



ASPIRATIONS

Atlantic Academy

Behaviour, Suspension & Permanent Exclusion Strategy

Version control	
January 2025	Changes to Truancy and Lates
September 2024	Changes to Parent meeting following behaviour incidents
June 2024	Merged Behaviour, Suspensions and Permanent Exclusion Policy
July 2023	No changes

Date of next review:	September 2025	Owner:	Assistant Principal
Type of policy:	Academy	Approval level:	Principals

Principles

At Atlantic Academy we aim for our students to become independent learners, motivated by their natural curiosity about the world in which they live. We want them to enjoy life and be happy and aim to achieve this by developing their character, confidence and commitment.

We believe that our students have the right to learn in a safe, engaging environment. To enable this to happen we work together with all members of the school community, children, staff, parents/carers.

The Academy is committed to providing optimum learning opportunities for all its students and to supporting this provision through all difficulties experienced by students.

Any suspension or permanent exclusion in this context is a major decision and will be made within clear parameters.

Aims

- A minimum number of suspensions, whilst safeguarding the well-being of all and the education of other students.
- Understanding by all staff, students, parents and Governors of the Academy's commitment to its students and their learning potential.
- Understanding by all staff and Governors of the process and its seriousness.
- Agreed procedures available to parents and the Governing Body if necessary.

Expectations

We understand that for our students to flourish they need to be able to form positive relationships. Teachers and student relationships must be built on mutual respect and trust in the same way that we expect that students' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Atlantic Academy we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. At Atlantic Academy we aim to have a positive caring ethos and provide a challenging, well-planned education. The goal is to produce caring, successful students with a high self regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Behaviour Curriculum:

Positive behaviour is reflective of the Values of Atlantic Academy: Self Worth, Purpose and Engagement. These Guiding Principles are developed through creating a harmonious learning environment. At Atlantic we expect the following of each student and reinforce these inside and outside of lessons to promote excellent behaviour and attitudes to learning.

Guiding Principles

- Meet deadlines (Self-Worth) - Complete classwork and homework on time. Don't waste time
- On Task Behaviour (Engagement) - Listen carefully to the teacher. Be Silent When Asked.
- Punctuality and Attendance (Purpose) - Attend the academy everyday. Attend all lessons on time.

- Respect & Self-discipline (Self-Worth) - Follow instructions first time, every time. Sensible Behaviour at all times. Respect shown for each other, staff and the community.
- Personal best (Engagement) - Completing your best work at all times
- Uniform & Equipment (Purpose) - Wear the uniform correctly everyday and always bring the correct equipment for learning.

Roles and Responsibilities

The Regional Board, Principal and staff will ensure there is no differential in the application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, sexuality or choice of gender while ensuring a personalised approach to the specific behavioural and learning needs of particular pupils. The Academy will ensure specific reasonable adjustments for students with SEND or protected characteristics are taken into consideration when applying this policy; and that the concerns of students are listened to and appropriately addressed.

Academy staff consult annually to develop the procedures arising from this policy. The procedures make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale that is made explicit to staff, students and parents.

The Regional Board

The Regional Board is responsible for monitoring the effectiveness of the Behaviour Policy. The Regional Board considers the effectiveness of this policy regularly and ensures the Academy reviews its procedures annually

The Principal

The Principals, through the Vice Principals and Assistant Principals, will be responsible for the Implementation and day-to-day management of the behaviour policy and procedures.

The Academy Leadership Team

The Academy Leadership Team will ensure they provide support and CPD for staff faced with challenging behaviour from students. The Academy Leadership Team will ensure that the Academy environment encourages positive behaviour; ensure that staff deal effectively with poor behaviour; and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for implementing the behaviour policy and consistently modelling positive behaviour. Staff are responsible for providing a personalised approach to the specific behavioural and learning needs of particular pupils. Staff are responsible for recording behaviour incidents.

Mutual support amongst all staff in the implementation of the policy is essential. Staff also have responsibility, with the support of the Academy Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged in their learning
- Support the Home Academy Agreement
- Develop a positive relationship with pupils
- Plan for the needs of individual pupils following any advisory

- Plan for academic challenge and progress

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, staff should refer the student to the inclusion team to consider whether further support or assessment is necessary. Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this is the case, Academy staff should follow the Academy's safeguarding policy.

Parents and carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy with their child's Head of Year or Head of House.

Parents are expected to:

- Support their child in adhering to the pupil Home Academy Agreement
- Inform the Academy as soon as possible of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or head of year promptly

Students

Students have a responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations as outlined in the Home Academy Agreement. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Practice

Training and strategies

Sanctions are needed to respond to inappropriate and unacceptable behaviour and to deter further negative behaviour and ensure that all students receive the clear message that Atlantic Academy is focused on learning and creating a calm, purposeful and aspirational environment. A range of sanctions including detentions for minor behaviour incidents, Internal Exclusion and External Exclusion for serious behaviour incidents are deployed appropriately. The use of these is monitored carefully.

Staff will:

- Use de-escalation strategies, such as: moderating tone/volume of voice, body language and facial expression, being aware of personal space and using non-verbal cues.
- Give students a reasonable timetable, to think about and respond to an instruction or warning.
- Use praise and acknowledgement to positively reinforce high expectations.
- Use common language to manage any student behaviour that does not meet Academy expectations
- Ensure That The Uniform Policy/dress code is applied.
- Use Strategic Seating to support Behaviour For Learning.
- Follow student behaviour management strategies where relevant.
- Record students who are late to the lesson on Arbor
- Record all incidences of behaviour which are not in line with our expectations on Arbor.

Students who fail to comply with a teacher's instruction, following a warning, will be removed from the lesson and placed in the Reset Room or an alternative classroom where they will complete their class work or equivalent work.

Throughout the academic year staff will receive regular training on effective behaviour management and strategies to ensure students are kind, ready, respectful and safe within a classroom environment. Underpinning this will be establishing positive relationships with all students so they are supported but provided with consistent routines and expectations.

Legislation and statutory requirements

[This policy is based on advice from the Department for Education \(DfE\) on:](#)

- Behaviour and discipline in academies.
- Searching, screening and confiscation at the academy.
- The Equality Act 2010.
- Use of reasonable force in academies.
- Supporting pupils with medical conditions at the academy. It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:
 - Section 175 of the Education Act 2002, which outlines an academy's duty to safeguard and promote the welfare of its pupils.
 - Sections 88 94 of the Education and Inspections Act 2006, which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property.
 - DfE guidance explaining that maintained academy's should publish their behaviour policy online.

Prohibited items

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers (Including cigarettes and e-cigarettes - vapes);
 - fireworks;
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Behaviours leading to further sanctions

Some examples of a breach of our behaviour expectations are specified below and will lead to further sanctions

- Bringing school into disrepute
- Bullying & Cyber-bullying
- Drug or alcohol related incidents including possession, supply or use of drugs or alcohol on the academy site
- Internet abuse of another student (at home or in the Academy).
- Physical violence
- Plagiarism
- Racist or homophobic provocation.
- Rudeness to a member of staff
- Sexual Harassment / Sexual Assault
- Smoking/vaping on site or in possession of smoking/vaping paraphernalia
- Truancy

This list is not exhaustive and all cases will be considered on an individual basis.

Behaviour

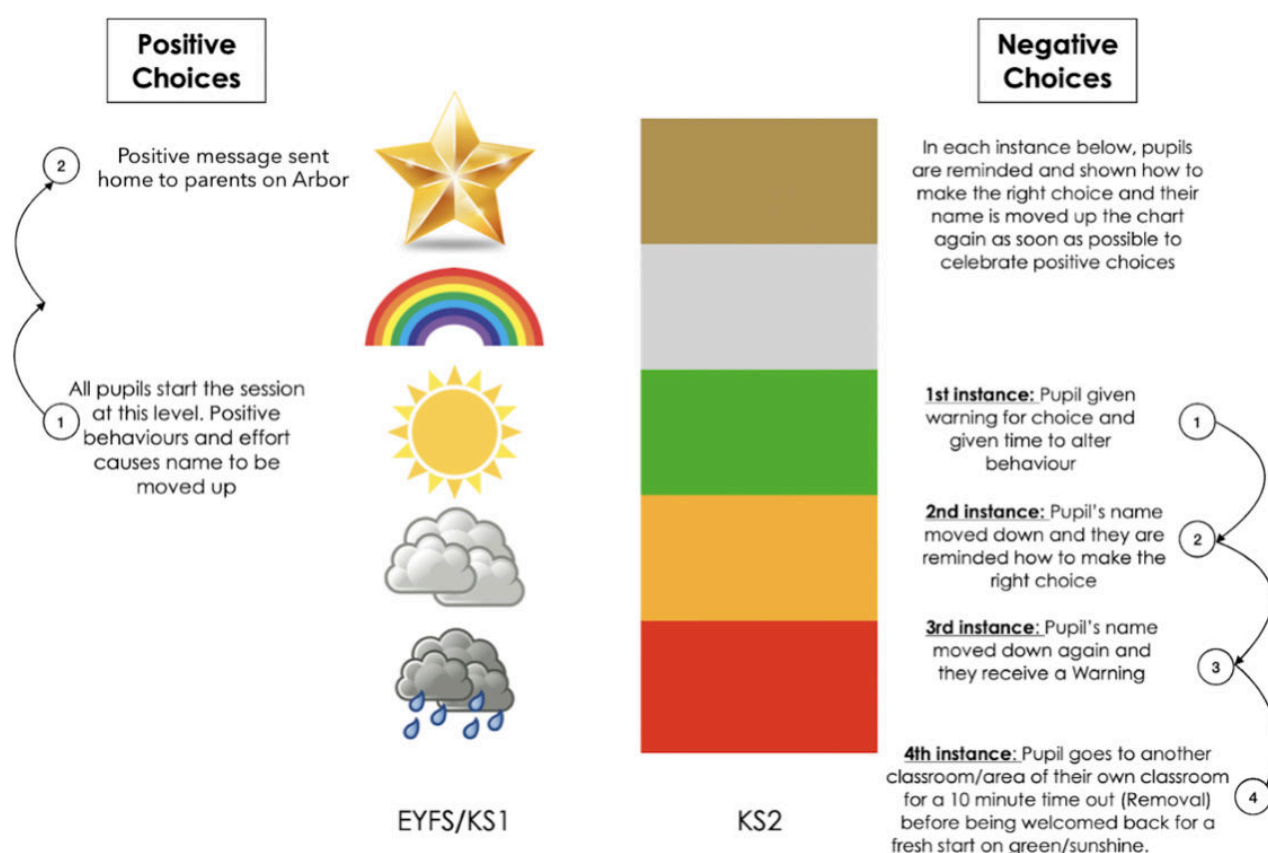
Reception to Year 6

Sanctions Overview

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices have consequences (both positive and negative). We follow the flow chart below to direct us with our sanctions:

Classroom Behaviour Chart (Wave to Success):

Each classroom uses the 'Wave to Success' chart to celebrate positive choices but to also give students a visual indication of their behaviour choices in order to encourage them to make positive ones.



Class teachers call an informal behaviour meeting when a child is consistently not meeting our behaviour expectations. This escalates to a Key Stage Lead Meeting, Head of House Meeting, Assistant Principal Meeting and Principal Meeting.

Homework: students are encouraged to complete their homework at home in order to supplement the learning carried out at school. We have a homework club at both break and lunchtime that children from R-Y6 can drop into to use devices and complete their homework.

From Y5/6, any missed homework will result in a break time detention - we encourage children to make use of our homework club before they reach this point.

Phones Out in School: Phones should be kept switched off and in students' bags at all times. If a student has a phone out during school times, it will be confiscated and kept safely in the office for a parent to collect.

Year 7 - Year 11

Sanctions Overview

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Students must be made aware that their behaviour choices have consequences (both positive and negative). We follow the chart below to direct us with our sanctions:

Behaviour Type	Sanction	Action
Late/No Hwk	1 negative point	Entered on MIS
Persistent Late/No Hwk		30 mins detention during which homework will be completed
Late to school, after the gate closes (Years 7-11)	30 minute break detention the same day	Entered on MIS KO Self quizzing completed
RFL Card	1 point per negative signature on RFL card 5 negatives points - refusal to handover RFL card 5 negative points - no RFL card	Entered on MIS
Refusal to attend detention	3 negative points Detention reset	Reset for next day - parent/carer notified - entered on MIS
Non Attendance to reset detention	Second non attendance will be treated as persistent defiance and will lead to referral to Supervision for one day	Parent/carer notified - entered on MIS
Truancy	Removal Supervision for the remainder of the day leaving at 3:30 For Truancy from Lesson 5 supervision will take place until breaktime the next school day	Entered on MIS

1st Warning	1 negative warning point	Entered on MIS - warning not logged if moved onto a removal
Removal	3 negative points NB: If 2 removals in a day then student stays in supervision the remainder of the day	Entered on MIS -subject teacher calls home Parent/carer notified - entered on MIS
	15 negative points in a half term	Tutor conversation with student
	25 negative points in a half term	Tutor calls home/enters on MIS & 30 min detention
	50 negative points in a half term	Head of Year calls home/enters on MIS & 1hr detention
	75 negative points in a half term	Head of Year calls home and arranges a meeting ,enters on MIS & 2 x 1hr detention
	100 negative points in a half term	Head of House calls home/enters on MIS & 1 day in Supervision
	125+ negative points in a half term	Head of House contacts home & arranges a meeting - recorded on MIS
	150+ negative points in a half term	Behaviour Team contacts home and arranges a meeting with a member of the behaviour team - recorded on MIS
Phone out in school	Phone confiscated	Phone handed to Reception team for collection- entered on MIS by Reception team
	Refusal to hand over phone	1 hour detention for defiance, recorded on MIS, staff member confiscating to contact home.

There will be occasions when behaviour moves beyond the general classroom and learning sanctions outlined above. In such cases, be it persistent disruptive behaviour or a more significant behaviour incident, the following model will be put in place to support the student in making better behavioural choices.

Reset Room: Students who are removed from a lesson are sent to the Reset room. This room is supervised during all lesson times by a member of staff. Removing the student from the classroom to a calm environment allows them time to reflect on their behaviour and reset for their subsequent lessons. If expectations in the Reset room are not met the student will remain in Reset until the end of the next break time.

Head of Year Detention: Will be applied for persistent defiance & other poor behaviour choices.

Supervision Room : The Supervision Room is supervised at all times by the Academy Behaviour Team. Students who are referred to Supervision have displayed serious behaviour issues and need further time and support to reflect on their actions, learn alternative ways to respond to situations they find difficult and understand that these behaviours are not acceptable in our school. The length of time spent in Supervision will reflect the seriousness of the students' behaviour. Students will continue to follow a programme of structured learning during their time in Supervision

Suspension: This is a serious consequence for students' whose behaviour in school has been totally unacceptable. The decision to suspend a student from school is not a decision taken lightly, suspensions can range from 0.5 days to 5 days depending on the severity of the behaviour.

Internal behavioural provision:

Secondary students can be placed in our Reset Room for a short period of time (most commonly a school day) where they receive expert support and get an opportunity to reflect on the behaviour that has led to them receiving sanctions. In the Primary phase some students will be placed with their Head of House for additional support.

The decision to place a student in this special behavioural provision will be taken in response to breaches of the Academy Behaviour Policy, including persistent disruptive behaviour, failure to follow staff instructions or a situation whereby allowing the student to remain in mainstream classes the education or welfare of the student or other members of the community would be seriously harmed.

In every case, before making the decision to give a student some specialist behavioural support, a member of SLT will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise).

The Academy can and will place students into either the Reset or Supervision room, or a separate classroom on the day of an offence whilst an investigation is carried out.

In all cases where serious misconduct has taken place and a student is to receive special behavioural support, parents/carers will be notified by the Pastoral or Behaviour Team.

Suspension:

The Principals have overall responsibility for suspensions, supported by the Vice and Assistant Principals. The Pastoral & Behaviour Teams will organise for appropriate record keeping and completion of all relevant paperwork for suspensions. Heads of House hold all other responsibilities related to suspensions including reintegration meetings.

Suspensions are only used for the most serious incidents where the Academy feels that they cannot maintain a safe and orderly learning environment. Following a suspension parents should attend a reintegration meeting with the student where the issues are discussed and targets set for returning to the Academy.

Procedure for Suspension:

- The Pastoral & Behaviour Teams will collect all necessary documentation on the incident/s. This will include the referral, student statements and witness statements.
- The paperwork will be discussed. Any extra evidence will be asked for.
- If a suspension is to be considered, the Principal will recommend a suitable sanction.
- The Behaviour Team or pastoral team will phone the parents to notify them of the decision, and arrange a meeting if appropriate.
- The Behaviour Team or pastoral team will ensure that the appropriate form is completed for the student file, and a letter is provided to the parent.

The Reintegration Meeting:

Reintegration meeting will be led by a member of the Pastoral Team. The tone of such meetings will be positive and ensure suitable opportunities for success are established..

Interviewers must follow the agreed form for a re-integration. Targets set during the interview must be agreed.

Permanent Exclusion:

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with a student. There will be exceptional circumstances where, in the Principals' judgement, it is appropriate to permanently exclude a child for a 'one off' offence.

A decision to permanently exclude a student would normally be taken in response to:

- Physical assault, verbal abuse or threatening behaviour against any student or adult
- Persistent, serious and on-going bullying, including e-bullying, racist, sexist or homophobic behaviour
- Sexual misconduct
- Drug or alcohol related incidents including possession, supply or use of drugs or alcohol on the academy site
- Theft from others, or of Academy property
- Persistent disruptive behaviour and persistent defiance
- The possession and/or use of any weapons (or any item which could be used as weapons or to cause harm)
- A malicious accusation against a member of staff

Other breaches of the Code of Conduct or ethos of the Academy may be deemed to be serious enough to warrant this level of sanction.

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#) (January 2016)

[Exclusions from maintained schools, academies and pupil referral units in England](#) (September 2017)

Appendix 1: Home School Agreement

Atlantic Academy Portland - will promise to

- Provide a safe, secure and engaging learning environment.
- Have the highest expectations for uniform - we will always consistently enforce our uniform policy.
- Have high expectations of behaviour during lessons through a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy.
- Ensure all Atlantic Academy children are safely cared for.
- Provide a broad and balanced curriculum supporting individual needs.
- Encourage all our students to aspire to be their very best and reach their potential.
- Keep you informed about your child's progress.
- Set homework following our Atlantic Academy guidance.
- Apply our equal opportunities policy, ensuring no one suffers discrimination.
- Never lower our expectations of your child.

Students - will promise to

- Wear the full academy uniform, as detailed in the uniform policy, and present myself in a tidy appearance.
- Follow behaviour expectations during lessons, around the academy, and on journeys to and from school.
- Aim to come to school every day arriving promptly.
- Carry all the equipment required for every lesson, every day as per guidance in the Uniform and Equipment Policy.
- Support the Academy's Community Pledge, by being helpful, respectful and polite to others.
- Do both my work and homework to the very best of my ability.
- Respect the academy buildings and grounds and other people's property and belongings.
- Use ICT and new technologies appropriately, following e safety guidance, to support my work.

Parent(s) / Carer(s) - will promise to

- Ensure that my/our child wears full academy uniform, as detailed in the uniform policy and understand that he/she will be isolated (for secondary pupils only) if inappropriately dressed.
- Fully support the academy's behaviour policy.
- Encourage and model respect for all staff and students, including in my communication.
- Ensure that my/our child attends school promptly according to the timings of the school day, ready for learning (and provide an explanation for any absence), and properly equipped.
- Fully support the Academy's behaviour and rewards policy.
- Not take my child out of the Academy for holidays in term time.
- Communicate with the pastoral team to share any concerns or problems that might affect my/our child's work or behaviour.
- Encourage my/our child to develop positive attitudes.
- Believe in my/our child to achieve their hopes and dreams.
- Show an interest in and support my/our child's homework.
- Attend all Parents' Consultations and meetings and read all communications sent home.
- Ensure that my/our child uses ICT appropriately to support his/her school work.
- Use social media in a responsible manner in relation to all aspects of the Academy- communicating with the Academy using the correct channels.

Our Community Pledge - we all promise to

- Respect and encourage the opinions of others even though we may not agree with them.
- Treat one another as equals.
- Support one another, our community and the environment.
- Try to be empathetic with the emotions others are going through.
- Not partake in any bullying (verbally, physically, mentally or by using any form of technology) and will report any behaviour we set as unacceptable within our Academy.