Behaviour for Learning Policy

Issue No. 8

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1. Purpose, scope and legal framework

Arco Academy exists to support pupils to succeed academically, socially and emotionally, including pupils whose previous experiences of education have been difficult.

Arco Academy recognises that pupils attending our school may experience difficulties with communication, emotional regulation, executive functioning, sensory processing, social understanding and mental health. These difficulties may arise because of identified or emerging Special Educational Needs and Disabilities (SEND), including Autism Spectrum Condition (ASC), attention deficit hyperactivity disorder (ADHD), Social, Emotional and Mental Health (SEMH) needs, speech, language and communication needs (SLCN), trauma and attachment difficulties.

Behaviour is viewed as a form of communication, but behaviour that compromises safety, wellbeing or learning will always be addressed through a consistent, fair and proportionate response.

Good behaviour is taught explicitly, reinforced consistently and supported through safe relationships, predictable routines and proportionate consequences. Every pupil has a right to learn without disruption and to be safe from intimidation, violence, harassment and discrimination.

Our behaviour culture is built on clear routines, consistent expectations, warm professional relationships and timely support. Pupils are taught what is expected, praised when they meet or exceed expectations, corrected calmly when they fall short, and supported to make better choices.

Pupils are expected to demonstrate the academy values of high standards, personal responsibility, professionalism, and integrity. These values apply in lessons, around the building, online, on journeys to and from school, on trips, and whenever pupils are representing the academy.

This policy applies throughout the academy day, on school transport and supervised journeys, during educational visits and activities, and to off-site or online conduct where the academy has a lawful and proportionate reason to respond. It operates alongside safeguarding processes: behaviour management must never replace a safeguarding referral.

The Academy fulfils its duties under Part 3 of the Education (Independent School Standards) Regulations 2014 by promoting positive behaviour, preventing bullying, ensuring pupils are properly supervised, safeguarding and promoting welfare, and maintaining a safe environment in which pupils can learn effectively.

1.1 Policy principles

- Every pupil is entitled to dignity, respect, a safe environment and access to learning.
- Behaviour is learned and can be taught; behaviour may communicate unmet needs, but harmful conduct must still be addressed.

- Consistency means predictable processes, not identical consequences regardless of disability, risk or circumstances.
- Staff use calm, non-shaming language, co-regulation and private correction wherever safe and practical.
- Responses prioritise safety, restoration, accountability, repair and reduced recurrence.

Our approach is underpinned by the following principles:

- **Relationships First** - Positive relationships are at the heart of successful behaviour support.
- **Consistency Creates** Safety - Clear expectations and predictable responses help pupils feel secure and reduce anxiety.
- **Behaviour Must Be Taught** - Behaviour is a curriculum area that must be taught, modelled and reinforced.
- **Recognition Outweighs Consequences** - Positive behaviour should receive significantly more attention than negative behaviour.
- **SEND Must Be Considered** - Reasonable adjustments will always be considered when responding to behaviour.
- **Safety Is Non-Negotiable** - All pupils and staff have the right to learn and work in a safe environment.

1.2 Shared expectations

All students are expected to:

- arrive on time, in full uniform, with the correct equipment and ready to learn;
- follow staff instructions first time, every time;
- allow others to learn without disruption;
- move around the academy safely and calmly;
- treat all members of the academy community with courtesy and respect;
- take responsibility for their conduct and repair harm where appropriate;
- represent the academy positively in the community and online.

1.3 Legal and guidance context

Implementation must take account of the Equality Act 2010, Children and Families Act 2014, Education (Independent School Standards) Regulations 2014, relevant safeguarding duties and current DfE guidance on behaviour, searching, mobile phones, restrictive intervention and safeguarding. The academy must check which statutory suspension/exclusion provisions apply to its independent-school status and to pupils commissioned by referring schools or local authorities.

2. School culture and behaviour curriculum

2.1 Ready, Respectful, Safe

Expectation	Pupils are taught to…	Adults will…
READY	Arrive at agreed time; enter via reception; bring equipment; start tasks; ask for help or regulation support.	Greet, prepare resources, give clear instructions and offer appropriate scaffolding.
RESPECTFUL	Use appropriate words; listen; respect difference, privacy and property; repair harm.	Model respectful language, correct privately and challenge discriminatory conduct.
SAFE	Follow supervision and road safety rules; stay in agreed areas; keep hands and objects safe; report concerns.	Supervise, anticipate risks, respond promptly and follow safeguarding procedures.

2.2 Wheel of Culture

The Arco Wheel of Culture sits at the centre of all aspects of Academy life. The Wheel of Culture provides the foundation for:

- Behaviour expectations.
- Recognition systems.
- Consequence systems.
- Relationship building.
- Leadership decision-making.
- Personal development.
- Curriculum delivery.
- Community engagement.

The Wheel of Culture defines the values, attitudes and behaviours that support pupils to become successful learners and positive members of society with recognition points and behaviour responses being linked to the Wheel of Culture wherever possible.

Integrity requires students to act honestly, make responsible choices and demonstrate the school's values at all times, including when not under direct supervision. **Professionalism** is reflected through calm, respectful and appropriate communication, positive conduct and pride in personal presentation.

Personal Responsibility involves recognising the impact of one's actions, accepting accountability and actively engaging in restorative approaches when harm has occurred. **High Standards** are demonstrated through consistent effort, punctuality, respectful behaviour, readiness to learn and a commitment to continuous improvement.

Staff explicitly teach, model and reinforce these expectations through daily interactions, assemblies, tutor time, scenario-based learning, restorative conversations, feedback and the consistent recognition of positive behaviour.

2.3 Teaching behaviour explicitly

At the start of each term, and after significant absence, pupils are taught arrival, classroom entry, transitions, toilets, social times and end-of-day transitions. Adults explain what successful behaviour looks and sounds like, rehearse it and check understanding. Visual support, accessible language and personalised scripts are used where needed.

Staff are expected to teach routines explicitly, use positive narration and praise, apply consequences calmly and consistently, record behaviour accurately, follow relevant pastoral and SEND information, and seek support where behaviour is not improving.

Parents and carers are expected to support the academy by reinforcing the Behaviour Policy, ensuring good attendance and punctuality, supporting uniform and equipment expectations, attending meetings where needed, treating staff with respect, and signing up to the Bromcom Parent App so they can monitor their child's behaviour.

We recognise that parents and carers may not always agree with every sanction. However, we do expect them to support the academy in upholding its Behaviour Policy and maintaining high standards of behaviour for all pupils.

2.4 Shared professional language

Avoid	Prefer
Bad child / naughty	Behaviour of concern / unsafe behaviour
Attention seeking	Seeking connection or support (where evidence supports this)
Defiant by nature	Currently not following an instruction; explore why

Calm down!	I can see this is difficult; here are two safe options
You always…	Today, I observed…; the next step is…

3. Roles, accountability and communication

Chief Executive and advisory board
Approve and monitor the policy; scrutinise serious incidents, disproportionality and complaints; ensure adequate resources, training and safe premises.

Principal
Owns the school behaviour culture, authorises serious sanctions and formal placement decisions within contractual/legal powers, oversees complaints and ensures communication with commissioners.

DSL / DDSL
Assess safeguarding risk; coordinate child-on-child abuse responses, disclosures, external referrals, safety planning and CPOMS oversight. Safeguarding decisions are separate from disciplinary findings.

SENDCo / inclusion lead
Oversees reasonable adjustments, EHCP provision, functional assessment, graduated support and professional referrals.

Teachers
Teach expectations, plan accessible learning, use first-line strategies, document incidents factually and participate in restorative follow-up.

Teaching assistants and support staff
Support regulation, routines and safe transitions, communicate observed triggers and interventions, and escalate risk promptly.

Pupils
Learn and practise routines, seek help, report concerns, participate in repair and respect others' safety and learning.

Parents and carers

Work collaboratively with the school to promote positive behaviour, reinforce school expectations, maintain open communication, share relevant information and support agreed interventions to ensure their child's safety, wellbeing and progress.

3.1 Response ownership
The adult witnessing low-level behaviour remains the lead unless safety requires handover. A senior leader assumes oversight for repeated incidents, removal, threats, violence,

absconding, serious discrimination and safeguarding-linked matters. Staff must never assume that another adult has made the necessary record or parent contact: the incident lead must confirm both.

4. Prevention, SEND and regulation

Arco recognises that pupils may have communication, sensory, executive functioning, trauma-related or social-emotional needs. Arco will make reasonable adjustments and implement EHCP provisions, individual plans and risk assessments. Adjustments might include advance notice of change, visual timetables, reduced verbal load, structured choices, movement breaks, predictable seating, a key adult, safe regulation space and differentiated task demands.

4.1 Universal preventative practice

- Positive meet-and-greet; clear entry routines; seating and supervision plans.
- Chunked instructions, visual modelling, planned success and frequent specific praise.
- Co-regulation: calm tone, reduced audience, non-threatening body language and sufficient processing time.
- Zones of Regulation check-ins and agreed strategies; pupils are not punished for naming a feeling.
- Planned transitions with named adults, clear routes and risk controls.
- Restorative follow-up only once the pupil and others are regulated and safe.

4.2 When a pupil is dysregulated

The immediate priority is safety and connection, not obtaining an apology or winning an argument. Reduce verbal demands, offer space within supervision, provide two viable options, remove an audience where possible, and seek support if risk increases.

4.3 Adjustments and proportionality test

Before determining a consequence, the decision-maker considers what happened; intent and impact; developmental understanding; known disability-related factors; antecedents and triggers; prior support; seriousness; impact on victims; whether alternatives will achieve safety and learning; and the pupil's account. A disability-related explanation does not negate the need to safeguard others. The rationale and any adjustment must be recorded.

4.4 Assessment of unmet needs

Recurring incidents trigger review of curriculum access, communication, sensory environment, relationships, attendance, health information where appropriately shared, family context and potential safeguarding concerns. The SENDCo and DSL jointly consider whether additional assessment or external agency support is necessary.

5. Recognition, praise and celebration

5.1 Positive achievement points: Wheel of Culture

Integrity: Award a positive Bromcom achievement point for honesty, taking responsibility, telling the truth when difficult, or repairing harm without prompting.

Professionalism: Award a positive point for respectful language, calm communication, readiness for learning and appropriate conduct with visitors or in the community.

Personal Responsibility: Award a positive point for independently using a regulation strategy, arriving prepared, completing agreed work, or making a safer choice after feedback.

High Standards: Award a positive point for sustained effort, high-quality work, resilience, improvement and meeting ambitious individual learning targets.

Implementation and recognition: Staff select the relevant Wheel of Culture value when awarding points on Bromcom and give specific verbal feedback. Points recognise progress relative to pupils' starting points, including co-regulation and successful return to learning. Assistant Principal/ Home support review points daily; weekly recognition and half-termly recognition celebrate both achievement and improvement. Proposed point thresholds and rewards remain subject to SLT approval.

Recognition should significantly outweigh consequences wherever possible with staff being expected to reward on a ratio of 3 positive events to 1 negative event.

Recognition Points contribute towards:

- Weekly celebrations.
- Certificates.
- Reward activities.
- Principal recognition.
- Half-termly and annual awards.

The Academy aims for all pupils to experience success regularly.

Positive Behaviour Events		
Event Type	**Description**	**Points**
R1	Demonstrates Care and Respect	5
R1	Demonstrates Healthy Mind and Body Choices	5
R1	Demonstrates High Standards	5
R1	Demonstrates Personal Responsibility	5
R1	Demonstrates Integrity	5
R1	Demonstrates Professionalism	5
R2	Consistent Demonstration of a Wheel of Culture Value	10
R2	Positive Engagement in Learning Throughout the Day	10
R2	Full Completion of Learning Tasks	10
R2	Positive Contribution Across Multiple Lessons	10

R3	Exceptional Demonstration of High Standards	15
R3	Exceptional Demonstration of Personal Responsibility	15
R3	Exceptional Demonstration of Integrity	15
R3	Exceptional Demonstration of Professionalism	15
R3	Outstanding Care and Respect for Others	15
R4	Supporting Another Student to Succeed	25
R4	Positive Leadership	25
R4	Exceptional Contribution to the Academy Community	25
R4	Significant Improvement in Behaviour or Attendance	25
R5	Sustained Demonstration of Wheel of Culture Values	50
R5	Attendance Above 95%	50
R5	Outstanding Contribution to School Life	50
R5	Outstanding Contribution to the Community	50
R6	Exceptional Personal Achievement	75
R6	Exceptional Academic Progress	75
R6	Outstanding Representation of the Academy	75
R7	Principal's Award	100
R7	Exceptional Character and Conduct	100
R7	Exceptional Achievement Beyond Expectations	100
R7	Sustained Excellence Across a Term	100

6. Graduated Classroom Response Stages Before a Consequence is Issued

Before a formal consequence is issued, staff will use a graduated response to support regulation, re-engagement and positive behaviour. The stages below provide a consistent framework for classroom intervention and are intended to guide professional decision-making rather than operate as a fixed escalation ladder. Staff will begin with the least intrusive intervention likely to secure engagement, regulation and positive behaviour, applying each stage proportionately and in line with individual needs, reasonable adjustments, EHCP provision and any relevant support plans.

Whilst most behaviours will be addressed through this graduated approach, serious incidents may require an immediate senior response. Repeated low-level concerns may lead to targeted intervention, assessment or additional support where behaviour patterns emerge. At every stage, staff will consider individual circumstances, SEND needs, safeguarding responsibilities, vulnerability, developmental understanding and the level of risk presented when determining the most appropriate response.

Concern	Typical presentation	Immediate lead and response	Record / communication
Regulation	Pupil is dysregulated,	Adults remain calm; co-regulate, reduce	Record only significant

	anxious, overwhelmed or showing distress; may not be ready to process instructions	demands, offer agreed safe space and sensory/regulation support; assess risk. Return to learning when ready. This is NOT a sanction.	concerns, patterns or safeguarding risk on Bromcom/CPOMS as appropriate; inform relevant staff/parent where necessary.
Reminder	Calling out, off-task behaviour, minor disruption, late readiness	Teacher: non-verbal cue, reminder, re-teach and choice	Bromcom
Redirect	Repeated disruption, low-level inappropriate language, persistent non-engagement	Teacher: private correction, reset, task completion and proportionate consequence	Behaviour log on Bromcom; parent update if repeated
Supported reset	Repeated Level 1, sustained refusal, escalating verbal conflict, unsafe but contained conduct	Teacher requests designated support; supervised short removal/reset; return plan	Bromcom; 20-minute after-school detention subject to individual adjustments and safe travel; parent informed; SLT oversight
Senior Support	Threats, aggression, discriminatory abuse, dangerous transition behaviour, absconding attempt, significant damage	SLT: immediate safety, investigation, risk assessment and formal sanction decision	Same-day parent contact; Bromcom and CPOMS where relevant; next-day internal isolation where proportionate and authorised
Critical Response	Serious violence, weapon, serious sexual harm, missing pupil, significant immediate risk	Emergency response; Principal and DSL; police/social care where necessary; review of continued provision	Urgent notifications; safeguarding record; written outcome; possible suspension or placement termination only following lawful, individualised decision

Stage	When to Use	Staff Response	Student Outcome	Next Step if Behaviour Continues
Reminder	First instance of low-level disruption, off-task behaviour, calling out, inappropriate comments, lack of focus or failure to follow a routine.	Calm, discreet reminder of the expected behaviour. Re-direct the student to learning and provide an opportunity to self-correct. Consider reasonable adjustments and support strategies where appropriate.	No formal consequence. Student remains fully engaged in learning.	Move to **Redirect (C1)**.
Redirect (C1)	Behaviour continues following a reminder.	Clearly state the behaviour that needs to change and the expected behaviour. Provide a final opportunity to comply. If the behaviour continues, issue a **C1** and record it on Bromcom. Complete a restorative conversation at the earliest opportunity.	**C1 recorded.** Student remains in class and continues learning wherever possible.	Move to **Warning (C2)**.
Warning (C2)	Behaviour continues following a C1 or becomes increasingly disruptive to learning.	Clearly inform the student that they are receiving a **C2 Warning** and that continued disruption will result in removal from the classroom. Re-	**C2 recorded.** Student remains in class with a clear understanding of the consequence of further disruption.	Move to **Removal (C3)**.

		state the expectation and provide a final opportunity to re-engage.		
Removal (C3)	Behaviour continues following a C2, or the student's behaviour is significantly disrupting learning and cannot be safely managed within the classroom.	Request support in line with school procedures. The student is removed from the classroom to a designated learning or regulation space. Work should be provided where appropriate. A restorative conversation must take place before the next lesson.	**C3 recorded. Removal from lesson.** Parents/carers may be informed and further intervention considered.	Refer to the **C1-C7 Consequences and Responses Table** for further escalation and intervention.

5. Consequences

Consequences are intended to maintain a safe and orderly learning environment, protect learning, promote accountability, encourage reflection, support positive behaviour change and, where appropriate, repair relationships. Consequences will always be applied fairly, consistently and proportionately, taking into account individual SEND needs, safeguarding considerations, and the pupil's age, understanding and level of vulnerability.

Behaviour incidents		
Event Type	**Description**	**Points**
C1	Disruption / Off-task Behaviour	-5
C1	Misuse of Equipment	-5
C1	Poor Attitude to Learning	-5
C1	Talking / Calling Out	-5
C1	Uniform Not in Good Order	-5
C2	Inappropriate Language	-10
C2	Lateness	-10
C2	Refusal to Start Work	-10
C2	Failure to Follow a Reasonable Instruction	-10

C3	Refusal to Follow Instructions	-15
C3	Mobile Phone / Device Use	-15
C3	Leaving Classroom Without Permission	-15
C4	Persistent Disruption to Learning	-20
C4	Defiance / Walking Away / Ignoring Staff	-20
C4	Truancy From Lesson	-20
C5	Bullying Behaviour	-25
C5	Discriminatory Language or Behaviour	-25
C5	Fighting Between Students	-25
C5	Swearing Directed at Another Student	-25
C6	Assault on Another Student	-50
C6	Failure to Comply with Internal Suspension	-50
C6	Intimidating Behaviour Towards Staff	-50
C6	Smoking or Vaping on Site	-50
C6	Significant Property Damage	-50
C6	Serious Bullying Incident	-50
C6	Swearing Directed at a Member of Staff	-50
C7	Violence Towards Staff	-100
C7	Possession of Drugs or Weapons	-100
C7	Serious Vandalism including tampering with Fire Safety Equipment	-100
C7	Absconding From Site	-100

Graduated Responses and Additional Actions

The consequences detailed within the Consequence Framework represent the Academy's standard response to behaviour incidents. Where appropriate, additional actions may be implemented to promote accountability, maintain safety and support successful behaviour change.

Behaviours Consequences		
Event Type	**Typical Response to Behaviour Display**	**Points**
C1	Reminder of expectations and opportunity to self-correct behaviour.	-5
C2	Formal warning and restorative discussion.	-10
C3	15-minute detention. Parents/carers may be informed where appropriate with Educational Workshop	-15
C4	30-minute detention. Parent/carer contact may be made. Behaviour patterns may be reviewed by pastoral or senior staff and Educational Workshop	-20
C5	45-minute detention, restorative meeting and parent/carer contact. Behaviour support strategies may be reviewed.	-25

C6	60-minute detention, senior leader investigation, parental meeting, positive behaviour support plan review, risk assessment review and consideration of Internal Suspension where appropriate.	-50
C7	Immediate removal from learning with a placement in Internal Reflection, senior leader investigation, parental meeting, potentially an Internal Suspension or Fixed-Term Suspension following investigation. Placement review which could lead to Termination of Placement and multi-agency involvement where appropriate.	-100

Consequences are intended to promote accountability, reflection and positive behaviour change through a fair and graduated approach. When determining the most appropriate response, staff will consider individual circumstances, SEND needs, reasonable adjustments, safeguarding factors, age, understanding, vulnerability and level of risk; therefore, serious incidents may warrant a higher-level consequence without progressing through each stage of the framework.

6.1 Consistency rules

- Describe the behaviour factually; do not infer motivation without evidence.
- Use the least intrusive response consistent with safety and learning.
- Do not threaten a consequence that staff are not authorised to impose.
- A pupil is never left unsupervised during removal or internal provision.
- The pupil has an opportunity to give an account; this does not delay immediate safety action.
- Consequences and support plans are reviewed for effectiveness, not simply repeated indefinitely.

7. Classroom routines and escalation

Before the lesson

Teacher plans seating, entry, learning objective, accessible starter and agreed pupil-specific adjustments. Staff meet pupils calmly, check readiness and provide a predictable first task.

Stage A: first disruption

Use proximity, gesture, name and brief reminder of the expected behaviour. Avoid public debate. Praise compliance promptly.

Stage B: repeated disruption

Give a short private explanation of impact and one achievable choice. Offer task scaffold or regulation strategy where indicated. Explain the likely classroom consequence.

Stage C: continuing disruption

Implement a proportionate classroom consequence, such as completing missed work or a short reflective conversation at break or lunctime.

Stage D: supervised reset
Where teaching cannot continue safely, contact the named on-call/SLT member. State the factual reason and any risk. The receiving adult logs arrival, supervises learning/regulation and agrees a return-to-class plan.

Stage E: post-incident
Teacher and supporting adult coordinate a brief repair conversation, task completion, parent communication and review of any unmet need. The pupil should re-enter learning as soon as safely practicable.

7.1 Refusal to leave a lesson
Adults will not physically force a pupil to move merely for non-compliance. Adult will request SLT support, maintain supervision, move other pupils if necessary and reassess safety. Restrictive intervention is governed by the separate legal threshold and physical intervention policy, not by the pupil's refusal alone.

7.2 Work refusal and learning avoidance

Adults will check comprehension, task accessibility, relationship factors and regulation before treating non-completion as deliberate misconduct. Adult will provide a supported first step and short time-bound review. Persistent concerns are discussed with the SENDCo/behaviour lead and may trigger support.

8. Social times, transitions and community safety

8.1 Arrival and reception
Pupils must go directly to the agreed school reception or supervised entry point at their allocated arrival time. They must not visit local shops, parks or other destinations before handover unless separately authorised. Taxi and transport staff must not release pupils before an authorised staff member is ready to receive them. Early arrivals remain the responsibility of the transport provider until a safe handover is completed, in accordance with agreed arrangements.

8.2 Break and lunch
Staff maintain allocated zones and supervision ratios, model respectful interaction and respond early to peer conflict. Pupils must remain within agreed boundaries. Movement between areas requires permission where set out in an individual plan.

8.3 Off-site transitions

Pupils walk with assigned adults, do not run ahead, and stop at designated crossing points. Staff count pupils before departure, after each major crossing and on arrival. High-risk pupils have a named escort and enhanced supervision documented in their risk assessment.

8.4 Absconding and missing pupils

If a pupil leaves supervision or attempts to abscond, staff immediately alert SLT/DSL, state the last known location and direction of travel, and follow the individual missing-pupil/absconding protocol. Staff must not abandon other pupils or enter traffic hazards in pursuit. On return, complete a welfare check, factual timeline, risk assessment and restorative review. A punitive response alone is not sufficient.

8.5 End-of-day handover

Pupils are supervised until the agreed transport or handover arrangement. Staff confirm the correct vehicle, adult and destination where required. No pupil is sent home early as an informal sanction; any authorised change requires safeguarding and attendance checks and parent/commissioner communication.

9. Three tiers of additional support

These tiers describe the intensity of intervention, not the seriousness of a single incident.

Tier	Entry indicators	Support package	Review
Tier 1 - Universal	All pupils, including isolated Level 1/2 concerns	Quality teaching, positive relationships, visual routines, praise, regulation check-ins, predictable consequences	Ongoing; weekly staff review
Tier 2 - Targeted	Repeated patterns, emerging risk, frequent resets or barriers to engagement	Named key adult, 2-week SMART report, pupil voice, parent meeting, mentor, SEND review, targeted group intervention	Formal review after 10 school days
Tier 3 - Intensive	Persistent serious risk, repeated Level 4 incidents, absconding, multiple suspensions, failed Tier 2 support	Multi-agency/TAC review, individual behaviour support and safety plan, reintegration strategy	Weekly initial review, then agreed cycle

9.1 Referral to Tier 2

The teacher or tutor submits a concise summary of incident frequency, setting, antecedents, successful strategies and pupil views. The behaviour lead checks records with SENDCo and DSL, then assigns a key adult and no more than three measurable targets. Parents receive the plan and review date.

9.2 Tier 3 case coordination

The Principal or delegate convenes a team-around-the-child meeting with relevant staff, parents, commissioner and professionals as appropriate. The plan names specific risks, protective factors, preventive controls, responses to escalation, emergency contacts, curriculum access and a reintegration goal. The pupil's voice is sought in an accessible form. Every action has an owner and date.

9.3 Exit and step-down

A pupil moves down a tier when safety and participation improve sustainably against agreed targets. Progress is measured by frequency, intensity and duration of incidents, attendance, lesson access, successful repair and pupil/parent feedback, rather than simply the absence of sanctions.

10. Detentions, removal and internal provision

10.1 Detention

Detention may be used only where reasonable, safe and compatible with the pupil's needs and commissioning arrangements. A staff member must explain the reason, duration, task and how parents will be informed. For pupils with SEND, consider whether a restorative or learning-focused alternative better addresses the behaviour.

10.2 Removal from class

Removal is a serious response where continued presence prevents safe or effective learning. It is not a routine substitute for reasonable adjustments or a place to leave pupils without teaching. The receiving space must be supervised, with access to meaningful work, emotional check in and space to regulate.

10.3 Internal suspension

Where approved by the Principal, a pupil may receive a time-limited internal sanction for serious or repeated conduct. This is distinct from an externally imposed suspension. The term "internal suspension" should be confirmed for consistency with Arco's existing practice.

11. Specific conduct and indicative responses

The following matrix is illustrative rather than automatic. The actual response is based on risk, severity, recurrence, impact, pupil needs and available evidence. A serious first incident can warrant immediate senior intervention.

C1-C7 Consequences and Intervention Framework

Consequence	Typical Reason	Response / Consequence	Potential Additional Interventions Triggered
C1	Repeated low-level disruption following redirection.	Recorded on Bromcom. Restorative conversation.	Tutor check-in, review of classroom strategies, communication with parents if patterns emerge.
C2	Continued disruption following C1, refusal to follow instructions, repeated off-task behaviour.	Warning issued and recorded. Restorative conversation required.	Behaviour monitoring, pastoral review, parent contact, review of reasonable adjustments and support strategies.
C3	Removal from lesson due to continued disruption or behaviour significantly impacting learning.	Removal from classroom and restorative meeting before return.	Pastoral intervention, parent meeting, behaviour report card, targeted mentoring, attendance review if relevant.
C4	Persistent behavioural concerns, serious misconduct or repeated removals.	Detention, senior leader intervention or equivalent consequence.	**Inclusion Meeting**, behaviour assessment, intervention plan, SEND review, Team Around the Child discussion.
C5	Repeated C4 concerns or significant behavioural incident.	Senior leadership consequence and formal review.	**Safeguarding Meeting**, family meeting, Behaviour Support Plan, Risk Assessment review, Early Help consideration, external agency referrals where appropriate.
C6	Serious misconduct or repeated failure to improve despite interventions.	Internal suspension, formal review or equivalent.	Multi-agency meeting, SEN review, EHCP review request, Alternative Provision review, Youth Justice or Children's Services involvement where appropriate.

C7	Exceptional or critical behaviour posing significant risk.	Suspension, managed move consideration or permanent exclusion process.	Reintegration meeting, CEO' review, Local Authority involvement, specialist placement discussions, updated safeguarding and risk management plan

Students are expected to engage with and complete any consequence, restorative activity, reflection, intervention or reparation task issued as part of the behaviour process. Failure to complete a consequence without a reasonable explanation may result in escalation to the next consequence level.

Examples include:

Original Consequence	Failure to Complete	Escalated Consequence
C1	Reflection not completed	C2
C2	Restorative conversation refused or not completed	C3
C3	Failure to attend removal provision or complete work	C4
C4	Failure to attend detention or restorative activity	C5
C5	Failure to engage with intervention or reintegration requirements	C6
C6	Continued refusal to engage with required sanctions or interventions	C7

11.1 Serious and repeated incidents

Where patterns continue, leaders must consider whether the existing support plan has been implemented faithfully and whether additional adjustments or professional involvement are needed. A more severe sanction without reviewing ineffective support is not a sufficient response.

12. Bullying, discrimination and child-on-child abuse

Arco Academy is committed to maintaining a safe, inclusive and respectful environment where bullying is not tolerated. The Academy recognises that bullying can have a significant impact on wellbeing, attendance, engagement and educational outcomes. Pupils with SEND may be more

vulnerable to experiencing or displaying bullying behaviours and may require additional support to develop social understanding and positive relationships.

Definition of Bullying

Bullying is behaviour that is deliberate, repeated and intended to cause harm. Bullying may be physical, verbal, emotional, social, online or prejudice-based. A disagreement between pupils, a one-off incident or isolated conflict will not automatically be regarded as bullying.

Reporting Concerns

All members of the Academy community are encouraged to report bullying concerns promptly. Concerns raised by pupils, staff, parents or carers will be taken seriously, recorded appropriately, investigated in a timely manner and monitored by senior leaders.

Bullying Response Pathway

The Academy uses a graduated response to bullying concerns, recognising that early intervention often prevents escalation.

Stage	Description	Typical Responses
Stage 1: Concern Identified	Initial allegation or concern regarding bullying behaviour.	Investigation, restorative conversation, monitoring and parental communication where appropriate.
Stage 2: Confirmed Bullying	Investigation confirms bullying behaviour has occurred.	Restorative intervention, parental involvement, targeted support, behaviour consequences and ongoing monitoring.
Stage 3: Persistent Bullying	Bullying behaviour continues despite intervention.	Risk assessment, behaviour support plan, C5 or C6 consequence, formal parental meeting and increased supervision.
Stage 4: Serious Bullying	Serious, harmful or discriminatory bullying causing significant distress or risk.	C6 consequence, Internal Suspension, safeguarding review, multi-agency involvement where appropriate.
Stage 5 : Severe or Repeated Serious Bullying	Serious bullying persists despite intervention or presents a significant safeguarding risk.	C7 consequence, Internal Suspension or Fixed-Term Suspension following investigation, placement review and commissioner involvement where appropriate.

12.1 Response procedure

- Listen, reassure without promising secrecy and record the pupil's words accurately.
- Assess immediate safety and whether pupils require separation or increased supervision.
- Notify DSL promptly for sexual harm, coercion, threats, serious violence or suspected abuse.
- Investigate impartially using separate accounts, witness evidence and relevant records.
- Contact parents appropriately, taking account of safeguarding
- Set a protection and support plan for affected pupils, and a behaviour/intervention plan for the pupil responsible.
- Monitor recurrence and victim experience; do not assume a one-off apology resolves harm.

12.2 Discriminatory incidents

Racist, sexist, homophobic, transphobic, disablist and other prejudicial language or conduct is challenged consistently. Staff record exact language where appropriate and avoid minimising harm as "banter". Leaders consider context, education, impact, repetition and safeguarding concerns. Restorative meetings must never be imposed on a pupil who feels unsafe.

12.3 Sexual violence and harassment

These matters are managed first under safeguarding procedures. Staff do not conduct informal mediation between pupils where this risks further harm. DSL considers statutory referrals, police involvement, risk assessment, support for all affected pupils and how any behaviour decision interacts with an external investigation.

12.3 Internal Suspension

Internal Suspension is used for serious incidents, truancy, refusal, missed or failed escalated sanctions, uncorrected uniform breaches, or where a pupil needs to be separated from the main school community while an incident is investigated or resolved.

Pupils in Internal Suspension work independently, follow the expectations of the room, and remain until the end of the extended school day unless directed otherwise by a senior leader. If a pupil fails to meet expectations in Internal Suspension, this may result in an additional day, suspension or further action depending on the circumstances.

A reintegration or restorative conversation will take place where appropriate before the pupil returns to normal lessons. Where behaviour is repeated, parents or carers may be required to attend a meeting, and additional support will be considered.

Parents or carers will normally be informed on the same day when a pupil is removed from lesson or placed in internal isolation. Removal and internal isolation will be for a proportionate period, with supervised work provided, and will not be used for prolonged periods without senior leader oversight.

13. Mobile phones, prohibited items, searching and confiscation

13.1 Mobile phones

Arco will establish a clear school-day mobile phone procedure. Students will place their devices in a secure box at the beginning of the day. Staff must explain expectations, reasonable exceptions (including health, disability and safeguarding needs), recording and return arrangements. Parent contact during the day is ordinarily routed through reception.

13.2 Prohibited items

The academy prohibits weapons, illegal drugs, alcohol, vapes, smoking materials and other items that present a risk or are banned under published school rules. Items are handled under the academy's searching and confiscation policy and relevant DfE guidance. Staff must not promise to return an item where legal or safeguarding duties require retention or referral.

13.3 Searching

Only appropriately authorised staff may undertake searches within lawful powers and applicable independent-school requirements. Searches must be justified, proportionate, respectful, documented and attentive to SEND, trauma and safeguarding. The staff member must follow the separate detailed searching policy on consent, prohibited items, witnesses, clothing, electronic data, confiscation, parent notification and police referral. Staff must not search a pupil merely to enforce compliance or as a punitive gesture.

The academy may search for, confiscate, retain or dispose of items in line with statutory powers and relevant guidance. This includes prohibited items and any item banned by academy rules, including mobile phones or items likely to cause injury, damage or disruption.

Prohibited or banned items include but are not limited to the following: knives or weapons, alcohol, illegal drugs, stolen items, vapes, tobacco, lighters, fireworks, pornographic images, items likely to be used to commit an offence or cause injury or damage, and any other item identified by the academy as banned.

Searches will be conducted by authorised staff in line with guidance. Parents or carers will be informed where required. Refusal to cooperate with a search or to hand over a banned item will be treated as a serious behaviour matter.

14. Physical intervention and immediate safety

Arco prioritises prevention and de-escalation. Physical intervention is never a punishment, threat or response to mere non-compliance. Staff act only within applicable law, their training and the academy's physical intervention policy, where necessary and proportionate to prevent harm or other legally permitted risks. Any intervention must be the minimum necessary for the shortest time, followed by welfare checks, prompt recording, parent notification and management review.

Staff may use reasonable force only where lawful and necessary to prevent a student from committing an offence, injuring themselves or others, damaging property, or seriously disrupting

good order and discipline. Incidents involving reasonable force will be recorded and followed up in line with academy procedures. Reasonable force will not be used to search for items banned only under academy rules, such as mobile phones, unless another lawful basis applies.

Where behaviour may amount to a criminal offence, the academy may investigate, sanction and refer to the police or social care as appropriate. The academy's behaviour decision is based on the civil standard of proof, the balance of probabilities.

14.1 Post-incident duties

- Check for injury, distress and immediate medical needs of pupils and staff.
- Preserve a factual account including precipitating events, alternatives attempted, type and duration of contact, and witnesses.
- Inform DSL and Principal where risk or safeguarding concerns arise.
- Notify parents/carers and relevant commissioners as required.
- Offer a pupil debrief with an appropriate adult and review the risk plan and training needs.

15. Investigation, recording and communication

Behaviour Investigations

Serious incidents may require investigation before a decision is made regarding sanctions or further actions. Investigations may include discussions with pupils and staff, written statements, review of available evidence and consideration of safeguarding information where relevant.

The Academy will ensure investigations are conducted fairly, proportionately and without unnecessary delay. Decisions will be made on the balance of probabilities and recorded appropriately.

15.1 Fair investigation

The incident lead secures safety first, then gathers separate accounts without leading questions. Pupils are given accessible opportunities to explain what happened. Staff distinguish direct observation, pupil report, third-party information and professional judgement. CCTV or other evidence is handled lawfully. The Principal or delegate decides formal sanctions, records reasons and confirms outcomes to relevant parties.

15.2 Recording standards

Bromcom is the behaviour system that records routine behaviour, positive recognition and consequences. CPOMS is used for safeguarding matters in accordance with safeguarding protocols; dual recording must avoid unnecessary sensitive duplication. Records must include full names, relevant staff roles, date/time, location, exact words where significant, parent contact, referrals and next steps.

15.3 Parent/carer contact

Consequence Level	Expected Parent/Carer Communication
C1	No automatic contact required. Communication may be made where concerns are becoming a pattern or where additional context is helpful.
C2 - Warning	Parent/carer informed where behaviours are recurring, support is required, or professional judgement indicates communication would be beneficial.
C3 - Removal	Parent/carer informed on the same day wherever practicable. The communication should outline the reason for removal, restorative actions and expectations for the next lesson.
C4 - Significant	Same-day parent/carer contact by the lead member of staff. Discuss the incident, consequences, expected actions and any additional interventions being considered.
C5 - Serious or Re	Same-day parent/carer contact. A meeting may be arranged to discuss behaviour patterns, support strategies, safeguarding concerns and agreed next steps.
C6 - Serious Incident / Internal	Same-day senior leader contact. Parent/carer meeting required. Written confirmation of outcomes, support plans, risk assessment reviews and any internal suspension arrangements.
C7 - Critical Incident	Immediate parent/carer contact by a senior leader. Written confirmation provided following investigation. Commissioners, referring schools, safeguarding partners and other agencies informed where appropriate.

15.4 Confidentiality and information sharing

Staff share sensitive information only with those who need it for education, safeguarding or safety. Parents receive information about their own child but not confidential details about another pupil's sanctions or support. Where allegations concern a member of staff, follow the safeguarding/allegations procedure, not the ordinary behaviour investigation alone.

16. Suspension, reintegration and placement decisions

16.1 Principles and Authority

Suspension is a serious measure authorised only by the Principal or an appropriately authorised decisionmaker. Decisions must consider safeguarding, SEND, reasonable adjustments, proportionality and alternative interventions. Informal exclusions or unrecorded reduced timetables must not be used as disciplinary measures.

Suspension is a serious measure authorised only by the Principal or an appropriately authorised senior leader. Decisions will take account of safeguarding, SEND needs, Equality Act duties, reasonable adjustments, proportionality, previous interventions and alternative support strategies. Informal exclusions, unofficial part-time timetables or unrecorded reductions to a pupil's education must not be used as disciplinary measures.

16.2 Decision and Notification

All decisions must be formally recorded, including the incident, evidence, pupil's account, mitigating factors, duration, educational arrangements and reintegration expectations. Parents, referring schools and relevant authorities must be notified in accordance with legal and contractual requirements.

All suspension decisions will be formally recorded, including the incident, evidence, pupil account, relevant mitigating and contextual factors, duration, educational arrangements and reintegration expectations. Parents/carers, commissioners, referring schools, relevant professionals and statutory authorities will be notified of suspensions and other serious incidents, safeguarding concerns, placement reviews or high-risk events in accordance with statutory requirements, safeguarding responsibilities, commissioning agreements and contractual timescales.

16.3 Reintegration

Following suspension, a reintegration plan will identify appropriate support, reasonable adjustments, restorative actions and strategies to prevent recurrence. Pupils and parents will be involved, with progress reviewed following their return.

16.4 Placement Review or Termination.

Termination of placement is a last resort where the academy cannot safely meet a pupil's needs. The principal will consult parents, commissioners and relevant professionals, considering evidence, interventions and alternatives before making a decision in accordance with contractual and legal obligations.

17. Training, monitoring, complaints and review

All staff receive induction and annual refresher training in the Behaviour for Learning Policy. Leaders monitor implementation through learning walks, behaviour audits, incident reviews, coaching, pupil voice, parent feedback and behaviour data analysis. This monitoring is used to identify strengths, address inconsistencies and ensure that behaviour expectations are applied consistently across the Academy regardless of staffing changes or leadership presence.

17.1 Staff development

Induction and annual training cover routines, language, de-escalation, reasonable adjustments, trauma-informed practice, regulation, safeguarding thresholds, discriminatory incidents, search powers, physical intervention and incident recording. Leaders use coaching, observation and case reviews to check consistent implementation.

17.2 Quality assurance

The Principal and Behaviour Lead review weekly incident trends, removals, detentions, serious incidents, internal suspensions, suspensions, attendance, repeat locations and times, pupil voice and effectiveness of support plans. Analysis includes consideration of SEND status, EHCP status, ethnicity, gender, looked after children, previously looked after children and other protected characteristics to identify and address any disproportionality in behaviour outcomes.

17.3 Concerns and complaints

Pupils and parents may raise concerns about fairness, safety or implementation with the tutor, behaviour lead or Principal, and use the published complaints procedure where unresolved. Complaints do not remove the academy's immediate safeguarding responsibilities. Allegations of abuse are managed under safeguarding procedures.

17.4 Monitoring, and linked policies

This policy will be reviewed at least annually and sooner following major legislative change, a serious incident, inspection feedback or identified operational weakness. Any material change will be communicated to pupils, staff and parents in accessible language.

Rewards, sanctions, attendance, reports and interventions are recorded centrally. Leaders and Advisory Board Members will review behaviour, suspension, permanent exclusion, removal, and pupil movement data to identify patterns, disproportionality and the impact of support.

No behaviour policy can cover every possible circumstance. The Principal and senior leaders reserve the right to use lawful and proportionate discretion where this helps students make better choices, protects safety or secures the calm and orderly running of the academy.

This policy should be read alongside the academy's Uniform Policy, Anti-Bullying Policy, Attendance Policy, Safeguarding and Child Protection Policy, SEND information and Suspensions and Exclusions Policy.

Appendix A: Recognition and Consequence Framework Snapshot

Behaviour Matrix					
Event Type	**Points**		**Event Type**	**Response**	**Points**
R1	5		C1	Reminder	-5
R2	10		C2	Warning	-10
R3	15		C3	15-Minute Detention	-15
R4	25		C4	30-Minute Detention	-20
R5	50		C5	45-Minute Detention	-25
R6	75		C6	60-Minute Detention / SLT Review	-50
R7	100		C7	Internal Suspension or Fixed-Term Suspension	-100

Appendix B – Staff Quick Reference Guide

Low-Level Disruption

- **Reminder:** "Our expectation is Ready. Please begin question one; I can help with the first step."
- **Private Correction**: "The talking is interrupting learning. You can work here quietly or move to the agreed seat."
- **Regulation Support**: "I can see this is becoming difficult. We can use your agreed regulation strategy or I can help you get started."
- **Restorative Conversation**: "What happened from your point of view? Who was affected? What needs to happen next?"

Escalation and Ownership

Situation	First Response	Lead
Low-Level Disruption	Redirect and re-teach	Teacher
Repeated Disruption	Consequence and discussion	Teacher
Unsafe Behaviour	Safety plan and SLT support	SLT
Serious Incident	Safeguarding and investigation	SLT / DSL

Appendix C — restorative conversation record

Pupil / date / staff facilitator: _____

1. What happened? (pupil account): _____

2. What were you thinking or feeling at the time? _____

3. Who was affected and how? _____

4. What could help next time? _____

5. What action will repair harm, if appropriate? _____

6. Named adult, follow-up date and pupil view: _____

Appendix D:

Home School Agreement 2026/27

Student Name: _____ **Tutor Group:** _____

Student responsibility:

I agree to:

- attend the Academy every day, arrive by 8:45am and be punctual to lessons;
- wear the correct Academy uniform and bring the equipment I need each day;
- complete classwork and homework to the best of my ability;
- treat everyone with respect and kindness;
- behave safely and calmly and allow others to learn without disruption;
- follow the Behaviour for Learning Policy and staff instructions;
- attend same-day detentions and follow the expectations of any removal or internal exclusion;
- not leave the Academy site without permission;
- not use, access or display a mobile phone, earphones or other smart device on the Academy site, except where an agreed exception applies;
- never bring drugs, alcohol, vapes, weapons or other prohibited or dangerous items onto the Academy site;
- represent the Academy positively in the community, online and when travelling to and from the Academy.

Name: _____ (Print)

Signed _____ Date: _____

Parent/Carer support:

I agree to:

1. support the Academy's policies and reinforce high expectations at home;
2. ensure that my child attends regularly, arrives on time, wears the correct uniform and brings the required equipment;
3. notify the Academy promptly of any absence or change of my contact details;
4. support my child with homework, revision, interventions and meetings where required;
5. monitor relevant information through the Bromcom Parent App;
6. contact the Academy promptly about any circumstances that may affect my child's learning, attendance or behaviour;

7. communicate respectfully with Academy staff and arrange an appointment when I need to meet with a member of staff;
8. contact my child through the Academy office rather than their mobile phone during the Academy day;
9. collect my child's mobile phone from reception if it is confiscated;
10. support proportionate sanctions, reintegration meetings and reasonable interventions where required;
11. reinforce the expectation that my child behaves responsibly in the Academy, online and in the wider community.
12. Refrain from taking my child on holiday during term time.

Name: _____ (Print)

Signed _____ Date: _____