



This policy was amended in consideration of the following UN Convention on the rights of the child articles;
Articles 2/3/19/28/37/39/40/41

BEHAVIOUR AND ATTITUDE TO LEARNING

Policy Number	0031	Policy Author	L Sherman
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Agreed by Governors	July 2017	Policy Updated by	K Boyce-Charman
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L Gray
Lower Academy
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Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

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

- [Behaviour in schools - GOV.UK](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Suspension and permanent exclusion](#)
- [Equality Act 2010: advice for schools - GOV.UK](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils with medical conditions at school - GOV.UK](#)
- [Mobile phones in schools - GOV.UK](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Schools Behaviour Statement

We are a trauma perceptive practice (TPP) school. Treating students with compassion and kindness giving them a sense of connection and belonging is integral to our behaviour approach. TPP enables all adults to recognise and respect supportively to all students, helping build an understanding of why behaviours occur.

Behaviours and consequences are considered with this model to ensure all students make progress with their learning.

- No student's behaviour or attitude should ever be allowed to impact negatively upon the learning and/or welfare of another student.
- No student's behaviour or attitude should ever be allowed to impact negatively upon the health and safety of another student.
- All staff (teaching and non-teaching) must accept their responsibility for developing good standards of student behaviour and attitude, so that all students are able to learn and progress into Further Education, Higher Education or employment.

- It is the responsibility of the Headteacher and Senior Staff to set out and regularly update the practical principles and procedures for managing behaviour, so that parents and students can know in advance what is appropriate and can make positive choices about their behaviour.
- The management of behaviour must be clear and consistent so that students, parents and staff have certainty about how the policy will be applied, thus enabling students to take decisions to change their behaviour in order to avoid consequences.
- Behaviour will be managed using a combination of positive rewards and consequences (sanctions). Consequences should ultimately be designed to change behaviour.
- There will be a graduated set of measures, indicating the increasing seriousness of matters.

Misbehaviour can be defined as:

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

Serious misbehaviour can be defined as:

- Repeated breaches of the school rules
- Failure to hand over mobile phones/technology
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Use of social media to hurt, intimidate or offend.
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and vaping accessories
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

These lists are indicative but not exhaustive. Reports of child-on-child abuse, sexual violence or sexual harassment will be responded to in accordance with the Safeguarding and Child Protection Policy. The Academy will take proportionate steps to protect those affected and will not treat sexual harassment as banter.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful, emotionally or physically
- Repeated, often over a period of time
- Difficult to defend against
- Often aimed at certain groups

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For further guidance on bullying please refer to our [Anti-Bullying policy](#). Students and parents can report bullying to any member of staff or the designated safeguarding lead. Reports will be recorded, investigated promptly and responded to proportionately, with support for those affected. The Academy will monitor repeated incidents and patterns of discriminatory bullying.

Roles and responsibilities

The Trust Board

The Trust Board is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Following & implementing a TPP Approach
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff at the school promptly.

Student code of conduct

The Basildon Academies aspires to ensure that all members of the community feel safe, secure and valued at school. To make certain this happens, we feel that it is important to teach all members of the community to work, play and cooperate with each other. This will lead to a community based on mutual respect and trust where we can work together in a supportive way. All members of the community need to be aware of issues of right, wrong, fairness, justice and tolerance. This is to be achieved through praise, restorative practices and open conversations.

The Aims for our school:

- **Safe:** To have a safe and supportive environment which encourages the building of positive relationships, self-esteem, understanding and concern for all.
- **Healthy:** To be as healthy (physically, mentally and socially) as possible and support others to make healthy choices too.
- **Achieving:** To be creative, risk-taking, determined and reflective in all that we do and develop a growth mind set in order to achieve our potential through a wide range of experiences both in and out of school.
- **Nurtured:** For everyone to feel listened to, cared for, supported, protected and valued without judgement
- **Active:** To be actively engaged and motivated in all that we do.
- **Respected:** To have positive relationships and everyone's opinions and unique qualities to be respected and valued.
- **Responsible:** For everyone to be proud of and to take appropriate responsibility within our community and be accountable both independently and as a team.
- **Included:** To overcome inequalities and for everyone to have a voice in finding solutions to foster the development of positive relationships.

We have very simple and clear expectations outlined in the BA Way Charter, please refer to Appendix 1.

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be acknowledged in a range of ways:

- Praise
- Credits
- Attendance
- Achievements

- Letters or phone calls home to parents
- Special responsibilities/privileges
- VIPA
- Celebration events
- Trips and or visits/activities

Financial Rewards

Financial rewards will not normally be given to students unless explicitly authorised by the Headteacher, or relevant delegated manager.

The school may use a range of sanctions which can include:

- Charging for damage or loss
- Detention before, during or after the Academy day
- Correction of uniform infringements
- Community service (such as litter collection, cleaning or repairing things)
- Removal from Academy life to a designated area
- Internal Exclusion in The Hub
- Education Offsite – Offsite direction
- Loss of break and/or lunchtime privileges
- Loss of free periods
- Loss of involvement in activities, trips or events
- Fixed Term Suspension
- Permanent Exclusion

We may use The Hub in response to serious or persistent breaches of this policy. Students may be sent to The Hub during lessons if they are disruptive, and they may be expected to complete the same work as they would in class. Removal from a classroom will be used only when necessary for serious disciplinary reasons for a limited period and under appropriate supervision. Students will continue to receive meaningful education. The reason, duration and reintegration arrangements will be recorded, and parents will be informed on the same day, where practicable.

Student charges for loss or damage

- Any request for payment for wilful or negligent damage will be considered individually, in accordance with the Academy charging and remissions arrangements. A student will not receive a behaviour sanction solely because their parent or carer has not paid.
- The Academy will not take responsibility for the loss of, or damage to, student property, particularly those which are banned or prohibited by the Academy.
- Items brought onto the Academy site are done so at the owner's risk.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Sanctions can also be applied for behaviour in the community.

Malicious allegations

A report or allegation made by a student will be handled in line with safeguarding procedures. No disciplinary action will be taken solely because an allegation is not substantiated. Where an

allegation is demonstrably deliberately invented or malicious, any proportionate disciplinary response will follow the safeguarding investigation and this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Staff should praise in public, reprimand in private and be clear, calm and firm.

- Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.
- Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- Speak to students calmly, with respect and be positive.
- We never shout, express negativity, or use sarcasm and derogatory tones.

Classroom management

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 environment that encourages students to be engaged
- Refer to the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Praise in public and reprimand in private
 - A TPP approach

Detention before or after the academy day

- Detention can be used as a sanction and the different forms of detention will be spelled out clearly so that students are all treated consistently. There should be no choosing or negotiating different forms of detention for individuals.
- Detentions should be set and take place as quickly as possible to ensure that the link between cause and sanction is clear in the student's mind.
- A range of detentions may be used, increasing in length of time to reflect increasing seriousness.
- Detention at the end of the day should be the normal form of detention but it is recognised that organisational and punctuality problems may best be dealt with through a detention at the beginning of the day.
- Changes to legislation in 2011 mean that it is no longer necessary to give parents 24 hours notice of a detention. The academy should nevertheless take reasonable steps to give appropriate notification.

Before setting a detention outside normal school hours, staff will consider the student's age, SEND, medical needs, safeguarding circumstances and safe travel arrangements. Detentions will be reasonable and proportionate; reasonable adjustments will be made where required.

Uniform, equipment and sending home students

- Students arriving without appropriate uniform or equipment, or with an appearance contrary to Academy rules, may be sent home to change and will be expected to return to the Academy promptly on the same day. Parents or carers will be informed, and staff will consider the student's safety, travel arrangements and any reasonable adjustments required. It is preferable for students to be educated elsewhere within the Academy, apart from other students, until the uniform or appearance issue is rectified. Where appropriate, supervised alternative education will be provided. Sending a student home to change must not be used as an informal or unofficial suspension

Mobile Phones

The Academies are committed to providing a safe, focused and supporting learning environment. Consistent with national guidance issued by the Government, the academies operate as a **phone free environment for the entire school day**. This approach supports students learning, wellbeing and positive behaviour and, ensures clarity and consistency across the school community.

This applies to all students on school premises during:

- Lessons
- Transition between lessons
- Breaktimes
- Lunchtime
- Any other period during the school day.

This also applies to all school organised activities taking place during the normal school day.

Expectations

Students must not use mobile phones, ear pods or headphones at any point during the school day. Mobile phones should not be seen or heard on school premises ("Not Seen – Not Heard"). Mobile phones must not be used as learning tools in class (e.g calculators, research devices, timers) as alternative resources will always be provided. Individual exemptions or reasonable adjustments may be agreed where needed for disability, medical or safeguarding reasons. These arrangements will be recorded and communicated to relevant staff

If mobile phones and prohibited devices are seen or heard, then staff will confiscate items. They will be placed in reception for collection at the end of the school day. Repeated use or refusal to hand over the phone will result in an escalation of consequence.

Government guidance and lockable phone pouches

The Basildon Academies follows the Department for Education guidance on mobile phones in schools and prohibits the unauthorised use of mobile phones and other prohibited smart devices throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes. Where a student is seen using a mobile phone without authorisation during the school day, the phone will be confiscated in accordance with the Academies procedures. The student will also be required to use an Academy-approved lockable phone pouch to prevent further unauthorised use. An individual risk assessment will be completed, recording the reasons for the

measure, any safeguarding or welfare considerations, the students' individual needs, any reasonable adjustments, the arrangements for using the pouch and the date on which the measure will be reviewed. Parents or carers will be informed. Exceptions will be considered individually where access to a device is necessary for a medical condition, disability, special educational need or other exceptional circumstance. The Academies will make reasonable adjustments in accordance with the Equality Act 2010.

This is designed to

- Reduce distractions and maximise learning time
- Promote positive behaviour and social interaction
- Support safeguarding, including preventing inappropriate online contact, image sharing and exposure to harmful content
- Ensure consistency in expectations and enforcement for all students.

Roles & Responsibilities

All staff are responsible for enforcing this policy consistently and fairly.

Students are expected to comply fully with the "Not Seen – Not Heard" approach.

Parents & Carers are asked to support by ensuring students do not use their phones or prohibited devices during the school day and understand the consequence of misuse.

Community Service

Students may be set community service where it is an appropriate sanction or remedy for a specific issue or problem. Examples might include eating or drinking around the buildings, damage to academy buildings or property. This may take place during the academy day and/or as part of a detention or other sanction.

Removal from academy life

Students can be removed from wider academy life for a period of time under the following circumstances:

- a) Failure to adhere to the behaviour expectations
- b) Engaging in actions that deliberately place another student or member of staff at risk
- c) Leaving class without permission
- d) Where an action has escalated to this point, either as part of the consequences system or in virtue of continued refusal to respond to lower level sanctions
- e) Where an action cannot be managed using a series of consequences (eg outside of a classroom where there is nowhere to record and so manage 'steps')
- f) Where there is a risk of disruption to the learning and/or welfare of others
- g) Where a matter needs investigation or further attention
- h) Where safety and/or good order require a student to remain under supervision in a specific place during unstructured time (break, lunch, etc)
- i) Failing to show the capacity to follow instructions
- j) Failing to adhere to mobile phone expectations

When removed from wider academy life, students' education and welfare should be appropriately monitored and promoted.

Internal Exclusion

- Internal removal is a serious on-site disciplinary measure and is not a statutory suspension. It will be time-limited, supervised, recorded and reviewed. Students will receive meaningful education and support to reintegrate into normal lessons
- Students who are internally excluded may work to a different academy day, which may be longer and which may involve no contact with other students from their year group. They may also work on a different academy site.

Education offsite

- Where appropriate to improve a students' behaviour, the Academy may direct the student to receive education off site in accordance with the legal framework and current DfE statutory guidance. The Academy will consult and notify parents and relevant parties as required, set objectives, ensure appropriate safeguarding and education, and review the placement regularly. Off-site direction will not be used as an informal exclusion

Loss of break or lunchtime privileges

- Students may be asked to report to a specific place at break or lunchtime so that their break is taken in a designated place under supervision.
- Students will be allowed reasonable time to eat, drink and use the toilet, including during lunchtime detention.

Loss of free periods

- Students who have "free periods" in their timetable (eg Sixth Form) may have their free periods taken away and be required to report instead to a specific place for study.
- The number of free periods and the duration of the loss can be varied as seems appropriate to deal with severity of a specific problem.

Loss of involvement in activities, trips or events

- Where a student's behaviour means that there is an increased risk in involving the student in a particular activity, trip or event, the student may be withdrawn until such time as the risk is judged to be reduced.
- The Academy may specify criteria to take part in certain events or activities and students who do not achieve the specified criteria will not be eligible to take part in such activities
- When setting a point/credit level which a student has to achieve in order to take part in an event, the Academy may also determine that negative behaviour can remove credits/points.

Fixed Term Suspension

A fixed term suspension is a serious consequence and should only take place when:

- a) there has been an appropriately serious breach of rules
- b) where there is a serious risk to the education or wellbeing of other students in keeping the student on site
- c) where a student's defiance has reached such a point that the student has become uncontrollable and so it has become 'unsafe' to keep the student on site
- d) where there is a high risk that a student will become permanently excluded and so there is a need to consult with other agencies and plan to put in place alternative strategies or education for the student before readmitting them to the academy
- e) Failure to adhere the conditions of a risk assessment that has been put in place

A decision to suspend a student is based on a balance of probabilities concerning both what has happened and/or the risk of what may happen next. The decision to suspend a student must be reasonable and fair.

Individual fixed period suspensions will be for the shortest time necessary, bearing in mind the issues of consistency and aggravating/mitigating features and escalation where there may be a pattern of factors or behaviours to consider.

Only the Headteacher may suspend a student on disciplinary grounds. Decisions will be lawful, reasonable, fair and proportionate and based on the balance of probabilities, with due regard to SEND, safeguarding and reasonable adjustments. Suspensions will not exceed 45 school days in an academic year. Parents and relevant bodies will be notified and education, representation and review rights provided in accordance with current DfE statutory guidance, including suitable full-time education from the sixth school day for suspensions of more than five school days.

Permanent Exclusion

A decision to exclude a student permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities.

Permanent Exclusion based on a series or pattern of behaviour is a judgement that the student is demonstrating 'persistent defiance'. That is a refusal to comply or respond to the academy which has persisted over time, despite a range of interventions by the academy and for which there is no reasonable prospect that the student will change their behaviour.

Permanent Exclusion based on a 'one-off' offence will occur where there is

- serious violence, actual or threatened, against another student or a member of staff;
- sexual abuse or assault;
- arson or serious damage;
- supplying an illegal drug; or
- carrying an offensive weapon

Permanent exclusion will be used only in response to a serious breach or persistent breaches of this behaviour policy and where allowing the student to remain would seriously harm the education or welfare of the student or others. The Headteacher will consider the evidence on the balance of probabilities, alternatives, safeguarding, SEND and reasonable adjustments, and will follow all statutory notification, representation, review and education requirements.

Use of sanctions for actions covered by criminal or civil law

- Appropriate matters or incidents covered by criminal or civil law can be referred to the police, or other relevant agencies, as dictated by the nature of the incident or matter.
- Where an incident or matter is subject to investigation by the police or other agencies, the Academy will take appropriate advice before proceeding with its own investigations or actions, so as not to prejudice any case which should subsequently be taken forward in court.
- The Academy may report suspected criminal offences or safeguarding concerns to the police or other relevant agencies where appropriate, following safeguarding procedures and considering the safety and welfare of all students involved. Safeguarding Leads and their Deputies can make a judgement to liaise with the external agencies if a wider safeguarding risk is perceived.

Physical restraint

Staff may use reasonable force only where lawful, necessary and proportionate to prevent injury, an offence, damage to property or serious disruption. Force will never be used as punishment. Staff will consider a students' SEND, disability, health and other vulnerabilities and use preventative and de-escalation approaches wherever possible. Significant incidents involving force, and incidents of seclusion, will be recorded and reported to parents in accordance with applicable law and the DfE guidance effective from 1 April 2026, subject to safeguarding exceptions.

Screening, Searching and Confiscation

The Headteacher and staff authorised by the Headteacher may search students in accordance with the Education Act 1996 and DfE Searching, screening and confiscation guidance. Staff will normally seek cooperation, explain the reason for the search, and comply with the requirements for the sex of the searcher and the presence of a witness, subject to statutory urgent-risk exceptions. The scope of any search, use of force, confiscation, recording, parental notification and safeguarding follow-up will comply with the applicable legal powers. Staff must never conduct a strip search; any such search is a matter for the police under their own powers.

Student support & multi agency approach

- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Before imposing a significant sanction, staff will consider whether behaviour may be linked to disability, SEND, mental health, trauma or unmet needs; whether reasonable adjustments are required; and whether further assessment or support is appropriate. Decisions and the reasons for adjustments will be recorded where appropriate.

- The school's special educational needs co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- The Academy Wellbeing Centres are available to all students requiring access to specialist outside agencies to support wellbeing.

Students with Special Educational Needs

The Academy will pay due regards to appropriate guidance on the education of children with Special Educational Needs, making the reasonable adjustments wherever possible, which are conducive to maintaining consistency with good order and discipline.

Parents role in ensuring good behaviour

Parents and Carers sign a Home-Academy agreement which outlines the responsibilities of parents and academy staff, role modelling this to students at all times. This includes expectations concerning behaviour, attendance and use of electronic devices.

BA WAY Charter

Appendix 1



BA-Way		
Ready (Aspire)		Why we do this
<ul style="list-style-type: none"> I arrive on time I arrive in full uniform I line up ready for class 	because...	<ul style="list-style-type: none"> if I am late, I will miss important information about the lesson and disrupt others who have already started. it shows you take pride in your appearance and recognise you are ready to learn. It maximises learning time as conversations about not doing the right thing are minimised. it makes sure lessons start positively as everyone is entering calmly and ready to learn.
Responsible (Believe)		
<ul style="list-style-type: none"> I take pride and care in my work I walk calmly in the corridors I treat everyone with respect 	because...	<ul style="list-style-type: none"> it shows I take responsibility for my learning. By doing my best and continually improving, I gain the most from my experiences, support my personal growth and academic success. it shows my responsibility and respect for everyone's learning, this creates a peaceful and focused atmosphere that allows everyone to learn. everybody has the right to feel valued, confident and safe. Respect other peoples' views, opinions and cultures. It is unacceptable to make offensive comments.

BA-Way

Resilient (Achieve)		Why we do this
<ul style="list-style-type: none"> • I attempt all learning episodes to the best of my ability • I repair relationships when they break down through restorative conversations • I attend a range of enrichment activities during and after school • I will develop the ability to identify, talk about and use strategies to help regulate my emotions. 	because...	<ul style="list-style-type: none"> • It's a reflection of my dedication to learning and my commitment to making sure that I achieve my best. • it creates a positive learning environment that allows everyone to work together in a supportive way. • it enhances my learning experience, helps me discover new interests, and broadens my skills and knowledge. • to be able to regulate emotions is key to being able to learn effectively and is a life skill that helps to develop resilience and independence.

BA-Way			
Support	Positive behaviour for learning is key to academic and personal success.		
Examples	Examples	Impact on learning and safeguarding	Consequence could include
Wellbeing Centres Counselling Educational Psychology School Nurse support Uniform Support including the exchange Out of lesson pass Wellbeing pass Sensory room Subject interventions Tutoring Lunch time clubs TA support ATF Football Beyond Borders Self-esteem programmes Nurture groups Adjusted timetables Off-site direction Summer School Afterschool Clubs Out of Hours Learning One Planning Agreed reasonable adjustments	<ul style="list-style-type: none"> Be on time. 	<ul style="list-style-type: none"> Disrupts the learning for you and others. 	Detention/loss of social times (complete missed learning)
	<ul style="list-style-type: none"> Engage in learning episodes. 	<ul style="list-style-type: none"> Not engaging in your lessons affects your learning and the learning of others. 	C1-3
	<ul style="list-style-type: none"> Wear uniform correctly. 	<ul style="list-style-type: none"> Correct uniform creates a sense of belonging and identity that is to be respected. 	C5
	<ul style="list-style-type: none"> Attend your lesson. 	<ul style="list-style-type: none"> Choosing not to attend school or classes without a valid reason interrupts your learning making it hard to achieve. 	Risk Assessment C5
	<ul style="list-style-type: none"> Respecting each other . Respecting your school environment. 	<ul style="list-style-type: none"> Respect issues, whether verbal or physical, create a hostile or unsafe academy environment. Not respecting your school can affect your progress, and lead to health and safety concerns for you and others. 	C5 Suspension

BA-Way			
Support	Positive behaviour for learning is key to academic and personal success.		
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	<ul style="list-style-type: none"> Follow instructions from any member of staff. 	<ul style="list-style-type: none"> Demonstrates you respect others Can lead to safety concerns for you and others. 	Risk Assessment Suspension