



Achievement and Behaviour Policy

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Public

1. Introduction

At South Axholme Academy, we believe that all students can learn and develop behaviour that is appropriate, respectful, and consistent with established social and cultural expectations. To support this, high standards of behaviour are explicitly taught, clearly communicated, and consistently modelled by all staff.

We recognise that effective teaching and learning can only take place in an environment where behaviour is well managed. The Academy therefore promotes positive behaviour through a structured approach that prioritises the reinforcement of appropriate conduct, including the recognition and reward of positive behaviour.

Where behaviour falls below expected standards, the Academy will take proportionate and consistent action in line with this policy. This includes the use of clear sanctions, procedures, and interventions designed to address behaviour, support improvement, and prevent recurrence, in accordance with Department for Education behaviour guidance.

As an Academy, we are committed to our "SAX Mindset", which underpins our shared values and expectations for behaviour and learning. In line with this ethos, we recognise the importance of strong and effective partnerships with parents, carers, guardians, and external agencies in supporting positive behaviour and student wellbeing.

We also value and actively promote the contribution that students themselves make in shaping a safe, respectful, and well-ordered learning environment. Through these partnerships, we aim to create a culture in which all members of the Academy community take responsibility for maintaining high standards of behaviour and supporting an environment where everyone can succeed.

2. Principles

The Governing Body, in conjunction with the Principal, believe that, to enable high-quality teaching and learning to take place, cooperative and appropriate behaviour across all aspects of Academy life is essential.

This policy promotes the principle that all members of South Axholme Academy have the right:

- to feel safe;
- to feel respected;
- to learn free from disruption, violence, bullying, and any form of harassment; and
- to be encouraged to demonstrate the values of academic achievement, creativity, hard work, participation in extracurricular activities, independence, versatility, enthusiasm, and determination.

The policy promotes self-esteem, self-discipline, respect for authority, and positive relationships based on mutual respect by:

- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- encouraging positive relationships with parents, carers, and guardians to develop a shared approach that involves them in the implementation of the Academy's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve;
- promoting high levels of student engagement in all aspects of learning and minimising incidents of low-level disruption;
- ensuring that students' efforts are regularly and consistently recognised through praise and reward; and
- ensuring that students take responsibility for their behaviour, both in lessons and around the Academy site, so that students, staff, and visitors experience a purposeful, calm, and welcoming environment.

This policy sets out how we expect students to behave within the Academy and how the Academy will encourage, recognise, and reward positive behaviour.

3. Details

This policy sets out the expectations and procedures that apply to all students and covers the following key areas:

- Rewards and recognition
- Academy uniform standards
- Behaviour in and around the Academy site
- Behaviour on public transport when travelling to and from the Academy

- Behaviour outside the classroom where it impacts on Academy life or reputation
- The Academy behaviour system, including expectations, responses and sanctions

Safeguarding and Behaviour

Safeguarding underpins all aspects of behaviour management at South Axholme Academy. The Academy recognises that behaviour can be an indicator of unmet need, vulnerability, or a safeguarding concern, and all staff have a responsibility to respond appropriately.

The Academy ensures that:

- all staff recognise that changes in behaviour, persistent behavioural difficulties, or incidents of concern may indicate unmet needs, vulnerability, or safeguarding risks;
- staff consider whether behaviour incidents may be linked to abuse, neglect, exploitation, mental health needs, or any other factor that may place a student at risk of harm;
- any safeguarding concerns identified through a student's behaviour are reported without delay to the Academy's Designated Safeguarding Lead (DSL) and managed in accordance with safeguarding procedures;
- all staff act in accordance with the latest statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, and the Academy's Safeguarding and Child Protection Policy; and
- behaviour management approaches are implemented in a way that prioritises student welfare, promotes safety, and supports positive outcomes for all students.

Unkind behaviour, Bullying and Sexual Harassment

The Academy adopts a zero-tolerance approach to all forms of peer-on-peer abuse, recognising that such behaviours are unacceptable and must be addressed promptly and effectively.

This includes, but is not limited to:

- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- unkind behaviour (for example, name-calling);
- physical violence;
- bullying; and
- harassment.

The Academy is committed to ensuring that incidents of peer-on-peer abuse:

- are never dismissed, minimised, or regarded as “banter”, part of growing up, or harmless behaviour;
- are always recognised and treated as safeguarding concerns; and
- are investigated and managed in accordance with statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, and the Academy’s safeguarding procedures.

Students who experience peer-on-peer abuse will be listened to, supported, and protected. The Academy will take all allegations seriously and ensure that appropriate action is taken to safeguard those involved.

Students are regularly reminded of the various ways they can report concerns, incidents, or disclosures to any member of staff. Reporting routes are promoted consistently through assemblies, the Personal, Social, Health and Economic (PSHE) curriculum, tutor time, and other safeguarding communications.

The Academy also provides an anonymous reporting system through a dedicated QR code. Information about this reporting route is regularly publicised and remains accessible through Academy communication platforms, including homework and Microsoft Teams systems.

Equality, SEND and Inclusion

The Academy meets its duties under the Equality Act 2010 by ensuring that:

- reasonable adjustments are made for students with Special Educational Needs and Disabilities (SEND) and those with additional needs, while recognising that a culture of high behavioural expectations should be consistently maintained for everyone;
- behaviour is considered within the context of each student’s individual needs, circumstances, and any relevant support arrangements;
- sanctions are proportionate, fair, and adapted where appropriate to reflect individual needs and circumstances.
- This does not mean that students with additional needs are exempt from consequences; rather, they will be supported appropriately to meet expectations.
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- Additional support, including pastoral plans, targeted interventions, and other appropriate strategies, will be implemented to address underlying causes of behaviour and support

students with additional needs in meeting the expectations set out in Department for Education (DfE) guidance and this policy.

3.1 Rewards and Recognition

Rewards

The aim of the reward system is to recognise effort, achievement, and positive behaviour across all areas of Academy life. All staff share responsibility for providing timely and meaningful praise in lessons and at other appropriate times throughout the Academy day.

Consistent recognition of effort, performance, and conduct is central to developing students' South Axholme Mindset. The Academy rewards students in the areas of **Achievement, Attendance, and Attitude**.

Achievement

Staff regularly recognise, praise, and encourage the achievements of all students. Achievement is defined and measured in line with the South Axholme Mindset and is detailed within the '**SAX ACHIEVED**' framework (Appendix 5.1).

Achieved points are awarded and recorded by teaching staff throughout the Academy day where reasonably possible.

Student achievement is celebrated on a weekly and half-termly basis to ensure that success is regularly acknowledged and positively reinforced. This includes Principal's Cafés and reward recognition assemblies.

Attendance and Punctuality

There is a clear and well-established link between high levels of attendance and improved student outcomes. Research demonstrates that even a small amount of absence can have a significant negative impact on progress and achievement at GCSE level.

The Academy is committed to promoting excellent attendance and punctuality for all students. We work closely with parents, carers, guardians, and the Local Authority where appropriate to support and improve attendance and to fulfil our statutory responsibilities.

Where attendance concerns arise, the Academy will take timely and appropriate action in line with statutory guidance and the Academy Attendance Policy. This includes working collaboratively with families and external agencies to remove barriers to attendance and ensure that all students are supported to attend regularly and punctually.

All students are set a target of 100% attendance throughout the academic year, with appropriate intervention and support put in place where attendance falls below 97%.

Form Tutors regularly promote, praise, and encourage outstanding attendance as part of their daily interactions with students.

Student attendance is celebrated on a half-termly basis through a range of rewards, including prize draws, spot prizes, letters home, and certificates. Full details can be found in the Academy Attendance Policy, available on the Academy website.

Punctuality is of equal importance. All students are expected to be on the Academy site by 08:38. Even a brief delay is recorded as a late arrival, and the Academy actively promotes punctuality in preparation for expectations in further education and the world of work.

Attitude to Learning

As part of the Academy's data collection cycle, Attitude to Learning (ATL) scores are routinely collected and reviewed.

Students who demonstrate consistently outstanding attitudes to learning will be recognised and commended through the Academy reward system.

Attitude to Learning will be celebrated on a termly basis to ensure that positive attitudes, effort, and engagement in learning are regularly acknowledged and reinforced

Celebration Assemblies

Student achievement, attitude, and attendance are celebrated on a termly basis through dedicated celebration assemblies.

Achievement rewards are allocated to each year group in recognition of points accrued through the **'ACHIEVED' system**. In addition, students with outstanding attendance are entered into a termly attendance prize draw.

Improvements in achievement, attitude, and attendance are also actively recognised and celebrated by staff throughout the year to reinforce positive progress and sustained effort.

3.2 Academy Uniform

The Academy's uniform requirements are published on the Academy website. It is the responsibility of parents, carers, guardians, and students to ensure that the correct uniform is worn at all times, both within the Academy and when travelling to and from the Academy.

Uniform expectations are reviewed annually in line with Government guidance. However, recognising that fashion trends and commercially available items can change rapidly, the Principal, following consultation with the Senior Leadership Team (SLT), may issue supplementary guidance to parents and carers where necessary to clarify or update expectations between formal policy reviews.

Form Tutors monitor student uniform daily during registration periods and will address any concerns in the first instance.

Where a student repeatedly fails to meet the Academy's uniform expectations, the matter will be referred to the relevant Progress and Achievement Leader and/or a member of the Senior Leadership Team for further action in accordance with the Academy Behaviour Policy.

The Academy will seek to work with students and families to resolve uniform issues wherever possible. Where appropriate, students may be required to spend time in Reflection while a suitable resolution is found, such as borrowing replacement uniform items from the Academy.

Any action taken will be reasonable, proportionate, and in line with the Academy's commitment to maintaining high standards while supporting students to meet expectations.

In cases of extreme weather, the Principal retains discretion to temporarily adjust uniform expectations to ensure student safety and comfort. Any such amendments will be communicated promptly to parents, carers, and guardians through the Academy's communication systems and published bulletins.

Prohibited Items, Appearance and Conduct Expectations

In line with safeguarding requirements and the Academy's commitment to maintaining a safe, orderly and focused learning environment, the following items and behaviours are not permitted on the Academy site or during the school day.

Students must not bring into the Academy:

- Jewellery or facial/body piercings of any kind
- Smart watches, with the exception of a standard analogue or digital wristwatch
- Jeans, leggings, or other close-fitting garments of a similar style
- Hooded tops or hooded jumpers
- Mobile phones (unless switched off and securely stored in bags)
- iPods, iPads, MP3 players, or other portable electronic devices
- Laser pens
- Chewing gum
- Matches, lighters, vaping or smoking-related materials, including e-cigarettes and associated paraphernalia (including snus pouches)
- Fireworks, including bangers
- Alcohol
- Energy drinks
- Illegal substances
- Solvents or aerosols
- Any weapon, or any item that could reasonably be considered or used as a weapon, including imitation weapons
- Any medication, prescribed or otherwise, that has not been declared and managed in accordance with Academy procedures
- Any other item that may compromise safety, safeguarding, or disrupt teaching and learning

The Academy accepts no liability or responsibility for any prohibited or non-essential items brought onto the premises by students.

In addition, the following standards of appearance apply:

- Make-up is discouraged. Where it is worn, it must be natural, subtle, and discreet in appearance.
- Nail varnish, acrylic nails, and false eyelashes are not permitted.
- Extreme hairstyles are not permitted. This includes, but is not limited to, non-natural hair colours, shaved patterns or designs, Mohican styles, and excessively short or otherwise extreme haircuts.

Any items brought into the Academy in breach of these expectations are likely to be confiscated and will be dealt with in line with the Academy Behaviour Policy.

Where appropriate, parents, carers, guardians, and relevant external agencies, including the police, may be contacted.

Any confiscated items will be securely stored in accordance with Academy safeguarding and operational procedures. Items such as vapes, snus pouches, and related paraphernalia will not be returned to students or parents/carers and will be disposed of securely by Academy staff.

Mobile Phones/Electronic devices

For the purposes of this policy, the term 'device' refers to any form of technology, including (but not limited to) mobile phones, tablets, smart watches, Fitbits, cameras, recording equipment, and MP3 players. The Academy reserves the right to determine whether any other item falls within the scope of this policy.

The Academy recognises that some students and parents/carers choose for students to carry mobile phones for safety and security reasons. However, in line with Department for Education guidance (February 2022), which states that "all schools should be mobile phone-free environments by default," strict controls are in place regarding their use during the Academy day and on Academy-organised activities.

If a student brings a mobile phone onto the Academy site, it must be switched off (not placed on silent) for the duration of the school day and kept out of sight at all times, stored securely in a school bag or locker and not carried on the person.

Mobile phones must not be used on Academy premises or during any Academy-organised trips, visits, or sporting fixtures, unless explicit permission has been granted by a member of staff and the device is used under direct supervision.

Where a student is seen with a mobile phone during the Academy day, whether in use or not, the device will be confiscated and retained in accordance with Academy procedures until the end of the day.

Repeated breaches of this expectation will result in escalating sanctions in line with the Academy Behaviour Policy. This may include placement in Reflection or suspension for persistent non-compliance.

The Government is clear that there is "no place for mobile phones in schools."

The Academy accepts no responsibility or liability for the loss, theft, or damage of any mobile phone brought onto the premises. Students remain fully responsible for their device at all times.

Searching, Screening and Confiscation

Schools have a range of statutory powers in relation to searching students, as set out in Department for Education guidance **Searching, Screening and Confiscation in Schools**.

This guidance outlines key areas, including the power to search students without consent in certain circumstances, the range of prohibited items that may be searched for, and the legal authority to confiscate, retain, or dispose of items found during a search.

Any items confiscated during a search will be securely stored in accordance with Academy safeguarding and operational procedures.

Items such as vapes, snus pouches, and related paraphernalia will not be returned to students or parents/carers and will be disposed of securely by Academy staff.

Academy staff may use handheld security scanners (metal detectors) to support search procedures where appropriate. Searches will always be conducted in line with statutory guidance and with due regard for the dignity, welfare, and safeguarding of students.

If a student refuses to be searched when a search is lawfully required, this may result in disciplinary action, including suspension, in line with the Academy Behaviour Policy.

Where appropriate, the Academy may also seek support from external agencies if there are concerns that a student is concealing a prohibited or dangerous item.

Parents/carers will be informed when their child has been subject to a search, unless doing so would place the child at risk or compromise a safeguarding investigation.

Possession of serious prohibited items, including but not limited to knives, weapons (including imitation weapons), or any item intended or adapted to cause harm, will be treated as an extremely serious breach of the Behaviour Policy. Such incidents will normally result in permanent exclusion, in line with statutory guidance and the Academy's commitment to maintaining a safe environment for all students

3.3 Behaviour on Academy/Public Transport

Students travel to the Academy using a range of transport arrangements, including services provided by the Academy or the Local Authority.

Where students use school or public transport, they are expected to behave in a safe, respectful and responsible manner at all times. This includes behaviour before, during and after travel, as it directly reflects on the Academy and may impact the safety and wellbeing of others.

Incidents of inappropriate behaviour, including aggression, vandalism, or any conduct that places themselves or others at risk, will be addressed in line with the relevant transport provider's policy and the Academy's Achievement and Behaviour Policy.

Such behaviour may result in formal warnings, withdrawal of transport privileges, exclusion from transport services, and/or additional sanctions imposed by the Academy where appropriate.

3.4 Behaviour Outside the Academy

The Academy recognises that behaviour outside of school can have a significant impact on the safety, wellbeing, and learning environment of students within the Academy.

While parents and carers retain primary responsibility for their child's behaviour outside of school hours, the Academy will take reasonable and proportionate steps to investigate and respond to incidents where behaviour impacts safeguarding, the orderly running of the Academy, or the reputation of the school community.

Where incidents occur outside of the Academy, including online behaviour, community incidents, transport-related behaviour, or social media activity, the Academy may:

- investigate concerns raised by staff, students, parents, carers, or external agencies;
- liaise with parents, carers, and relevant external agencies where appropriate, noting that any active police or statutory investigation will take precedence over internal Academy processes; and
- apply proportionate sanctions where behaviour:
 - brings the Academy into disrepute;
 - impacts the safety or wellbeing of students or staff; or
 - disrupts, or has the potential to disrupt, the orderly running of the Academy.

All incidents will be considered on a case-by-case basis and will be managed in line with the Academy Behaviour Policy and relevant statutory guidance.

3-5 Conduct

Classroom expectations

Students are expected to meet the following classroom standards at all times:

- arrive on time, in correct uniform, and enter lessons in a calm and orderly manner
- bring the correct equipment and ensure all independent learning tasks are completed
- remain silent and attentive when the teacher or another adult is addressing the class
- follow instructions first time, every time, without challenge or delay
- listen respectfully when others are speaking
- show respect for others by avoiding any physical contact or interference with their property
- always apply full effort and ensure their conduct does not disrupt the learning of others.

The Academy will ensure that behaviour is managed consistently and fairly, with staff using the SAX Mindset board to reinforce positive behaviour, recognise excellence, and address any behaviour that falls below expectations in a timely and proportionate manner.

Conduct in and Around the Academy Site

The Academy is committed to maintaining a calm, safe and orderly environment across the entire site. Students are expected to:

- arrive on site by 08:38 and be ready to follow established routines
- wear full Academy uniform correctly at all times
- follow reasonable instructions from any member of staff immediately and without question
- move around the site in a calm, orderly and purposeful manner, keeping to the left in corridors and avoiding behaviour that may disrupt others
- follow one-way systems where they are in place
- take responsibility for keeping the Academy environment clean and orderly by using bins provided
- eat only in designated areas at break and lunchtime
- support staff and student leaders in ensuring that lunchtime systems operate efficiently
- remain in designated areas during social times and avoid areas where teaching and learning is taking place

- behave in a calm, respectful and appropriate manner at all times while on site
- follow published wet weather arrangements, including any temporary restrictions on outdoor areas
- show respect for the local community by behaving responsibly near neighbouring properties and maintaining an appropriate distance from boundary fences at all times
- treat toilet facilities with respect.

Behaviour that undermines the calm and orderly running of the Academy will be addressed in line with the behaviour policy and relevant statutory guidance.

3.6 Behaviour System

To support consistency, fairness and clarity for all stakeholders, the Academy operates a staged approach to behaviour management. These stages are designed to support early intervention, de-escalation and provide proportionate responses in line with the Academy's behaviour policy.

De-escalation stage

Description: Where appropriate, staff will seek to support students to correct their behaviour through clear verbal reminders and formal prompts. This approach is used to prevent escalation and maintain a calm and orderly learning environment.

Note: This stage may not be appropriate in all circumstances, particularly where behaviour is more serious or where immediate intervention is required.

Stage 1 – Behaviour incident (1 behaviour point)

Description: This stage applies where behaviour continues following a formal reminder, or where a student fails to meet independent learning expectations. It may also be used for low level behaviour concerns around the Academy site.

Action: The member of staff will speak to the student to address the behaviour and reset expectations. The incident will be recorded on the SAX Mindset Systems to support reflection and behaviour tracking.

Recording: The incident is logged on the MIS system as a Stage 1 behaviour incident

Stage 2 – Persistent poor behaviour (2 behaviour points)

Description: This stage applies where a student repeatedly fails to meet the Academy's classroom conduct expectations within a lesson or across multiple lessons within a short period of time. It may also be issued for repeated inappropriate behaviour around the Academy site.

Action: The member of staff will speak to the student to address the behaviour and reset expectations. A detention may be issued where it is deemed appropriate. The incident will be recorded on the SAX Mindset system to support reflection and reinforce expectations.

Recording: The incident is recorded on the MIS system as a Stage 2 behaviour incident. Where appropriate, the student will be added to a lunchtime detention for the next available session.

Stage 3 – Direct Removal to Reflection Room (see appendix 5.4 for flow chart)

Description: This stage is used where a student's behaviour is sufficiently serious that removal from the lesson is required to ensure the safety of others, restore calm, or allow teaching and learning to continue without disruption.

Procedure:

- The student will be directed immediately to the Reflection Room (Removal Room)
- A member of staff will activate the appropriate alert system and on call staff will provide support where required
- The student is expected to proceed directly, calmly and without delay
- On call or designated staff will confirm arrival and record the removal
- The student will be placed in structured reflection and will complete a voice of the child reflection sheet if they are calm enough to do so
- Students will be provided with curriculum-aligned work to ensure continuity of learning and to support reintegration into lessons.

Outcomes and next steps:

- Where a student engages appropriately during the period of removal, they will return to their next timetabled lesson and will receive a lunchtime detention the following day
- Where engagement is not appropriate, parents or carers will be contacted to support a reset and encourage reengagement with expectations. The student will then return to the Reflection Room for a further structured period of reflection and learning
- Where a student continues not to engage appropriately, further sanctions may be applied, which may include suspension in line in line with the Academy behaviour policy.

Reflection room

The Reflection Room may also be used as part of the Academy's wider safeguarding and behaviour investigation processes. In such cases, members of the Senior Leadership Team and/or Progress and Achievement Leaders (PALs) may place a student in the Reflection Room for a specified period to support the investigation of an incident. This may include the taking of statements or conducting student interviews relating to incidents occurring during lesson time or at other times during the Academy day.

Where reasonably practicable, parents and carers will be informed that their child is in the

Reflection Room pending further investigation. However, this may depend on operational priorities and safeguarding considerations at the time.

Students may be asked to work in reflection for extended periods of time at the discretion of the leadership or pastoral team. This may occur outside of the usual following of the behaviour stages. For example, when a student is waiting to attend a new provision, or their behaviour is deemed severe enough that it warrants more time to reflect on their choices.

Students are expected to behave appropriately at all times while in the Reflection Room or any alternative supervised setting. Where behaviour in these settings falls below expectations, further sanctions may be applied, which may include suspension in line with the Academy's behaviour policy.

Stage 4 – Internal Suspension

Description: Where deemed appropriate, a member of the Senior Leadership Team or a Progress and Achievement Leader (PAL) may use their discretion to allocate a period of internal exclusion in the Reflection Room. This will be used in response to a breach of the Academy's behaviour expectations and code of conduct.

Action: The student will work in the Reflection Room for the duration of the allocated period under supervised conditions. During this time, they will complete curriculum aligned work alongside activities designed to support reflection on and correction of their behaviour. Where appropriate, students may also be required to complete re-education tasks to ensure they understand the impact of their actions and can reflect on how to improve future behaviour. Engagement with this work will be monitored and recorded. The student will remain in the Reflection Room during break and lunchtime for the duration of the internal exclusion period.

Recording: The internal exclusion will be recorded on the MIS system as an Internal Exclusion

Stage 5 – External Suspension

Where a student's behaviour seriously and or persistently breaches the Academy's expectations, or where their continued presence on site poses a risk to safety, wellbeing or the orderly running of the Academy, a fixed term suspension or permanent exclusion may be considered by the principal.

The Academy acts in accordance with the Department for Education statutory guidance on *Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England*.

Parents and carers will be contacted as soon as reasonably practicable to inform them of any suspension decision. Suspension will always be used as a last resort; however, the Academy has a duty

to ensure the safety and welfare of all students and staff.

At the end of any suspension period, a reintegration meeting will be required. The student is unlikely to be readmitted to lessons or the main school site until this meeting has taken place.

A student may not be suspended for more than 15 school days in any one term, or 45 school days in any one academic year. Where a student is approaching or has reached these limits, the Principal will review the case and consider all available options in line with statutory guidance.

Where concerns about a student's behaviour are persistent or where exclusion thresholds are being approached, a Governors' Discipline Panel will be convened to review the circumstances, consider the evidence, and ensure appropriate oversight of decision-making.

In such cases, and where the legal threshold is met, this may include consideration of permanent exclusion in line with statutory guidance and the Academy's Achievement and Behaviour Policy.

For more information please consult the Academies Exclusions policy.

Off Site Direction and Managed Moves

The Academy uses a graduated approach to behaviour and inclusion, in line with Department for Education statutory guidance, including *Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England* and guidance on *Off-site direction*.

Where internal interventions and support strategies have not been successful, or where a student's behaviour, attendance or engagement gives rise to significant concern, the Academy may consider additional formal arrangements. These are designed to reduce the risk of exclusion and to support continuity of education in the most appropriate setting.

Off-Site Direction

Off-site direction is a formal intervention used by the Academy to improve a student's behaviour, engagement, or attendance by placing them in an alternative educational setting, such as alternative provision or another school. If a student is directed off-site by the Principal:

- The student remains dual registered with both the Academy and the placement provider
- The arrangement is time limited and subject to regular review

- It is intended to support reintegration into mainstream education where appropriate, or to inform longer term placement decisions

Please note: The Principal may direct a student off site where this is considered necessary in the best interests of the student and/or the wider Academy community. Parental consent **is not** required for such a redirection, and parents and carers are expected to support attendance at the placement. The Academy does not fund transport for off-site placements, but retains responsibility for commissioning, monitoring, and reviewing the placement and for the student's welfare and progress for the duration of their redirection.

Managed move

A managed move is a voluntary agreement between schools and the parent or carer for a student to transfer to another mainstream school. It is typically used as an alternative to permanent exclusion or as a supportive transition where a fresh start is considered appropriate. A managed move is:

- Based on agreement between the current school, receiving school, and parent or carer
- Intended to provide a fresh start in a new school environment rather than a temporary intervention
- Not a unilateral decision by the originating school and requires mutual consent.

Compass Provision

Compass provides an onsite inclusion provision where students may be directed to follow an alternative curriculum pathway alongside targeted support to improve behaviour, attendance, engagement and, where appropriate, social and emotional wellbeing, including support for social anxiety.

This provision is designed to support reintegration into mainstream lessons wherever possible. For a small number of students, it may also be used as a longer-term intervention where this is considered necessary to support continued access to mainstream education in a safe and successful manner.

The Principal has the authority to place a student into Compass provision where it is considered appropriate and in the best interests of the student and/or the wider Academy community. Wherever possible, the Academy will seek to work in partnership with parents and carers and take their views into account. However, parental agreement is not required for placement where the Principal judges that such action is necessary to safeguard the welfare of the student or others, or to ensure the orderly operation of the Academy.

Students accessing Compass may have adjusted start and finish times, with structured arrangements in place for unstructured periods such as break and lunchtime. These arrangements will be reviewed regularly and shared with parents and carers, with a focus on supporting progress, wellbeing and reintegration into mainstream education where appropriate.

Academy Oversight Committee (Governors' Disciplinary Panel)

The purpose of the Academy Oversight Committee is to review serious concerns that have been escalated in relation to a student's behaviour, attendance, engagement, or wellbeing. The Committee will consider the circumstances of the case, review relevant evidence, and where appropriate set targets and identify additional interventions with the aim of preventing further escalation.

Students referred to the panel will typically have progressed through the Academy's behaviour system and may have received one or more fixed term suspensions. In some cases, the severity of an incident may result in immediate referral to the Committee.

Where the Academy Oversight Committee determines that a student's needs cannot be met within the reasonable expectations of the Academy, or that there is a sustained unwillingness to meet behaviour expectations, or where the student's behaviour presents a risk to the safety, welfare or education of themselves or others, the Committee may set further interventions or require a formal behaviour support plan.

The Academy Oversight Committee will be convened where a student has received a total of 15 days of suspension within a single Academy term (for example, September to December). At this point, the Committee will review the student's behaviour, progress, and support arrangements and determine appropriate next steps.

The Academy Oversight Committee will work in partnership with Senior Leadership Team, Progress and Achievement Leaders, the SENDCo, parents, carers and guardians, and where appropriate, external agencies or education providers. This multi-agency approach is intended to ensure that all reasonable steps have been taken to support the student prior to any further action.

Permanent Exclusion

Permanent exclusion is the most serious sanction available to the Academy and will only be used in response to a serious breach or persistent breaches of the Academy's behaviour policy, where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others. The decision to exclude permanently will be made by the Principal in line with statutory guidance.

- The decision to permanently exclude a student will be made by the Principal in line with Department for Education statutory guidance
- Parents and carers will be notified in writing without delay by a member of the Senior Leadership Team
- The Academy will follow all statutory processes, including consideration by the Academy Oversight Committee and the right of appeal
- The Academy will work in partnership with the Local Authority to ensure that suitable education is arranged following exclusion.

A student may not be suspended for more than 45 school days in any one academic year. Where a student is approaching or has reached this limit, the Principal will review the case and consider all available options in line with statutory guidance.

Detention System Procedures

The Academy operates a detention system in line with the Education and Inspections Act 2006 and Department for Education statutory guidance on behaviour and discipline in schools. Staff are not required to provide advance notice to parents or carers for after school or lunchtime detentions, however the Academy will seek to ensure communication is timely and appropriate where practicable. The detention system is designed to support consistent behaviour expectations, ensure accountability, and minimise disruption to learning.

Break Detention

Break detentions may be issued at the discretion of class teachers as an immediate response to low level disruption or incomplete work.

Failure to Attend – Break Detention

Where a student fails to attend a break detention, this will be recorded as a Stage 2 behaviour incident on the MIS system and escalated to a lunchtime detention.

Lunchtime Detentions

Partial Lunchtime Detention (20 minutes):

A detention is recorded on the MIS system and the student is added to the next available lunchtime session. These detentions run from the start of lunchtime, allowing students time to eat before the detention begins.

Where a student fails to attend, arrives late, or does not engage appropriately, the sanction will be escalated.

Full Lunchtime Detention:

A Stage 3 detention is recorded on the MIS system and the student is added to the next available full lunchtime detention. This runs for the duration of lunchtime. Students will be given the opportunity to eat during the session.

Where a student fails to attend or comply with expectations, the sanction will be further escalated.

Full Lunchtime detention: The teacher records a stage 3 detention on the MIS system and adds a student to the next available detention. Full lunchtime detentions will last for the entirety of lunch. The student will have an opportunity to eat their lunch during detention.

Failure to attend: The student will be given another chance to attend. Failure to attend is likely to result in some time in the Reflection room.

General Expectations

No student is exempt from the Academy's detention system. However, reasonable adjustments may be made for students with Special Educational Needs and Disabilities (SEND), where appropriate and in consultation with the SENDCo and/or Senior Leadership Team.

All sanctions will be applied fairly, consistently, and in line with the Academy's behaviour policy, with due regard to individual circumstances and statutory guidance.



Behaviour Monitoring and Report System

Student behaviour is monitored and recorded through the Academy's Management Information System (MIS). This allows staff to identify patterns of behaviour and respond in a timely and consistent manner.

Where a student receives repeated behaviour incidents or demonstrates ongoing concerns, they may be placed on report to their Tutor, Subject Leader, Progress and Achievement Leader, or a member of the Senior Leadership Team, depending on the level of concern.

The purpose of the report system is to closely monitor specific aspects of a student's behaviour, attendance, or engagement in order to identify patterns, provide targeted support, and improve outcomes. Reports are a supportive intervention designed to promote reflection, accountability, and positive change.

Where a student does not respond positively to the support in place, reports may be escalated to a

higher level of monitoring or intervention in line with the Academy's behaviour policy.

Behaviour Contracts and Safety Plans

Where a student's behaviour does not improve following a period of monitoring and support, they may be placed on a formal behaviour contract and or a Pastoral Support Plan. This may include a risk assessment or safety plan where appropriate.

These plans are designed to provide clear expectations, targets, and support strategies to help the student improve their behaviour and engagement. They will be developed collaboratively between the Academy, the student, and parents or carers wherever possible.

The plan will be regularly reviewed, and progress will be monitored closely. Where insufficient improvement is made, further intervention may be considered in line with the Academy's behaviour policy.

3.7 Restrictive Physical Intervention

The Academy follows the Department for Education guidance on the use of reasonable force and physical intervention in schools. This includes ensuring that any use of force is lawful, reasonable, and proportionate, and is only used as a last resort to prevent harm, maintain safety, or ensure order within the Academy.

Given the limited and exceptional nature of such incidents within a mainstream setting, the Academy does not deem it necessary to maintain a separate physical intervention policy. Expectations and procedures are instead embedded within the Academy's Behaviour Policy and staff training, ensuring a consistent and proportionate approach in line with statutory guidance.

At South Axholme staff work to ensure that learners and staff are safe, respectful, and ready, today and in the future. Sometimes the staff will have to intervene physically, using reasonable force, to ensure that all learners remain safe. The use of force upon any pupil by a member of staff is a significant matter and should only be considered as a last resort. Through this policy, the Principal expressly gives authority to all staff who have control or charge of learners (including teaching staff, assistant teaching, administrative and supply staff) who work at South Axholme Academy the power to use 'reasonable force' to prevent a learner coming to significant harm or causing it to others.

The term 'reasonable force' covers the broad range of actions that involve staff using a degree of physical contact with pupils. Force is usually used either to control or restrain a learner and reasonable means using no more force than is needed and conducted for the minimum amount of time required. Control means either passive physical contact, such as standing between pupils or blocking a learner's path, or active physical contact such as leading a learner by the arm out of a classroom. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances where two learners are fighting and refuse to separate without physical intervention or if a learner attempts to harm themselves. South Axholme staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the learner to keep themselves and others safe.

All physical restraints will be recorded on our MIS and will be reviewed to ensure there is a learning culture and to reflect on the learner triggers and responses to reduce dysregulation in future. This will lead to learners having a physical handling plan held on provision map.

A significant incident is any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in the Appropriate Touch section of this document. This includes when physical force is used to implement a non-physical restrictive intervention e.g. seclusion. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Reporting to parents

Each significant use of force will be reported to the parents of the student involved as soon as practicable after the incident, and the school will endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over;
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details :

- time, date, location and approximate duration of the intervention.
- brief account of why the intervention was assessed as necessary in that instance

- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

Appropriate Touch

At South Axholme Academy we realise that a no touch policy is impossible, unnecessary, and unlikely to develop emotional maturity and so any contact should be in the interests of the child. Appropriate touches may include:

Casual / Informal / Incidental Touch

- Handshakes, fist bumps or high fives
- to comfort a distressed pupil.

General Reparative Touch

- Shoulder hugs, pat on shoulder or holding hand

Contact Instruction

- To give first aid
- Demonstrating or playing during PE activities
- Demonstrating during learning activities

Passive control

- Guiding children using “Caring Cs”
- when helping a pupil to a space they have chosen to access to self-regulate
- being a visual or physical block between two learners who are arguing

Restraint approaches

Staff will receive training which makes clear that physical intervention is an available option, but one that should only be used when other strategies have been exhausted and when it is necessary to prevent harm or ensure the safety of learners.

All staff are required to complete an online training course on the use of reasonable force. In addition, the Trust provides biannual face-to-face Team Teach training to support staff in using de-escalation and physical intervention strategies safely and appropriately.

At South Axholme Academy, the aim is to ensure that a minimum of two members of staff are Team Teach trained at any one time, ensuring appropriate coverage and capacity across the Academy.

Staff also receive regular safeguarding training, including child protection updates and briefings, to ensure they are fully aware of their responsibilities, relevant legislation, and current statutory guidance.

4. Complaints

Complaints about the Academy Achievement and Behaviour policy should be made following the Trust's Complaints policy which can be found on the website.

5. Document Control

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

Contact	C Barnes
Status	Issue
Publication Date	06/2026
Review Cycle	Annually
Review Date	06/2027
Approved/Ratified by	AOC/CEO
Version Control	
Draft	For comments /consultation
Issue	1

IET reserves the right to make amendments to this policy at any time without notice.

6. Appendices

5.1 Appendix 1 'SAX' Mindset – ACHIEVED

A	Academic
C	Creative
H	Hard-working
I	Independent
E	Extra-curricular
V	Versatile
E	Enthusiastic
D	Determined

5.2 Appendix 2 Behaviour Stage

Behaviour Stages – Types of Behaviour. Please note this is not an exhaustive list.

Stage 1-Departmental	Stage 1-Wider
• Lateness to lessons • Inappropriate language • Make-up/uniform/jewellery • Failure to follow instructions • Failure to meet homework/independent learning deadline • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Lack of equipment • No PE kit • Other-please specify	• Lateness to school • Inappropriate language • Make-up/uniform/jewellery • Failure to follow instructions • Disruption to teaching and learning of others • Poor behaviour for learning • Chewing/eating when prohibited • Other-please specify

Stage 2-Departmental	Stage 2-Wider
- Persistent lateness to lesson - Persistent failure to meet homework/coursework deadline - Persistent inappropriate language - Persistent make-up/uniform/jewellery - Persistent failure to follow instructions - Persistent disruption to teaching and learning of others - Persistent poor behaviour for learning - Persistent chewing/eating when prohibited - Persistent other-please specify - Persistent lack of PE kit - Failure to attend a detention - Other	- Persistent lateness to school - Persistent failure to meet homework/coursework deadline - Persistent inappropriate language - Persistent make-up/Uniform/Jewellery - Persistent failure to follow instructions - Persistent disruption to teaching and learning of others - Persistent poor behaviour for learning - Persistent chewing/eating when prohibited - Persistent other-please specify - Failure to attend a detention - Other
Stage 3	
Removal from lesson and / or reflection room	
Stage 4 Internal exclusion	
Internal exclusion will be sanctioned if a student fails to attend detentions or if deemed appropriate by senior staff	
Stage 5 Suspension or Permanently Exclude	
Where the behaviour of a student seriously and/or continually violates the Academy's rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to suspend that student for a short period of time, or permanently exclude them.	
Abuse against sexual orientation and gender identity	
Abuse relating to disability	
Alcohol or drug related	
Arson	
Bullying	
Challenging /Unacceptable behaviour or comments including swearing	
Damage	
Deliberate deception	
Disobedience/Disrespect to Staff	
Failure to follow a reasonable request	
Graffiti or obscene drawing	
Hair/Dress Not in school code	
Inappropriate use of social media or Online technology	
Inappropriate use of mobile phone / recording device	
Indecent exposure	
Lewd behaviour and / or sexual assault	
Non-Acceptance of conduct in the classroom	

Non-Attendance at detentions
Persistent disruptive behaviour
Physical assault against a student
Physical assault against an adult
Racist abuse
Refusal of punishment/ refusal to be searched
Verbal abuse/threatening behaviour against a student
Verbal abuse / threatening behaviour against an adult
Selling or distributing in stolen property
Setting off the fire alarm
Sexual abuse / bullying / harassment / misconduct /indecent assault
Smoking / vaping / in being possession of prohibited items linked to smoking / vaping
Theft
Truancy, absconding from lessons or absconding from school site
Uniform policy not being followed
Use or threat of an offensive weapon
Vandalism or trespassing
Wilful and repeated transgression of protective measures in place to protect public health
Wilful and repeated transgression of protective measures in place to protect student or adult safety
Repeated failure to adhere to the electronic device policy
*Please note this list is not exhaustive and is intended to offer examples rather than be complete or definitive. It is the When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher/ principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

5.3 Appendix 3 Lates procedure

First lateness to school	Stage 1 warning recorded
Second lateness to school	Stage 2 recorded and part lunch detention on the same day
Third lateness to school	Stage 3 recorded and a full lunch time detention set
Each subsequent lateness	Stage 3 recorded and a full lunch time detention set

This procedure will reset at the end of each half term. Academy staff withhold the right to decide what an appropriate reason for being late is.

5.4 Removals Process

