THE BRUNTS ACADEMY

Brunts Academy Behaviour, Culture and Relationships Policy

This policy is based on the advice and guidance from the Department for Education on:

- "Behaviour in schools" Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk),
- The Academy's legal duties under the Equality Act Equality Act 2010: guidance - GOV.UK
- Keeping Children Safe in Education (2024). Keeping children safe in education 2026
- Searching, screening and confiscation in schools - GOV.UK
- Use of reasonable force in schools - GOV.UK
- Supporting pupils at school with medical conditions
- It is also based on the SEND code of practice: 0 to 25 years - GOV.UK

Additionally, this policy focuses every aspect on the **best interests of the child,** so that every child is safe, healthy (physically and mentally), enjoys Academy life, achieves well (contributing to economic well-being) and makes a positive contribution to the community and society at large.

The Brunts Academy is part of The Greenwood Academies Trust and therefore an inclusive academy, where every child matters and where we endeavour to meet the needs of every learner.

'Everyone in our Trust and academy is a leader of behaviour'

Statement of Rights:

In this Academy everybody has the right to be:

- safe and feel safe
- accepted for who they are
- respected as an individual
- valued as an individual
- treated with kindness

This means that no one should be treated unfairly (discriminated against) because of:

- appearance
- age
- gender
- ability/disability
- cultural background/heritage
- beliefs/religion
- sex/sexual orientation
- accent
- or for any other reason

Everyone has a responsibility to treat everyone else in accordance with these rights.

Greenwood Academies Trust Mission and Vision

We believe in providing the very best for every child in every academy, every day.
Our vision is to make sure that every child thrives in a GAT academy.

Our mission is to secure successful pupil and organisational outcomes so that all children leave a GAT academy equipped with the capability and potential to lead a happy and successful life.

Brunts Academy Mission, Vision, and Values

"Unlocking potential, transforming futures".

To provide an exceptional education to all pupils by creating a nurturing and innovative learning environment that fosters academic excellence, personal growth, and social responsibility.

Academy Culture (what we do and how we do it) is exemplified in #TheBruntsWay

Our values:



Our mission, vision, and values form 'The Brunts Way' (What we do and how we do it: our culture)

We base our approach to achieving and maintaining positive culture by managing children positively with a focus on building and sustaining outstanding relationships.

1. Knowing and understanding our pupils and their influences
2. Teaching targeted behaviours alongside dealing with misbehaviour
3. Using classroom management strategies to support good conduct
4. Using simple approaches and regular routines
5. Using targeted approaches to meet the need of individuals
6. Achieving consistency in approaches to culture and relationships
   (Education Endowment Foundation 2019)

This research is exemplified in the DfE's 'behaviour in schools' guidance published in February 2024:

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

At The Brunts Academy, we believe that high-quality teaching and learning, curriculum planning (QofE) together with a focus on knowing children well, building outstanding relationships and establishing consistent routines, leads to outstanding conduct and positive culture. We are committed to getting to know our pupils well and developing the highest quality interpersonal relationships. We are also committed to managing pupil conduct in an emotionally literate way and seeking, where possible, to provide pupils with opportunities to get things right and make amends.

THE BRUNTS ACADEMY

Research suggests that teachers knowing their pupils well can have a positive impact on classroom behaviour **(Education Endowment Foundation - Improving Behaviour in Schools-2019)**

The Brunts Academy is committed to a programme of **Teaching targeted conduct,** this forms part of **The Brunts Way #TheBruntsWay) "What we do, and how we do it"** by actively teaching our **values (norms) AND generic routines** that are expected in learning spaces, around the Academy site, and in the community (our conduct curriculum). This mirrors best practice and research to ensure that Academy staff make broad expectations clear through actively teaching positive conduct, rather than 'telling', giving clarity and shared understanding:

Making it easy to behave well, and hard to get it wrong (**Tom Bennett, Running the Room 2020**)

The process of teaching targeted conduct will continue over time. It is not a one-off, but an ongoing process of teaching, re-teaching, modelling, and remodelling (a 'conduct curriculum'), where 'interleaving' enables children to revisit the knowledge required to demonstrate expected conduct repeatedly and understand why it is important.

To encourage good conduct and a positive attitude to learning in our Academy, we believe that rewards are as important, if not more important, than sanctions. The intrinsic reward of enjoying learning is the most powerful way to manage behaviour, and therefore we use praise and recognition as a key positive behaviour management strategy. We also focus on a process not outcome model of regular praise, rewarding pupils who are consistently, have positive attitudes, and demonstrate outstanding effort. Our positive approach is also fundamentally important in developing a sense of positive identity with our Academy and the wider community; a sense of belonging and a real sense of 'being proud to belong'.

We reward pupils' daily efforts for 'doing the right thing' through an electronic points system in Classcharts.
Additionally, we offer pupils extrinsic rewards in the form of certificates, badges, postcards, specialist ties, Principal's Awards, commendations, letters home, gift vouchers and subject prizes at Celebration Assemblies and events. We also host prestigious annual rewards ceremonies.

We recognise that there needs to be a balance between the needs of the individual with the needs of the wider Academy community. Whilst we work hard to modify inappropriate conduct and support pupils with difficulties, the educational rights of any individual are not absolute. There is a point at which concern for the many will outweigh those of any one individual.

Where possible, restorative justice approaches will be used in support of Academy sanctions. These will focus on the importance of being honest/reflective, taking responsibility for our actions, acknowledging harm, repairing damage, and reintegrating the pupil as quickly as possible into the Academy community. These approaches reflect fundamental British values (respect, *tolerance* (acceptance), liberty, democracy, rule of law) and thereby better prepare pupils for the world outside the Academy. Restorative conversations will take place as a matter of course to support pupils in taking responsibility for their own conduct and the development of positive relationships with others.
Our expectations of conduct are clear and simple and communicated with pupils and parents/carers regularly through our daily interactions, but additionally, through policies, The Home-Academy Agreement, the website, assemblies, work in tutor time and personal development lessons.

We recognise that some pupils' conduct will not meet our values and we understand that the reasons that pupils exhibit negative conduct is complex. As adults, we respond professionally to these interactions, events, and situations, remaining calm and dealing with problematic conduct with a high degree of emotional literacy to secure positive outcomes and de-escalate problems. To prevent negative conduct, all staff are expected to model our 'top 10' expectations in terms of what they do and how they do it:

1. Putting the child first by nurturing and developing high quality interpersonal relationships- getting to know our pupils well. **Child at the centre**

THE BRUNTS ACADEMY

This means that staff actively engage with children in all contexts, around the site, when arriving and leaving, at breaks and lunches and during learning experiences, to support them, reinforce our values and routines, praise and reward them when they get things right, correct them when they get things wrong and generally enquire about aspects of their lives. Staff are welcoming and friendly and use positive language (framing) to reinforce our conduct curriculum.

2. Teaching our children how to behave/conduct themselves in various settings (in learning spaces, around site and in the community) including actively teaching our norms (values -PRRA) and the routines expected in given locations to ensure positive culture.
   This means that staff know and understand our generic routines and routinely reinforce/remodel and reteach them. They reward children for following them and remind them if they don't, including use of sanctions after a reminder, as required.
3. Having high expectations of pupil conduct- everyone a leader of behaviour (what at we permit we promote)
   This means that **all** staff (not just teachers) praise and reward children for following our values and routines and challenge appropriately if they don't.
4. Demonstrating consistent, calm adult behaviour- we do not get into confrontational situations with children or encroach in their personal space and we never shout at children in our close interactions. **This means** that we do not escalate a situation where a child is unable to regulate their emotions, we de-escalate or get help if we cannot, ensuring the child and others are safe.
5. Using rewards effectively and consistently, especially praise, for following norms and routines and high effort/positive attitude (A&E), we also get to know children well enough so that we know if they have preferences for public or private praise. Being very consistent and fair with rewards and sanctions-the importance of a sanction being that they happen when allocated (**certainty**). **This means** that we reward children for doing the right thing, daily, and manage children well, meaning that reward and sanction use is consistent across all teams and all individuals.
6. Having high and visible presence in and around Academy buildings. **This means** doing all duties as per Academy rota, on time (#OnTimeIsLate), **AND** committing to being outside classrooms, on corridors in high vis at changeovers where staff are based in one room (not having to move classrooms).
7. Paying first attention to best conduct. **This means** being positive in interactions and reward those that get it right. It may also mean ignoring low level issues if they don't disrupt learning or negatively impact on climate.
8. Using common positive language (framing) in interactions (positive framing) and focus on referencing our values. We use our **VALUES** to talk to children and reinforce our ethos: "Thank-you for being proud to wear our uniform properly", "Thank-you for showing respect for learning by being punctual", "Thank-you for being so resilient and committing to the re-draft of your extended writing".
9. Utilising restorative follow ups to repair relationships when they break down **This means** encouraging reflection with a child to repair the relationship- e.g. what happened? Why do you think it happened? how has that affected, you? Others? Me? What can be different next time? What should happen next?
10. Nurturing and supporting positive relationships with parents/carers, through the Home-Academy Agreement **This means** working hard to establish and nurture our Mission, Vision and Values with parents/carers including making positive communications home through calls, emails, postcards, formal letters, and face to face interactions. It also means resolving parental concerns in a timely manner and responding to parental contact effectively (and within 48 hours- working days).

Our Norms (values) these are actively taught, modelled, retaught and re-modelled.

Be Proud Be Respectful Be Resilient Be Ambitious

THE BRUNTS ACADEMY

Stakeholders- staff

- All members of staff are expected to promote our culture, based on our norms (values) and teach and/or support the #TheBruntsWay. Additionally, all staff are expected to have a positive approach to the development of interpersonal relationships and to respond to, and deal effectively with negative conduct, modelling what is expected. All staff have a responsibility to support positive conduct in our Academy. Everyone is a leader of behaviour'.
- Staff who facilitate learning, including teachers are expected to plan and deliver high-quality stimulating lessons/sessions which allow all pupils to engage well and make progress. They should know their pupils well, including their names and their individual needs. They should create inviting, well-organised learning environments, where all learners' needs are met, and everyone is included.
- Heads of Subject/Curriculum teams are expected to know what conduct is like in their teams, to build on strengths, teach subject specific routines as applicable that reflect our Norms and intervene if they are concerned. They should take ownership for securing transformative conduct and attitudes in their areas and outside of classrooms, modelling the vision and expected high standards for conduct and attitudes in their areas and across the Academy. Additionally, they should place conduct and attitudes at the core of their work, ensuing it is high priority for them as a leader.
- Support staff are expected to reinforce the highest standards of conduct across the Academy based on our norms and routines, using positive approaches, and nurturing positive culture.
- Tutors are expected to monitor the conduct of their Tutor group, to build on positive attitudes, high effort and to reinforce positive conduct through praise and other rewards. They are also expected to teach generic routines based on our norms and intervene/support where conduct does not meet our expectations.
- Heads of Year, Achievement Leaders and other members of the pastoral team are expected to have an overview of pupil conduct either in their Tutor group, or within the context in which they work and to implement strategies that support the promotion of our norms and development of a positive culture/climate which ensures the highest standards. They should take ownership for securing transformative conduct and attitudes in their Tutor around the Academy, modelling the vision, and expected high standards for conduct and attitudes in all areas.
- The Leadership Team (SLT) are expected to shape, lead, and model the vision and expected high standards for culture, conduct and attitudes in the Academy. They should have an overview of conduct across the Academy, to formulate and evaluate policy and systems to support the development of a positive culture/climate in line with norms and routines which ensures the highest standards. Additionally, they are expected to work with key staff to develop positive culture and respond to aspects where expectations are not being met, intervening as required if concerns emerge.
- The Academy Trust (GAT) are kept informed of patterns of conduct across the Academy and work with SLT to evaluate and monitor these key aspects of provision and outcomes.

Praise and Rewards

We seek to enhance motivation and commitment to learning, building positive life-long habits. This means that rewards matter. Verbal praise and encouragement are used extensively throughout the Academy. We strive for a balance of **5** positive interactions against one that might be 'corrective', following research on what supports positive culture in schools. We also support achievement using positive language (framing), positive feedback written in books and through use of **Class charts.** This enables the reinforcement of pupils' behaviour that consistently demonstrate our culture, based on our mission, vision and values.

THE BRUNTS ACADEMY

Conduct Awards

All pupils will receive **positive behaviour** points for following norms and routines (doing what is expected). Pupils and parents/carers receive daily praise updates that give electronic notification of successes, this facilitates the further development of an ever-evolving positive culture. There are formal rewards at specific intervals for pupils who secure specific totals of positive conduct points for demonstrating our norms (values) and having a positive attitude and/or giving high degrees of effort. These 'conduct' Awards are linked to a reward scheme where number of positive points is linked to a scheme where pupils can exchange points for rewards of different values in the 'Rewards Store'. This is managed by pupil leaders. Positive points are allocated by all staff for:

- Demonstrating our values/ethos and following norms/routines
- Positive attitude
- General high effort
- High or improving attendance
- High standards of punctuality
- Consistently presenting learning to a high standard
- Positive contributions in discussions
- Extra effort in home learning
- Showing independent learning skills
- Showing marked improvement in effort and attitude
- Supporting peers (being kind)
- Being kind/considerate to adults including visitors and staff
- Working well
- Taking responsibility for learning
- Contribution to Tutor/lessons
- Leadership

To encourage and celebrate our values and positive culture, pupils who achieve the following thresholds will receive positive points and positive 'intelligence events' as recognition. These are as follows:

Zero negative conduct points in a 1 week period	50 positive conduct points and an intelligence notification in ClassCharts
100% attendance in a 1 week period	Added to the Feed a Family Friday voucher prize draw and 50 positive conduct points and an intelligence notification in ClassCharts

Other formal systems to reward pupils are in place across the Academy and within each Tutor but everyone at Brunts Academy should remember that most pupils are eager to please and eager to be successful. They deserve to be congratulated and spoken to in an encouraging way. Other formal systems/events include:

Ambitious Leaner Rewards Assemblies

These full cohort sessions based on recommendations by department areas for Awards based ambitious learner criteria, they occur half termly.

Rewards Events

For example, non-uniform for 100% attendance and cinema matinee afternoons this also includes trips both as year groups and as end of year celebration trips.

Celebrate Success Awards Evening

Celebration Evening showcases the ongoing achievements of our pupils. These are held annually. Parents/Carers are invited. The evenings are held to celebrate all pupil achievements and are as inclusive as possible. They focus on ongoing success and achievement, our values, respect, attitude, and effort.

End of Year Rewards Trips

Pupils who have good attendance, gain a high number of positive points, fewer negative behaviour points and do not experience disciplinary sanctions will be invited on the Academy rewards trips. It will be based on ongoing Ambitious Learner (AL) scores with an average AL score of less than 2.0 required to qualify as well as high or improving attendance.

The Importance of Pupil Leadership, identity and belonging

The Academy develops pupil leadership across all aspects of its provision including the pupil council, anti-bullying ambassadors and attendance ambassadors.

Subject areas also provide leadership opportunities in formalised structures that facilitate personal development and a positive contribution. There are also specific whole school pupil leadership roles such as sports leaders. These roles allow pupils to develop their leadership skills and immerse themselves fully in the life of the Academy. In turn, this facilitates an increasing sense of positive identity and belonging for the whole Academy community.

Alumni

To promote aspiration and identity, the Academy ensures that we make our sixth form and Academy leavers high profile in our Alumni association, celebrating the ongoing successes of our pupils with a focus on the positive attitudes and effort required to continue success in further education, training, and employment. This is important in promoting our values, particularly, 'Be Ambitious', and a positive culture.

There are a range of other rewards used to support pupils including: **Highest attendance for Tutor groups each week**, **Star of the Week, Freddo Friday, Queue Jump passes** and **Feed a family Friday**.

Attendance

The Academy expects all pupils to secure attendance at or above 96%. The attendance policy exemplifies our approach to rewarding those with 100% attendance, those with high attendance above national averages and those with improving attendance. It also details our approaches to supporting children and families where attendance becomes a concern, and those who are persistently absent (less than 90%) or at risk, who may become a safeguarding concern, or a child missing in education or absent from education. The Academy always works positively with parents/carers and pupils to improve attendance but may use enforcement methods in line with attendance policy guidelines, where attendance is low and not improving, or where there is little of no engagement in support offered.

See attendance policy for more details.

Punctuality (#OnTimeIsLate)

The Academy insists on securing outstanding punctuality for all its learners. Punctuality is a life skill and reflects conduct and attitudes. There is an expectation that all children arrive at the Academy gates before **0830** and are

sat in lesson one, ready to learn at 0835. We reward all pupils with great punctuality through normal reward systems and routinely celebrate punctuality. We also actively teach punctuality as a community routine. Its importance cannot be understated. Those with punctuality problems receive sanctions (late gate detention, SLT detention), and parental meetings are convened where punctuality is a persistent problem:

Being punctual is much more than 'not being late'. It involves planning to be on time (early), getting work done the night before, packing all equipment, getting uniform ready, knowing your journey time to The Academy, checking for delays to your journey like road closures etc. You can avoid being late by turning up in a mess, unprepared and badly organised. Being on time takes a web of mature skills, knowledge, habits, and aptitudes (T Bennett 2020)

Pupils should be early or on time for all lessons and have 4 minutes to arrive from the published start of the session, given the large site and distances to travel. Lateness is recorded and sanctions applied accordingly. Arrival more than ten minutes after the start of the sessions is classed as truancy and a 90-minute detention is issued to be sat on the same day. Pupils who are legitimately out of a lesson will be issued with a pink slip or a pink lanyard (toilet).

Mobile phones, devices including headphones and Air-pods

Brunts Academy recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents, and staff, as well as the wider academy community. We also recognise that smart watches, headphones, and other electronic devices are part of society today.

Electronic devices play a key part of keeping pupils safe, specifically when travelling to and from academy. Therefore, pupils are allowed to bring electronic devices to academy for safety purposes, however they must be switched off once they have arrived at academy and stored in their bag throughout the duration of the day. **They should never be seen, heard, or known to be used on site.**

Pupils must adhere to the academy's **acceptable use agreement** for mobile phone use.
We do not accept any responsibility for loss or damage to devices when brought into academy/college.

Pupils must always adhere to this policy whilst they are physically present on the academy site or when they are wearing the academy uniform. This includes not taking any pictures or recordings of other pupils or staff

Sixth form

At Brunts Academy we recognise that our post-16 pupils are young adults and demonstrate the ethos and values of the Academy, in leadership roles. As such, they are afforded a range of privileges commensurate with their age, responsibilities, and expectations of them as ambassadors. Mobile phones may be used by sixth form pupils in designated areas to aid study and Academy communications. These areas are based in the sixth form centre in the Dalton building.

Sanctions

Should a pupil not adhere to the 'not seen, not heard, not used' strategy then a sanction will apply. A phone seen or heard will be confiscated and the following apply:
1st instance in a half term – parent collection
2nd instance in a half term – parent collection and meeting with SLT
3rd instance in a half term, the learner hands in the phone every day at reception until 3pm

Refusal to hand the phone in will result in internal exclusion

THE BRUNTS ACADEMY

Exceptional circumstances

Where a pupil uses an electronic device to manage diabetes or other medical condition, this will be permitted in designated spaces for medical support, once agreed with academy leaders.

Loss, theft, or damage

Pupils bringing phones to the academy for safety purposes must ensure that the device is switched off and stored in their bag on entry to site.

Pupils must secure their phones as much as possible, including using passwords or pin codes to protect access to the device's functions.

The academy accepts no responsibility for mobile phones that are lost, damaged or stolen on academy premises or transport, during academy visits or trips, or while pupils are travelling to and from academy.

Lost phones should be returned to Main Reception. The academy will then attempt to contact the owner.

Negative Conduct

As an academy, poor conduct is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, restorative work should be undertaken to ensure that misbehaviour does not escalate.

As a Trust, serious misbehaviour (serious incidents) is defined as:

- Repeated breaches of academy rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or discriminatory behaviour (all protected characteristics)
- Sexual harassment or violence
- Serious malicious allegation

Possession of any prohibited items. These include but are not limited to:

- Knives or weapons
- Alcohol
- Drugs to include over the counter, prescribed and Illegal drugs
- Stolen items
- Tobacco, tobacco products and cigarette papers
- Fireworks

- Pornographic images/video
- Vapes and vape paraphernalia
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach. The academy has a range of sanctions available, and the Principal or Senior and pastoral Staff will decide on an appropriate response in each incident/situation.
Academy sanctions are described below.

We recognise that some pupils' conduct will not always meet our values and we understand that the reasons that pupils exhibit negative conduct is complex. As adults, we respond professionally to these interactions, events, and situations, remaining calm and dealing with problematic conduct with a high degree of emotional literacy to secure positive outcomes and de-escalate problems, in line with our top 10 expectations of all staff. We also adopt a 'consequence system'. V-system posters are in all learning spaces. The principles of the system are:

- Simplicity
- Understood by all
- Consistently applied
- Transparent

All staff should deal with very minor conduct issues with **reminders,** before using a consequence.

e.g. *'Can I remind you to tuck your shirt in, so that you are being respectful? Thank-you'*

Any consequence can be given at any time, and is not necessarily sequential

Consequence	Pupil action	Staff action	Restorative
V1 – verbal formal reminder	Not following norms or routines e.g. -talking out of turn -not engaging in learning -disturbing others -minor defiance -out of seat -not being KIND on corridors or stairs -unkind to others	V1 issued verbally to child	Pupil respectfully corrects conduct issue and meets expectations.
V2 – 5 negative conduct points on Class-charts After school detention 45 minutes **same day.** Pupil removed from lesson if in a lesson. Taken to reset room by on call	-repeated conduct from above following a V1. On call used for 1 of three reasons: Teaching cannot continue-significant disruption -H&S compromised -Child/adult dignity compromised	V2 recorded on Classcharts Staff informs pupil of detention (same day - 45m). Parent notified on Classcharts	Restorative with staff in class. Expected conduct reiterated
Serious Incident (SI)	e.g. Truancy, violence, bringing in prohibited items, bullying (child on child abuse), theft, damage to property,	Recorded on Classcharts Consult with pastoral/STA/ARA	Restorative conversation as appropriate post sanction Pastoral support plan

	vandalism, discrimination, vaping, sexual harassment or violence	Probable higher-level sanction e.g. isolation, suspension. Parent notified on Classcharts	
Late Gate Detention (20m)	Arrival after 0830 – break detention in room 1 Repeated incidents will trigger parental meeting	Recorded on Classcharts and staffed by pastoral team and SLT. Parent notified on Classcharts	Meetings with parents as appropriate
Truancy Detentions (90m)	- Out of lesson without a pink slip or lanyard 10 minutes after the start of lesson. Child will be taken to lesson and issued with a 90-minute detention	Staff log truancy on class charts and inform child of 90m detention same day 3-4:30pm in CP3. If on-call team bring child to lesson, on call team will log the truancy. Parent notified on Classcharts	Restorative conversation in detention at CP3
Internal Isolation	Missed detention Upscaled Serious incident A student will be issued an IE plus a 90-minute detention.	Staff to upscale sanction on class charts and parents/carers notified through phone call or email via HOY.	Graduated response completed
Partnership Suspension	Failed IE Serious Incident	Student will be placed at another school instructed by the Executive Principal. All details will be sent via phone call and email.	Graduated response completed and parent meeting.
Off-Site Direction	Numerous conduct events have taken place and the final placement at a school for a period of time	Meetings will take place regarding students conduct and why the school have reached this decision.	Meeting in school and meeting with OSD school.

Escalation Strategy

In an attempt to discourage repeat sanctions there is an escalation process in place as follows:

Low Level Disruption – V1s

3 V1 incidents within a 1 week period	45 minute detention
6 V1 incidents within a 1 week period	90 minute detention
9 V1 incidents within a 1 week period	Tutor report and contact home
10 V1s across a half term period	'Intelligence event' communicated home via ClassCharts app (for information)
20 V1s across a half term period	Tutor report and contact home

Lesson Removal – V2s

If a child receives 2X V2 incidents in a day, they spend the rest of the day in our internal isolation area (IE) and serve a detention same day (45 minutes)

Internal Exclusion (IE)

If a child is placed in IE this will come with a 90 minute detention.

If a child receives 2 logged incidents in IE within one week, they will then be placed on a partnership suspension for 1 day.

Detentions

All detentions are at the end of our Academy Day (3pm), except late gate detentions, which take place at break.

If a child fails to attend a detention, they will be placed in IE for the full day the following day AND sit the detention (90mins). Refusal to complete IE, is likely to result in suspension – offsite direction or a fixed term suspension

If staff issue a V2 or Truancy detention, they must:

1) Inform the pupil
2) Record on Class-charts
3) Have an appropriate restorative conversation

After school detentions will be

a) Centralised in CP3 at 3pm
b) Staffed by Pastoral team and SLT

Detentions will be for reflection and are completed in silence unless a restorative conversation is scheduled

Higher Level sanctions

The Academy uses suspensions as a last resort, and uses the following sanctions to avoid permanent exclusion, in line with our graduated response.

1) Reset in classrooms/learning spaces
2) Internal exclusion room (Internal suspension)
3) Partner suspension (in local partner school – offsite direction)
4) Formal suspension (fixed term suspension)
5) Managed move to another school (with the intention of this becoming permanent)
6) Internal alternative provision
7) External alternative provision
8) Permanent exclusion

Bullying

Brunts Academy has a zero-tolerance approach towards bullying and bullying behaviour.

We are proud members of the Anti-bullying Alliance and The Diana Award. We train our pupils as anti-bullying ambassadors as part of our pupil leadership programme.

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.

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

THE BRUNTS ACADEMY

Sexual Harassment and Sexual Violence

The academy will ensure all incidents of sexual harassment and/or violence are met with a timely and effective response. They will never be ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Any outcome decided on a case-by-case basis

The academy 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, for the alleged target(s) and alleged perpetrator(s) to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Refer to CAMHS
- Report to the police

It is the academy's legal responsibility under Keeping Children Safe in Education (2024) to support both the target and perpetrator when investigating and managing a concern of this nature. Please refer to our child protection and safeguarding policy for more information.

Community Conduct

On an academy day, every learner represents the academy on their journeys to and from the site and pupils are expected to observe the basic principles of the behaviour policy and the home-academy-agreement. Sanctions will be used where children bring the academy into disrepute with negative conduct in the community.

This means when the learner is:

- Taking part in any academy-organised or academy-related activity (e.g. trips or visits)
- Travelling to or from the academy
- Work experience
- Wearing academy uniform
- In any other way identifiable as a member of our academy community

Sanctions may also be applied where a learner has misbehaved off-site at any time including being on-line, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy and cause reputational damage.
- Poses a threat to another learner, member if staff or member of the public.
- Could adversely affect the reputation of the academy.

Sanctions will only be given out on academy premises or elsewhere when the learner is under the lawful control of the staff member (e.g. on an academy-organised trip)

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is 'on the balance of probability' to have been deliberately falsified or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately falsified or malicious, the academy will apply the necessary interventions in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care or another appropriate external agency, may be appropriate.

The academy will also consider the pastoral needs of staff and pupils 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 pupils.

Appendices

1. Roles and responsibilities of staff involved in leading on behaviour, culture and conduct
2. Positive Framing and Restorative conversations
3. Incidents with pupils and restraint
4. Uniform Guidelines
5. Prohibited items including weapons, drugs, alcohol, and smoking/vaping. Searching and screening

Appendix 1: – Senior Leaders responsible for Behaviour, Culture and Conduct

Executive Principal – Mr C Fisher

Deputy Principal (Inclusion) – Mr S Taylor

Senior Vice Principal (Behaviour, Culture) Mrs K Loach

Associate Leader for Culture and Conduct – Mr M Elland

If you require any assistance regarding support for your child, or any queries regarding behaviour, please contact your childs Head of Year using the email address held on our Academy 'contact us' page (The Brunts Academy - Contact)

Appendix 2: -Positive Framing and Restorative Conversations

All staff in the Academy are expected to use **positive framing** to support our values and a positive culture/climate.

Examples of positive framing include:

'Thank you for starting your learning task quickly'
'Well done for showing resilience in that home learning; it was challenging'

THE BRUNTS ACADEMY

'Thanks for picking up that litter and showing responsibility for our Academy'
'Thank-you for waiting patiently in the queue, it was helpful in keeping everyone safe'

Positive language should be used to correct negative conduct:

Rather than 'don't run'…walk, thank-you for being respectful
Rather than 'stop swinging on your chair'…Can I remind you to sit properly? Thank-you for being respectful in this classroom.
Reference to our values should be used when issuing consequences in classrooms, especially at V1. It is important that staff remain calm when having these dialogues, even though they may not feel calm:

'Can I remind you to 'be respectful' _____, you are (describe negative behaviour), previously, you've (remind of previous good conduct) …thank-you'

When sanctions escalate…still remind children about our values

'You have chosen to continue lack resilience (describe behaviour), this shows a lack of respect for XXXXX, as a result, you now have a V2. I know you can (describe expectation) and we don't want to escalate this further. Thank-you for being respectful.

These are **NOT** exact scripted conversations, as every circumstance is different, but the key components should be included to ensure there is consistency.

Using the language of our values in our daily interactions with pupils will build ever more positive culture over time.

Restorative Conversations

Restorative conversations are important in re-establishing positive relationships after a break down.

These are always best after the incident and with sufficient time to sit down with enough time to have a productive conversation that enables reflection. Sometimes, these conversations might need mediation. The environment, seating, body language, tone and other factors are all important in the relative success or otherwise…

Restorative questions:

What happened?
What were you thinking at the time?
What have your thoughts been since?
Who has been affected by what you did? In what ways?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?
How can things be better in the future?

If a child tries to argue or shift blame to you:

- Calmly gently repeat the line you were interrupted in. This makes the child realise that you won't be diverted from the conversation that you are leading.
- Use an appropriate refocusing line such as 'I hear what you are saying' or 'I understand' or 'Maybe you were, and yet'.

If the conversation becomes unproductive use:

"I am stopping this conversation now. I am going to walk away, and I am going to give you time to think about the choices you have made. I know that when I come back, we can have a polite conversation about this"

Appendix 3: Incidents with pupils and restraint

When faced with a situation whereby a pupil is becoming increasingly confrontational the member of staff's primary role is to de-escalate the situation and exert a calming influence over the group, especially if the pupil is around others. Trying to reason with a pupil and keep them there to listen is a useful approach providing the member of staff remains calm and in control of the situation.

In some situations, if a pupil is in a state of high anxiety, unable to regulate themselves, or clearly out of control, it is best to give them space and time to calm down without engaging with them. If/when these situations occur, staff are asked to notify a member of the SLT to give the brief details and location of the pupil. Someone must be able to keep visual contact with them in the event they become unsafe with self or others.

No physical attempt should be made to stop the pupil leaving the room/area. The member of staff should expect the pupil to remain in the class but should offer no physical barrier to them leaving. It should be made clear that if a pupil chooses to leave, the issue will be dealt with later.

Pupils must deal with the consequences of their actions, and these consequences will occur. Suitable sanctions will be used to deal with the pupils involved, along with any support that may be required.

The consequences will be made clear at a later stage when the pupil is more likely to engage with their actions. The remainder of the class need to also understand this in order that there is no suggestion that the behaviour has had no consequence.

This information does not restrict the right of teachers to physically intervene with reasonable force if there is a risk to the safety of the individual or others.

De-escalating the situation and calming the group/pupil down are the key aspects.

Use of reasonable force and restraint

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

- Causing persistent disorder
- Hurting themselves or others
- Damaging property

The academy follows DfE guidelines on use of restraint.
Any physical intervention used by staff to protect pupils will be recorded on CPOMS in line with safeguarding policy and procedures. Staff should note that members of the pastoral and SEND team have current UBT training (understanding behaviour training) and are able to restrain a child, if necessary, though this is always as a last resort. This guidance does not restrict the right of a member of staff to physically intervene if a pupil is likely to injure themselves or others or seriously damage property.

For further information please refer to the use of reasonable force DfE policy.

Appendix 4: Uniform

Details of the Full Uniform code and Policy can be found on the Academy website here:

The Brunts Academy - Uniform

The Academy complies fully with Statutory guidance issued by the DfE in November 2021 and the Branded Items Limit which came into place in September 2026.

Every Brunts Academy pupil should be a credit to themselves, and this includes wearing their uniform correctly, as it demonstrates Being Proud, Being Respectful, Being Resilient and Being Ambitious. We therefore ask for parent/carer support in promoting the importance of uniform and appearance, as it is our belief that good presentation is an attribute essential for later life.

We believe an academy uniform is important and reflect the DfE guidance which states:

We strongly encourage schools to have a uniform, as it can play a key role in:

- *promoting the ethos of a school*
- *providing a sense of belonging and identity*
- *setting an appropriate tone for education*

Our current uniform supplier is **Schoolwear Solutions**. Items of uniform can be purchased directly or delivered to the academy for collection:

Home | Schoolwear Solutions | School and Sportswear

Specific Uniform

- Brunts green blazer with school badge (legacy badge and blazer are permitted)
- Loose fitting black trousers that cover the top of the foot and shoe or black tailored shorts. (no jeans, leggings, or tight-fitting trousers that are elasticated or gym wear material)
- White shirt (tucked in) and new school tie
- Brunts Academy logoed Black skirt only skirts must not be rolled
- Plain Brunts green V-neck jumper (optional)
- Brunts green cardigan, with Brunts logo (optional)
- Plain black polishable shoes or boots – no trainers, pumps, or canvas shoes. Pupils wearing boots should wear them with their trousers over the top (see detailed uniform information using the link below)
- Socks/tights should be plain and black.
- Outdoor coats are strongly recommended, preferably weatherproof, and should be plain, with no large logos. All outdoor coats should be removed on entry to building.
- Hoodies, denim, and leather jackets are not allowed.
- Extremes of hair style such as unnatural bright colourings and shaved patterns are not permitted.
- Natural colour nail varnish is permitted but gel/acrylic/false nails and false eye lashes are not permitted. Make up should be discreet and not obvious.
- No jewellery other than plain stud earrings on the lower lobe of each ear and one plain ring. No bracelets or necklaces should be worn. One wristwatch may be worn.
- No facial or body piercings are permitted but a clear plastic retainer can be worn.
- Caps/hats are only allowed in extreme weather conditions and not to be worn inside academy buildings
- School bag, which is suitable to carry PE kit, stationary, Exercise books and A4 size folder, no handbags.

Appendix 5 Prohibited items, searching, screening and confiscation

The academy may search your child if they think they are in possession of any prohibited items.

The member of staff will always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Drugs to include over the counter, prescribed and Illegal drugs
- Stolen items
- Tobacco, tobacco products and cigarette papers
- Fireworks and explosives
- Pornographic images/video
- Vapes and vape paraphernalia
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Brunts academy is a non-smoking/vaping site for all persons.

Any prohibited items found in a pupils' possession will be confiscated.

The return / destruction of any item will be handled in line with the DfE (Department for Education) guidance on searching, screening, and confiscation. The police may be requested to dispose of the item or seize should it be deemed necessary.

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Confiscated items will be kept in the Academy Safe (Reception) until an agreed date and time for return to a responsible and appropriate person. This is unless the item is unsafe, required as part of an ongoing investigation or prohibited, and will therefore be stored appropriately until such time a collection is made, and/or a means of disposal is agreed, where appropriate.

The Principal or a member of staff authorised by the Principal, members of the SLT the DSL, or members of the inclusion team can carry out a search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item or item that could cause harm to themselves or others. There is no requirement for this authorisation to be provided in writing.

Any search will be carried out by 2 members of staff (and at least one of the same gender), parents notified, and the search will be recorded on the academy safeguarding database, CPOMS.

Pupils found in possession of illegal prohibited items will be subject to high level disciplinary action which may include permanent exclusion. Additionally, other agencies like the police and children's social care, are likely to be informed.

Members of staff have the right to search a child's mobile device if they feel there is justifiable cause to do so, where the child or other children could be at risk, however, staff will not do this if they suspect the device is storing indecent images of children (in line with safeguarding policy). In these situations, or where a child refuses to consent to a search, staff may contact the police who may search the child without consent where they feel there is a requirement to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

Searching, Screening and Confiscation

Last updated September 2026