



Behaviour for Learning Policy

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Education South West (ESW) Behaviour and Culture Policy

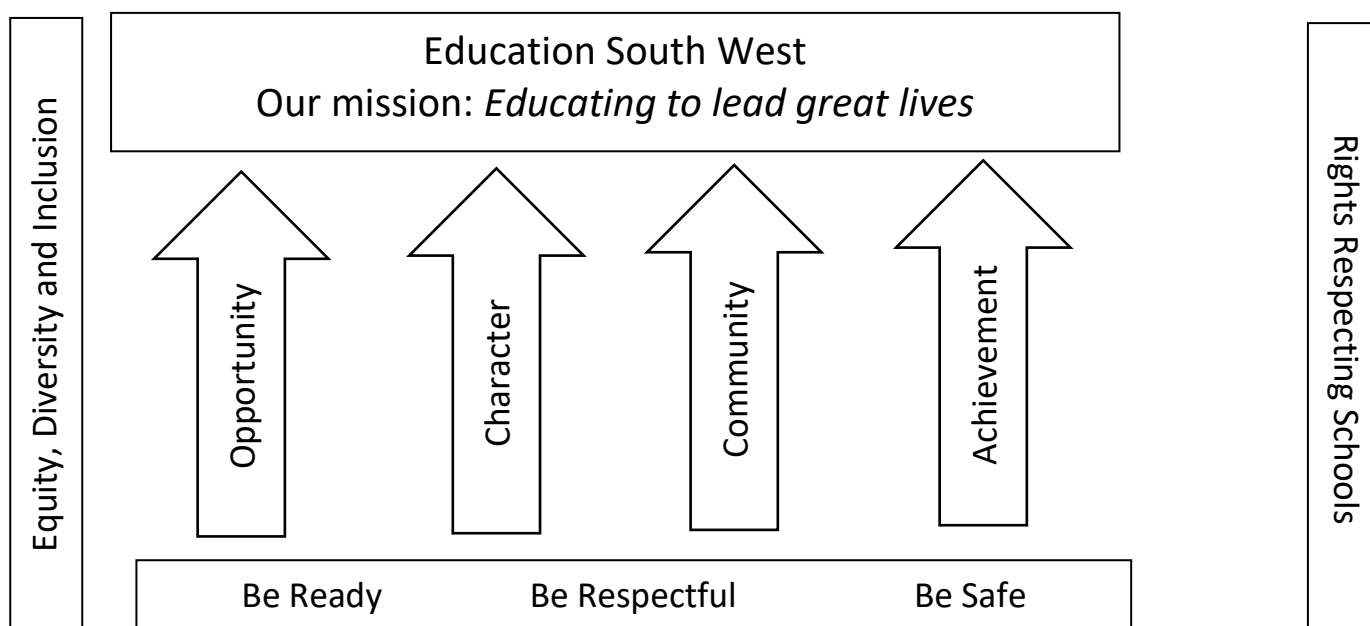
Part A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



A2. The role of

Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.

- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

A3. The role of Rights Respecting Schools in developing our school culture:

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

A4. ESW Behaviour and Culture Policies have a set of guiding principles:

The guiding principles which underpin all behaviour management in our schools are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency

and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

A5. ESW Behaviour expectations apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

A6. These expectations are summarised in our three rules:

1. Be **ready**
2. Be **respectful**
3. Be **safe**

A7. Legislation, statutory requirements and statutory guidance

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.



COOMBESHEAD
ACADEMY
'Inspiring Excellence'

Behaviour for Learning Policy

September 2026

Purpose:

Our aims and values make clear the importance the school places on excellent behaviour which allows every individual the right to learn in a safe, secure and disruption free environment in order to reach their potential. We will achieve this by:

- Promoting a positive culture.
- Having high expectations and a clear, stepped behaviour policy that is shared with all stakeholders.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention, support and help
- Providing a safe environment where any form of violence, bullying, harassment or sexual harassment is followed up swiftly and effectively.

Excellent behaviour is most likely to result when the school and parents present a consistent and united response to young people. We always seek to involve parents in promoting excellent behaviour in all aspects of school life

The expectations of this policy will be implemented on all trips and visits.

OUR PRINCIPLES

These are based around “The Coombeshead Way” which is made up of 3 overarching rules:

1. Turn up and be ready
2. Work hard
3. Be nice.

This is all underpinned by our guiding principles at coombeshead which are;

1. Belong
2. Believe
3. Become

These principles are about guiding all of our staff and students to be better versions of themselves

RESPECT & CORE VALUES shared with students

No student has the right to disrupt the learning of others. Students must have disruption free classrooms in which they can learn and teachers must have disruption free classrooms in which they can teach. It is important that everyone has a school site where they feel safe and respected.

We are a school that treats others kindly and accepts that not everyone is the same. If we are worried about something we ask for help. We talk to our tutor, our student support officer or any other adult in school. We do not take matters into our own hands and have arguments or hurt other people verbally or physically.

Good behaviour in lessons and around the school site results in positive behaviour points which accumulate towards further praise and rewards.

Leadership and Management:

The Headteacher is responsible for overseeing the implementation and impact of the school behaviour policy. SLT also have key roles in the implementing of the policy specifically the Pastoral Team including the Deputy Headteacher for Behaviour and Attitudes, Assistant Headteacher Safeguarding and the SENCO. The Inclusion team is made up of Student Support Officers, Student Support Officer Team leader, Year Team Leaders, the inclusion room manager and attendance officer as well as the Learning Hub team. All staff, including governors, have a responsibility to make the school a safe and orderly environment where students can reach their potential.

CLASSROOM EXPECTATIONS

As a **Rights Respecting School (RRS)** the UN convention on the rights of the child Article 28 says “Every child has a right to an education”. Therefore, our policy supports this statement ensuring students do not have their education disrupted in lessons.

Students are “**taught**” how to behave via assemblies, form activities and classroom teachers. Students new to the school will have extra support and induction around the behaviour policy. The culture, expectations, social norms and procedures are built into the school transition programme to support new Year 7 students.

We expect our students to

- *Be on time for learning*
- *Be equipped for learning*
- *Support a positive learning environment for all students and staff*
- *Be respectful of the needs and views of others*
- *Promote the safety, achievement and learning of others*
- *Not bring inappropriate or unlawful items to school*
- *Listen to teachers and our peers in class*
- *Sit where directed*
- *Follow reasonable guidance and instructions where asked and accept sanctions in an appropriate way*
- *Move around class and school in a safe and orderly way*
- *Report bullying, abuse and severe breaches of discipline*
- *Cooperate with, and abide by, any arrangements put in place to support their behaviour and learning, such as Pastoral Support Plans*

We expect our teachers to

- *Be prepared to challenge and deal with unsatisfactory behaviour with a relational approach where every opportunity to de-escalate the situation is made the most of*
- *Start afresh each lesson with high expectations, meeting students at the door as they enter learning spaces with starter tasks ready for engagement*
- *Use praise that is focussed on personal effort and approaches to learning as opposed to perceived talent and ability*
- *Use a seating plan and/or organise movement within class to create the best possible learning environment*
- *Allow students take-up time and opportunities to reflect after negative behaviours.*
- *Protect others’ learning and the learning of students who are not meeting expectations through effective use of our sanctions system*
- *Log and report any serious incidents (violence, discriminatory behaviour, swearing at staff, smoking/use of drugs or alcohol) at once to senior staff*

- *Log positive and negative incidents as appropriate using classcharts*
- *Contact parents and carers to discuss positives and negatives and solutions going forward*
- *Assume responsibility for following incidents up and applying sanctions*
- *Provide work appropriate to the needs of learners, ensuring that SEND needs are planned for according to pupil passports/EHCPs through our universal provision*
- *Ensure all appropriate elements of other relevant policies are understood and applied including CP and Safeguarding*

We expect all of our members of staff to

- *Support students' learning and personal and social development*
- *Ensure that students are ready to learn each day*
- *Keep informed of behaviour issues which arise with students, monitor patterns using classcharts, inclusion briefings briefings/updates and discussions with staff and students. Refer and intervene as appropriate*
- *Work with the student support officers (SSO) and year team leaders to help support positive behaviour*
- *Build positive relationships with students. Not just in our classrooms but across the site.*
- *Keep parents informed of behaviour concerns and respond swiftly and expediently to parental concerns*

We expect our Curriculum team leaders and year team leaders to

- *Be a visible and supportive presence to their teams, especially at lesson starts and lesson changeovers*
- *Analyse data to see key patterns of behaviour and apply interventions.*
- *Monitor incidents through classcharts and be proactive in seeking solutions*
- *To investigate patterns of behaviour and intervene where necessary; seeking solutions.*
- *Monitor and ensure rewards celebrate student progress in their subject area*
- *Use and model appropriate learning strategies and provide support for team members on classroom practice*
- *Maintain a positive learning environment in their subject area or year team*
- *Establish and monitor in conjunction with colleagues specific intervention plans for individuals, classes and cohorts as appropriate*
- *Assume responsibility for following incidents up and contact with home*
- *Ensure all appropriate elements of other relevant policies are understood and applied including CP and Safeguarding, especially where this relates to peer on peer abuse/harassment*
- *Staff attend their **identified duty periods** and proactively enforce the rules.*

SSO (Student support Officers):

- Analyse daily and weekly behaviour data for their year groups and identify any repeating behaviour patterns.
- SSOs work with/highlight any students who may have **undiagnosed SEND** needs that are impacting on their behaviour. The gradual response tool is then used to support these identified students.
- **SSOs follow the Inclusion Protocol** (supports the graduated response tool – appendix 2) to support students who have repeated episodes of poor behaviour.
- The Inclusion team will identify students who are **“at risk of permanent exclusion”**

Training: Staff have regular planned CPD in relation to understanding, delivering and supporting the behaviour policy consistently and fairly including support/adaptations for SEND students. This includes CPD sessions, weekly briefings and Inclusion follow up. Individual staff can access support from CTL's or the Inclusion team. Staff new to the school or NQT/ECT will have additional induction and support.

Praise and Rewards

We recognize that our community strive for and respond well to rewards. Our principle system for this is through classcharts. Where students will receive praise points for following the Coombeshead way and acting in a way that underpins our core values and approaches. Accumulation of praise will be recognized in the following ways;

- Praise certificates
- Contact with home
- Praise assemblies
- Cakes with the head teacher
- Student of the month awards
- Praise afternoons
- Skip the queue passes
- Celebration evenings
- The sharing of success with their guardians and peers

This list is not exhaustive but instead includes a range of examples

Stepped behaviour systems in lessons:

We recognize the importance of a calm and purposeful learning environment at school. A calm environment is the best possible way for all students to learn. When this is put in place we apply our sanctions system to students.

Low level disruption – see **warnings in Appendix 1**. These are incidents that disrupt teaching and learning. The student will receive a warning each time they do this and are reminded to stop. On the third occasion they are sent with work to the RESET ROOM where they work quietly for the rest of the lesson. The sanction is to attend the next break time/ after school detention.

High level disruption – see **warnings in Appendix 1**. This is for more serious incidents which will result in an immediate move to the RESET ROOM or the Bridge (Internal Exclusion).

RED LINES – please see **RED LINES in Appendix 1**. These are really serious incidents that could result in instant **suspension**.

Stepped behaviour sanctions in lessons	
Clear instruction from staff	Pupil follows instructions. Pupil will receive a reward point at the end of each lesson for good effort and behaviour.
W1 – first warning Students name is written on board.	Teacher gives the student instructions. Pupil changes behaviour and complies with teacher.
W2- final warning. Move student seat. Tick name on board.	Teacher gives the student instructions. Pupil takes advice and follow instructions from staff immediately to stop removal. Pupil moves away from distraction if asked by teacher.
R – Reset. Staff send the name immediately to the reset room.	Student is sent to the RESET ROOM with appropriate work to finish for that lesson or they complete their knowledge organizer. They have to arrive within 5 minutes. The sanction is to attend the next break 2 detention. Teachers record the incident, contact home and see the student in the break 2 detention for a restorative conversation. If students do not attend the detention they will go to IE for the day.

Relationships and pupil support:

There is a wide range of support available for students including their teachers and form tutors. If issues escalate the Inclusion team including SSOs, YTLs, the SEND team and members of SLT all have clear roles in supporting students. The Inclusion team work well with and often refer to outside agencies when appropriate (see Inclusion Protocol – appendix 2). It is also key that staff, especially the Inclusion team, build positive relationships and trust with parents/carers to enable them to work as a team to support students. The Inclusion team roles are shared with students regularly.

Sanctions and follow up

Teachers and CTLs (Curriculum Team Leaders) will issue students with sanctions in the first instance. These can include, but are not restricted to, the following:

- Detention for any student who is sent to the RESET ROOM.
- Contact with parents, change of seating plan, report card, withdrawn from lessons – short term, change of class, parental contact or meeting, etc.

SSOs (Student Support Officers) and SLT will support and implement strategies based on behaviour data to support students who are having repeated issues across a wide range of subjects. They will use an appropriate range of support from the **Inclusion Protocol (Appendix 2)**

Sexual harassment/child on child abuse

The school works on the basis that even if incidents are not being reported they are still likely to be happening. We take any form of harassment or reports of abuse very seriously and there is a clear line of action and follow up outlined in the schools safeguarding policy (specifically following KCSIE – part 5). There are a number of measures in school to educate and support students about these matters including information via PSHE/life skills lessons, form time activities, targeted assemblies, individual targeted support, and referral to outside agencies. Serious sanctions may be put in place, this would be decided on an individual case basis. If a report of sexual abuse is shown to be deliberately invented or malicious then that student could receive a sanction based on the individual case.

Use of Internal Exclusion – The Bridge Centre

Removing a student from the classroom is a serious sanction but can be used as a response to serious incidents or if continual disruption is impacting on the learning of other students. The student has access to a wide range of appropriate work to complete whilst in the Bridge. We will also use internal exclusion for students who have not attended detentions. Where possible we will limit time away from their timetabled lessons by providing an 'exit' card. If they complete 2 lessons plus a break time they will 'exit' the bridge.

Use of Managed Moves/Directed off site provision/Alternative Provision

Students who are at risk of permanent exclusion may be offered a managed move or directed to offsite provision or alternative provision. Managed moves should be offered as a permanent transfer. The school must involve Devon Inclusion and follow procedures set out by the DfE. Students can be referred to Alternative Provision in a part time or full-time capacity. Devon Inclusion would be aware of the students and the reason for referral

The school is responsible to ensure students are safeguarding and are receiving appropriate education. Directed off site provision is in place to give a 'reset' and change in setting whilst keeping the student in education. This will take place on site but in the schools post 16 centre.

Use of restraint/reasonable force

Coombeshead Academy would only use restraint/reasonable force as a last resort. It can be used if a student is a danger to themselves, another student or member of staff or is causing damage to property. A number of staff have completed specific training in restraint. All incidents are recorded on classcharts and CPOMS. The school follows the guidance in the DfE Use of Reasonable Force July 2013 document - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Detentions

A. Detentions are set for break times, 20 minutes, students will have time to access the toilet or buy/eat food.

Detention System:

If a student is sent to the **Reset room** they receive an immediate detention If removed from a lesson, they have the detention the next free time they have;

Lesson 1 & 2- Break 1 reset: 11:10-11:30

Lesson 3 & 4- Break 2 reset: 13:40-14:00

Lesson 5- After school reset DT- after school 15:10-15:30.

These detentions are in place to help support and protect the learning of all students.

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Parents will be able to see detentions via the school app. (classcharts)

If a student misses a detention, they will escalate to 2 lessons plus a break in the bridge (IE)

On Site Truancy

Any students who are not in their lessons (truancy on site) will immediately go to the Bridge (IE) students who are more than 5 minutes late to lessons (without a genuine reason) are classed as truancy and will therefore spend 2 lessons plus a break in the bridge.

***** Reasonable adjustments will be made for students with SEND who may need a different and more patient approach in order to regulate behaviour.***

Behaviour outside of lessons:

As a **Rights Respecting School (RRS)** the UN convention on the rights of the child Article 19 says "Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment". Therefore, our policy supports this statement ensuring students feel safe around the school site.

This includes:

- Transition between lessons including the one-way system
- Arrive and leave school
- Break times
- Use of the school canteen
- On transport – buses.

Please see **Appendix 1** for an overview of the rules, routines and social norms students must follow when in these areas.

Uniform:

Students are expected to wear the correct uniform every day and wear it in the correct manner (**Appendix 3**). If a student arrives at school in incorrect uniform, they will need to borrow correct uniform from the uniform store. Students may need to work in the Bridge center until the issue is resolved.

Equipment:

Students are expected to bring the “Everyday 8” (**Appendix 1**) to school every day. If students do not have the correct equipment they will be expected to buy the equipment from the school shop (at a minimum cost) in order for them to be ready to learn.

Mobile Phones

The use of mobile phones is not allowed at Coombeshead Academy.

- **Devices must be in bags and be switched off or on silent at all times.**
 - Pupils are not allowed to phone or text home during the day. If they need to contact home urgently, they can go to the student support office and phone from there.
 - If a student has a mobile phone out it will see it confiscated until the end of the day to be collected from the student support office. Students using the phone i.e., speaking or playing music will go immediately to the RESET ROOM. **For repeated instances parents will have to collect.**
 - If a pupil refuses to hand in a device it will result in the student going to the Bridge (IE), if refusal continues, this could result in suspension.
 - Students are not to access them whilst on site
- If caught using a mobile phone it will be confiscated and handed in to the SSO office to be collected at the end of the day.
 - Removed once- Collected at the end of the day
 - Removed twice- Parent collects at the end of the day
 - Removed three times- Parents collect at the end of the following day
 - Refusal to hand over your phone can result in suspension.

Smoking/Vaping

Smoking/Vaping is not allowed on school site or directly outside the school.

If a pupil smokes or chooses to associate with smokers the consequences will be as follows:

- Smoking/associating with smokers on site, at the bus stop or on the school bus or directly outside the school will lead to time in IE (Bridge).
- Refusal to hand over smoking paraphernalia when asked will lead to a serious sanction.
- All vaping, tobacco and smoking related paraphernalia will be destroyed.

Alcohol/Drugs

Pupils are not allowed to bring alcohol or drugs onto school or come onto site under the influence.

If staff suspect pupils may be under the influence or have drugs or alcohol on them, they must:

- **Call for duty** - Duty will carry out a bag search and then decide on the follow up. Any alcohol/drugs will be destroyed or forwarded to the police.
- Any drug related incident will be reported to the police and dealt with appropriately under our safeguarding policy.

Offensive Weapons

Students must NEVER bring any item that could be considered an offensive weapon onto site. This includes knives including penknives and kitchen knives, screwdrivers, bats/batons, any “tools”, corkscrews, etc. (This is not an exhaustive list). Any incidents of this may be forwarded to the police and the items destroyed.

Searching, screening and confiscation

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone (staff and students) is safe. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. The school and our staff are an important part of the wider safeguarding system for children.

This system is described in the statutory guidance Working together to safeguard children:

(<https://www.gov.uk/government/publications/working-together-to-safeguard-children—2>) .

Keeping children safe in education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) makes clear that all school staff have a responsibility to provide a safe environment in which students can learn. Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student he or she may be searched (clothing and bags as appropriate) by a member of staff with or without consent. Searches without consent should be carried out by staff of the same sex as the student being searched and the second member of staff will, if possible, also be the same sex as the student being searched. A metal detector wand may be used to aid students with their right to expect a reasonable level of personal privacy.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children’s social care services. Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Staff must be authorised by the Headteacher to conduct a search without consent. Currently the following staff are authorised to lead searches: Student Support Officers and members of the Senior Leadership Team. Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the school. Weapons, illegal drugs and extreme pornography will always be handed over to the police. Otherwise the school will decide if and when to return other items. Staff authorised to do so may use reasonable force to execute a search if deemed appropriate to search for any prohibited items.

Staff should record searches on CPOMs • the date, time and location of the search; • which student was searched; • who conducted the search and other adults or students present; • what was being searched for; • the reason for searching; • what items, if any, were found; and • what follow-up action was taken as a consequence of the search.

The school is increasingly working with, and having greater presence of community agencies in college, such as local police. Whilst they are present in the school and build up relationships with the school community, they may also be involved in searches and screening of students using their own resources, for example, a police dog, to ensure the safety and protection of our school community. The decision to use these resources will be made within the context of the wider local community and the priority given to identifying if prohibited drugs have been brought into the school community. The school follows the DfE guidance for searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Investigation of incidents

Where an incident has occurred on site and the student support team are required to gather statements the Bridge Centre will be used to hold students whilst the investigation takes place and to give students the opportunity to write their statements process what has happened.

Behaviour on buses to and from school:

Students are expected to behave in a calm and orderly manner on buses to and from school. Students should remain in their seats and wear their seatbelts throughout the journey and behave in a way that does not upset other students or the general public, they must not cause a distraction to the driver. For repeated poor behaviour or a one-off serious incident student can have their bus passes withdrawn for a period of time OR permanently withdrawn, or additional sanctions.

The following items are not allowed in the Academy:

- Any non-uniform clothing items such as hooded tops.
- Energy drinks.
- Alcohol and drugs including “legal highs”.
- E-Cigarettes, Vapes, Cigarettes, matches, and lighters.
- Anything that could be considered a weapon.
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material.
- Speakers.
- Water pistols or other toys.

If any of these items are found on pupils they will be confiscated and destroyed. Pupils can collect in the first instance (mobile phones and hooded tops). If repeated parents have to collect.

Data and Patterns

Behaviour data is looked at daily, weekly and termly. The Inclusion team as well as CTLs, SLT and Governors look regularly at data. The Inclusion team meet weekly to look at data for individual students and agree the follow up actions. Inclusion Protocol appendix – 2). SLT gives regular reports and feedback to Governors on patterns, follow up actions and impact.

The Behaviour Policy is used in conjunction with:

- **The SEND Policy.** Students with SEND are expected to follow the behaviour policy however teachers must make reasonable adjustments based on the information in their learning plan or EHCP in relation to the use of this policy and follow up sanctions.
- **The Exclusion Policy.** The headteacher makes any decision to exclude a student based on the individual incident. Please see the exclusion policy for processes and the legal framework.
- **The Safeguarding Policy.**
- **The Anti-Bullying Policy.**
- **The Rewards Policy.**
- **DfE Use of Reasonable Force document – July 2013.**

Protecting learning spaces; The following spaces can be used to help protect the learning of individual students or whole classes;

Reset room

- Used when a student has been removed from a lesson.
- The student must go straight to the reset room as directed by the class teacher.
- When the student arrives, the member of staff will check the behaviour has been recorded on classcharts
- The reset member of staff will record as 'attended'
- The student will register with the member of staff in the reset room.
- The student will continue with their knowledge organiser in the reset room.
- If the student is removed from reset, they will be sent to the bridge.
- If a student receives two resets in one day they will be in the bridge.
- The reset room remains a silent room at all times.

The bridge

- Will be used for an escalation of sanctions inside/ outside of lessons.
- Students will be escorted to the bridge by the SSO team.
- Students will store all personal items in a locker and remain in silence whilst in the bridge.
- Work is assigned through online learning to include Sam learning, Sparx learning and Seneca learning.
- Students for low level disruption will receive a bridge exit card. They must successfully complete two lessons and a break time. They will have to repeat the failed lessons
- Failure in the bridge may result in suspension.
- The duty team and SLT may use the bridge for longer periods of time for students depending on the circumstances and their behaviour.
- The bridge must remain a quiet work space for students.

THE COOMBESHEAD WAY

RED LINES

**Please do not cross these lines
as you will be given an automatic
Suspension:**

1. Swearing directly at a member of staff
2. Racist, sexual or homophobic incident
3. Physically attacking another student
4. Failing to meet expectations in
Internal Exclusion
5. Continuing failure to follow
instructions set by any members of staff



Unicef Rights Respecting Schools Article 36.
Governments must protect children from all other
forms of bad treatment.



Appendix 3 - Uniform list - September 2024

All uniform (specifically items with the school logo on) are available from our uniform supplier **Proserve**. All items can be viewed on the website: www.proservegroup.com - Choose Coombeshead Academy from the drop-down menu. Their phone number is **01395 222975**. Uniform is delivered free to school and can be collected from reception.

The uniform consists of:

Girls:

- **Colchester jacket** grey and embroidered with logo
- **Pleated check skirt** (a maximum of 2" above the knee) skirts **must not** be rolled up at the waistband.
- **Grey school trousers** grey tailored (skinny fit not allowed)
- Tailored grey school shorts (Easter to October half term)
- **Plain white shirt**
- **School tie** (all students must wear a tie)
- **Plain black leather (or leather look) waterproof shoes – no trainer style shoes, boots or shoes that are canvas or non-leather type material are not allowed.**
- **Thick black tights or black or white ankle socks**
- **Large bag** large enough for carrying all equipment and books
- Any hair accessories must be plain black.

Boys:

- **Saville jacket** grey and embroidered with logo
- **Saville trousers** grey (skinny fit not allowed)
- Tailored grey school shorts (Easter to October half term)
- **White shirt with tie** top button must be done up and shirt must be tucked in.
- **Plain black leather (or leather look) waterproof shoes – no trainer style shoes, boots or shoes that are canvas or non-leather type material are not allowed.**
- **Grey, black or white socks**
- **Large bag** large enough for carrying all equipment and books

ITEMS NOT ALLOWED:

- Hoodies or Non-uniform jumpers
- Trainers, Boots, canvas shoes
- Black leggings
- White ankle socks over black tights
- Short skirts/shirts rolled up
- Nose rings (one stud only permitted)

Optional – black V-neck jumper

Coats – sensible outdoor coats

PE Kit –The branded polo top is required for all students. The branded shorts can be purchased from Proserve or students can wear plain navy shorts. Students can wear non-branded, plain, navy socks and navy leggings. Additional items can be purchased from Proserve. During PE lessons hair must be tied back and all jewelry removed for health and safety reasons.

Jewellery – is discouraged and the school cannot take any responsibility for it. Only the following items are acceptable; watch (**not a smart one**), one small ring, one discreet bracelet, one small pair of stud earrings. No jewellery is allowed to be worn during PE lessons. All piercings are to be removed.

Hair – no extreme colours or styles, no tramlines of any kind.

Make up – discreet and not extreme

Students are expected to wear correct uniform on the way to and from school. All staff will do their best to consistently implement the school uniform policy and we ask all parents/carers to fully support the school in upholding these rules.

If parents/carers are in doubt over any items of uniform please contact your child's Student Support Officer or Year Team Leader before you make any purchases. Please contact your child's SSO if you would like support from the schools nearly new uniform store.

Boys:



Girls:



Acceptable shoes - Examples:



Unacceptable Shoes (this includes any trainers such as Nike Air Force 1's or Vans and canvas shoes) - Examples

