Atlantic Academy

Behaviour, Suspension & Permanent Exclusion Policy

Version control	
June 2026	RfL Cards Removed Legislation and Guidance Updated 4.2 Behaviour Expectations and SEND 4.3 Character Curriculum 4.4 Student Code of Conduct 4.7.3 Suspensions and Exclusions Appendix 2 Student Ladder of Interventions
June 2025	2. Legislation and Guidance added 4. Updated and amended 6. Reasonable Force added 7. Staff CPD updated 8. Quality Assurance added Appendix 1 added Appendix 2 added
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 2027	Owner:	Vice Principal
Type of policy:	Academy	Approval level:	Regional Board

1. Aims

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 Self Worth, Engagement and Purpose.

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 and parents/carers.

The Academy is committed to providing optimum learning opportunities for all its students and to support 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.

- 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.

Character 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.

ATLANTIC BEST BEHAVIOUR VISION

At Atlantic Academy, behaviour is underpinned by our Atlantic BEST values:

B – Be Ready
E – Engage
S – Show Respect
T – Try Your Best

These expectations apply in lessons, around the academy, online, during educational visits and when travelling to and from school.

Positive behaviour is explicitly taught through our behaviour curriculum. Students are taught, modelled and regularly reminded of expected routines including:

- Arriving to lessons ready to learn
- Classroom entry and exit routines
- Line ups and transitions
- Respectful communication
- Active listening
- Independent learning
- Use of equipment
- Movement around the academy

Atlantic Academy explicitly teaches behaviour through modelling, practice, repetition and reinforcement. Students are taught routines for entering classrooms, lining up, transitions, responding to instructions, equipment readiness, respectful communication and independent learning

2. Legislation and Guidance

This policy is created in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the academy's behaviour policies and explains the powers members of staff have to appropriately sanction students.

The purpose of this document is to provide an overview of the powers and duties for academy staff. This policy has been created in consultation with a staff working party and also through consultation with the Student Leadership Team.

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

- Working Together to Improve School Attendance (DfE)
- Mental Health and Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (July 2026)
- Keeping children safe in education July 2025
- Searching, screening and confiscation at school July 2023
- Below the radar: low level disruption in the country's classroom
- Use of reasonable force July 2013
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Education and Inspections Act 2006
- Guidance School Uniform, DfE June 2023.
- Preventing hair discrimination in schools, Equality and Human Rights Commission. 2023 DfE guidance explains that academies should publish their behaviour policy online.

The academy will have regard to all relevant Department for Education guidance when developing behaviour systems, implementing sanctions and supporting pupils to improve their behaviour.

3. 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 students. 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 Principal, through the Vice Principal, Senior Assistant Principal 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 students. 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 students to be engaged in their learning
- Support the Home Academy Agreement
- Develop a positive relationship with students
- Plan for the needs of individual students 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 student 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.

4. Policy

4.1 Daily Routines

It is important to embed daily routines within the academy, to maintain a calm and orderly learning environment. The daily routines are to ensure students are ready to learn, respectful of the academy environment and others and safe at all times. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

Below are the basic daily routines that the academy insists upon from our staff and that students should consistently follow:

- The academy will have a staggered entry from 0800 until 0827 with students accessing designated areas each morning.

- Line ups will start at 0830 for all students in the designated areas.

- Tutor sessions will run daily from 0830-0900 for all students.

- At the start of every lesson students will be greeted by the member of staff into the learning environment and have a calm and orderly start to the lesson.

- When students arrive at their tutor, or their next lesson, following being greeted by the member of staff, students should independently complete their starter activity quietly. Staff will complete their register during this time.

- Students must tuck their chairs under and stand quietly behind their desks at the end of each lesson, awaiting a uniform check and to be dismissed by the teacher. The teacher will dismiss students a group at a time, to ease congestion and maintain a calm and orderly environment.

- Teaching staff and support staff will stand outside classrooms/offices during transitions to support positive choices and behaviour.

- Teaching staff and support staff will recognise positive behaviour and challenge unacceptable behaviour during transition times.

4.2 Behaviour Expectations and SEND

Atlantic Academy recognises that some pupils may require additional support to meet behavioural expectations.

Where behaviour may be linked to a special educational need, disability, communication difficulty, social, emotional or mental health need, staff will consider reasonable adjustments and additional support strategies before determining appropriate sanctions.

Reasonable adjustments **may** include:

- Alternative regulation strategies
- Adapted routines
- Additional adult support
- Behaviour support plans
- Risk assessments
- Time-limited personalised arrangements
- Access to The Harbour or other inclusion provision

The academy will consider whether a pupil's behaviour may be linked to an unmet need and will work collaboratively with parents, external agencies and the SEND team where appropriate.

The existence of SEND does not remove the expectation that pupils behave appropriately; however, responses to behaviour will always be fair, proportionate and take individual circumstances into account.

All unacceptable comments must be dealt with and sanctioned when appropriate, in order for us to create a culture and ethos of respect, tolerance, acceptance and diversity. Ignoring these types of behaviours could normalise a culture of this poor conduct and could lead to increased frequency and in turn severity.

In Class Behaviour will be addressed following the process outlined in Appendix 1.

4.3 Character Curriculum

At Atlantic Academy Portland, we foster a positive, inclusive culture where every student is encouraged to develop their self-worth, engage fully in learning, and pursue a strong sense of purpose. Through our Atlantic BEST values—**Be Ready to Learn, Engage Fully, Show Respect and Try Your Best**—students are expected to demonstrate kindness, responsibility, resilience, respect, and a commitment to excellence in all aspects of school life.

Our Power Skills Curriculum develops the key character traits and competencies needed for lifelong success, including collaboration, communication, critical thinking, creativity, and perseverance. These skills empower pupils to become confident, reflective, and responsible members of the school community.

Our Personal Development Curriculum further enriches students' experiences and cultural capital through educational visits, enrichment opportunities, student leadership, the promotion of British Values, and our PSHERE programme, preparing them to thrive as active and responsible citizens in modern society.

4.4 Student Code of Conduct

The Atlantic Academy Student Code of Conduct outlines the behaviours and attitudes expected of all students, both within the academy and when representing the academy in the wider community. It reflects our Atlantic BEST values and supports the development of self-worth, engagement and purpose.

Students are expected to:

- Respect people around them and treat others with kindness, courtesy and dignity.
- Take responsibility for their actions and make positive choices.
- Embrace opportunities to learn, participate and contribute to academy life.
- Strive to be the best version of themselves through effort, determination and a commitment to personal excellence.
- Demonstrate resilience when facing challenges and setbacks.
- Value and celebrate individuality, promoting an inclusive environment where everyone feels safe, respected and welcomed.

The Student Code of Conduct applies in lessons, during social times, on educational visits, online, and when travelling to and from the academy. Failure to meet these expectations may result in sanctions being applied in accordance with this policy, while positive conduct will be recognised and celebrated through the academy's rewards systems.

4.5 Lower School Behaviour

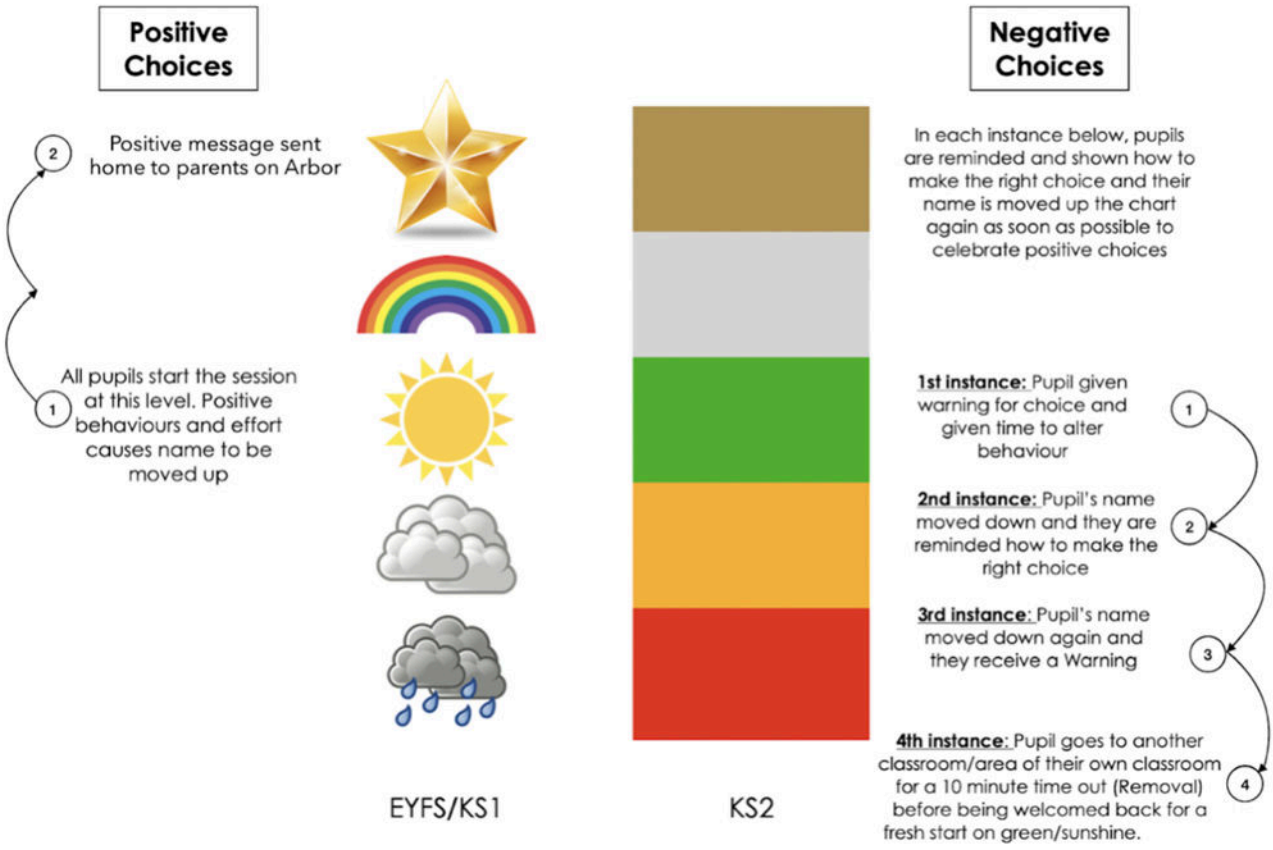
Reception to Year 6

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.

4.6 Child on Child abuse

Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "part of growing up" as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff. This includes misogynistic language, sexist comments, sexual harassment, online sexual harassment, harmful sexual behaviour and any behaviour that demeans or discriminates against others based upon protected characteristics.

Child on Child abuse might include

- bullying (including cyber bullying)

- abuse in intimate personal relationships between peers
- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- upskirting
- initiation/hazing type violence and rituals

Different sanctions will be appropriate for different 'levels' of child on child abuse.

Appropriate sanctions might include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Varying levels of detention
- A period of an academy based exclusion (length dependent on incident)
- A suspension (length dependent on incident)
- Permanent exclusion

4.7 Detentions, Academy Based Exclusion (ABE) and Suspensions/Exclusions (FTS)

4.7.1 Detentions

Detentions at Atlantic Academy are centralised and supervised by members of the Pastoral Team, Heads of House, and the Senior Leadership Team. Detentions will be communicated directly with parents via the Arbor app or via email/SMS. Detentions will be issued for the following academy day of the incident where possible. The duration and location of a detention may vary depending on the reason it was issued and the students behaviour throughout the detention. During a behaviour detention, students will either self-quiz or complete the assigned work or reflection activities. Staff supervising the detention will monitor both the completion of work and the students' conduct during the detention.

Detentions can be issued for the following reasons, but not limited to:

Time/Length of Detention	Reason/Rationale

Lunchtime 30 minutes	Late to Academy Late to Lesson Poor behaviour in and around the academy

3.00-4.00pm 60 minutes	Lesson Removal Failure to bring full PE kit/refusal to borrow Failure to complete self-quizzing/targeted revision Failure to complete online home learning (despite support offered) Truancy (1st offence) Defiance Any behaviour deemed by SLT to warrant a 60 minute detention.

Failing to attend a detention

If a student fails to attend their detention, without communication to the relevant Head of House the student will be issued with a lunch detention and after school detention.

If a student is absent from the academy, the detention will be reset at the same level, eg. a 60 minute detention will remain as a 60 minute detention.

If a student does not attend both detentions, they will receive an ABE, which will run until 4pm.

Removal to RESET

If a student fails to meet the expectations when removed from their lesson to RESET:

- For low level infringements the student will need to remain in the reset room for another period or be placed with a member of SLT.
- Persistent disruption in one day whilst in the Reset Room results in a non completion - the student will be set an ABE for the following school day or escalated sanctions will be explored as appropriate including the consideration of issuing a fixed term suspension.

Persistent disruptive behaviour

If a student displays persistent disruptive behaviour within an academy day or week this will automatically trigger an investigation into an appropriate sanction. This will automatically be monitored through Arbor and communicated to parents as appropriate.

4.7.2 Academy Based Exclusions (ABE)

Students placed in Academy Based Exclusion will follow a timetable of English, Maths, Science, Humanities alongside a behaviour reflection session. In most cases this will not require a laptop; they will have a separate break, lunch and regular movement breaks if necessary, supervised by senior staff members. Students placed in ABE will start their day at 0830 am and remain on site until 4pm. Students will be expected to hand their phone in upon arrival and this will be securely locked away until the completion of the ABE. Reasonable adjustments will be made where appropriate, on a case by case basis. Multiple ABE's will trigger a behaviour or pastoral support plan, if one is not already in place.

The academy may explore alternative arrangements for ABE's with neighbouring trust schools where appropriate.

When the decision has been made to place a student in ABE the parent/carer will be informed by a telephone call or email. This will include the following information

- The reason(s) for the ABE
- Details and timings of the ABE.

If a student fails to complete an ABE escalated sanctions will be explored as appropriate including the consideration of issuing a fixed term suspension.

4.7.3 Suspensions and Exclusions

This section outlines the process that Atlantic Academy will follow, ensuring all relevant parties are notified within a timely manner in the event of any suspensions or exclusions.

Our academy aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently
- The suspension and exclusions process is understood by the Trust, staff, parents/carers and students
- Students at the academy are safe, happy and can make rapid academic progress
- Students do not become NEET (not in education, employment or training)

Atlantic Academy will promote positive behaviour and put students' needs first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Atlantic Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Atlantic Academy will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences.

Reintegration Following Suspension

Following any suspension, pupils will attend a reintegration meeting with parents/carers and an appropriate member of academy staff. The purpose of the meeting is to support successful reintegration, review expectations, identify any additional support required and minimise the likelihood of further incidents.

Cancellation of Exclusions

In line with statutory guidance, the Principal may cancel a suspension or permanent exclusion before the Regional Board has met to consider reinstatement. Where this occurs, parents, the Local Authority, the Regional Board and any relevant professionals will be notified without delay.

Managed Moves

The academy may consider a managed move where this is considered to be in the best interests of the pupil and offers an alternative to permanent exclusion. Managed moves will only occur with the agreement of all parties involved.

4.7.4 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion/Suspensions from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outlines the academy's powers to suspend/exclude students:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (student Exclusions and Reviews) (England) Regulations 2012
- The School Standards and Framework Act 1998
- The Equalities Act 2010

In addition, the policy is based on:

- The Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- The Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded students) (England) (Amendment) Regulations 2014 (Proposed for introduction September 2017) This policy complies with our funding agreement and articles of association.

4.7.5 The decision to suspend or exclude

Only the Principal, or delegated Vice Principal, can suspend a student from the academy. A permanent exclusion will be taken as a last resort and the decision made only by the Principal.

Our academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:
"…the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student."

We are committed to following all statutory suspensions/exclusions procedures to ensure that every child receives an education in a safe, inclusive and caring environment.
A decision to suspend or permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the academy's behaviour policy, and If allowing the student to remain at the academy would seriously harm the education or welfare of others

Before deciding whether to suspend or permanently exclude a student, the Principal or Vice
Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)

4.7.6. Definition

For the purposes of suspensions, the academy day is defined as any day on which there is an academy session. Therefore, INSET or staff training days do not count as an academy day.

4.7.7 Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

● The reason(s) for the suspension/permanent exclusion
● The length of a suspension
● To arrange a reintegration meeting for after a suspension
● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended student is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:
● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent
● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:
● The start date for any provision of full-time education that has been arranged
● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
● The address at which the provision will take place
● Any information required by the student to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the student being suspended for more than fifteen academy days in a term
● Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students beyond 15 days of suspension in the same term) or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for students in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

4.7.8 Considering the reinstatement of a student

A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded student. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the student's total number of academy days of suspension to more than 15 in a term.
- It would result in the student missing a public examination.

Panel Decisions

The panel can:

- Decline to reinstate the student.
- Direct the reinstatement of the student, either immediately or on a particular date.

Decision-Making Process

In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions

Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.
    - The name and address to whom the application should be submitted.
    - Requirements that the application set out the grounds for the review, including reference to how the student's Special Educational Needs (SEND) are relevant, where appropriate.
    - Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the student has recognised SEND. Parents/carers must specify this request in their application.
    - Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims

If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

4.7.9 An independent review

If parents/carers apply for an independent review, the local authority will arrange for an independent panel to review the decision of the regional board not to reinstate a permanently excluded student. Applications for an independent review must be made within 15 academy days of notice being given to the parents by the regional board of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the academy governor's category and 2 members will come from the Principal category.

- A lay member to chair the panel who has not worked in any academy in a paid capacity, disregarding any experience as an academy governor or volunteer
- Academy governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principal during this time
- Principals or individuals who have been in charge of an educational establishment within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the academy trust board of the excluding academy
- Are the Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding academy (unless they are employed as a Principal at another academy)
- Have, or at any time have had, any connection with the academy trust, academy, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

4.7.10 Academy registers

A student's name will be removed from the academy admissions register if:

- 15 academy days have passed since the parents/carers were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the regional board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education offsite) or code D (dual registration) will be used on the attendance register. Where excluded students are not attending alternative provision, code E (absent) will be used.

4.7.11 Returning from a suspension/exclusion

Following a suspension, a reintegration meeting will be held involving the student, parents/carers, a member of senior staff and other staff, where appropriate.

Students will not return to circulation until an appropriate readmission meeting has been completed.
The following measures may be implemented when a student returns from a suspension:

- Agreeing to a behaviour plan – with clear targets for success. This will be in the form of a daily report to monitor students behaviour/actions upon their return.
- Receiving support based on the needs of the individual student, including that on offer externally

4.7.12 Monitoring arrangements

The Vice Principal/Assistant Principal in charge of behaviour monitors, the number of suspensions every half term and reports back to the Principal. They also liaise with the local authority to ensure suitable full-time education for suspended students.
This policy will be reviewed by the Vice Principal/Assistant Principal in charge of behaviour, every year. At every review, the policy will be shared with the Trust.

4.7.13 Measures to prevent/reduce suspensions and/or exclusions

- Clear and concise communication of academy expectations to all stakeholders
- Excellent home-academy communication to meet the needs of our students
- Appropriate curriculum pathways to meet the academic needs of all students
- Regular SEND training for all staff, with specifics for students who are on our SEND register
- Appropriate use of student premium funding to support students with financial need
- Regular review of behaviour incidents, with specific actions, to prevent escalation i.e personal development curriculum
- Supporting students with specific interventions, whether internal or external e.g. anger management
- Alternative provision, where applicable, utilising the resources available within the local authority (DC)
- Pastoral support plans in place, for students who require it, reviewed regularly
- Consistent use of our behaviour and recognition and rewards policies

Guidance: Independent review panel training - the academy trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review. Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

4.8 Student Support

Atlantic Academy has a designated team that is qualified to support the diverse demographic of needs within the academy. The Inclusion Team will work with students that require adapted support throughout their time at the academy.

There are a number of ways that students can be identified, these are:

- Inclusion referral
- Data monitoring
- Inclusion Team meetings

- Team around the House meetings

Our monitoring system allows staff to run detailed reports using different criteria, these reports will be run on a daily basis and will support the identification of students through the patterns that emerge. Our Inclusion Manager and Pastoral Team will monitor the data to establish any key areas that are influencing students' learning and progress. Key students will be discussed at team around the house meetings to ensure all intervention, support and actions are reviewed regularly.

The Inclusion Team will meet on a weekly basis to assess patterns for students of concern and will assess key students' needs and obstacles to overcome in relation to concerning behaviour, taking into account; time of day, subject, class teacher and potential pastoral, safeguarding and mental health issues that may be affecting them.

Use of external agencies –

The Inclusion team will work closely with a number of external agencies offering expert support to our students. The academy has established relationships with a number of external agencies such as Dorset Police, Early Help, CAMHS and Social Care who provide ongoing support to a number of our vulnerable students.

Examples of support and intervention:

- Tutor Achievement Report
- House Achievement Report
- Behaviour Support Plan
- Pastoral Support Plan
- Contracts relating to specific behaviour

As well as these documents, students will be supported by a number of strategies that will be monitored by the Head of House, a member of the Inclusion Team or a Senior Leader. At all levels students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the academy, as a last resort may be forced to permanently exclude.

Off-Site Direction

Atlantic Academy may direct a student to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the student has an Education, Health and Care Plan, at least two clear days before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the student's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the student has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Atlantic Academy will always seek and consider the views of parents or carers before making a final decision.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the student's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, Atlantic Academy, and the host school. If consent is withheld, the process terminates immediately and the student remains at the academy with an updated internal support plan.

4.9 Reports

The academy will use reports as a form of monitoring, providing a snapshot of various aspects of a student's education. The level of the report will determine the frequency that the report is monitored, and to which member of staff the student will report. Students are responsible for maintaining their report, ensuring they produce it at the beginning of each lesson and collect it at the end. Failure to complete the report will be deemed as unsuccessful and the student will move onto further intervention/support mechanisms.

Late and Behaviour Reports - Across the Academy (others may be provided depending on student needs)		
Report Type	To Whom	Actions/Follow Up
Tutor Achievement Report	Tutor	Regular telephone or email updates of students' behaviour between tutor and parents/guardians. If no improvement - parental meeting held by tutor to discuss concerns. No improvement in behaviour following tutor report - escalation to House team
House Achievement Report - Daily	Pastoral Support Lead Head of House House AP	Regular telephone or email updates of students behaviour between staff members and parents/guardians. If no improvement - parental meeting to discuss concerns. Students on daily report will have their behaviour monitored at the end of each day, if their conduct is deemed unsatisfactory, they may be subject to Academy-Based Exclusions.

Subject Specific Support and Intervention
Subject Achievement Report (Class Teacher)
Class Teacher/Tutor Telephone Call
Class Teacher Parental Meeting

Head of Subject Telephone Call
Head of Subject Parental Meeting
Restorative Practice and Conversations
Subject Respite
Class changes/adjustment
Lesson Drop In and Observations
Referral to inclusion
Adaptive teaching

If a student receives 3 lesson removals from the same subject area within a half term the below is required as a minimum:

- Head of Subject phone call or meeting with parents/guardians and appropriate levels of report to monitor student behaviour.

If a student receives more than 3 lesson removals from the same subject area within a half term the below must be considered if appropriate:

- Head of Subject phone call or meeting with parents, ongoing levels of report and consider subject respite.

The above specifically applies to students where behaviour is isolated to specific subject areas across the academy. Students who are displaying behaviour of concern across the academy will be overseen by the relevant House Team.

4.10 Out of Academy Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or when using public transport on the way to or from the academy. There may be times when students will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in the academy and certain behaviour outside of the academy, including but not restricted to the following:

- Taking part in any academy organised or academy related activity
- Travelling to and from the academy
- Taking part in inappropriate behaviour whilst wearing academy uniform
- Behaviour which could have repercussions for the orderly running of the academy
- Behaviour which poses a threat to another student or member of academy staff
- Behaviour toward other people, which is related to their involvement with the academy eg.
  Bullying/including Cyber Bullying of another student outside of academy hours
  Any form of anti-social behaviour both inside and outside of the academy

4.11 Uniform/Equipment

At Atlantic Academy we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. By producing a list of equipment that students require, we are helping prepare them for the world of work and maximising every opportunity to be successful. These are outlined in the Essential Equipment List in Appendix 4.

A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and command a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a uniform policy which helps to enhance the purposeful and successful climate within the academy. Our uniform policy promotes professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy uniform provides students and their families with many positive advantages, because uniform:

- Diminishes the social exclusion of students based on what they are wearing
- Places stronger focus on academic performance
- Reduces family tension as students do not have to compete with their peers for the latest trends in clothes
- Creates an atmosphere of teamwork
- Encourages pride in personal appearance and of the academy
- Promotes safety, particularly through making it easier to identify strangers
- Increases self-esteem and reduces peer pressure
- Is cost effective to parents in the long run
- Makes students ambassadors for the academy in the local community

Full uniform and equipment checks will be carried out by tutors each morning during lineups and tutor time.

- Any students not appropriately dressed will be sent to the academy uniform store to assist with rectifying any uniform infringements.
- Any students with missing equipment will be sent to the student reception to assist in rectifying any missing equipment.
- All necessary corrections to uniform and equipment will be made and a message sent home to inform parents.
- Students will leave a deposit (mobile phone, house keys etc.) in exchange for missing item(s). This will be recorded on our monitoring system.
- Students will return the borrowed item to the academy uniform store at the end of the day, 3pm, if the student attends an after academy activity they must exchange the item before attending such activity

If students fail to change into the correct uniform, they will remain in ABE. Parents/carers will be contacted and asked to rectify the situation by either speaking to their child directly, telling them to borrow item(s) or by bringing in the uniform item(s) that need rectifying.

If uniform (inclusive of jewellery) is challenged at any time within the academy following line ups, the following sanctions will apply.

- Staff should challenge the student to correct their uniform.
- Jewellery should be confiscated from the student and taken to Reception.

4.12 Mobile Phones/Electronic Devices

The guidance from the Department of Education allows schools to limit or ban the use of mobile phones during the academy day. Establishments must make clear the sanctions to staff, students and parents/carers.

Any electronic device that is brought into the academy is done so at the risk of the owner, the academy will not be liable for any damages or loss.

Students must ensure that their mobile phones are switched off and in their bag, when on the academy site (from the student gates onwards) between the hours of 0800 and 1500 and including during extra-curricular activities. The only exception is when instructed by a member of staff that an electronic device can be used for educational purposes. Students must ensure that all electrical devices are used within the guidelines of our online safety policy.

The Principal, and any member of staff authorised to do so by the Principal can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or students, and/or
- Is identified in the school rules as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence

If students are seen with any electronic devices whilst on the academy site (from the student gate onwards); the following will apply:

First offence – the student will hand the device over, the device will be taken to the main reception, where the student can collect it at the end of the day. This will be recorded on our monitoring system.

Second offence – the student will hand the device over, the device will be taken to the main reception, a phone call will be made and the parent/carer will need to collect the device when it is convenient to do so. This must be within the opening times of the main reception of 8am and 4pm. This will be recorded on our monitoring system.

Third offence – the student will hand the device over, the device will be taken to the main reception, the relevant House Team staff who will call home to inform the parent/carer that the student will hand in the device in during line-ups/tutor time, each day and will be able to collect it from the main reception at the end of each day for a minimum of five academy days.

Any further offences – Head of House will invite parents/carers in to discuss the ongoing issues. If the student refuses to hand the device over, they will be put in ABE until they do. Parents/carers will be contacted to explain the situation.

At the beginning and end of the day students can only use their phones when off the academy site (outside of the student gate).

4.13 Smoking and Vaping

It is against the law for any person to smoke or vape on the academy site, this includes staff, students, parents/carers and visitors.

The academy takes smoking very seriously, whether it be on the academy premises, or outside the academy premises while wearing the academy uniform. If a student is caught smoking or vaping, or where given the balance of probabilities a student has been smoking or vaping, parents/carers will be notified and the following sanctions will be set:

- 1st Occasion - 1 day ABE
- 2nd Occasion - 2 day ABE
- 3rd and subsequent occasions - Fixed Term Suspension

When the student receives a sanction for smoking or vaping, they will be searched and any paraphernalia confiscated. Parents/carers will be contacted to collect items. Searching will be ongoing at random intervals to ensure no further items are brought into the academy.

5. 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 student).
- 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 student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

6 Reasonable Force

All staff have permission to use reasonable force in line with guidance from the Department of Educations, which states:

Schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts an academy event, trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

Staff are advised that the use of reasonable force is not recommended, refer to our Positive Handling and Physical Intervention Policy for further advice and guidance.

7 Staff CPD

Over the course of the academic year, staff receive regular training on effective behaviour strategies to ensure consistent implementation of the Behaviour Policy.

Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our students. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area. Our Teaching and Learning framework promotes a positive and inclusive working environment within the academy, and staff receive training on key strategies to support behaviour for learning as an integral part of this unit.

8 Quality Assurance

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor (MIS), along with any follow up contact with the students parents/carers. All such events are monitored by Tutors, Head of Houses, Subject Leads and SLT leads, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues. Persistent poor behaviour is monitored daily by the Assistant Principal - Behaviour, Head of House and the Behaviour Team. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy Based Exclusions and Suspensions are also recorded on Arbor and/or the Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every six weeks, for the purpose of identifying patterns and resolving underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

Appendix 1: Challenging Poor Behaviour (In-Class)

Classroom Routines - Start/End of Lesson

Strong Start:

Staff will stand on the threshold to the classroom ready to greet students, checking for uniform and reinforce expectations.

If the teacher is not at the doorway, students wait, lined up outside in a calm, quiet and orderly manner until the teacher arrives. On arrival the teacher is to greet students and explain the do now/settling activity.

The do now/settling activity will be retrieval practice (doesn't have to be completed in silence) or an activity that will support the needs of the group (handing resources out for those who would benefit). This will promote a calm and orderly start to any lesson.

Staff will challenge those who are late, providing this does not interrupt the learning of others. Staff mark students as late on Arbor and add the relevant 'Late to Lesson' negative incident/sanction on Arbor.

Promotion of the positive learning environment and addressing any negative behaviours on entry.

This will be completed using positive talk, for example, 'Well done year 11, you've entered ready to learn' or 'Year 9, we are much better than this, prove to me that you know how to enter a classroom ready to learn'.

(Plenary) End:

Students must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher.

The teacher will dismiss students a group at a time, to ease congestion and maintain order. Staff will check uniform upon the exit of the classroom and ensure this is challenged where appropriate.

Step 1A: Non-verbal/Verbal Cue

Staff are to take a graduated response to the first instance of off task behaviour

- A look/nod towards the student that is off task.
- Staff to move within the room, stand next to the student who is off task.
- Staff place their hand on the table to prompt the student to start work.
-

Staff to consider the use of any specific interventions identified on any individual learning profiles or communication plans.

Step 1B: Verbal Direction

Challenge off task/poor behaviour directly when/if it continues

Graduated Responses

- Challenge the behaviour directly, set specific targets e.g. Come on you haven't started yet, you need to complete 3 questions in the next 3 minutes
- Move the student within the classroom to a specific seat within the seating plan.

Maintain a positive tone, outlining the unacceptable behaviours they are displaying and set a clear expectation so the student understands what they must do.

This is now a warning – explain clearly what will happen if the poor behaviour continues.

Step 2: Formal Warning: Repetitive Negative Behaviour

Graduated Responses – avoid announcing it to the class

- Crouch down and explain why the sanction point is being issued
- Explain that if the behaviour continues, they will be removed to the RESET Room.
- Encourage the student to understand that they have another chance to remain in the lesson
- If you need to speak to the student outside of the lesson, please do so, but do not send/leave them outside the classroom.

Behaviour Point Issued – Staff to log this as 'Formal Warning' on Arbor with clear details given.

Step 3: Lesson Removal

When the student does not respond to previous graduated responses and the negative behaviour continues This will trigger a 60 minute removal detention issued by the member of staff. An automated message will be sent outlining the reason for the lesson removal but a telephone call must be completed to provide further context to parents/guardians by the class teacher, this will be supported by relevant communication in the event of a telephone call not being possible.

- Staff should log 'Lesson Removal' on Arbor and instruct the student to make their way directly to the reset room unless agreed otherwise for individual students.
- Some students will be collected to enable smooth transition to the removal room.
- Patrol members of staff will check that the student has arrived at the reset room
- The member of staff timetabled in the reset room will complete the reset room log and book the student in. Students will hand their mobile phone in upon arrival at the reset room and this will be returned once the necessary period of time has elapsed.

Students who are removed from a second lesson during the same day, will remain in the reset room for the remainder of that day. This will be monitored by the relevant members of staff in RESET.

If a student produces a lack of work, refuses to engage in work or demonstrates disruptive / defiant behaviour, a 4 staged warning process will be implemented.

Warning 1 - The student is reminded of the expectations and told they have received their first warning (no additional sanction issued)
Warning 2 - The student is reminded of the expectations and told they have received their second warning (no additional sanction issued)

Warning 3 - The student is reminded of the expectations and told they have received their third warning (an ABE will be issued the following day)
Warning 4 - The student is reminded of the expectations and told they have received their fourth and final warning (a suspension will be issued)

Extreme Poor Behaviour

This is for extreme incidents of poor behaviour only, examples include, but are not limited to:

- Swearing directly at a member of staff
- Physical assault on another student
- Dangerous behaviour (flipping tables, throwing chairs etc.)

Students will be removed from the situation whilst an investigation is completed. Statements will be collected and an informed decision made on the appropriate actions and sanctions. This level of behaviour will result in either an SLT detention, Academy Based Exclusion (ABE) or Fixed Term Suspension (FTS). The academy retains the right to utilise academy based exclusion within other local academies and trust schools.

Appendix 2 Student Ladder of Interventions

The academy may utilise a variety of sanctions and support alongside internal detentions, academy based exclusions and fixed term suspensions. In some cases not all of the listed support and sanctions will be explored before additional escalation. Examples of support and sanctions are outlined below but not limited to;



Appendix 3: 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 throughout the school, including a clear and consistent approach to rewards and sanctions for students as set out in the Behaviour Policy.
- Ensure all Atlantic Academy students 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 - I will promise to

- Wear the full academy uniform, as detailed in the uniform policy
- Follow behaviour expectations during lessons, around the academy, and on journeys to and from school.
- Come to school every day I am fit and well, arriving promptly.
- Carry all equipment required for every lesson, every day as per the Uniform and Equipment Policy.
- 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 online safety guidance, to support my work.

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

- Fully support the Academy's behaviour and rewards policy.
- Ensure that my/our child wears full academy uniform, as detailed in the uniform policy
- 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 , ready for learning and properly equipped.
- Support the Academy's Attendance Strategy
- Communicate with the pastoral team to share any concerns or problems that might affect my/our child's work or behaviour through the contact forms on the school website
- 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.