











BEHAVIOUR AND RELATIONAL POLICY

THE SKIPTON ACADEMY

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BEHAVIOUR AND RELATIONAL POLICY 2026–27

A SUMMARY FOR PARENTS AND CARERS

BELONG | CHALLENGE | INSPIRE

THE TSA BEHAVIOUR CONTINUUM

A staged approach to support positive behaviour.

1. POSITIVE CULTURE

Teach → Model → Practise → Notice → Praise → Reward

We create a calm, respectful and supportive environment where everyone can learn and thrive.

2. EARLY CORRECTION

Choice → Caution → Consequence → Call

Low-level disruption is addressed quickly and consistently.

3. FURTHER RESPONSE

Detention → Removal → SSC/Internal Isolation → Reintegration

Where behaviour continues, we use proportionate and purposeful consequences.

4. ADDITIONAL SUPPORT

Parent Partnership → Pastoral → SEND → Behaviour Plan → External Support

We work with students and families to provide the right support.

5. PERSISTENT OR SIGNIFICANT CONCERNS

Targeted Provision → Alternative Provision → Off-Site Direction → Suspension

For persistent or serious behaviour, we use more intensive intervention.

6. MANAGED MOVE

Managed Move

A planned move to a more suitable setting where appropriate.

7. MOST SERIOUS CIRCUMSTANCES

Permanent Exclusion

For the most serious single incidents or where other strategies have not been successful.

This is not a mandatory sequence.
The Academy is not required to exhaust each preceding stage before taking a higher-level response where the circumstances justify doing so.

HOW TSA RESPONDS TO BEHAVIOUR

The following framework is illustrative. It is not a tariff.

Behaviour / circumstance	Responses may include
Positive behaviour	Praise, positive points, recognition, contact home, reward
Low-level disruption	Choice → Caution → Consequence
Repeated disruption	Consequence → Call/removal → detention
Lack of equipment	Support, replacement arrangements, appropriate consequence
Lateness	Recording, detention, attendance intervention
Failure to follow instructions	C-CCC, detention, removal or escalation
Missed detention	Reissued/escalated detention, SSC or alternative response
Failure to hand phone in for detention	Detention incomplete, escalation, internal response
Mobile-phone breach	Confiscation and appropriate consequence
Refusal to surrender phone	Senior intervention, escalation and isolation
Truancy	Detention, parental contact, pastoral/attendance intervention
Leaving site	Immediate safeguarding response and appropriate behavioural consequence
Bullying	Investigation, support, education and sanction
Discriminatory/ derogatory behaviour	Education, safeguarding/pastoral intervention and sanction
Sexualised/harmful sexual behaviour	Safeguarding assessment and appropriate behavioural response
Vaping/smoking	Confiscation, sanction and intervention
Drugs	Safeguarding, sanction, external agency/police involvement; potentially suspension/PEX
Theft	Sanction, restorative action and possible police involvement
Damage	Sanction, restorative action and possible contribution towards repair/replacement
Fighting	Removal, investigation and potentially suspension/PEX
Serious violence	Suspension and potentially permanent exclusion
Weapon	Immediate safeguarding/police consideration; suspension and potentially permanent exclusion
Persistent serious disruption	Intensive intervention, AP/off-site direction, suspension and potentially PEX
Serious single incident	Suspension and potentially permanent exclusion

OUR VALUES AND EXPECTATIONS

BELONG

- Be kind, respectful and inclusive.
- Behave safely.
- Respect others, the environment and property.
- Use appropriate language.

CHALLENGE

- Attend regularly.
- Be punctual and prepared.
- Engage positively in learning.
- Work hard and persevere.
- Allow others to learn.

INSPIRE

- Take responsibility.
- Make positive choices.
- Demonstrate resilience.
- Recognise others' achievements.
- Repair harm where appropriate.
- Represent the Academy positively.

OUR CORE BELIEFS

- Every student has the right to learn without disruption.
- Every member of staff has the right to teach and work without abuse, intimidation or unreasonable disruption.
- Every member of our community has the right to feel safe and respected.
- High expectations should apply to all.
- Positive behaviour is taught, modelled and celebrated.
- Relationships matter.
- Students are given opportunities to correct behaviour and learn from mistakes.
- Consequences are fair, proportionate and purposeful.
- SEND, safeguarding and individual circumstances are considered appropriately.
- Support and accountability can, and often should, operate together.
- Serious or persistent behaviour will be addressed decisively.

FURTHER INFORMATION

This policy should be read alongside our Safeguarding, Anti-Bullying, Attendance, SEND and other relevant policies.

The full Behaviour and Relationships Policy is available on our website.

1. PURPOSE

The Skipton Academy is committed to providing a calm, safe, respectful and supportive environment in which every student can learn, achieve, feel that they belong and develop into a responsible young adult. Excellent behaviour is central to this.

Our approach is built around the Academy values:
BELONG | CHALLENGE | INSPIRE

We believe:

- every student has the right to learn without disruption;
- every member of staff has the right to teach and work without abuse, intimidation or unreasonable disruption;
- every member of our community has the right to feel safe and respected;
- high expectations should apply to all students;
- positive behaviour should be explicitly taught, modelled, recognised and reinforced;
- relationships matter;
- students should be given opportunities to correct behaviour and learn from mistakes;
- consequences should be fair, proportionate and purposeful;
- SEND, disability, safeguarding and individual circumstances must be considered appropriately;
- support and accountability can, and often should, operate together; and
- serious or persistent behaviour will be addressed decisively.

This policy establishes the principles and framework through which the Academy promotes positive behaviour and responds when expectations are not met.

It is deliberately sufficiently flexible to allow staff and leaders to exercise professional judgement in individual circumstances.

2. LEGAL AND STATUTORY FRAMEWORK

The Academy will exercise its behaviour functions in accordance with applicable legislation and statutory guidance. This includes, where relevant:

- Education Act 1996;
- Education and Inspections Act 2006;
- Education Act 2011;
- Equality Act 2010;
- Children and Families Act 2014;
- Human Rights Act 1998;
- current DfE *Behaviour in Schools* guidance;
- current statutory guidance on suspension and permanent exclusion, including pupil movement;
- current DfE guidance on searching, screening and confiscation;
- current statutory guidance concerning mobile phones in schools;
- current guidance and statutory requirements concerning restrictive interventions, including reasonable force;
- Keeping Children Safe in Education;
- SEND Code of Practice;
- statutory requirements concerning alternative provision and off-site direction; and
- other legislation and statutory guidance applicable to academies.

Where legislation or statutory guidance changes during the lifetime of this policy, the Academy will follow the law and statutory guidance in force at the relevant time. Nothing within this policy limits a statutory power available to the Academy.

3. SCOPE

This policy applies to students:

- on Academy premises;
- during the Academy day;
- immediately before or after school where appropriate;
- travelling to and from the Academy;
- on Academy or public transport;
- while wearing Academy uniform;
- while otherwise identifiable as a TSA student;
- on educational visits and residentials;
- on sporting fixtures;
- during work experience;
- at careers activities;
- attending alternative provision;
- during Academy clubs and events;
- online where there is an appropriate connection with the Academy; and
- in other circumstances where behaviour has a sufficient connection with the Academy, its students, staff or community.

The Academy may respond to behaviour outside school where it:

- affects or could affect the orderly running of the Academy;
- poses a threat to another student, member of staff or member of the public;
- affects safeguarding or welfare;
- affects relationships within the Academy community; or
- could adversely affect the Academy's reputation.

The Academy will consider the nature and strength of the connection with the Academy when determining whether intervention is appropriate.

4. OUR VALUES AND EXPECTATIONS

BELONG

Students should:

- treat others with dignity and respect;
- be kind and considerate;
- respect difference;
- use appropriate language;
- follow reasonable instructions;
- respect Academy and personal property;
- contribute positively to the Academy community;
- behave safely.

CHALLENGE

Students should:

- attend regularly;
- arrive punctually;
- arrive prepared;
- have appropriate equipment;
- engage positively in learning;

- work hard;
- respond to feedback;
- allow other students to learn;
- persevere when learning is difficult.

INSPIRE
Students should:
- take pride in themselves and their Academy;
- make responsible choices;
- demonstrate resilience;
- recognise others' achievements;
- take responsibility for their actions;
- repair harm where appropriate;
- represent the Academy positively.

5. A CULTURE OF HIGH EXPECTATIONS

Behaviour is everybody's responsibility.

The Academy seeks to create a culture in which positive behaviour is normal, understood and reinforced consistently.

High expectations apply to all students.

This does not mean treating every student identically.

Fairness requires staff to consider individual circumstances and, where required, make reasonable adjustments while maintaining appropriately high expectations.

Staff will seek to develop positive relationships with students while maintaining clear professional boundaries.

6. THE BEHAVIOUR CURRICULUM

The Academy explicitly teaches students how to meet its expectations.

We do not assume that students automatically know how to behave successfully simply because they have reached secondary school.

Students are taught and routinely reminded how to:
- arrive at the Academy;
- enter and leave classrooms;
- begin lessons promptly;
- listen when others are speaking;
- respond when staff require attention;
- participate appropriately;
- move between lessons;
- use corridors and stairways safely;
- behave during break and lunchtime;
- behave in assemblies;
- use Academy facilities;
- communicate respectfully;
- respond appropriately to correction;
- use technology appropriately;

- behave during emergency procedures;
- behave on visits, transport and activities;
- represent TSA in the wider community; and
- demonstrate Belong, Challenge and Inspire.

Expectations may be explicitly retaught:

- at the beginning of an academic year;
- during transition into Year 7;
- following extended absence;
- following admission during the academic year;
- following suspension;
- following repeated behaviour concerns; or
- whenever leaders identify a need.

Where a student struggles with a routine, the Academy may reteach and practise the expectation alongside any appropriate consequence.

7. TRANSITION AND INDUCTION

Behaviour expectations form part of the Academy's transition and induction arrangements.

This includes students:

- transferring from primary school;
- joining TSA during the academic year;
- returning from extended absence;
- returning from alternative provision; or
- transferring from another educational setting.

Where information indicates additional vulnerability, SEND, safeguarding or behavioural needs, the Academy will seek appropriate information and consider support, risk management and reasonable adjustments.

8. ROLES AND RESPONSIBILITIES

Students

Students are responsible for their conduct and are expected to comply with Academy expectations and reasonable instructions.

Parents and carers

Parents and carers are expected to:

- support Academy expectations;
- encourage excellent attendance and punctuality;
- support uniform and equipment expectations;
- support the mobile-phone arrangements;
- support reasonable sanctions;
- ensure their child attends required detentions;
- engage constructively with the Academy; and
- raise concerns appropriately.

Staff

All staff are responsible for:

- modelling high standards;
- establishing routines;
- teaching expectations;

- recognising positive behaviour;
- challenging inappropriate behaviour;
- applying Academy systems;
- considering individual needs;
- recording relevant incidents; and
- seeking support where appropriate.

Senior leaders
Senior leaders are responsible for:
- maintaining the Academy's behaviour culture;
- supporting staff;
- monitoring implementation;
- analysing behaviour information;
- identifying patterns;
- evaluating impact;
- addressing inconsistency;
- ensuring appropriate support; and
- overseeing serious incidents.

Principal
The Principal has overall responsibility for standards of behaviour.

Only the Principal, or the person lawfully acting as Principal, may make decisions which legislation reserves to the headteacher, including suspension and permanent exclusion.

9. STAFF INDUCTION, TRAINING AND SUPPORT

Staff receive appropriate information and/or training concerning the Academy's behaviour expectations and systems.

New staff receive behaviour induction.

Training and support may include:
- behaviour routines;
- CCCC;
- SEND;
- safeguarding;
- de-escalation;
- bullying;
- harmful sexual behaviour;
- discriminatory behaviour;
- searching and confiscation;
- mobile-phone arrangements;
- restrictive interventions;
- recording; and
- other relevant areas.

Leaders will provide additional support, coaching or training where monitoring identifies a need.

10. RECOGNITION AND REWARDS

Positive behaviour should be noticed.

The Academy may recognise:

- effort;
- achievement;
- progress;
- attendance;
- improvement;
- contribution;
- leadership;
- kindness;
- resilience; and
- demonstration of Academy values.

Recognition may include:

- verbal praise;
- positive points;
- written recognition;
- contact home;
- certificates;
- postcards or letters;
- awards;
- prizes;
- privileges;
- attendance recognition;
- leadership opportunities;
- celebration events; and
- departmental or year-group recognition.

Reward arrangements may change during the year.

Where a reward or privilege has published eligibility criteria, the Academy will determine whether those criteria have been met.

11. EVERYDAY EXPECTATIONS

Students are expected to:

- attend regularly;
- arrive on time;
- wear the correct uniform;
- have appropriate equipment;
- secure mobile phones as required;
- attend all lessons;
- follow staff instructions;
- enter classrooms appropriately;
- sit where directed;
- engage with learning;
- complete work;
- use respectful language;
- move safely;
- respect other people's learning;
- respect property;

- follow social-time routines;
- attend detentions and interventions;
- behave appropriately during emergency procedures; and
- leave the Academy appropriately.

12. CLASSROOM BEHAVIOUR – CCCC

The Academy's normal classroom behaviour framework is:
CHOICE → CAUTION → CONSEQUENCE → CALL

Choice	○A member of staff will normally address low-level behaviour through a conversation, reminder, redirection or other appropriate classroom strategy.
Caution	○If behaviour continues, the student will ordinarily be reminded of the expectation and given a clear opportunity to make a positive choice. This carries -1 points. An accumulatino of every 3 will result in an after school tention
Consequence	○Continued or more significant behaviour may result in a consequence being recorded and/or an appropriate sanction. These can carry points from -1 to -5 dependentent on the reason recorded. An accumulation of every 3 consequences (of the same type) will result in an after school detention or isolation, againd dependent on the reason recorded.
Call	○Where behaviour continues, significantly disrupts learning, presents a risk or otherwise warrants removal, staff may request support and the student may be removed.
Professional judgement	○CCCC is a framework and **not a requirement that every stage must be followed in every incident**. ○Staff may move directly to Consequence, Call, removal or another response where the seriousness, frequency or nature of the behaviour makes this appropriate.

13. BEHAVIOUR OUTSIDE LESSONS

The same expectations apply during:

- tutor time;
- lesson transitions;
- corridors;
- break;
- lunchtime;
- assemblies;
- social times;
- clubs;
- intervention;
- detention;
- arrival and dismissal; and
- other Academy activities.

14. RESPONDING TO BEHAVIOUR

The Academy will determine the response it considers appropriate having regard to the circumstances.

Relevant considerations may include:

- seriousness;
- frequency;
- previous relevant behaviour;
- impact upon others;
- risk;

- safeguarding;
- age and maturity;
- SEND;
- disability;
- reasonable adjustments;
- provocation;
- intent where reasonably ascertainable;
- understanding;
- vulnerability;
- aggravating circumstances;
- mitigating circumstances;
- the student's response following the incident;
- willingness to repair harm; and
- the need to maintain a safe and orderly environment.

Consistency does not necessarily mean identical treatment.

15. AVAILABLE RESPONSES

Responses may include, but are not limited to:

- reminder;
- correction;
- restorative conversation;
- behaviour point;
- seat change;
- completion or repetition of work;
- loss of privilege;
- detention;
- parental contact;
- report;
- mentoring;
- pastoral intervention;
- SEND intervention;
- removal;
- Student Support Centre;
- internal isolation;
- alternative supervised provision;
- altered social-time arrangements;
- restorative activity;
- confiscation;
- withdrawal from an optional activity;
- behaviour agreement;
- alternative provision;
- off-site direction;
- suspension;
- permanent exclusion; or
- another lawful and reasonable response.

This list does not constitute a fixed tariff or mandatory sequence.

16. DETENTIONS

The Academy may issue detention:

- during break;

- during lunchtime;
- after school; or
- at another lawful time.

Detention may be imposed for:

- an individual behaviour incident;
- accumulated behaviour incidents;
- lateness;
- failure to complete work;
- failure to follow reasonable instructions;
- missed interventions;
- failure to attend another detention; or
- another breach of Academy expectations.

The Academy does not require parental permission to impose a lawful detention.

When determining arrangements, staff will consider relevant circumstances including known transport, safeguarding and welfare considerations.

Operational arrangements including timings, duration, location and activities may change.

Students may be expected to complete:

- curriculum work;
- unfinished work;
- reflection;
- restorative work; or
- another Academy-directed activity.

17. PHONES DURING DETENTION

A student attending an after-school detention is required to hand their mobile phone or communication device to the designated member of staff **before the detention begins**.

This applies even where the phone has remained secured within a Yondr pouch during the Academy day.

The device will normally:

1. be surrendered before detention (on the morning);
2. remain switched off or inaccessible;
3. be securely stored;
4. remain inaccessible throughout detention; and
5. be returned when the student is formally dismissed.

Students must not retain or use:

- a second phone;
- another student's phone;
- a smart watch capable of communication; or
- another unauthorised communication device.

Authorised reasonable adjustments or medical arrangements will continue to apply.

18. REFUSAL TO HAND OVER A PHONE AT DETENTION

Students are expected to comply with the instruction to surrender their device.

Where a student refuses, staff will ordinarily:

1. make the instruction clear;
2. allow a reasonable opportunity to comply;
3. explain that continued refusal constitutes a further breach;
4. seek senior support where appropriate; and
5. record the refusal.

Continued refusal may result in:

- detention being regarded as incomplete;
- additional or escalated detention;
- removal;
- SSC/internal isolation;
- parental contact;
- additional mobile-phone restrictions;
- another appropriate sanction; or
- a combination of responses.

Refusal does **not**, by itself, create an unrestricted power to physically search a student.

Any search must comply with the search provisions within this policy and the applicable legal framework.

19. FAILURE TO ATTEND OR COMPLETE DETENTION

Failure to attend, cooperate with or complete detention without an accepted reason may result in escalation.

This may include:

- detention being reissued;
- longer or senior detention;
- SSC/internal isolation;
- parental involvement;
- report or monitoring; or
- another appropriate response.

Persistent refusal may be treated as persistent defiance.

The Academy retains discretion over the appropriate response.

20. REMOVAL FROM LESSON

Removal may be used:

- following CCCC;
- for serious disruption;
- where learning cannot continue effectively;
- where safety is affected;
- to prevent escalation;
- to facilitate investigation;
- to enable appropriate intervention; or
- for another reasonable purpose.

A student who is removed must attend the location directed by staff.

Removal is not suspension.

Repeated removal may lead to further assessment, parental involvement, pastoral/SEND intervention or escalation.

21. STUDENT SUPPORT CENTRE

The Student Support Centre (SSC) forms part of TSA's behaviour and pastoral provision.

Students may be directed to SSC following:

- Call/removal;
- significant behaviour;
- persistent disruption;
- failed detention;
- reintegration;
- investigation;
- internal isolation;
- safeguarding considerations; or
- another appropriate reason.

Students are expected to:

- arrive promptly;
- follow instructions;
- complete assigned work;
- remain in the designated location;
- behave respectfully;
- observe arrangements for break and lunch;
- comply with device arrangements; and
- engage with reintegration.

Students may not ordinarily self-refer to SSC during a lesson unless this forms part of an authorised individual arrangement.

22. INTERNAL ISOLATION

A student may be educated away from their normal timetable for a period.

This may include:

- SSC;
- designated internal isolation;
- supervised work elsewhere;
- another supervised Academy arrangement.

Internal isolation is not suspension where the student remains lawfully in school and education continues to be provided.

The Academy will determine the duration and arrangements having regard to the circumstances.

23. COMMUTED, VARIED OR SUSPENDED INTERNAL SANCTIONS

The Academy may:

- commute;
- shorten;
- vary;
- suspend;
- replace; or
- discontinue

an internal sanction where circumstances make this appropriate.

A student may, for example, return to lessons subject to:

- successful reflection;
- reintegration;
- parental meeting;
- behaviour agreement;
- report;
- restorative action;
- monitoring; or
- another intervention.

Commuting or varying a sanction does not necessarily mean that the original behaviour finding has been withdrawn.

It does not create a precedent requiring the same decision in another case.

24. REINTEGRATION AND RESTORATION

Following significant behaviour, removal, internal isolation, suspension or another intervention, the Academy may use a reintegration process.

This may include:

- discussion with the student;
- parental meeting;
- review of expectations;
- restorative conversation;
- behaviour plan;
- report;
- SEND review;
- reasonable adjustments;
- risk assessment;
- mentoring;
- timetable or provision changes; or
- other support.

Restorative work will be used where the Academy considers it appropriate and safe.

It will not replace necessary safeguarding action.

25. MOBILE PHONES – A PHONE-FREE SCHOOL

TSA operates a mobile-phone-free environment throughout the Academy day.

Students bringing a phone to the Academy must secure it using the Academy's **Yondr arrangements**.

Phones must remain secured throughout:

- lessons;
- tutor time;
- transitions;
- break;
- lunchtime;
- assemblies;
- interventions; and
- the Academy day generally.

Students must not circumvent these arrangements by:

- bringing a second phone;
- retaining an unsecured device;
- using another student's phone;
- using a dummy phone;
- deliberately damaging a pouch;
- using or being in possession of an unlocking magnet;
- using a SIM-enabled smart watch;
- using another unauthorised communication device; or
- otherwise attempting to circumvent the policy.

AirPods, headphones and similar devices must be stored as directed.

Reasonable adjustments and authorised medical arrangements will be made where required.

26. MOBILE-PHONE BREACHES AND CONFISCATION

Where a device is seen, heard, used or reasonably believed to be accessible contrary to Academy rules, staff may require it to be surrendered.

The Academy may confiscate the device for a proportionate period.

Depending upon the circumstances, it may be returned:

- to the student later;
- following detention;
- at the end of the Academy day;
- on another appropriate occasion; or
- to a parent/carer.

Repeated breaches may result in additional restrictions or requirements.

27. REFUSAL TO SURRENDER A DEVICE

Refusing a reasonable instruction to surrender a device is a separate behaviour matter from the original device breach.

Staff will ordinarily:

- repeat the instruction;
- make the expectation clear;
- explain the consequence of continued refusal;
- allow an opportunity to comply; and
- seek senior support where appropriate.

Continued refusal may result in an escalated behavioural response.

Where lawful grounds exist to search for the device, an authorised member of staff may consider a search in accordance with the following sections.

28. SEARCHING STUDENTS AND POSSESSIONS

The Principal and members of staff authorised by the Principal may exercise statutory search powers.

For the purposes of the Academy's behaviour rules, **mobile phones and unauthorised electronic or communication devices are identified as items for which an authorised search may be undertaken where the applicable legal requirements are satisfied.**

Searches will be conducted in accordance with current legislation and DfE guidance.

29. SEEKING COOPERATION

Where appropriate, staff will initially seek the student's cooperation.

A student may be asked to:

- surrender an item;
- turn out pockets;
- show the contents of a bag;
- open a locker;
- remove outer clothing as permitted by law; or
- otherwise cooperate with an authorised search.

Searches will be conducted with regard to safeguarding and dignity.

30. SEARCHES WITHOUT CONSENT

An authorised member of staff may search without consent where the applicable statutory conditions are satisfied.

Searches must comply with legal requirements concerning matters including:

- staff authorisation;
- reasonable grounds;
- prohibited/searchable items;
- sex of the searcher;
- witnesses;
- location;
- clothing;
- safeguarding;
- electronic devices;
- confiscation; and
- disposal.

Academy staff will not require a student to remove clothing other than outer clothing as permitted by law.

Where statutory urgent-search exceptions apply because serious harm may otherwise occur, staff will act within the relevant legal framework.

31. REFUSAL TO COOPERATE WITH A SEARCH

Where a student refuses, staff will consider:

- why the search is required;

- what item is suspected;
- the legal power available;
- the risk presented;
- safeguarding;
- whether immediate action is necessary;
- whether parents should be involved;
- whether the student can safely be supervised separately;
- whether police assistance is appropriate; and
- whether another response can safely manage the situation.

Refusal to follow a lawful and reasonable instruction may itself result in a behavioural consequence.

Refusal does not provide staff with an unrestricted power to use force to conduct a search.

Where an item presents an immediate or significant risk, the Academy will prioritise safety and may involve police.

32. CONFISCATION, RETENTION AND DISPOSAL

Items may be confiscated in accordance with the law.

Depending upon the item and circumstances, it may be:

- retained;
- returned to the student;
- returned to a parent/carer;
- disposed of;
- passed to police; or
- otherwise dealt with lawfully.

33. PROHIBITED AND ACADEMY-BANNED ITEMS

Items which may trigger search, confiscation and/or disciplinary action include, where applicable:

- knives;
- weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- cigarette papers;
- cigarettes;
- vapes;
- vaping equipment;
- fireworks;
- pornographic material;
- items intended or likely to cause injury;
- items intended to cause damage;
- items associated with criminal activity;
- unauthorised mobile phones or communication devices; and
- other items prohibited under Academy rules.

The Academy may amend its list of banned items where reasonably necessary.

34. VAPING, SMOKING, DRUGS AND ALCOHOL

Smoking and vaping are prohibited.

The possession, use, supply or attempted supply of illegal drugs or alcohol is prohibited in circumstances connected with the Academy.
Incidents may result in:

- confiscation;
- search;
- safeguarding action;
- parental involvement;
- educational intervention;
- external-agency involvement;
- police involvement;
- suspension; or
- permanent exclusion.

Each case will be considered individually.

35. WEAPONS AND DANGEROUS ITEMS

Weapons and dangerous items are prohibited.

An ordinary object may be treated as a weapon where it is carried, adapted, threatened or used with the intention of causing injury or fear.

The Academy may contact police immediately.

Possession or use of a weapon may result in suspension or permanent exclusion.

There is no automatic tariff; the circumstances will be considered individually.

36. BULLYING

Bullying is unacceptable.

It may include:

- physical bullying;
- verbal bullying;
- social or relational bullying;
- cyberbullying;
- sexual bullying;
- prejudice-related bullying;
- threatening behaviour; or
- repeated harassment.

Not every disagreement, conflict or unpleasant interaction constitutes bullying.

The Academy will investigate reported bullying and determine appropriate safeguarding, pastoral and behavioural responses.

Students are encouraged to report concerns and can expect them to be taken seriously.

Full details can be viewed in the anti-bullying policy.

37. DISCRIMINATION, HARASSMENT AND DEROGATORY LANGUAGE

The Academy does not tolerate:

- racism;

- sexism;
- misogyny;
- homophobia;
- biphobia;
- transphobia;
- ableism;
- religious discrimination;
- unlawful discrimination;
- harassment;
- victimisation;
- discriminatory bullying; or
- derogatory language directed at or concerning another person or group.

Such behaviour will not be dismissed as **banter**.

Staff are expected to challenge inappropriate behaviour when it occurs.

Responses may combine education, support, safeguarding, restorative intervention and sanction.

38. SEXUAL HARASSMENT, SEXUAL VIOLENCE AND HARMFUL SEXUAL BEHAVIOUR

Sexual harassment, sexual violence and harmful sexual behaviour are not tolerated.

The Academy will not dismiss such behaviour as:

- banter;
- joking;
- part of growing up; or
- an inevitable part of school life.

Safeguarding and disciplinary procedures may operate simultaneously.

The welfare and wishes of affected students will be considered while ensuring fair processes for everyone involved.

39. VIOLENCE, FIGHTING AND THREATS

Violence, fighting, intimidation and threats are serious matters.

When investigating, the Academy may consider:

- initiation;
- participation;
- attempts to disengage;
- self-defence;
- proportionality;
- provocation;
- injury;
- risk;
- vulnerability; and
- other relevant evidence.

Being present does not automatically establish equal responsibility.

Serious incidents may result in suspension or permanent exclusion.

40. DAMAGE, THEFT AND PROPERTY

Students must respect Academy property and the belongings of others.

Deliberate or reckless damage and theft may result in sanctions.

Where lawful and appropriate, parents may be asked to contribute towards repair or replacement.

Suspected criminal behaviour may be reported to police.

41. DEFIANCE AND REFUSAL

Students must follow reasonable staff instructions.

Persistent, deliberate or serious refusal may itself constitute a significant breach of this policy, even where the original matter was relatively minor.

The Academy will consider the context, including:

- whether the instruction was understood;
- SEND;
- communication needs;
- safeguarding;
- vulnerability; and
- the seriousness and persistence of the refusal.

42. TRUANCY, ABSCONDING AND LEAVING SITE

Students must not:

- leave lessons without permission;
- deliberately miss lessons;
- refuse to attend a designated location;
- leave the Academy site without permission; or
- abscond from supervision.

Such behaviour can create significant safeguarding risks.

Safety will be the immediate priority.

Depending upon risk and circumstances, the Academy may:

- search the site;
- contact parents;
- contact police;
- contact other agencies;
- implement safeguarding procedures; and
- impose an appropriate behavioural response.

43. ONLINE BEHAVIOUR AND SOCIAL MEDIA

The Academy may respond to online behaviour where there is a sufficient connection with the Academy or its community.

This may include:

- cyberbullying;
- threats;
- harassment;
- discriminatory abuse;

- sexual harassment;
- sharing intimate images;
- malicious communications;
- impersonation;
- filming incidents;
- sharing footage involving students or staff;
- organising violence;
- encouraging disorder; or
- conduct causing significant disruption to Academy life.

The Academy does not seek generally to regulate students' private lives.

Intervention will depend upon the connection with the Academy, impact and circumstances.

44. BEHAVIOUR BEYOND THE ACADEMY

The Academy may discipline behaviour occurring outside the Academy where lawful and appropriate.

This may include behaviour:

- travelling to or from school;
- on public transport;
- in uniform;
- while identifiable as a TSA student;
- involving another member of the Academy community;
- posing a threat to another person;
- affecting Academy relationships;
- affecting safeguarding;
- creation of deep fakes or using AI to create fake accounts/posts;
- affecting the orderly running of the Academy; or
- adversely affecting the Academy's reputation.

45. EDUCATIONAL VISITS, RESIDENTIALS, SPORT AND WORK EXPERIENCE

This policy applies to Academy-organised activities away from the site, including:

- educational visits;
- residential visits;
- overseas visits;
- sporting fixtures;
- fieldwork;
- work experience;
- careers activities;
- transport;
- hotels/accommodation;
- recreational time forming part of a visit; and
- activities delivered by third-party providers.

Students must comply with:

- this policy;
- staff instructions;
- visit-specific expectations;
- risk assessments;
- transport rules;
- accommodation rules;
- provider rules; and

- applicable local laws.

Additional expectations may be imposed where required by the nature of the visit.

46. SERIOUS BEHAVIOUR DURING A VISIT

Where behaviour creates risk or significantly disrupts a visit, the Academy may:

- remove the student from an activity;
- increase supervision;
- separate students;
- withdraw privileges;
- alter arrangements;
- contact parents;
- involve local authorities or police where necessary;
- arrange for a student to return home where safe, lawful and reasonably practicable; and/or
- impose an appropriate Academy sanction.

Behaviour during a visit may subsequently result in suspension or permanent exclusion where appropriate.

47. PARTICIPATION IN FUTURE VISITS

Participation in optional or non-curriculum activities may be subject to reasonable behaviour and safety considerations.

Where the Academy reasonably considers that participation would create an unacceptable risk which cannot reasonably be managed, it may consider alternative arrangements or decline participation where lawful.

Decisions will consider:

- individual circumstances;
- safeguarding;
- nature of the activity;
- risk;
- staffing;
- SEND;
- disability;
- reasonable adjustments; and
- equality duties.

48. RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE

The Academy seeks to minimise restrictive intervention through:

- positive relationships;
- effective routines;
- early intervention;
- communication;
- de-escalation;
- reasonable adjustments;
- individual planning; and
- appropriate support.

However, staff may use reasonable force where permitted by law.

This may include circumstances where it is necessary to prevent a student from:

- committing an offence;
- injuring themselves;
- injuring another person;
- damaging property; or
- causing serious disorder.

Force must **never** be used as punishment.

Any force used must be reasonable and proportionate in the circumstances.

The Academy does not operate a no-contact policy.

49. RECORDING AND REVIEWING RESTRICTIVE INTERVENTIONS

Significant incidents involving restrictive intervention or use of force will be recorded and reported in accordance with applicable statutory requirements.

Parents/carers will be informed where required, subject to any applicable lawful exception.

Following an incident, the Academy will consider whether there is a need for:

- medical attention;
- safeguarding action;
- pastoral support;
- SEND review;
- reasonable adjustments;
- risk assessment;
- individual planning;
- behaviour support;
- staff support;
- restorative work; or
- another action.

Leaders will monitor restrictive-intervention information to identify:

- repeated use;
- patterns involving particular students;
- patterns involving particular groups;
- contextual factors;
- whether reasonable adjustments are required;
- whether individual plans require revision;
- staff training needs; and
- opportunities to reduce future use.

50. SAFEGUARDING AND BEHAVIOUR

Behaviour can sometimes indicate:

- abuse;
- neglect;
- exploitation;
- trauma;
- emotional distress;
- SEND;
- unmet need; or
- difficulties outside school.

Where behaviour gives staff reasonable cause to suspect that a student is suffering, or is likely to suffer, harm, safeguarding procedures will be followed and the DSL/DDSL involved as appropriate.

A safeguarding response and behavioural response may operate simultaneously.

Safeguarding does not automatically remove accountability, and a behavioural sanction does not replace safeguarding intervention.

51. SEND, DISABILITY AND REASONABLE ADJUSTMENTS

The Academy maintains high expectations for students with SEND and disabilities.

The Academy will fulfil its duties under the Equality Act 2010 and Children and Families Act 2014.

When appropriate, staff will consider:

- identified SEND;
- disability;
- communication needs;
- cognition and understanding;
- sensory needs;
- EHCP provision;
- reasonable adjustments;
- whether needs may be unidentified;
- whether provision remains appropriate; and
- whether further assessment or support is required.

A student having SEND or a disability does not automatically prevent a sanction.

Fairness does not necessarily require identical responses.

52. VULNERABLE AND DISADVANTAGED STUDENTS

Leaders recognise that barriers to positive behaviour may be experienced by students including:

- students with SEND;
- disadvantaged students;
- students known or previously known to children's social care;
- children in care and previously looked-after children;
- young carers;
- students experiencing significant family circumstances;
- students experiencing safeguarding concerns; and
- others facing barriers to participation or belonging.

The Academy will seek to identify barriers and provide timely and appropriately targeted support.

High expectations remain while support and reasonable adjustments are provided where appropriate.

53. ADDITIONAL BEHAVIOUR SUPPORT

Where behaviour becomes persistent or concerning, intervention may include:

- parental meetings;
- mentoring;
- report;
- behaviour plan;

- pastoral support;
- SEND assessment or review;
- reasonable adjustments;
- Early Help;
- external-agency involvement;
- risk assessment;
- restorative intervention;
- targeted provision;
- alternative provision;
- off-site direction;
- managed move; or
- another appropriate intervention.

Support does not have to be exhausted before a serious sanction can be considered where circumstances justify it.

54. ALTERNATIVE PROVISION

The Academy may arrange alternative provision where lawful and appropriate.

It may be used to support:

- behaviour;
- engagement;
- safeguarding;
- reintegration;
- SEND;
- attendance; or
- curriculum needs.

The Academy will maintain appropriate oversight of provision it commissions.

Placement in alternative provision is not automatically an exclusion.

Attendance, safeguarding, behaviour and progress within alternative provision will be appropriately monitored.

55. OFF-SITE DIRECTION

Where statutory requirements are met, the Academy may direct that a student is educated at another setting for the purpose of improving behaviour.

This is an **off-site direction**.

It is not suspension or permanent exclusion.

The Academy will comply with statutory requirements in force at the time concerning matters including:

- notification;
- purpose;
- duration;
- student views;
- parental engagement;
- SEND/EHCP considerations;
- safeguarding;

- education;
- review; and
- governance oversight.

Off-site direction will be kept under review and will not be used as an unlawful means of removing a student from the Academy.

56. MANAGED MOVES

A managed move is a permanent transfer to another school.

It will only be used where:

- it is considered in the student's best interests;
- the parent/carer agrees;
- the receiving school agrees;
- relevant admission arrangements are satisfied; and
- current statutory guidance is followed.

Parents will not be pressured into accepting a managed move.

A managed move is not a punishment and will not be used unlawfully as an alternative to permanent exclusion.

57. SAFEGUARDING SEPARATION

There may be circumstances where students need to be kept apart to protect one or more students.

This is distinct from disciplinary removal.

Arrangements may relate to:

- lessons;
- social times;
- movement;
- arrival/departure;
- activities; or
- other aspects of Academy life.

Safeguarding separation will:

- be based upon safeguarding considerations;
- be appropriately documented;
- be kept under review; and
- not be used as an informal exclusion.

58. SUSPENSION

Only the Principal, or person lawfully acting as Principal, may suspend a student.

Suspension may be considered in response to serious or persistent breaches of this policy.

Possible circumstances include:

- violence;
- threats;
- serious disruption;
- persistent disruption;
- drugs;

- weapons;
- discriminatory behaviour;
- sexual misconduct;
- persistent defiance;
- behaviour presenting significant risk; or
- another serious breach.

This list is illustrative rather than exhaustive.

A suspension may follow a single serious incident.

The Academy is not required to exhaust every lesser intervention before suspension can be considered.

Every decision will be considered individually in accordance with statutory guidance.

59. FURTHER INCIDENTS OR EVIDENCE FOLLOWING SUSPENSION

Where further evidence emerges after a suspension, or further behaviour occurs, the Principal will consider the circumstances in accordance with the statutory framework.

Any subsequent decision will be separately considered.

The Academy will not use informal or unofficial exclusion.

60. PERMANENT EXCLUSION

Permanent exclusion is a serious decision.

Only the Principal, or person lawfully acting as Principal, may permanently exclude a student.

Permanent exclusion may be considered following:

- a serious breach; or
- persistent breaches

of this policy where the applicable statutory test is satisfied.

A sufficiently serious single incident may therefore result in permanent exclusion.

Examples may include:

- acts of violence;
- possession or use of a weapon;
- drug possession and/or supply;
- sexual violence;
- threats;
- discriminatory abuse;
- behaviour presenting significant safeguarding risk;
- deliberate damage;
- criminal behaviour;
- persistent disruption;
- persistent defiance; or
- another sufficient breach.

The inclusion of an example does not mean permanent exclusion will automatically follow.

Likewise, behaviour not expressly listed may result in permanent exclusion where the statutory test is satisfied.

Each decision will be based upon the individual circumstances and statutory guidance.

61. CANCELLATION OF SUSPENSION OR PERMANENT EXCLUSION

Where legislation permits, the Principal may cancel a suspension or permanent exclusion before the relevant governing-board consideration.

This may occur where, for example, significant new evidence becomes available.

Cancellation will be managed in accordance with the statutory requirements applying at the time.

Cancellation does not necessarily prevent the Academy from taking another lawful response to the underlying behaviour.

62. EDUCATION DURING SUSPENSION OR EXCLUSION

The Academy will fulfil its statutory responsibilities concerning:

- notification;
- work during the initial period;
- alternative provision;
- sixth-day provision;
- governing-board consideration;
- reintegration; and
- relevant local-authority responsibilities.

The Academy will follow the statutory guidance in force at the relevant time.

63. INVESTIGATING BEHAVIOUR

The Academy will investigate incidents to the extent reasonably necessary to make an informed decision.

Evidence may include:

- student accounts;
- staff accounts;
- witness accounts;
- CCTV;
- photographs;
- physical evidence;
- behaviour records;
- safeguarding information;
- electronic evidence;
- messages;
- social-media material;
- parental information;
- information from another school;
- police information;
- external-agency information; and
- other relevant evidence.

Students should ordinarily have an appropriate opportunity to give their account.

Where evidence conflicts, the Academy will make a reasonable assessment of the available information.

64. STANDARD OF PROOF

Academy disciplinary proceedings are not criminal proceedings.

The Academy will make factual determinations on the **balance of probabilities**, having regard to the evidence reasonably available.

This means determining whether it is more likely than not that the relevant behaviour occurred.

The seriousness of an allegation does not alter the standard of proof, although more serious decisions will ordinarily require appropriately careful consideration of the available evidence.

65. CCTV AND DIGITAL EVIDENCE

The Academy may consider lawfully obtained CCTV and digital evidence.

The absence of CCTV footage does not establish that an incident did not occur.

Likewise, footage will be considered in context alongside other available evidence.

66. POLICE AND EXTERNAL AGENCIES

The Academy may involve police or another agency where appropriate.

Police involvement does not prevent the Academy from operating its own behaviour procedures.

A police decision:

- not to investigate;
- not to arrest;
- not to charge;
- to take no further action; or
- a subsequent criminal outcome

does not automatically determine the Academy's decision.

Different processes serve different purposes and may operate under different evidential standards.

67. RECORDING BEHAVIOUR

The Academy may record:

- positive behaviour;
- behaviour incidents;
- sanctions;
- detentions;
- removals;
- internal isolation;
- interventions;
- parental contact;
- searches;
- confiscations;
- restrictive interventions;
- bullying;
- discriminatory incidents;
- suspensions;

- permanent exclusions;
- alternative provision;
- off-site directions; and
- other relevant information.

Safeguarding information will be recorded on the appropriate safeguarding system.

68. MONITORING, ANALYSIS AND IMPACT

Leaders routinely monitor behaviour information to maintain an informed and accurate understanding of behaviour and attitudes across the Academy.

This may include analysis of:

- positive behaviour;
- C-CCC patterns;
- Calls/removals;
- detentions;
- missed detentions;
- internal isolation;
- repeat sanctions;
- bullying;
- prejudice-related incidents;
- harmful sexual behaviour;
- searches;
- confiscations;
- restrictive interventions;
- suspensions;
- repeat suspensions;
- permanent exclusions;
- alternative provision;
- off-site directions;
- behaviour by year group;
- behaviour by cohort;
- location;
- time;
- subject;
- patterns involving individual students; and
- other relevant trends.

Where appropriate, leaders will examine patterns affecting:

- students with SEND;
- disadvantaged students;
- students known or previously known to social care;
- looked-after and previously looked-after children;
- students sharing protected characteristics;
- young carers; and
- other vulnerable groups.

Where patterns or disproportionality are identified, leaders will seek to understand the causes and consider whether:

- practice;
- support;
- provision;
- reasonable adjustments;
- staff training;

- curriculum;
- routines; or
- other arrangements

require amendment.

69. QUALITY ASSURANCE AND CONSISTENCY

Leaders will routinely evaluate implementation of this policy.

This may include:

- behaviour data;
- learning visits;
- student voice;
- parent/carer feedback;
- staff feedback;
- safeguarding information;
- SEND information;
- scrutiny of records;
- analysis of sanctions;
- analysis of removals;
- review of suspensions; and
- other appropriate evidence.

The aim is not to demonstrate that every member of staff responds identically.

Rather, students should experience **predictable expectations, fair processes and a coherent whole-Academy approach**.

Where variation in practice is identified, leaders will support, challenge and develop staff as appropriate.

70. STUDENT VOICE

The Academy will seek students' views about:

- behaviour;
- safety;
- bullying;
- discriminatory behaviour;
- relationships;
- routines;
- social times;
- whether students feel able to report concerns; and
- whether they have confidence that concerns will be addressed.

Student voice is one source of evidence and will be considered alongside other information.

Leaders will use relevant findings to inform improvement.

71. PARENT/CARER PARTNERSHIP

Positive behaviour is strengthened when the Academy and home work together.

Parents/carers are expected to support Academy expectations and encourage their child to comply with reasonable sanctions.

Where a parent disagrees with a sanction, the student should ordinarily continue to comply unless the Academy varies or withdraws it.

The Academy will seek to communicate significant concerns appropriately.

The precise timing and method of communication will depend upon the circumstances.

72. COMPLAINTS, REPRESENTATIONS AND REVIEWS

Concerns about the application of this policy should ordinarily be raised with the Academy.

The existence of a complaint does not normally suspend a sanction or intervention.

Suspension and permanent exclusion are subject to specific statutory arrangements concerning representations, governing-board consideration and, where applicable, independent review.

Those statutory procedures take precedence where applicable.

Other complaints may be considered through the Academy/Trust Complaints Policy.

73. PROFESSIONAL JUDGEMENT AND DISCRETION

No behaviour policy can anticipate every circumstance.

Unless legislation requires otherwise, nothing within this policy creates an automatic entitlement to a particular response or requires the Academy to impose a particular sanction.

The Academy may:

- increase a response;
- reduce a response;
- commute a response;
- vary a response;
- replace one response with another;
- discontinue a response;
- combine support and sanction;
- move directly to a more serious response;
- take account of mitigating circumstances;
- take account of aggravating circumstances; or
- determine that no further disciplinary action is appropriate.

A decision taken in one case does **not** establish a binding precedent requiring an identical decision in another.

The Academy will seek to act lawfully, reasonably, fairly and proportionately having regard to the individual circumstances.

74. EXCEPTIONAL CIRCUMSTANCES

The Principal may take any lawful and reasonable action considered necessary to:

- safeguard students;
- safeguard staff;
- protect other people;
- maintain good order;
- protect teaching and learning;
- manage significant risk;

- respond to an unforeseen situation; or
- fulfil a legal obligation.

Nothing within this policy prevents the Academy responding appropriately to circumstances which are not expressly anticipated within it.

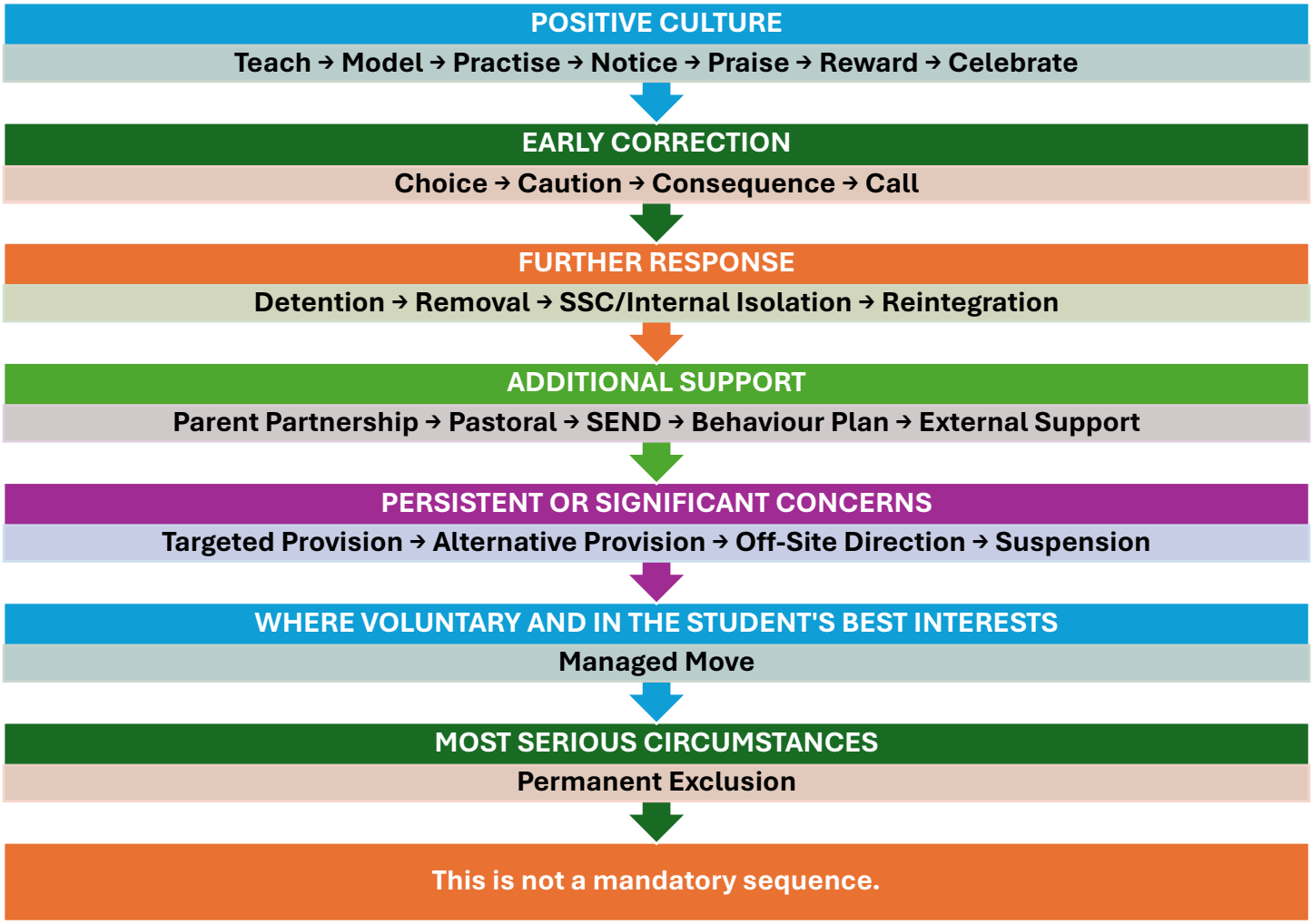
75. HOW TSA RESPONDS TO BEHAVIOUR

The following framework is illustrative. It is **not a tariff**.

Behaviour/circumstance	Responses may include
Positive behaviour	Praise, positive points, recognition, contact home, reward
Low-level disruption	Choice → Caution → Consequence
Repeated disruption	Consequence → Call/removal → detention
Lack of equipment	Support, replacement arrangements, appropriate consequence
Lateness	Recording, detention, attendance intervention
Failure to follow instructions	C-CCC, detention, removal or escalation
Missed detention	Reissued/escalated detention, SSC or alternative response
Failure to hand phone in for detention	Detention incomplete, escalation, internal response
Mobile-phone breach	Confiscation and appropriate consequence
Refusal to surrender phone	Senior intervention, escalation and consideration of lawful search where appropriate
Truancy	Detention, parental contact, pastoral/attendance intervention
Leaving site	Immediate safeguarding response and appropriate behavioural consequence
Bullying	Investigation, support, education and sanction
Discriminatory/derogatory behaviour	Education, safeguarding/pastoral intervention and sanction
Sexualised/harmful sexual behaviour	Safeguarding assessment and appropriate behavioural response
Vaping/smoking	Confiscation, sanction and intervention
Drugs	Safeguarding, sanction, external agency/police involvement; potentially suspension/PEX
Theft	Sanction, restorative action and possible police involvement
Damage	Sanction, restorative action and possible contribution towards repair/replacement
Fighting	Removal, investigation and potentially suspension/PEX
Serious violence	Suspension and potentially permanent exclusion
Weapon	Immediate safeguarding/police consideration; suspension and potentially permanent exclusion
Persistent serious disruption	Intensive intervention, AP/off-site direction, suspension and potentially PEX
Serious single incident	Suspension and potentially permanent exclusion

The Academy may impose a different response where individual circumstances justify it.

76. THE TSA BEHAVIOUR CONTINUUM



The Academy is not required to exhaust each preceding stage before taking a higher-level response where the circumstances justify doing so.

77. ASSOCIATED POLICIES

This policy should be read alongside relevant Academy and Trust documents, including:

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- SEND Policy;
- SEN Information Report;
- Equality information and objectives;
- Educational Visits Policy;
- Online Safety Policy;
- Uniform expectations;
- Complaints Policy;
- Alternative Provision procedures; and
- relevant Moorlands Learning Trust policies.

Detailed staff operational procedures may supplement this policy.

Operational arrangements may be amended without formal amendment of this policy provided that they remain lawful and consistent with its principles.

78. REVIEW

The Academy will normally review this policy annually.

It may be reviewed earlier where:

- legislation changes;
- statutory guidance changes;
- safeguarding requirements change;
- Academy arrangements change;
- monitoring identifies a need;
- student/parent/staff feedback identifies an issue; or
- evaluation indicates that an aspect of the policy is not achieving its intended purpose.

Where legislation or statutory guidance changes before this policy is formally updated, the Academy will follow the law and statutory guidance in force at the relevant time.

POLICY PRINCIPLE

1. **High expectations.**
2. **Positive relationships.**
3. **Predictable routines.**
4. **Appropriate support.**
5. **Fair and proportionate consequences.**

At The Skipton Academy, every student should be able to:

Belong. Be Challenged. Be Inspired.