concerns.
- 4) **Senior Leadership Report Card:** The most severe, this card involves direct oversight by senior leadership for critical behavioural interventions.

- **Pastoral Support Planned Interventions** - This may involve short-term interventions delivered by external agencies or members of the Pastoral Team.

- **Scheduled 'Time Out'** - Students who struggle with impulsive behaviour can be given a Time Out card, allowing them to leave the classroom briefly and go to a designated area.
- **Reduced timetables and access to an alternative curriculum** - Designed to support individual learning or address social, emotional, and mental health needs, this can be implemented through SEND or the Pastoral Team. The school collaborates with several local providers to offer these services.
- **Collaboration with External Agencies** - Holbrook Academy has strong partnerships with organisations such as Education Welfare Services, Early Help Team, MASH Team, School nursing service, and 4YP. The school will refer students to these external agencies when our internal strategies have not sufficiently influenced a student's behaviour choices.
- **Teacher-Around-a-Child (TAC)** - A Teacher-Around-a-Child (TAC) meeting at Holbrook Academy is a collaborative approach where teaching staff, ideally along with the child and their parents/carers, convene to discuss the child's needs and devise effective strategies to support their progress. This meeting focuses on identifying what works well for the child and addressing specific areas that require improvement. By sharing insights and developing tailored strategies, the TAC aims to help the child adopt a more positive outlook and behaviour, ensuring their academic and social success.
- **Behaviour Support Plan (BSP)** - Holbrook Academy offers a Behaviour Support Plan (BSP) as a higher level of intervention for students requiring additional support. The BSP is a comprehensive six-week program that involves close monitoring by both the school and parents/carers. Each student on a BSP will receive personalised targets aimed at addressing their specific needs. Additionally, a Teacher-Around-a-Child (TAC) meeting will be convened with all of the student's teachers to collaborate on and implement supportive measures. This holistic approach ensures that each student receives the necessary guidance and resources to improve their behaviour and achieve positive outcomes.
- **Pastoral Support Programme (PSP)** - The goal of a PSP is to enhance social inclusion and minimise the need for permanent exclusion. This structured intervention supports students for whom standard school-based strategies have been ineffective, targeting those at risk of disengagement or permanent exclusion. The PSP engages the student in a collaborative effort to improve their behaviour and/or social skills. This intervention spans 12 weeks and requires fortnightly meetings with parents/carers to ensure continuous support and progress monitoring.

10. Recognition and Rewards

Details of all of the Academy rewards structures can be found on the school website and through communication home.

11. Sanctions

Rationale for the use of Sanctions:

At Holbrook Academy, we believe our rules are fair, in the best interests of our students, and consistently applied when students choose to violate them. We impose sanctions for several reasons:

- 11.1 To deter students from breaking the rules in the future and to discourage others from lowering their own standards of conduct or appearance. All sanctions serve as examples of the consequences of poor behaviour.
- 11.2 To express the school's and wider community's disapproval. Members of our community have the right to learn in a safe and orderly environment and to belong to an institution with a positive reputation.
- 11.3 To provide opportunities for restorative justice when appropriate.

- 11.4 To ensure that the majority of students can continue to receive the high-quality education they expect, free from disruptions and harmful behaviour.
- 11.5 To enable staff to deliver high-quality teaching and fulfil their duties without facing disrespectful behaviour, both in school, the wider community, and online.

Powers invested in the School under The Education and Inspection Act 1996 and 2006

- 11.6 The right to impose sanctions which are reasonable and proportionate, being mindful of the student's age, any special educational needs, disability, or religious requirements.
- 11.7 Any member of staff, or adult authorised by the Headteacher, in lawful control of children, the right to regulate students' behaviour and impose sanctions for breaches of school rules, failure to follow instructions or other unacceptable behaviour, in any situation which is covered under the definition of the school's jurisdiction above.
- 11.8 The right to regulate student behaviour outside the school premises and school hours where reasonable (see definition of the school's jurisdiction above).
- 11.9 The right to discipline students regardless of whether they are on roll in that school – for example, a student attending an event from another school (In most cases, however, we would expect sanctions to be issued in the student's own school).
- 11.10 The right to detain students (detention) at any time during the normal school day.
- 11.11 The right to detain students (detention) outside of normal school hours without notice on weekdays.
- 11.12 The right to search a student for an offensive weapon or harmful/illegal substance with or without permission, using reasonable force if necessary, where it is suspected a weapon or harmful/illegal substance may be concealed. Students who refuse to submit to a search can be refused entry to the school premises and the absence recorded as unauthorised.
- 11.13 The option to contact the police to search a student if we have 'reasonable grounds' to suspect a student has in their possession any of the following items: offensive weapons, illegal or harmful substances and has refused to let a member of staff search them.
- 11.14 The right to confiscate articles ('seize, retain or dispose of'); for example: offensive weapons, illegal or harmful substances, tobacco products and lighters or other possessions prohibited by the school rules.
- 11.15 The right to search electronic equipment brought in by students for files and data if there is reason to believe the equipment is being used to transgress the Student Code of Conduct or put students at risk of harm.
- 11.16 The right to use reasonable physical force to remove disruptive students away from classrooms where they have refused a verbal request to do so or to use physical intervention with students to prevent them damaging property, causing disorder or harming themselves or others.
- 11.17 The option to contact parents to collect a student from school if the student fails to comply with instructions relating to school rules.
- 11.18 The option to contact the Police if parents cannot be contacted or refuse to collect their child, if the student is deemed to be 'out of control' and if the failure of the student to follow instructions presents a danger to other members of the school community. (Also see the DfE Guidance document, 'Searching, Screening and Confiscations – Advice for Headteachers, School Staff and Governing Bodies' February 2014 (updated September 2016 – new update July 2022, effective September 2023).

12. Detentions

Staff members authorised to assign detentions include teachers at the school, the Behaviour team, Pastoral team and Admin staff, as well as other individuals granted authority by the Headteacher. These include cover supervisors, learning mentors, supply teachers, teaching assistants, and staff on duty during breaks and lunchtime.

Since September 2011, parental consent is not required for detentions, and there is no longer a need to provide parents/carers with 24 hours' notice. Teachers have the legal authority to detain students under 18, including outside of school hours. However, to maintain effective communication with parents/carers, the school will continue to give 24 hours' notice for any detention after 3:15 pm that exceeds 10 minutes. This notice allows parents/carers to arrange alternative transportation for students who rely on buses.

Exceptions to this rule include:

- A staff member contacting a parent/carer on the day of the detention to inform them, with both parties agreeing on the appropriateness of the detention based on the student's circumstances.
- A Leader of Key Stage, Pastoral Manager, or a Senior Leadership Team member deciding to keep a student after school for safety reasons, which would not be considered a detention.

At Holbrook Academy, detentions are utilised as a structured disciplinary measure to address inappropriate behaviour and reinforce the importance of adhering to school rules. The detention system is divided into three tiers, each with varying lengths and levels of supervision, designed to match the severity of the misconduct.

Tier 1 Detentions are the least severe and last for 15 minutes. These detentions take place at the start of lunch and are supervised by the student's period 2 teacher. This tier is intended for first infractions or singular C2 behaviours, and provides a quick and direct response to encourage better behaviour.

Tier 2 Detentions are more serious and last for 30 minutes, also beginning at the start of lunch. Students required to serve a Tier 2 detention are either escorted or directed to the internal seclusion room, or another suitable location as specified by the senior leadership or pastoral team. This tier is reserved for more significant behavioural issues and aims to provide a more focused opportunity for reflection and correction.

Tier 3 Detentions are the most severe and last for 60 minutes. These detentions occur after school at 15:15 on the next available Wednesday and are held in the internal seclusion room. A member of the pastoral or senior leadership team supervises these sessions. Students serving a Tier 3 detention have the option to catch the late bus home from school, or parents/carers are expected to arrange collection/transportation from the Academy. Tier 3 detentions are for the most serious or repeated infractions and serve as a final step before more severe disciplinary actions might be considered. Parents/Carers must be given 24 hours' notice for Tier 3 detentions. This notice will be communicated through Class Charts and may also be sent home via phone call or letter. The notification should clearly specify the reason for the detention, the staff member who issued it, the location where it will be held, and its duration.

This tiered approach allows Holbrook Academy to address behavioural issues with appropriate levels of intervention, ensuring that responses are proportionate to the severity of the misconduct and aimed at promoting positive behavioural changes.

Lateness

At Holbrook Academy, students who arrive late to registration or a lesson without a valid reason will receive a Tier 1 detention. This detention lasts for 15 minutes and takes place at the start of lunch. The period 2 teacher supervises these detentions, providing an immediate and clear response to lateness. This measure aims to reinforce the importance of punctuality and ensure that students understand the impact of their actions on their own learning and that of their peers. By addressing tardiness promptly, the school promotes a culture of responsibility and time management among its students.

Missed or failed detentions

If a student misses a detention without a valid reason or fails to complete the detention while demonstrating the expected behaviour, the sanction will escalate to the next tier of detention. For instance, if a student does not complete a Tier 1 detention appropriately, they will be required to serve a Tier 2 detention. Similarly, failure to fulfil the requirements of a Tier 2 detention will result in the student being assigned a Tier 3 detention. This escalation process ensures that students understand the seriousness of their actions and the importance of adhering to school rules and behavioural expectations. By progressively increasing the consequences, the school aims to promote accountability and encourage students to take their responsibilities seriously.

On Call

The on-call system may be utilised for high-level incidents, however, it is not considered a sanction in itself, and an appropriate sanction must be assigned accordingly.

There are occasions when individual circumstances or the provisions of the Equality Act 2010 may influence the type of sanction imposed. Decisions regarding Fixed Term Suspensions and Permanent Exclusions are always at the Headteacher's discretion.

Sanction data is reviewed by Heads of Year, Pastoral Managers, and the Senior Leadership Team (SLT). When patterns are identified, intervention strategies must be implemented.

13. The use of force or restraint in order to control students

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Headteacher has authorised to have control or charge of students. There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Holbrook Academy expects staff to attempt to defuse situations without resorting to physical intervention whenever possible. Staff are also not expected to put themselves in harm's way. However, if the situation necessitates, the available staff member must use their judgement to decide whether to intervene. There is an authority, not an obligation, to use force, so staff members have the discretion to choose whether to apply it. Nevertheless, teachers and other school staff have a duty of care towards their students, and it could be argued that failing to take appropriate action (including the use of reasonable force) may breach this duty.

The term 'reasonable force' encompasses a wide range of actions that involve physical contact with students, which teachers may need to use at some point in their careers. Force is typically employed either to control or restrain. This can vary from guiding a student to safety by the arm to more severe situations such as breaking up a fight or restraining a student to prevent violence or injury.

The decision to use force with students who have SEN or disabilities should be based not only on the specific circumstances but also on knowledge and understanding of the student's individual needs.

Schools are not required to obtain parental consent to use force on a student.

Headteachers and authorised school staff may use reasonable force, given the circumstances, when conducting a search without consent for items such as knives or weapons, alcohol, illegal drugs, stolen property, tobacco and cigarette papers, fireworks, pornographic images, or any articles that could be used to commit an offence or cause harm.

If physical intervention or restraint is used, it must be thoroughly documented on Class Charts using the 'Physical Intervention' button and MyConcern, and processed/followed up in the usual manner, with the additional requirement that the Designated Safeguarding Lead (DSL) must be notified. The student on whom restraint is used must also be given the opportunity to be examined by the School's Medical Staff and/or the DSL, should they wish.

The use of Restrictive Physical Intervention

Restrictive physical intervention is allowed in our school when deemed necessary, reasonable, and proportionate, and only as a last resort. Staff will be appropriately trained in restrictive physical intervention techniques. When such an intervention is used, staff must document the incident using the 'Physical Intervention' button on Class Charts, then update MyConcern. Parents/carers should be notified of any instance where restrictive physical intervention is employed. Reasonable adjustments will be made for children with disabilities and those with special educational needs.

14. The Right to Search Students

School staff can search a student for any item if the student consents. Formal written consent from the student is not necessary; it is sufficient for the teacher to ask the student to empty their pockets or to check the student's bag or locker, and for the student to agree.

The Headteacher and staff authorised by them have the statutory authority to search students or their possessions without consent if there are reasonable grounds to suspect that the student possesses a prohibited item. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, including vapes and shisha pens
- Fireworks
- Pornographic images, including contents of phones
- Any item that the staff member reasonably suspects has been, or is likely to be, used to:
 - Commit an offence,
 - Cause personal injury to, or damage the property of, any person (including the student).

The Headteacher and authorised staff can also search for any item banned by the school rules that has been identified as an item which may be searched for.

If a member of staff suspects a student of carrying prohibited items and the student refuses consent to be searched, the following staff members are authorised to conduct the search without consent: all members of the Senior Leadership Team, Heads of Year, Pastoral Managers, and any staff member performing their 'On Call' duty. Additionally, any staff member can conduct a search if they believe there

is an immediate risk of serious harm to someone if the search is not carried out immediately, and it is not reasonably practicable to summon another member of staff.

Teachers can only perform a search without consent if they have reasonable grounds to suspect that a student possesses a prohibited item. The teacher must determine what constitutes reasonable grounds for suspicion in each case. For example, they might have overheard other students discussing the item or observed a student behaving suspiciously.

A member of staff conducting a search must be the same sex as the student being searched, and there must be a witness (also a staff member) who, if possible, should also be the same sex as the student. There is a limited exception to this rule: a search of a student of the opposite sex and without a witness is permissible only if there is a reasonable belief that not conducting the search immediately will result in serious harm to someone, and it is not feasible to summon another staff member.

The search must be conducted in a suitably private area and never in front of other students, unless a group of students of the same sex is being searched with their consent.

The individual conducting the search may not require the student to remove any clothing other than outer garments. 'Outer clothing' refers to items not worn directly over underwear but includes hats, shoes, coats, jumpers, boots, gloves, and scarves. The authority to search without consent allows for a personal search, which involves the removal of outer clothing and the searching of pockets, but it does not permit an intimate search beyond that, which only a person with more extensive powers (eg a Police officer) can perform. If a search does not reveal anything, and the staff member remains convinced that the student may still possess illegal items or something that could be used as a weapon, the Police must be contacted.

Any search of a student must be documented on Class Charts (using the 'Search Conducted' button) and MyConcern, and processed in the usual manner. Additionally, if a staff member conducts a search without consent, they must inform the Senior Leadership Team member responsible for behaviour, or in their absence, a Designated Safeguarding Lead (DSL). Searches must be recorded even if nothing is found.

Searches without consent can only be conducted on school premises or in locations where the staff member has lawful control or supervision of the student, such as on school trips. These powers are only applicable in England. Therefore, conducting a search without consent on a school trip in Wales would be unlawful.

15. Confiscation

Staff have the authority to confiscate any prohibited item discovered during a search. They may also seize any item, regardless of how it was found, if it is deemed harmful or detrimental to school discipline. If any of the following items are found, they must be handed over to the Headteacher or Deputy Headteacher, and the Police will be contacted to retrieve the item and, if necessary, arrest the student:

- Knives
- Guns, whether real or imitation
- Any object considered to be a weapon
- Illegal substances of any class
- Stolen items (unless stolen within the school, in which case they may be returned to their owner and the school will follow its disciplinary procedures)
- Pornographic images where possession constitutes a specified offence (such as extreme or child pornography), which must be turned over to the police.

If the following items are found, a member of the Senior Leadership Team should be consulted to arrange their disposal:

- Alcohol
- Cigarettes, tobacco and papers, shisha pens, vapes
- Fireworks
- Laser pens
- Other substances not believed to be controlled drugs (eg legal highs)

Items confiscated for being against school rules, should be placed in the Main School Office for collection. They should be clearly labelled with the student's name, the staff member who confiscated it, and the date. These items include:

- Mobile phones
- Any other item that, while not dangerous or illegal, would be better collected by a parent rather than returned to the student. This category could include large sums of money or expensive jewellery, where there is a real risk of the student being robbed or assaulted for such items.

Many other items may be confiscated from students, typically because they violate uniform requirements or disrupt learning or health and safety. Examples include inappropriate clothing, food being consumed during a lesson, or high-caffeine energy drinks. These items can be returned to the student at the end of the lesson or day, whichever is more appropriate.

16. The use of Internal Seclusion During an Investigation

A child may be placed in internal seclusion during the course of an investigation to protect its integrity and ensure accuracy. During this period, students will receive work from their scheduled lessons, minimising any disruption to their education. Some investigations may extend beyond a single day. If an investigation is not concluded by the end of the day, the staff member conducting the investigation must contact the student's parents by phone to provide an update. Once the investigation is complete, and if internal seclusion is determined to be the appropriate sanction (as agreed and signed off by the Assistant Headteacher for Behaviour and Attitudes), the time already spent in internal seclusion can count towards the sanction. Alternatively, the Academy may decide to extend the duration of the student's internal seclusion.

17. Internal Seclusion as a Sanction

If the decision is made to assign a student to internal seclusion, this must be coordinated with the Assistant Headteacher responsible for behaviour or, in their absence, any member of the Senior Leadership Team. On the same day, a letter will be sent home to inform parents of the internal seclusion, and a phone call must be made to notify them as well.

Students assigned to internal seclusion should first report to their form group for registration at 8:40 am, register with their form tutor, and then proceed directly to the internal seclusion room. They will follow a structured schedule with designated times for collecting/eating lunch and taking toilet breaks.

Any instances of misbehaviour, refusal, or defiance during internal seclusion will result in an automatic Fixed Term Suspension.

Holbrook Academy has three tiers of internal seclusion to address varying levels of behavioural issues:

ISR 1:

- The student will be secluded within the internal seclusion room (ISR) for one period, including 15 minutes of break.
- If this sanction is issued during period 2, the student will remain in ISR for 15 minutes of lunch.
- If this sanction is awarded during period 3, a Tier 1 detention will be issued to ensure that the appropriate amount of social time is withdrawn from the student.

ISR 2:

- The student will be placed in ISR for two periods, including 15 minutes of break time and 30 minutes of lunch time.
- If this sanction starts from period 2, a Tier 1 detention will also be issued to ensure the appropriate amount of social time is withdrawn.
- If it starts during period 3, period 1 and 15 minutes of break the following day will be withdrawn, and a Tier 2 detention will be awarded to ensure the correct amount of social time is taken.

ISR 3:

- This sanction always begins from period 1. The student will be placed in ISR for three periods, including break time and the entirety of lunch time. Students will be allowed to collect their lunch from the school canteen or eat their packed lunch 30 minutes into the lunch break.
- If the student needs to get lunch from the canteen, they will be escorted to collect it and then escorted back to ISR to eat.
- Additionally, parents/carers will be called for a reintegration meeting before the student returns to normal lessons. This meeting will be with the Head of Year and/or Pastoral Managers, and a record of the meeting will be documented on Provision Map.

Staff who normally teach a student who is internally secluded must provide suitable learning for the student.

18. Use of Suspension and Permanent Exclusions at Holbrook Academy

Suspension is a last resort for more serious violations of school rules. No student will be readmitted to Holbrook Academy without a meeting with parents/carers. The range of suspensions and exclusions used at Holbrook Academy includes:

- 19.1 **Internal Seclusion Room (ISR):** Students may be placed in the Internal Seclusion Room (ISR) for a fixed period or until further notice in more serious incidents. Students are required to attend school while in the ISR from 8:40 am to 3:15 pm each day. Details of the varying levels of ISR sanctions can be found in point 18 of this policy.
- 19.2 **Internal Suspension Off-Site (ISOS):** For serious transgressions that would typically warrant suspension, the school may direct a student to receive their education in another educational institution's internal suspension facility for a predetermined period. Internal Suspension Off-Site is not optional, and refusal to attend will result in unauthorised absence. Additionally, Internal Suspension Off-Site may be used in conjunction with internal or external suspensions or a Directed Off-Site Provision when necessary or appropriate.
- 19.3 **External Suspension:** Students may be suspended for up to 45 days per academic year. If a suspension exceeds 15 days within a single term or reaches the 45-day limit, the Governing Body will convene a disciplinary panel to consider the exclusion and hear representations from parents/carers.

Only in exceptional circumstances where new evidence has come to light can a permanent exclusion be initiated after a suspension has been issued. Only the Headteacher or Head of School can issue a suspension.

- 19.4 **Directed Off-Site Provision (DOSP):** For serious transgressions that would typically warrant suspension or permanent exclusion, the school may direct a student to receive their education at another educational institution's site. DOSP may be used in conjunction with internal or external suspensions and may, at the end of an agreed period (usually 6 weeks), result in a permanent managed move. If the host school terminates the DOSP, this could lead to a further internal or external suspension or permanent exclusion.
- 19.5 **Managed Move:** At the end of a period of Directed Off-Site Provision, the placement may become permanent with the consent of parents/carers and the agreement of both schools, if it is in the best interest of the child. A managed move should only occur when it is beneficial for all parties involved, including the new school and the student.
- 19.5 **Permanent Exclusion:** Only the Headteacher or Head of School can permanently exclude a student. The Governing Body must meet within 15 working days to consider the permanent exclusion and hear representations from parents/carers and the Local Authority. Parents/carers have the right to appeal against any decision by the Governing Body to uphold the permanent exclusion.

Decisions to suspend are made only after careful consideration of the nature of the offending behaviour, its impact on the student and the school community, and due regard for consistency, proportionality, and reasonableness. Such considerations will also determine the length or type of suspension; more serious offences may result in longer suspensions. A student's previous conduct record may also influence the severity of the sanction imposed.

In certain cases, such as serious assault/violence, possession or intent to use an offensive weapon, possession, use, or supply of illegal substances (or the intent to do so), permanent exclusion may be the result. These examples are illustrative, not exhaustive.

All suspensions are notified to parents/carers in writing, explaining the reason for the suspension, its duration, and the process for appealing the suspension. If a student has a social worker or is in care, the Headteacher or a member of the senior leadership team will also notify the social worker promptly, within three days of the decision to suspend.

We understand that early written notification is helpful to parents/carers. However, the nature of some offences may preclude this, making telephone communication the initial method.

In exceptional cases during a suspension, further evidence may come to light that necessitates permanent exclusion. If this occurs, the suspension letter will clearly indicate that while the duration of the suspension is fixed, further investigation is ongoing, unless the information is received after the letter is issued.

Suspension letters will request that parents/carers attend a meeting with a member of staff to discuss their child's behaviour and facilitate successful reintegration. All suspensions are followed by a reintegration meeting attended by the student and at least one parent/carer. The Headteacher reserves the right to extend the suspension period if a parent/carer fails to attend this meeting, hindering the student's successful reintegration. This extension will typically be served as an internal suspension.

The meeting aims to build partnerships with students and parents/carers, reset expectations, identify necessary support and monitoring for successful reintegration, and outline consequences if the behaviour is repeated.

Letters will inform parents/carers of their duty to ensure their child is not present in a public place during school hours for the duration of the suspension. For suspensions exceeding five days, the school is responsible for providing suitable education from the sixth day until the end of the fixed period.

Permanent exclusion is a last resort sanction used only after careful consideration and the failure of other strategies to address a history of poor behaviour (if persistence of misbehaviour is the cited reason). However, permanent exclusion can also be used for a single serious incident. In the case of permanent exclusion, the Local Authority is responsible for arranging suitable full-time education from the sixth day of the exclusion.

19. Investigations

Holbrook Academy determines blame for incidents based on the 'balance of probabilities,' meaning we do not require the same level of evidence as the Police or judicial system. We will gather as much evidence as reasonably possible before making a decision. If, after gathering evidence, staff believe it is more likely than not that the student committed a rule violation, that is sufficient for the school to assign blame and impose a sanction.

Before determining a student's involvement in an incident, we will seek the views of witnesses (when appropriate) and the student under investigation. Incidents witnessed by a staff member are an exception; the staff member's statement is considered sufficient to assign responsibility. CCTV may be used but is not essential. Due to GDPR restrictions, CCTV footage may not be viewed by members of the public or parents/carers. The public may be invited to the school to identify students from anonymized photographs for incidents that occur outside the school grounds.

Any member of the school staff can impose sanctions. However, more serious sanctions are generally reserved for senior staff or the Headteacher.

20. Malicious allegations against staff/students

7.34 Holbrook Academy has a duty of care towards its employees to protect them from malicious allegations made by students. We understand that such allegations can have severe consequences for a staff member's professional and personal life, and we will treat them with the utmost seriousness.

All allegations are taken seriously and investigated. If a student makes a false allegation against a staff member, Holbrook Academy will impose a sanction. The choice of sanction will depend on the specific circumstances of the case and may include permanent exclusion.

7.35 Holbrook Academy has a duty of care towards its students to protect them from malicious allegations made by other students. We understand that such allegations can have severe consequences, and we will treat them with the utmost seriousness.

All allegations are taken seriously and investigated. If a student makes a false allegation against another student, Holbrook Academy will impose a sanction. The severity of the sanction will depend on the specific circumstances of the case and may include suspension or permanent exclusion.

21. Reviewing Effectiveness

The school emphasises to all staff the importance of timeliness, accuracy, and thoroughness in recording behaviour management incidents. Staff will be instructed on the proper procedures for documenting statements.

The school monitors behaviour incidents to identify patterns and trends, evaluating its policy against key improvement objectives, which include:

- General behaviour trends across the school and within departments and year groups
- The balance between the use of rewards and sanctions
- Behaviour management trends over time
- The effectiveness of the policy in promoting positive behaviours

The school provides detailed information on these issues and trends to staff and the Governing Body, serving as a foundation for informed future decision-making.

27. Equal Opportunities

When creating and implementing this policy, consideration must be given to the school's Equal Opportunity Policies.