



# Robert Bloomfield Academy

## Behaviour and Rewards including Exclusions Policy

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<b>Author</b>	Tom Guiney – Senior Assistant Principal

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## 1. Policy Rationale and Aims

All teachers have the right to teach and all students have the right to learn in a mutually respectful environment.

Robert Bloomfield Academy (RBA) aims:

- To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
- The staff and governors of RBA recognise the need to ensure a positive atmosphere based on a sense of community and shared values.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026 [Suspension-and-Permanent-Exclusions-Guidance-26-July-2026](#)
- 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 online

In addition, this policy complies with our funding agreement and articles of association.

## 3. Statutory Authority

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students, such as Teaching Assistants. This also means that:

- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline students for misbehaviour outside the Academy.
- Teachers can confiscate students' property.
- Teachers have a specific legal power to impose detention outside Academy hours. Parental consent is not required.
- Teachers have the powers to search without consent for prohibited items.

#### 4. Bullying

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

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

#### 5. Roles and responsibilities

All stakeholders sign a Working together Agreement, which is in the student planner. This clearly states families and schools work together to support the conduct policy.

##### Role of the Local Governing Board, a committee of the MAT Board

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.
- A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear representation from parents Fixed Term Exclusions (FTE) and appeals against Permanent Exclusions (PE). RBA buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

## Role of the Principal

- The Principal has overall responsibility for both students and staff. The Principal takes the lead in defining the aims of the Academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the Academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a child. This would have to be upheld by the LGB.
- The Principal will ensure that their Academy has a behaviour and reward display.

## Role of the Staff

- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the Academy site.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of punishments to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to students and should be fairly and consistently applied.

## Role of Parents/ Carers

- RBA acknowledges that relationships with parents/carers are important. RBA should be a welcoming place, which encourages parental involvement.
- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents' evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the working together agreement.
- RBA expects parents to support their child's learning and take responsibility for their behaviour. RBA encourages parents to work in partnership with them and to support their actions.
- RBA staff will inform parents if any concerns arise concerning their child's welfare or behaviour.

## The Methodology of Investigation

There are multiple ways that a conduct concern can be raised. When an issue occurs in a lesson or in direct sight of a member of staff, the protocols set out in this policy will be followed.

When an action which breaches our Working Together Agreement is reported after the fact or by a third party, an investigation will be launched. The procedure is as follows;

- Non-judgmental statement gathering from alleged parties
- Witnesses identified and statements gathered (where available)
- CCTV checked (where applicable)
- Student conference with the facts as they have been gathered

- Conversations with families to progress/update investigation but awareness that we will never share details of another student, their actions and their sanctions with families
- A sanction, if required, will be applied
- Follow up support will be provided for all parties. This may be Pastoral Intervention of Head of Year led
- Restorative Justice protocols undertaken

## 6. Student Code of Conduct

Living our VOICE values of Excellence in and around the Academy is our primary request of all students. Our Code of Conduct details how we will work to positively support all students reach their potential. We expect all students:

- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

This is confirmed when students are enrolled into RBA through the Working Together Agreement. All stakeholders have an equal responsibility to ensure they uphold the principles of good conduct.

## 7. Zero-tolerance approach to harassment and violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please refer to our child protection and safeguarding policy for more information

## 8. Behaviour Curriculum

At RBA, we have a behaviour curriculum which models and reinforces the behaviour we expect from students in order to ensure that they demonstrate excellence every day.

The ten areas of behaviour that we explicitly teach via our behaviour curriculum are:

- Respect and Manners
- Safe play
- Dining room conduct
- Attendance and Punctuality
- Pride in work presentation & personal presentation (uniform)
- Safe movement around school and Line Ups
- Communicating appropriately
- The importance of VOICE Notes
- Vital Start & Excellent Ends to Lessons
- VOICE ALERT and non-verbal cue (hands-up)

Our behaviour curriculum sets out clear parameters for behaviours for learning, standards and routines so that we have a shared language and understanding. This is underpinned by our VOICE values which expects the following:

- **V - Vitality:** students are enthusiastic, energised and healthy
- **O - Opportunity:** they achieve and experience exciting things
- **I - Independence:** they develop the skills to succeed in life
- **C - Community:** they serve and respect the school community
- **E - Excellence:** they are the best they can be at all times

The curriculum is explicitly taught during the first week in Autumn term alongside the traditional National Curriculum subjects and thereafter during daily lineups, assemblies and afternoon form times.

In order to build knowledge and facilitate its retrieval, at the start of each term, the RBA behaviour curriculum is revisited and constantly referenced and reinforced throughout the year. As with other curriculum content, it is taught using the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure students have many opportunities to practise these (particularly in the first few days of term). It is expected that all students will know this content.

The process for teaching the behaviours explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## 9. Reward Centered Approach

It is our intention that students be regularly and repeatedly praised and rewarded, for living our VOICE values, in the following ways:

- Achievement points in lessons
- 'VOICE Day' points for an excellent day of all ticks (see VOICE Note below)
- 'VOICE Week' points and email home for an excellent week of all ticks
- Entry into weekly assembly prize draw for a VOICE week
- Praise certificates for accumulating numerous VOICE weeks (5, 10, 20 etc.)
- Access to VOICE events for an excellent half-term (e.g., PSHE VOICE celebrations)
- Access to trips and extracurricular events for those who meet threshold to be invited

## 10. VOICE Notes

The main vehicle through which students are praised and rewarded every lesson, of each day, is through our VOICE Note praise cards, which students physically carry around with them

This VOICE Note is a tangible reminder of our values and students are praised at the end of a session for having lived our values. Students are invited to physically tick the cell that corresponds to the session they were in. At the end of each day, a student with a VOICE Note full of ticks get rewarded by their tutor with achievement points and a full week leads to a positive email home.

Students who do not live our values, get a behaviour code on their VOICE Note, which has associated consequences. However, our first attention is always to best behaviour and this strategy is reward, rather than consequence focused.

**ROBERT BLOOMFIELD ACADEMY**

# VOICE NOTE

Students at RBA are successful learners because they use their **VOICE** by:

- Showing energy and enthusiasm  
**VITALITY**
- Prioritising their learning  
**OPPORTUNITY**
- Developing autonomy and resilience  
**INDEPENDENCE**
- Supporting and encouraging others  
**COMMUNITY**
- Always giving their best  
**EXCELLENCE**

Name: \_\_\_\_\_  
Year: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

SESSION	MON	TUES	WEDS	THURS	FRI
AM FORM					
LESSON 1					
LESSON 2					
BREAK					
LESSON 3					
LUNCH/LESSON 4					
LUNCH/LESSON 5					
LESSON 6					
PM FORM					
VOICE DAY?					

Where behaviour is not excellent, staff add the following behaviour codes to the **VOICE Note**:

VALUE							
Excellence	C1	E	Equipment	L	Late	U	Uniform
Opportunity	C2*	Dis	Disruptive	P	Passive	R	Refusing
Community	C3	Dan	Dangerous	I	Inappropriate	T	Truancy

\* Teacher initially takes the **VOICE Note** as a Correction Stage Warning.

## 11. Consequences

Whilst we strive to ensure that students are excellent at all times, there will inevitably be occasions where students do not meet the expected standard. The table below shows the behaviour that will accrue consequences and, because a policy cannot be completely black and white, how staff might use their professional judgement when implementing:

Code		Behaviour Displayed
C1	Late	Arriving after the majority of the class without good reason
	Equipment	No pen, reading book, planner etc.
	Uniform	Non-school hoodie, trainers etc.
C2	Disruptive	Shouting out, moving around the room, making noises etc.
	Passive	Not working, quietly putting no effort in
	Refusing	Not following explicit instructions or defiance
C3	Dangerous	Pushing, grabbing, throwing items, running indoors etc.
	Inappropriate Language	Swearing, rude/derogatory comments
	Truancy	Out of lessons without permission

### Professional Judgement

While these behaviours are to receive consequences in most cases, it is absolutely right that staff should use their professional judgement and make reasonable adjustments if needed.

### Consequences Ladder

Code	Behaviour	Consequence	Actioned by:
C1	<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Incorrect uniform</li> <li>• Missing equipment</li> </ul>	<b>Code on VN &amp; Sims</b>	Teachers
C2	<ul style="list-style-type: none"> <li>• Two or more C1 behaviours in a day</li> <li>• Disrupting learning</li> <li>• Passive learning</li> <li>• Refusing instructions</li> </ul>	As above and <b>5-minute correction conversation with tutor</b>	Teachers
C3	<ul style="list-style-type: none"> <li>• Persistent C2 behaviours</li> <li>• Dangerous behaviour</li> <li>• Inappropriate language</li> <li>• Internal truancy</li> </ul>	As above and <b>next day break time detention</b>	Teachers

	<ul style="list-style-type: none"> <li>• Lost/damaged VN</li> </ul>		
<b>C4</b>	<ul style="list-style-type: none"> <li>• Persistent C2 or C3 behaviours</li> <li>• Refusal to attend break time detention</li> <li>• Refusal to hand over VN</li> <li>• Destruction of or refusal to complete VN</li> <li>• Repeated internal truancy</li> <li>• Threatening/bullying behaviour</li> </ul>	As above and <b>45-minute SLT detention on Friday</b>	Teachers, HOY
<b>C5</b>	<ul style="list-style-type: none"> <li>• Persistent C3 or C4 behaviours</li> <li>• Refusal to attend 30-minute SLT detention</li> <li>• External truancy</li> <li>• Bring school into disrepute</li> <li>• Swearing at or threatening a staff member</li> <li>• Persistent threatening/bullying behaviour</li> <li>• Theft</li> <li>• Vandalism</li> <li>• Fighting</li> <li>• Serious One off behaviour</li> </ul>	As above and <b>one or more day(s) in Behaviour Support</b>	HOY, Pastoral Director and SLT
<b>C6</b>	<ul style="list-style-type: none"> <li>• Failure to comply in BSU</li> <li>• Serious breach the school behaviour policy</li> <li>• Possession of items that threaten the safety of others</li> <li>• Violent behaviour</li> <li>• Physical assault</li> <li>• Persistent disruptive behaviour</li> </ul>	<b>Suspension</b>	Principal or SLT Proxy
<b>C7</b>	<ul style="list-style-type: none"> <li>• One off, serious incident that threatens the safety and welfare of the school community</li> <li>• Serious breach of school behaviour policy</li> <li>• Persistent disruptive behaviour</li> </ul>	<b>Permanent exclusion</b>	Principal or SLT Proxy

While this is a comprehensive list, it is not exhaustive and therefore the Senior Leadership Team may have to use their judgement and discretion to allocate an appropriate sanction.

## 12. Adjustments for Students with Special Educational Needs

While the behaviour policy and the behaviour curriculum are for all students, they will be applied and taught differently in different year groups depending on students' ages and their individual SEN needs. For example, students with autistic spectrum disorder may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times and reasonable adjustments made as required.

### Therapeutic Thinking:

Therapeutic Thinking (TT) is our local authority's (CBC) preferred approach to supporting positive behaviour management in schools and settings. The TT approach forms part of the authority's behaviour strategy and has been agreed through the SEN Executive and forms part of CBC's Local Offer. TT is a therapeutic approach to positive behaviour management and is already well established in many educational settings and services.

The approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management, reparation, reflection and restoration

TT emphasises the importance of consistency and teaching intrinsically, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of emotional and psychological harm.

It recognises that external discipline imposed by staff through rules and suppression will only achieve a short-term change. Whereas, working with a child's experiences and feelings creates an internal discipline, which results in long term change.

**What are the features of the TT approach?**

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm))
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Tactical Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

It is our intention that our behaviour policy, behaviour curriculum and TT approach will combine to allow us to achieve our aim of maintaining a calm and safe environment for our whole school community, while being mindful of the needs of individual students and the approaches/adaptations required to help them to be positive members of our community.

**How do we make adjustments or adaptations for the behaviour of students with SEN?**

We believe that making adjustments, where appropriate, for all students is important. However, we recognise that this is all the more necessary when it comes to supporting our learners who have SEN to meet our behavioural expectations.

This policy should be read in conjunction with our SEND Policy.

The most common areas of need within our setting lay within ASD, ADHD, Specific Learning Difficulties and Speech, Language and Communication needs. To help support these needs reasonable adjustments are made and these may include, but are not limited to, the following:

- Provide take up time
- Provide time out cards
- Allow use of fidget toys
- Close monitoring by LSAs
- Utilise zones of regulation
- Use of the SEN base
- Use of safe spaces
- Movement breaks
- Social stories

Common strategies we may use to support a learner with **ADHD** include (but are not exclusive to):

- Active breaks
- Short focused activities
- Chunk information
- Visual cues
- May need discreet 'fiddle toy' (only if approved by SENCo)
- Active learning strategies
- Model tasks expected to be performed independently
- Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'

Common strategies we may use to support a learner with **ASD** include (but are not exclusive to):

- Consider seating sensitively
- Routine
- Advance notice of changes or different expectations
- Extra time to process information
- Sensory considerations
- Sensitive group for collaborative work & provide students with a clear role
- Simple, clear verbal instructions
- Use student's name to direct attention when questioning
- Model expected classroom expectations
- Scaffold written work to ensure expectations are clear

Common strategies to support a learner with **SEMH** needs may include (but are not exclusive to):

- Provision of a safe space
- Grounding/calming techniques
- Key adult
- Follow routines & have clear expectations
- Clear, timed tasks
- Praise
- Teach resilience
- Use of emotional literacy

Common strategies to support a learner with **Specific Learning Needs** may include (but are not exclusive to):

- Use of visual cues
- Chunking information
- Focus on content not spelling errors
- Use of scaffolding, key word banks, sentence starters, highlighting, headings to structure writing
- Use of colour backgrounds
- Alternative methods of recording written information
- Provide handouts to mirror what is on the board
- Multi-sensory approach to spelling
- Encourage use of Read and Write software and exam provision where appropriate

### 13. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staffmember (e.g., on a school-organised trip).

### 14. School Trips

The school reserves the right to withdraw attendance on school trips, where we believe health and safety could be compromised or where student behaviour is not reaching RBA expectations.

### 15. School Transport

There are two types of School Transport. Conduct on transport provided by RBA for a school trip, event, fixture etc, will simply follow the terms of acceptable conduct as outlined in this policy.

School transport provided by the Local Authority as a means to and from school has a separate operating system. All students who use the LA school transport are expected to abide by their Code of Conduct

[https://www.centralbedfordshire.gov.uk/info/3/schools\\_and\\_education/530/apply\\_for\\_school\\_transport/10](https://www.centralbedfordshire.gov.uk/info/3/schools_and_education/530/apply_for_school_transport/10)

- The CBC code of conduct outlines what is expected of parents and students who access home to school transport and it is advised that parents read them before accepting the provision of transport.

- Students or parents who fail to abide by the code of conduct when using school transport provided by us may be banned from accessing the provision for a set period of time, or permanently depending on the severity of the incident.

Please note, CBC state that by accepting the transport provision from Central Bedfordshire Council you (the parent) are agreeing to the Code of Conduct

Incidents on a bus will be investigated jointly by the School, Contractor and Central Bedfordshire Council with the use of CCTV footage (if available) and witness statements.

- Failure to adhere to the Code of Conduct will result in the issuing of a warning and/or a ban determined by the frequency and/or the level of offence.
- Any transport ban implemented will be supported by the School and notice will be provided to the Parents/Carers via the school, but addressed from CBC.
- If a ban is issued by CBC, it will be the responsibility of the students' parent, carer or guardian to arrange alternative school transport to and from school until the ban finishes or on a permanent basis.
- It is in the best interests of parents, students and staff to become familiar with and abide by the code of conduct.
- Absence will be coded as unauthorised if a parent does not provide an alternative transport option for their child during a ban and the EWO service may choose to issue a penalty notice.

Please read Appendix 4: Transport Escalation Matrix (CBC Code of Conduct)

## 16. Conduct Management

### Power to use reasonable force

The legal provision, as defined by the DfE in their policy "Use of reasonable force Advice for headteachers, staff and governing bodies April 2026" on academy discipline also provides members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging Property

Physical restraint:

- Must always be used as a last resort
- Must be applied using the minimum amount of force and for the minimum amount of time possible
- Must be used in a way that maintains the safety and dignity of all concerned
- Must never be used as a form of punishment

Principal/ Senior SLT and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for other items banned under the Academy rules.

If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. See Appendix 5.

This policy serves as an executive summary, but every stage identified in the DfE Guidance on acceptable use of Force in schools will be followed.

Where possible a member of staff who is 'Team teach' trained should attend an incident where physical intervention/the use of reasonable force may be required.

The School has a right to engage with external agencies if we feel appropriate, for example the Police in the event of illegal behaviour.

### Malicious allegations

- Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

### Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening of students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Please refer to our Screening and Searching policy which is available on our website.

### Mobile Phones and Smart Devices, including Watches and Glasses

Mobile phones and Smart Devices, including watches and glasses are prohibited for use within the Academy. If they are seen by staff, they will be confiscated and stored in the school office. A parent will need to collect them at the end of the day.

If phones are brought to school, they must be switched off before entering the building and must not be switched on again until the student has left school for the day.

### Internal Seclusions/Behaviour Support (Formerly known as Internal Exclusions)

Students are removed from their normal timetabled lessons and supervised by a member of the Pastoral team or SLT. This is not a suspension from school, but an internal strategy to avoid escalation. Work from their timetabled lessons is brought to students or set on Google Classroom. They are educated on site away from their peers for the time agreed by the school. Sometimes we may use another school's provision, within BEST Trust, as a venue for the seclusion. In this case, and with on-site provision, parents will be informed ahead of an agreed plan. We may also occasionally place

students in the classrooms of senior leaders/HOY/HOD to avoid escalation. This will always be in classrooms where student's own year group is not being taught.

Students will receive supervised breaks where they will be able to get some fresh air, but they will not be on the playground, as per norm. This consequence maybe used to sanction students who are consistently not meeting our expectations or as a result of a 'one off' act of dangerous or unruly behaviour.

The length of an internal strategy will be determined by the Principal and/or SLT and will be proportionate to the conduct offense.

### Managed Moves & Off Site Direction

Managed moves are processes which allow students to move between schools without the stigma of exclusion. RBA works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a student with a "fresh start" when it is felt that all other processes have been exhausted or where the relationship between the student, parent/carer and the academy has in effect broken down.

The route to a Managed Move is pre-emptive and should not be applied as a last resort. Managed Moves are regulated and quality assured through the Central Bedfordshire Fair Access Panel. Please see the Fair Access Protocol documentation from the DfE on this process. A Managed move is a permanent move.

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a student must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

### Exclusions

The Academy will follow the Department for Education guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement," July 2026 This policy serves as an executive summary, but every stage identified in the DfE documentation will be followed.

### Suspension (previously known as Fixed Term Exclusion)

Excluding a student from the Academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Senior Assistant Principal) has the authority to exclude a student. In all cases the parents will be informed either by telephone and / or letter on the day the student is excluded and the reasons for the exclusion.

Parents will be given the option to collect the student from school if appropriate. On the student's return to the Academy, a readmission meeting will be arranged with a parent/guardian. This will be with a senior member of staff. Work will be set during the period of the exclusion. If a student is excluded for a second time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process.

You have the right to make written representations about this decision to the governing body. If you wish to make representations, please refer to the Complaints Policy for further information.

Offences for which exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language towards a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of academy property
- Bringing or using illegal substances, including alcohol, into the academy
- Possession of any offensive weapons in the academy or item deemed to be offensive/ able to cause harm
- Using illegal substances or alcohol in the academy
- Supplying or selling illegal substances in the academy
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g., viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the academy into disrepute, this may occur inside or outside the academy.

If a student is excluded for a period of more than 5 days alternative educational provision will be provided at another educational site. Parents/carers have the right to appeal against a decision to exclude their child.

### Permanent Exclusion (PE)

A decision to exclude a student permanently is very serious and is considered as a last resort, in response to a serious breach, or persistent breaches of the Academy's Behaviour Management Policy or were allowing the student to remain at the Academy would seriously harm the education or welfare of the student or others in the academy. The decision to permanently exclude will be taken by the Principal.

You have the right to make written representations about this decision to the governing body. If you wish to make representations, please refer to the Complaints Policy for further information.

The school will follow the protocols set out in Exclusion from maintained schools, academies and student referral units in England 2024

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

## 17. Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Student Action Panel will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational

psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 18. Safeguarding

Changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

We recognise there may be incidents involving inappropriate conduct between children known as child on child. In these situations, there may be victims and children alleged of causing harm. It is our duty to ensure that these incidents are fully investigated, with appropriate support for both the child alleged and victim, alongside consequences from a conduct perspective. Decisions will be guided by the victim, wherever possible and on an individual basis a course of action will be taken to restore a positive outcome for all involved. Where it is deemed necessary, incidents of this nature will follow the school child on child abuse policy

## 19. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## 20. Monitoring & Evaluation

RBA hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour is reported to the local governing bodies on a regular basis. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

## 21. Implementation & Review

This policy will be made known to all staff, parents/carers and governors, and published on the RBA website. Copies are also available upon request from the Academy office. This policy will be reviewed yearly or as required.

## 22. Author and Date

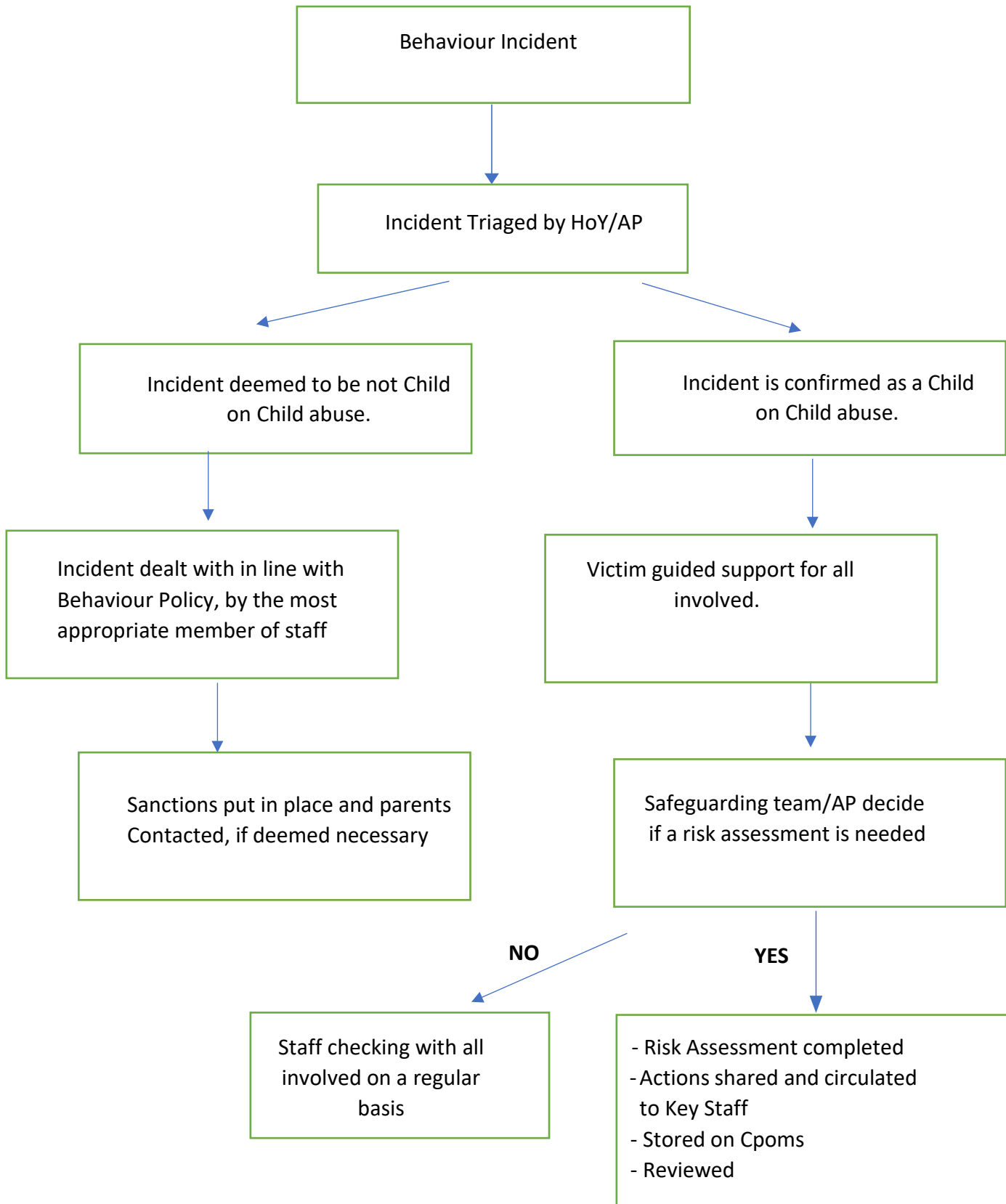
Author: Tom Guiney – Senior Assistant Principal

Approved by: John Linehan - Principal

Date: July 2026

Review: July 2027

## Appendix 1 - Child on Child Flow Chart



## Appendix 2 - Home School Agreement

### As a School we will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and update on your child's progress at parent meetings, Tutor evenings, Data Capture Reports and Attitude to Learning Reports.
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer,
- Respond to any concerns from your child or parents/carers
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behavior, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
- Set home learning tasks which supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through email, telephone, Edulink App, ParentMail
- Respond to communications from parents in a timely manner, following school policies
- Treat students consistently, equally and fairly.
- Set high standards of behaviour with no tolerance of bullying or racism.
- Provide enrichment and extra-curricular activities to increase the cultural capital of every student  
Follow our school policies and procedures, applying them consistently

### Parents / Carers will:

- Make sure their child attends school regularly and on time. I will notify the school if my child will be absent. I will make sure my child is dressed in the correct uniform and brings the necessary equipment to school
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Engage and attend all required parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read any communications sent home by the school and respond where necessary
- Support the school with the conduct development of my child and work with, not against, the school on all matters

## Students will:

- Arrive at school and lessons every day on time and ready to learn
- Try my best to do my work and ask for help if I need it
- Do my homework on time and raise any issues with my teachers
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other students' safety
- Wear the correct school uniform and take a pride in my appearance
- Bring to school all the equipment I need each day
- Treat all members of the school community with care and respect
- Understand and follow the school rules
- Look after school equipment, and show respect for the school environment and local community
- Work hard and respect the right of others to learn.
- Value being a Trustee of RBA
- Be polite and friendly to others, treating the RBA community with respect
- Treat school equipment and buildings with respect.
- Behave well on the journey to and from school.
- Make the most of opportunities to join in all activities.

## Appendix 3 - Internet Access & Computing Devices Parent & Student

As a user of a range of computing devices (computers, laptops, iPads etc.), the school network and the Internet, I agree to comply with the school rules on their use. I will use the devices, network and access the internet in a responsible way and observe all the restrictions explained to me by the school.

### Student Internet Use:

I will only use the computer systems in school, including the internet, email, digital video, mobile technologies etc for school purposes.

- I will neither download nor install software onto school devices.
- I will only log on to the school network/email system/websites using my own user name and password.
- I will follow the school's computing security rules, and not reveal my password to others. I will only use my school email address.
- I will make sure that all my online communication is responsible, respectful and sensible.
- I am responsible for my behaviour, choices and actions when using online resources such as email, blogging sites and internet searches. This includes images I might choose to look at, searches I might make, resources I use or download and the language I use.
- I will not search for, view, download, upload or forward any material that may be offensive or illegal. I will report any such material to my teacher or other member of staff immediately.
- I will not give out any personal information such as my name, phone number, address or photograph.
- Neither will I give out any personal information about others.
- Images of students/staff will only be taken, when prior consent has been given to the school. These images may be stored and used for school purposes in line with school policy.
- My on-line activity, both within school and elsewhere, will not cause distress to anyone nor bring my school into disrepute.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not copy material from the internet and present it as my own.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the internet and other related technologies will be monitored, logged and made available to the Network Manager, Senior Staff and the Safeguarding Team.
- I understand that this code is to keep me safe and to highlight the responsibility I have towards others. If I choose to break this code the school will apply sanctions and will contact my parents/carers.

## Appendix 4 - Transport Escalation Matrix (CBC Code of Conduct)

<p><b>Category 1:</b> Warning or withdrawal from transport if repeated</p>	<p>Not wearing a seatbelt (where provided) Swearing at the driver/passenger assistant/general public Disobeying an instruction given by the driver and/or passenger assistant Littering the vehicle Misuse of the bell Refusal to remain seated whilst the vehicle is in motion</p>
<p><b>Category 2:</b> short term withdrawal from transport issued</p>	<p>Lack of consideration towards driver/passenger assistant/member of the public Minor vandalism Smoking Verbal abuse towards driver/passenger assistant/other passengers Repetition of any incident which resulted in a ban or previous warning Interfering with safety equipment Distracting the driver by moving around the vehicle whilst it is in motion.</p>
<p><b>Category 3:</b> long term or permanent withdrawal from transport</p>	<p>Misuse of emergency exit and windows Misuse of main entrance door Bullying or harassment Assault of another passengers/driver/passenger assistant both physical &amp; verbal Intentionally distracting the driver Throwing objects around inside or out of the vehicle Pushing others through doors or windows Serious acts of vandalism.</p>
<p>Students who choose to repeatedly act in a manner that is detrimental to the safety and well-being of others may be permanently excluded from transport</p>	

## Appendix 5 - Restrictive Interventions and Use of Reasonable Force

### 1. Key Definitions

The 2026 guidance introduces specific terminology that must be used accurately within school records and communications:

- **Restrictive Intervention:** An umbrella term covering both physical and non-physical actions used to prevent, restrict, or subdue the movement of a student's body or part of their body.
- **Reasonable Force:** A legislative term referring to physical restrictive interventions. "Reasonable" is defined as using no more force than is necessary for the shortest amount of time possible, depending on the specific circumstances.
- **Seclusion:** A non-disciplinary safety measure where a student is confined alone and prevented from leaving, whether by physical obstruction or the threat of punishment if they attempt to exit.
- **Significant Incident:** Any occurrence where the use of force exceeds "appropriate physical contact". This includes physical force used to implement a non-physical restrictive intervention (e.g., physically moving a student into seclusion).

### 2. Physical Contact and Staff Powers

- **Legal Power:** All members of school staff have the legal power to use reasonable force in limited circumstances.
- **No Contact Policies:** The school does not operate a "no contact" policy. Staff should refer to the guidance on "other physical contact" to understand appropriate interactions.
- **Training:** Staff likely to require the use of restrictive interventions will receive appropriate training. (Note: The school currently uses Team Teach) .

### 3. Removal vs. Seclusion

It is critical to distinguish between disciplinary sanctions and safety interventions:

- **Removal:** The school uses "Removal" (or terms such as Internal Isolation or Withdrawal) as a disciplinary sanction for behaviour management.
- **Seclusion:** This is a **non-disciplinary** intervention used only as a safety measure. The term "Seclusion" must **not** be used in the behaviour policy to describe a disciplinary sanction.

### 4. Mandatory Recording and Reporting

The following statutory requirements apply to all **Significant Incidents**, including seclusion and non-force restraints:

- **Reporting to Parents:** Parents must be notified of a significant incident in writing as soon as practically possible and on the same day it occurred.
- **Internal Documentation:** All incidents must be recorded using the school's updated Intervention Record Forms. Records should be categorized clearly (e.g., in CPOMS/Bromcom) to differentiate between disciplinary removals and non-disciplinary seclusion.
- **Governance:** Incident trends will be reported regularly to the Governing Body for analysis.

### 5. SEND and Reasonable Adjustments

There is a heightened focus on students with Special Educational Needs and Disabilities (SEND). For these students:

- Reasonable adjustments must be made regarding the use of restrictive interventions.
- Individualised **Behaviour Support Plans** must be consulted and updated to reflect these needs.

# Significant Incident Recording Form

**Confidential:** To be completed for any incident where the use of force goes beyond appropriate physical contact.

## 1. Incident Overview

- **Student Name:** \_\_\_\_\_
- **Date of Incident:** \_\_\_\_\_
- **Time of Incident:** \_\_\_\_\_
- **Location:** \_\_\_\_\_
- **Staff Involved:** \_\_\_\_\_

## 2. Type of Restrictive Intervention

*Check all that apply:*

- **Reasonable Force/Physical Restraint:** (e.g., holding arms at side)
- **Non-Physical Restrictive Intervention:** (e.g., blocking an exit)
- **Seclusion:** (Non-disciplinary confinement for safety)
- **Other:**

## 3. Justification and Duration

- **Reason for Intervention:** \_\_\_\_\_
- **Was this a last resort?**  Yes  No
- **Duration:** (Must be the least amount of time necessary) \_\_\_\_\_
- **SEND Considerations:** Were reasonable adjustments made in line with the student's Behaviour Support Plan?  Yes  N/A

## 4. Details of the Incident

**Description:** Provide a concise account of the events leading up to the intervention and the specific actions taken.

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## 5. Post-Incident Actions & Reporting

- **Parent/Carer Notified:**  Yes  No
- **Method of Notification:** (Must be in writing in addition to phone call) \_\_\_\_\_
- **Time of Notification:** (Must be same day/as soon as practically possible) \_\_\_\_\_
- **Scanned and uploaded to CPOMS:**  Yes  No
  
- **Staff Member Signature:** \_\_\_\_\_
- **Headteacher/Lead Review:** \_\_\_\_\_