

BEHAVIOUR AND  
RELATIONSHIP  
POLICY  
2023-2024



**KING HAROLD**  
ACADEMY



## Expectations

As a TKAT academy we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are an academy that thrives to provide an environment of:

- Aspiration
- Respect and openness
- Enablement for pupils to thrive

through the values of:

- Shared voice
- Shared belief
- Shared success

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, the academy will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. The academy will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for academies, and Ofsted's [Review of Sexual Abuse in academies and Colleges](#) and subsequent recommendations by the DFE.

## Policy Implementation

Staff are responsible for implementing the academy's policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.

The senior leadership team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Pupils are responsible for conducting themselves in-line with the academy's policy. This includes in lessons, when moving around the academy grounds, representing the academy in other activities, and when in the community and wearing the academy's uniform.

## Behaviour Expectations

Pupils are expected to observe the following behaviours in King Harold Academy:

- Kindness - be kind and respectful to everyone within our community.
- Hard work - work hard and embrace challenges.
- Ambition - develop aspirations and have highest of expectations of themselves, their academic potential and their destinations.

Where pupils follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, or the adapted arrangements for individual pupils, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

King Harold Academy operates an in-class behaviour approach that is focused on the concept of choice. This approach is used by all teachers with all their classes and is referred to as the 3 C's Early Warning. The process is of a hierarchical nature. A pupil shall be given a clear first warning that their behaviour is not acceptable. It is this point the pupil has the CHANCE to improve their behaviour. If they continue with the poor behaviour, they have made the CHOICE to receive a 2nd warning. A third warning will lead to the CONSEQUENCE decided by the teacher based on their behaviour. To avoid pupils moving through the levels the following actions are in place:

- Clear expectations and a reminder of our behaviour and expectations will be shared regularly with year groups.

- Clear expectations shared with the class by the teacher.
- Positive behaviour management techniques integrated by teacher/Head of Department eg. seating plans, positive language, effective communication, establishing engaging and appropriate learning opportunities and offering effective and regular oral and written feedback.
- Should a pupil disengage with their learning and/or disrupt the learning of others, the pupil is given a sanction which is entered onto SIMS and results in conduct points being allocated.
- Should the pupil continue to disengage with their learning and/or disrupt the learning of others, the member of staff may send for an 'On-Call' where a member of the behaviour team will remove the pupil from the lesson. They then will be 'Parked' in another class with work where appropriate.
- Should a pupil disrupt the learning of the class where they are 'Parked' they will be placed in Reflection.
- All pupils are subject to the Behaviour Policy with staff being consistent in their application of this Behaviour Policy.
- Departments will monitor, challenge and support pupils in order to establish disruption-free learning environments.
- Subject staff will liaise with their Head of Department for support with certain individuals or classes.
- Heads of Department will liaise with their leadership line manager for additional support as required.
- Heads of Departments, Heads of Year and teachers can use detentions, communication with home etc. as strategies to establish the required level of compliance, engagement and hard work required and expected.

## Rewards

At King Harold Academy we live by 3 values that drive everything we do: kindness, hard work and ambition. We expect to see these values upheld and championed by every member of the community and our curriculum is designed to cultivate them in all of our pupils. They are values that are dear to us, instilled within us by those we have been fortunate enough to be educated and guided by, and we believe that they are the most empowering characteristics a young person can have to shape their futures and make positive contributions to the world.

In addition to the above, pupils have further opportunities to be rewarded in the academy for good behaviour through a number of avenues:

### Kindness

- For showing kindness to any members of our community – K1 3 points
- For frequently showing kindness to others in our community or an act of kindness that goes beyond what is normally expected – K2 5 points
- For consistently being kind to others or for an individual act of kindness that is worthy of special recognition – K3 10 points

### Hard work

- For working hard to produce a good piece of work or showing a good level of effort – H1 3 points
- For frequently working hard and producing work of a high standard – H2 5 points
- For consistently working as hard as possible and maximising your potential – H3 10 points

### Ambition

- For showing the desire and determination required to achieve great things – A1 3 points
- For frequently challenging yourself to achieve more and often succeeding – A2 5 points
- For consistently looking to improve and ensuring you achieve as well as you can – A3 10 points

King Harold Academy believes in publically recognising excellence, high levels of commitment, engagement and endeavour and overcoming adversity. As such the academy has embedded three annual celebration assemblies which publically recognise and celebrate a significant number of pupils. These awards are set by the subject teacher and are for effort in a subject and attainment in a subject. Certificates are presented to all who win these awards. There are also awards for attendance and reward points.

Praise will be also be given by:

- Praise Cards
- Positive reward points
- Celebration events
- Rewards Assemblies
- Subject certificates of effort and progress
- Access to trips and visits.
- Positive phone calls/emails home
- Verbal praise
- Letters

## Graduated Approach to Support Pupils

The academy has a graduated approach to supporting behaviour as detailed below:

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
- ii) Personal Support Plans (PSP) are in place for pupils unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, college places, and alike
- iii) Pupils and staff have academy wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider academy campus. These include detention systems, loss of social time, removal from normal learning to reflect on behaviours, internal isolation and fixed term exclusions.
- iv) Pupils with the most significant behaviour profiles are referred to any internal or external provision for placements of varying duration dependent on need.

## Detentions

Note that 24 hours' notice of a detention is no longer required by the Department for Education. Parental permission is not required but the academy will inform parents for detentions at the end of the academy day that are longer than 30 minutes. The academy is not required to inform parents of 'short' detentions at the end of the academy day, which we deem to be up to 30 minutes. In setting detentions the academy will consider:

- The welfare and any special needs or disabilities of the child
- Whether the child has caring responsibilities
- Whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely.

The permitted times for detentions are any academy day when the pupil does not have permission to be absent.

The academy runs the following detention systems:

- Class teacher detention (15 minutes)
- Departmental detention (30 minutes)
- Late to academy/lesson detention (30 minutes on the same day)
- Whole academy detention (1 hour)
- SLT detention (2 hours on a Friday)

## Internal Exclusion

There may be occasions when it is deemed appropriate for a pupil to be internally excluded from certain mainstream teaching classes or for the whole day(s). Only members of SLT or the behaviour team can sanction this. This approach may take place following consultation with Heads of Department, Heads of Year or other staff. Parents will be contacted by the school to explain that their child will be in isolation. Isolation will take place within the school grounds and in a learning room that is separated from other students within King Harold Academy. All pupils who are placed in internal isolation will remain in the school until 4:00PM.

Students may be isolated for the following reason:

- Removed twice from on call in one day
- Swearing at staff
- Rudeness to staff
- Verbal abuse to peers
- Verbal abuse to staff
- Physical abuse to peers
- Physical abuse to staff
- In appropriate behaviour between lesson, break or lunch time
- Vandalism
- Truancy
- Theft
- Persistent failure to follow instructions

If students continue with persistently poor behaviour and fail to improve following reflection time in internal exclusion at King Harold Academy, the sanction will increase and the student will complete **off-site direction at another educational establishment within the West Essex partnership.**

## Reports

Pupils can be placed on a number of reports in their time at King Harold Academy. Reports come in various types and will all have 3 targets. Targets are designed for the individual and are set to be achievable. Reports can run for 2 to 8 weeks depending on the type and level. The types of report are as follows:

- Form Tutor Report - Green
- Head of Year Report - Amber
- SLT Report - Red
- Reintegration Report - Pink
- Positive Report
- Personal Support Plan (PSP)

Parents are expected to look and sign the report every night. Pupils are expected to meet with the report issuer at the end of every day to have it signed. No report will carry over to the following academic year as we believe a pupil has the right to a fresh start. This is with the exception of a contract or PSP.

## Suspensions and Exclusions

When considering suspensions and exclusions we will follow the guidance set out in the Department For Education's [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

In extreme cases of poor behaviour the school may consider excluding a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will

also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

Only the headteacher will suspend or exclude a pupil (or the deputy headteacher in their absence). When a child is suspended or excluded the Headteacher or a member of staff that they designate will inform the parent/carer immediately and clearly set out the reasons for the decision. If the child is supported by other agencies, they will also be informed as quickly as possible and typically within 24 hours. The local authority and local governing body will also be informed of all suspensions and exclusions as quickly as possible and typically within 24 hours.

Following any suspension there will be a reintegration meeting with the aim of supporting the child's future behaviour and a clear strategy to achieve this to ensure a 'fresh start'. Parents/carers and other agencies will be actively encouraged to attend the meeting, however, should they not be able to attend, the child will meet with their Head of Year or a member of the Behaviour team before returning to lessons. The absence of other parties will be clearly recorded and retained. Any behaviour plans in existence will be updated.

The academy will, as far as possible, avoid permanently excluding any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to permanently exclude.

In terms of dealing with very serious behaviour issues, King Harold Academy has a very strict and clear policy. Any pupil who possesses, supplies or uses illegal drugs on the academy site or assaults an adult member of the academy community will be permanently excluded from the academy. In addition, permanent exclusion will be the likely course of action for the following circumstances, all of which are deemed to be serious breaches of the core values and rules at King Harold Academy:

- In response to a serious incident of theft, violence, causing danger to others or bringing the academy into disrepute.
- In response to continual disrespect to staff.
- In response to incidents of child on child abuse / bullying following previously recorded warnings.
- In response to continual disruptive behaviour which would seriously harm the education or welfare of others in the academy.
- In response to the use, or threat of use, of an offensive weapon or prohibited item.
- In response to sexual misconduct / violence or continual sexual or racial harassment.
- In response to physical assault against a pupil or adult
- In response to abuse relating to disability/race/sexual orientation/religion.

**See appendix A for examples of graduated sanctions implemented by the academy**

## Uniform

There is a strict policy on uniform at King Harold Academy which must be adhered to by all pupils. The academy follows the Department for Education advice regarding dealing with uniform issues, and as such should a pupil breach the academy's uniform policy, this will be seen as defiance of academy rules and a failure to abide by the terms of the Home School Agreement that all pupils and parents/carers have signed. As such the pupil will be subject to sanctions, including a detention on the day of the uniform issue and/or, if the situation is deemed to demand it, they may be removed from their normal classes and placed in the Reflection room. In addition, following Department for Education advice, for serious or repeated breaches of the academy's uniform policy, the pupil may face higher level sanctions including exclusion even if the pupil does not otherwise display poor behaviour (see <https://www.gov.uk/academy-uniform>).

## Mobile Phone and Electronic Device Usage

Pupils are not allowed to use their mobile phone or electronic device on the academy site at any time. We appreciate that parents/carers will want their children to have their phone for safety reasons when travelling to and from the academy. Therefore phones should be switched off and placed in the students' bag. If a mobile phone or electronic device is seen on the academy site at any time it will be confiscated. The member of staff will place the mobile phone or electronic device in the academy safe. A message will be sent home to the pupil's parent/carer explaining the mobile phone or electronic device has been confiscated and will be returned to the parent/carer on collection at the end of the academy day, this can be collected



from student reception. If a student is persistently breaking the mobile phone rule, then parents will have a meeting with the Head of Year and will only be able to collect their child's phone at the end of the week. Headphones/Airpods on the academy site (inside and outside the building) are NOT permitted at all. If a student has Headphones/Airpods out, a member of staff will confiscate them and they will only be returned to the parent/carer. With all confiscated items parents/carers will receive a message informing them of the item confiscated.

## Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The academy has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the academy's bullying policy.

## Restorative Justice (RJ)

Alongside sanctioning and supportive approaches, King Harold Academy has integrated restorative practices within their process for dealing with conflict or breakdown in relationships. Restorative Justice are approaches to dealing with conflicts (issues) where the involvement of the victim is as important as that of the perpetrator. Where appropriate, the victim and perpetrator meet in a controlled environment giving both parties the opportunity to explain the consequences to themselves of the issue by way of a restorative conversation facilitated by a member of staff. The restorative process is one by which the perpetrator of an issue is confronted with what they have done, by being brought face to face with the people they have harmed. Whenever there is a breakdown in a relationship or an issue between two or more parties, the person(s) most affected by the issue will be offered the opportunity of meeting the other person to have a restorative conversation – however should the person(s) most affected by the issue not wish to have this conversation or should the perpetrator fail to show remorse or a willingness to own up to their mistakes/actions, the restorative meeting will not take place.

## Incidents Related to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the Headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the academy and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the academy will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or special educational needs. The academy will also consider whether guidance or counselling is needed to prevent recurrence. All incidents relating to Protected Characteristics will be recorded and available to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for academies.

## Incidents Relating to Sexual Harassment and Sexual Violence

In line with government recommendations following Ofsted's review of [Sexual Abuse in Academies and Colleges](#), the academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the academy, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

## Drugs

The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

**Confiscation of drugs:** Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The academy may carry out searches for drugs in accordance with this policy.

**Parental involvement:** Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## Use of Social Media

There are clear expectations about the use of social media both in and out of academy. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the academy:

- Damage to the academy or its reputation, even indirectly
- Use that may defame academy staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- False or misleading statements
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the academy's behalf
- Using academy logos or trademarks.

Any misuse of social media will be investigated by the Head of Year/Behaviour team/senior teacher and overseen by the senior member of staff who oversees E-Safety or the academy's Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

In accordance with the prevent duty, the academy uses extensive and effective filtering of the academy's network and use of associated electrical devices to ensure we protect staff and pupils from extreme material, including those of a terrorist nature.

## Prohibited Items and Searches

Academies have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items



which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in academy Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the academy which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

## Use of Reasonable Force

The academy will follow the Department of Education advice '[Use of Reasonable Force - advice for academy leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the academy will ensure this is in-line with that detailed in the use of reasonable force during searches of pupils (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

## The Power to Discipline Beyond the Academy Gates

The academy may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- Taking part in any academy organised or academy related activity.
- Travelling to or from academy
- Wearing academy uniform
- In some other way identifiable as a pupil at the academy.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the academy. This includes bullying and cyber-bullying.

## Home School Agreement

The responsibilities for pupils, the academy and parents/carers are listed and agreed to in the Home School Agreement that all three parties signed prior to starting at King Harold Academy.

### Pupils agree to:

- Attend academy regularly, in the correct uniform, on time and properly equipped
- Conform to the academy message, rules and ICT Acceptable Usage Policy
- Behave in a polite, courteous and considerate manner at all times and to all members of the academy community
- Not use electronic methods, social networking sites, text messaging or email to post or share pictures, videos or comments relating to any member of the academy community without their express permission
- Work to the best of my ability in academy and complete all my homework
- Ensure that my behaviour within lessons and around the academy site does not prevent either the learning, happiness or progress of other pupils
- Seek help and advice from staff when difficulties arise
- Maintain a very good attendance and punctuality record
- Own up to mistakes when they are made, learn from them, attempt to repair the damage I may have caused and try my best not to repeat them.

### King Harold Academy agrees to:



- Provide a carefully planned curriculum geared to each pupil's individual needs
- Provide regular assessments and reports for pupils and parents that will detail progress and ways to further improve
- Arrange opportunities to discuss pupils' progress with parents
- Teach quality lessons and aim to challenge and inspire our pupils
- Contact parents if there are problems with such things as attendance, punctuality or equipment and let parents know about concerns or problems affecting their child's work or behaviour.

**Parents/Carers agree to:**

- Ensure that my child attends academy regularly, in the correct uniform, on time and properly equipped and will provide medical evidence to support any absence of five days or more and am fully supportive of the academy's attendance policy
- Inform the academy of any concerns or problems that might affect my child's work or behaviour
- Actively support the academy's policies and guidelines on discipline, behaviour and uniform Behaviour Policy
- Work with the academy to make sure that my child understands and adheres to the academy's rules and policies
- Support my child in the completion of their homework and attend Parents' Consultation Evenings and other meetings with the academy to discuss my child's progress.

Reviewed by: Ms G Hawkrigde

Checked by: Ms S Jinks

Review Date: March 2023

Date to be next reviewed: March 2024

## Appendix A Graduated Sanctions

The academy's sanctions for behaviour(s) are tabulated below:

Behaviour	Sanction
C1 0 points <ul style="list-style-type: none"> <li>● Disrupting the learning of others</li> <li>● Failure to follow instructions</li> <li>● Lack of respect</li> <li>● Insufficient work</li> <li>● Lack of equipment</li> </ul>	First verbal warning - issued by teacher
C2 -2 points <ul style="list-style-type: none"> <li>● Failure to modify behaviour from C1</li> <li>● Failure to complete classwork</li> <li>● Failure to complete home learning</li> <li>● Late to lesson</li> <li>● Mobile phone - take the phone to reception during break/lunch</li> <li>● Lack of PE kit</li> <li>● Chewing gum/eating in class/drinking fizzy drinks</li> </ul>	Second verbal warning - issued by teacher
C3 -5 points <ul style="list-style-type: none"> <li>● Failure to modify behaviour from C2</li> <li>● Failure to attend C2 detention</li> <li>● Disrespectful behaviour</li> <li>● Misuse of the internet</li> <li>● Lack of respect for academy environment</li> <li>● Offensive language</li> <li>● Parked</li> <li>● Lateness to lesson/academy (30 minute same day detention)</li> <li>● Uniform infringement - 3 strikes and out (30 minute whole academy detention next day)</li> </ul>	15/30 minute department after school detention - issued by class teacher/HoD Call for On Call to park a pupil Uniform log to be issued by strike 3 teacher
C4 -10 points <ul style="list-style-type: none"> <li>● Failure to attend C3 departmental detention</li> <li>● Failure to attend C3 lateness/uniform detention</li> <li>● Persistent defiance - loss of social time/isolation</li> <li>● Failed report - 30 minute detention</li> <li>● Failed report - 1 hour detention</li> <li>● Social environment disruption</li> <li>● Refusal to follow instructions</li> <li>● Truancy</li> <li>● Smoking/vaping</li> <li>● Possession of banned items - lighter, cigarettes, vapes, etc.</li> </ul>	1 hour after academy detention - issued by HoD (if failed to attend departmental detention) HoY/On Call/SLT Removal via On Call to Reflection Room for a period of time if deemed necessary.



<p>C5</p> <p style="text-align: right;">-15</p> <p style="text-align: right;">points</p> <ul style="list-style-type: none"> <li>● Failure to attend C4 detention</li> <li>● Insolence/threatening behaviour towards staff</li> <li>● Theft</li> <li>● Bullying</li> <li>● Physical altercation with another pupil</li> <li>● Discriminatory behaviour - racism, sexism, homophobia</li> <li>● Damage to academy property</li> </ul>	<p>SLT 2 hour Friday after academy detention - issued by SLT</p> <p>Fixed Term Exclusion</p>
<p>C6 -20 points</p> <ul style="list-style-type: none"> <li>● Physical altercation towards staff</li> <li>● Possession of weapons/drugs</li> <li>● Physical altercation against a teacher</li> <li>● Bringing the academy into disrepute</li> <li>● Fixed Term Exclusion</li> <li>● Behaviour not listed above</li> </ul>	<p>SLT 2 hour Friday after academy detention - issued by SLT</p> <p>Fixed Term Exclusion</p> <p>Off-Site Direction/Alternative Provision</p> <p>Permanent Exclusion</p>

*The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances. The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table*