



# Irlam and Cadishead Academy

The best in everyone™

Part of United Learning

# UNITED LEARNING

# Behaviour Policy

Date of last central office review:	July 2025	Review Period:	1 Year (minimum)
Date of next school level review:	Autumn term 2026	Owner:	Associate Vice Principal, Mr S Mills
Type of policy:	United Learning Policy	Local Governing Body:	Approves school policy adheres to United Learning Policy

## REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	School Committee: Annually - Autumn Term
Policy tailored by individual schools	Annually - Autumn Term
School policy ratified by Local Governing Bodies	Annually - Autumn Term
Implementation of Group Policy	Annually - Autumn Term

RESILIENCE | RESPECT | ENTHUSIASM | AMBITION | DETERMINATION

## United Learning Behaviour Policy – Irlam and Cadishead Academy

### Expectations

This policy sets out how the Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

Excellent student behaviour allows teachers to teach and students to learn and supports students in achieving their potential. We have a responsibility to teach our students the value of being ready for learning, behaving respectfully to all and staying safe. Students who consistently follow these rules will be rewarded through the ICA rewards system. There are clear and consistent sanctions for those students who choose not to follow these rules.

In applying this policy, the Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. The Academy will also have regard to its safeguarding policy where appropriate.

### Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable; harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, Irlam and Cadishead Academy is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

**All staff** to implement the Academy policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour.<sup>1</sup>

The **ICA Senior Leadership Team** (SLT) of the Academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture<sup>2</sup>

**All Staff** are to implement the Academy Behaviour Policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour. All staff will be trained in the policy and given scenarios to talk through and raise any questions.

**Students**<sup>3</sup> are responsible for behaving responsibly and respectfully in all areas of Academy life, including in lessons, around the Academy site and when representing the Academy. This includes travelling to and from the Academy. The policy is built around the Academy's four key pillars of **Respect, Enthusiasm, Ambition and Determination** and is aimed at developing and supporting our students in demonstrating these qualities and reflecting where they have breached them. Students will also be rewarded for demonstrating the four key pillars:

- Respect - Respect adults and students alike – treat others as you would wish them to treat you.
- Respect - Follow all instructions at the first time of asking.
- Resilience- A willingness to keep going despite setbacks.

<sup>1</sup> Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

<sup>2</sup> Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

<sup>3</sup> Further detail is contained at paragraphs 30-31 in the DfE Behaviour Guidance



- Resilience- Having a positive mindset when faced with obstacles
- Respect - Respect the environment – inside and outside of the building.
- Respect - Listen carefully and give people your full attention.
- Enthusiasm - Arrive on time to the Academy and lessons.
- Enthusiasm – Sign up to and participate in extra-curricular activities.
- Ambition - Dress smartly in ICA uniform and be proud to represent the Academy.
- Ambition – Show ambition by having high expectations of yourself.
- Determination - always try your hardest (100% effort).

A **behaviour curriculum** is taught to students throughout their time at the Academy so that students understand what **Respect, Resilience, Enthusiasm, Ambition and Determination** looks like in practice. This curriculum is delivered through form time, PSHCE and the assembly programme and is embedded in all lessons. The behaviour policy is explained to new students (and their parents) who are admitted to the Academy during the year.

**Parents/carers** are responsible for:

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the Academy, parents/carers should know the Academy's behaviour policy and where possible, take part in the life of the Academy and its culture.<sup>4</sup>

Parents/carers should work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of school. In particular, ICA expects parents/carers to support the Academy's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

ICA will liaise closely with parents/carers where practical and, if relevant, other local or national support agencies including Early Help, the Integrated Youth Support Services (IYSS) and Greater Manchester Police (GMP).

### **Behaviour expectations**

Irlam and Cadishead Academy is committed to delivering a culture of respect linked with positive attitudes to learning. The Academy believes that excellent behaviour should allow learning that is aspirational and allows students in the Academy to be the best they can be. As an academy, we have responsibility to teach our students values and good character. We will do this by rewarding excellent behaviour with praise and tangible rewards and by imposing consistent and clear sanctions for unacceptable behaviour. We do not allow students to disrupt the learning of others – students are entitled to disruption free learning. We must also ensure that students and staff are kept safe. In applying this policy, a distinction is made between behaviour which intentionally breaches ICA policy and rules, and that which arises from a student's support needs. Where necessary, reasonable adjustments are made and are included on students' One Page Profiles. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all interventions are designed to teach the expected behaviour.

The Academy will be relentless in its expectations of the best behaviour from our students. Where expectations are not being met, we operate a warning system: **Remind, Remove:**

<sup>4</sup> Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



- **Remind:** A verbal warning is given to remind students of expectations.
- **Remove:** Students who receive another warning will be sent immediately to the Room for Improvement. Students must complete 5 periods and a 60-minute same day detention. This will be recorded on Arbor. Parents/carers will receive an email to inform them of the removal.
- If a student refuses to go to the Room for Improvement (RFI) or fails RFI, they will be Fixed Term Suspended and must complete a full day in RFI upon their return.
- If a student leaves a lesson without permission or truants a lesson, they must complete a full day in RFI and a 60-minute detention.

**DfE guidelines state that: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.'**

Examples of reasons for sanctions (**this list is not exhaustive**, and students may be sanctioned for other reasons not listed):

- Students are expected to arrive at the Academy and at lessons punctually and prepared to learn. Students arriving late to the Academy will be required to undertake an after-academy detention. For one incident of lateness to academy in a week students will receive a 1-hour afterschool detention. If a student is late again in the same week, they will receive an additional 1-hour after-academy detention. Any further incidents of lateness to academy in the same week will result in the student being placed in RFI room for a full day including a 1-hour after-academy detention.
- Students are expected to comply with the ICA uniform – failure to comply with the ICA uniform policy will result in students being placed in the RFI for a full day or until the uniform issue is resolved. ICA uniform is available to be purchased or loaned from our on-site Student Services. Students will only be placed in RFI if they refuse to correct their uniform or refuse to be loaned academy uniform.
- All students are expected to arrive to the Academy fully equipped with a suitable bag which is large enough to hold their class books. They are also expected to have a pencil case, 2 black pens, 2 purple pens, pencil, rubber, ruler and calculator. An opportunity to buy equipment will be available every morning and throughout the day during social time. Students who fail to be equipped and purchase the right equipment will be placed in RFI if they refuse to rectify.
- Students are requested to adhere to standards commonly accepted by society: be polite and courteous.
- All students are expected to treat staff and others with respect. Students are expected to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard to their own safety and that of others.
- All students are expected to move purposefully and safely around the Academy
- All students are expected to move between lessons within 4 minutes. Failure to do so will result in being placed in RFI for a full 5 periods.
- Any antisocial behaviour by students inside or outside the building may result the student being placed in RFI or a Fixed Term Suspension.
- Irlam and Cadishead Academy provides a secure and safe environment for students and all students are expected to remain on site throughout the Academy day. Students are expected to leave the Academy grounds at the end of the day unless participating in extra-curricular activities.

#### **Movement around the Academy**

- Calm and sensible movement around the Academy and safe, polite behaviour is always essential from all students.
- Students must not enter or exit the building via fire exits, except in the event of a fire alarm. Or unless instructed to do so by a member of staff.

#### **Dining Areas**



- There are designated dining areas and students must eat in these areas during break/lunchtime.
- The environment should be respected, plates and cutlery removed from tables and all litter put into bins.

#### **Toilets**

- Students are only permitted to use the toilets at break and lunch time, except where a student has a medical pass or in an emergency.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the behaviour policy.

#### **Lifts**

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use.

#### **Mobile Phones, Smart Watches and Other Electronic Devices**

- Students are not allowed to use mobile phones, smart watches or other electronic devices anywhere on the Academy site, including outside at break, lunch or after academy.
- Mobile phones should be 'switched off and away' at all times, any phone seen or heard will be confiscated (this includes phones on display in shirt or blazer pockets).
- In the first instance, phones that are confiscated will be placed in Student Services to be collected at the end of the day. However, should there be a second occurrence, a call will be made home with the requirement for a parent/carer to collect the phone on their child's behalf. Students who persistently refuse to follow this routine will have to hand in their phone or device to their Head of Year at the start of each day.
- ICA does not accept any responsibility for mobile phones or electronic devices brought into the Academy and any student who brings such a device in, does so at their own risk. If devices go missing, ICA staff cannot be expected to take time to search for them.
- If parents/carers need to contact students in an emergency, they should telephone the Academy in the usual way.
- Devices must not be taken into examinations.
- Refusal to hand over a phone or other device will result in the student being referred to RFI.

#### **Presentation and Uniform at Irlam & Cadishead Academy**

The ICA website has clear details of what uniform is expected. Academy shoes must be plain black and polishable. Trainers / canvas shoes are not acceptable student footwear for lessons. Acceptable examples are on the Academy website. Any student wearing trainers will need to change these for academy shoes. Students are expected to have a suitable school bag capable of holding their class books, revision guides, lesson equipment and PE kit. Students must wear ICA blazers at all times, except when permission has been given in the classroom.

Skirts and black trousers are part of our uniform, they must be formal and smart. Skin-tight trousers, jeans, jeggings or leggings are not acceptable. Students will be sent home to change should they arrive in the incorrect uniform, or they will be placed in RFI. Hoodies are not to be worn at any time. During colder weather students should wear a suitable outdoor coat when outside the academy building. Girls' skirts will be of knee length and must be the pleated, check version available from our supplier. If preferred, girls can wear black trousers, but they must be formal and smart in appearance.

The following are banned and not acceptable uniform:

- Hoodies or non-academy jumpers - students should wear coats in cold weather



- Boots or trainers
- Patterned tights or knee length socks
- Scarves, hats and gloves
- Any shaven head, pattern, unnatural colouring or evident hair extensions
- Any shaven or partially shaven eyebrows
- Any visible make-up
- Any nail varnish or acrylic nails
- Any facial piercing or visible body piercing (for example, nose, lip, tongue or belly button)
- Multiple ear piercings
- False eye lashes

### **Energy Drinks/Fizzy Drinks**

Whilst ICA understands that students must be able to make their own choices regarding healthy eating, as an Academy we are responsible for promoting a healthy lifestyle. As part of this, energy/fizzy drinks are banned and not to be brought onto site. If students are caught with an energy/fizzy drink they will have it immediately confiscated.

### **Selling Items**

Students must not bring items into the Academy to sell to other students. Students found to be selling at ICA will have the items confiscated for collection by parents/carers.

### **The power to discipline beyond the school gate**

The behaviour policy can extend to activities outside the Academy day and off the Academy premises when the student is:

- taking part in any Academy organised or Academy-related activity
- travelling to or from the Academy
- wearing ICA uniform
- in some other way identifiable as an ICA student

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of the Academy. This includes cyber-bullying and misuse of social media.

### **Bullying**

Everyone at Irlam and Cadishead Academy must be allowed to learn and move about in a happy and caring atmosphere that is free from bullying. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. ICA has clear processes in place to deal with incidents of child-on-child abuse. Any cases of bullying are dealt with very seriously, we have a zero-tolerance approach to bullying. We are a TELLING school. This means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff.

Anti-bullying is also linked to the ICA Safeguarding Policy.

### **The Irlam and Cadishead Academy Anti Bullying Charter**

For students who experience bullying, if they are being bullied:

- They will be heard and supported in reporting bullying and given help. Action will be taken.

We are a TELLING school



- They will be supported and helped to rebuild confidence and feel safe again at Irlam and Cadishead Academy

For students who engage in bullying behaviour:

- Sanctions and 're-calibration sessions' with Heads of Year or the Behaviour Manager hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

For the Academy:

- The whole community is clear about the anti-bullying stance the Academy takes; students, as well as staff and other members of the Academy, are fully engaged in developing and reviewing anti-bullying work in the Academy. Every chance is taken to celebrate the success of anti-bullying work
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Academy staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the ICA anti-bullying policy at least every two years and, as a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying student support systems are in place to prevent and respond to bullying
- They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems (CPOMS) gathers information about anti-bullying incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- Irlam and Cadishead Academy does not tolerate bullying of any kind
- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally)
- If you are concerned about any issues regarding bullying, please contact the Academy
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses

## Raising Awareness

While there is no single definition of bullying, the Department for Education identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target



‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Safe to Learn, DfE)

‘People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.’ (Safe to Learn, DfE)

Bullying can take place between students, between students and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untrue rumours
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the Internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites
- Homophobic/bi-phobic or transphobic comments

Students may be bullied for a variety of reasons, including:

- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We must be careful to avoid the term ‘bullying’ being used as a term that may be chosen by one of the party’s involved to try to escalate the seriousness of the matter. The Academy works hard to ensure that all students know the difference between bullying and simply “falling out”.

### **Prevention of Bullying**

At Irlam and Cadishead Academy everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the 4 key pillars of Respect, Enthusiasm, Ambition and Determination (READ) and key policies such as Behaviour, E-safety and Safeguarding. The United Learning “Staff Student relationships” document provides clear expectations for adults in the Academy too.

Through clear implementation of these policies, students and staff can go about their work in a safe and happy climate where achievement and praise prevail.

Prevention is better than cure so at Irlam and Cadishead Academy we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the 4 key pillars and help students to develop strategies that combat bullying-type



behaviour. Bullying is an action directly against a key value of the Academy, **Respect**. We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- TELLING school ethos
- Student Leadership Team
- Intervention work from the pastoral team for students who are repeat offenders - 'put them into the shoes of the students that is bullied' - 'recalibration session'
- 'Foot in/Foot out' protocol
- Buddy/mentoring systems
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the Academy by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Reward assemblies
- PSHCE sessions on E-safety and bullying
- Parental/staff/student surveys
- External Drama workshops/performances
- SLT walkaround of classrooms and corridors

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the Academy cares about bullying.

### **Anti-bullying procedure**

The Academy regards bullying behaviour very seriously and therefore actions will be promptly taken in dealing with incidents. See Appendix 1 for flowchart that is used each time incident reported.

### **Contextual Safeguarding**

ICA staff always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, procedures set out in the Safeguarding / Child Protection Policy will be followed and concerns will be discussed with the ICA Designated Safeguarding Lead, without delay.

Consideration will also be made as to whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly and make appropriate referrals for additional support if necessary.

### **Responding to behaviour**

#### **Rewards**<sup>5</sup>

We have a positive culture at Irlam and Cadishead Academy. We focus on the positive behaviour and praise, celebrate and reward students for demonstrating these. Our basic expectations for developing a positive learning environment and good learning habits are rooted in United Learning and ICA's values of our four key

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<sup>5</sup> Further detail is contained at paragraph 40 in the DfE Behaviour Guidance



pillars of Respect Enthusiasm Ambition and Determination. Students who make good choices around positive learning behaviours will be rewarded and celebrated.

Students will receive rewards in several ways:

- Merit points are given daily in lessons by teachers for students demonstrating our values and have an excellent attitude to their learning.
- Weekly merit points are awarded for 100% attendance, punctuality, being organised and having the correct equipment.
- Merits are recorded on our in-house system, 'Arbor' and parents can track and monitor this via the Arbor App. The App can be downloaded by searching for and downloading the 'Arbor Parent & Guardian Portal'.
- Merits will also feed into the ICA Student Charter. This will identify the expectations we have of students to encourage them to contribute to the Academy community and includes:
  - attending after school aspire programmes
  - having excellent attendance
  - avoiding consequences such as homework detentions and RFI
  - engaging in enrichment and career and leadership opportunities.
- Students who achieve our bronze, silver and gold status on the ICA Charter will receive prizes, treats and attend external reward events or other activities in school
- Other reward opportunities include:
  - In every lesson one student is awarded a 'Golden ticket' for demonstrating one of the Academy values
  - Any student who accrues 10 golden tickets in a half term is issued with a 'Platinum ticket', entitling them to be entered into prize draws
  - Postcards/emails will be sent home from Teachers, Pastoral Leaders, Senior Leaders or the Principal
  - Rewards assembly each term for each year group where students receive certificates and badges for subject recognition, values awards and Aspire attendance.
  - At the end of each full-term, badges will be awarded for a full term of 100% attendance, subject recognition, values and charter badges.

### **Graduated Approach**<sup>6</sup>

ICA has a graduated response to behaviour issues:

- Tier 1: Academy and classroom-wide systems for all children and adults.
- Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.
- Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

### **Sanctions**<sup>7</sup>

To uphold the highest standards of behaviour, Irlam and Cadishead Academy operates a Disruption Free Learning System. This is based on the following principles:

- every student has the right to learn in a disruption free classroom
- teachers have the right to teach in a disruption free classroom

<sup>6</sup> Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance

<sup>7</sup> Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance



- students are either in lessons learning or they are not
- students arrive to lessons fully equipped
- students will make excellent progress in every lesson, every day.

ICA does not tolerate disruption to learning or defiance; these behaviours can compromise the learning of other students or compromise the safety of students and staff. Students therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and other students to be both safe and able to learn. Students follow a behaviour curriculum and were consulted on what defines disruption to learning and defiance.

Warnings given for the following	Immediate referral to RFI
Low-level disruption Calling out Off-task chatter Talking over a teacher (or after a countdown) Distracting others Bickering or unkindness Rudeness Physical contact Refusal to follow instructions Shouting Refusal to work Throwing an object Leaving seat without permission Eating in class (including chewing gum) Use or sound of mobile phone / headphones (items will be confiscated) Damaging equipment or property Swinging on chair Turning around on seat Failing to sit up straight and pay attention Head on the desk or in your arms Not facing the speaker Not attempting retrieval practice Not following the 'no opt out' expectation of all learners Not completing independent work in line with Academy expectations <b>Anything that slows down learning</b>	Lateness to lesson (after the late bell) Questioning 'why?' a warning has been given Fighting Play fighting during social time Abusive or offensive language Dangerous or violent behaviour Highly disruptive behaviour Truanting on or off-site Inappropriate hair cut (or hair colour) Lack of correct uniform - trainers, trousers, skirts (when offered option to correct) Refusing to remove unacceptable piercings <b>Anything that is dangerous or causes risk</b>

To ensure that this happens, we have an internal exclusion area (Room for Improvement), which will accommodate those students who disrupt learning.

The following will happen:

- **Reminder:** The teacher will caution the student verbally and ensure the student is reminded of expectations that are clearly displayed in each classroom.
- **Remove:** If a student disrupts learning a second time, the teacher will notify 'On Call' and the student will be picked up by a member of staff and taken to the Room for Improvement (RFI). The student will then spend a full working day in RFI (for example, if a student is removed from Period 3, they will remain in RFI until the end of Period 3 the following day). Students will remain in The RFI on the day that they are removed from lesson for an additional 1-hour detention at the end of the academy day.

There are a number of things that will happen once a student has been sent to RFI. The following is a simplified version of the process:

- Parents/carers will be informed that their child has been removed via email, depending on the reason for the referral a follow up phone call may be made by the referring member of staff later that day to clarify the reasons for the removal.
- Staff will check that the student places their mobile phone in their bag before entering the RFI.
- The student completes a reflection sheet.
- Once the above has been completed the student will begin their learning in the RFI. This will either be in the form of a pre-recorded lesson for the United Learning student curriculum website or



through the use of revision guides and practice books. Students will follow a timetable of lessons to ensure coverage of the whole curriculum.

- The RFI referral is logged by a member of staff on Arbor and RFI database sheet.
- The student will remain in RFI until 4pm.
- A phone call home will be made by the member of staff removing the pupil.

If the student does not engage with any of the above expectations, the parent/carer will be contacted, and the student will be given an additional chance to make the right choice. Should they subsequently refuse to follow routines in RFI an Off-Site Direction (OSD). to a partner academy or Fixed Term Suspension will be used. This will result in the student completing the day in the RFI on return from the suspension.

Students that refuse to attend the Reflection room or cause disruption while in RFI may be sent to a partnership academy for an Off-Site Direction. Failure to attend this will result in unauthorised absences which may lead to fixed penalty fines.

Repeated referrals to the RFI may indicate that the student is struggling to access mainstream education, this will lead to a referral for assessment of needs through a number of different agencies to ensure appropriate adjustments can be made to encourage future inclusion in mainstream lessons. Pastoral staff will oversee referrals and will ensure that communication is maintained throughout the process with parents/carers and the student.

Through early intervention and support the Academy will seek to identify and support those with additional needs. For example, students with special educational needs (SEND), looked after children (LAC), and those who are identified as vulnerable / on the Child Protection Register.

In applying sanctions, especially those with serious consequences, ICA undertakes reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the school's obligations under the Equality Act 2010.

## **Detentions**

24 hours' notice of a detention is no longer required. 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given' (<https://www.gov.uk/school-disciplineexclusions>)

Parental permission is also not required, provided that staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents/carers does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the student does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days

Any staff member may give detentions. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet. Students are informed when they have been issued with a detention and are reminded at the end of each day by their Form Teacher. Students are responsible for ensuring that they attend detention.



## **Allegations against staff**

ICA takes its responsibilities for safeguarding extremely seriously, and all members of the Academy community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the ICA Child Protection / Safeguarding Policy.

## **Malicious accusations against staff**

ICA has the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals. Sanctions may include permanent exclusion from ICA.

## **Use of reasonable force**

ICA follows the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the student elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, ICA will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant academy staff. Parents will always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force deals with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the student concerned.

Every member of staff will inform the Principal/Headteacher immediately after s/he has needed to restrain a student physically.

## **Prohibited items and searches**

### **The law relating to searches**

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the



student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal/Headteacher or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a student and there must be a witness (also a staff member). **At ICA, the Principal gives authorisation to any member of the Senior Leadership Team or the Pastoral Team to carry out searches.** The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student’s own person or of their possessions must be carried out with due consideration for the student’s personal dignity, health and safety, ICA’s Safeguarding policy, United Learning staff-pupil relations guidance, and the ICA’s Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, staff may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

ICA will inform the student’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### **Searches without Consent**

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Lighters and matches
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.



- stolen items
- fireworks
- pornographic images
- Energy/fizzy drinks
- Aerosols
- Hooded sweatshirts
- Make-up
- Nail varnish
- Chewing gum
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
- Mobile phones and other electronic devices, including headphones) must be switched off and out of sight. If a student is reported as not following this rule and denies having such a device, they may be searched for this item

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the Academy rules. ICA also reserves the right to inspect data<sup>8</sup> on any electronic device which is confiscated by a member of staff. ICA is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the Academy rules.

Any decision to search a student's device should be based on the professional judgement of the Designated Safeguarding Lead and should always comply with the ICA Child Protection / Safeguarding Policy.

ICA staff may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student, where the files should not be deleted and the device must be given to the Police without delay).

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, ICA can decide whether it is appropriate to delete any files or data from the

<sup>8</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>



device, and may confiscate the device as evidence of a breach of this policy, and may then punish the student in accordance with this policy where appropriate.

ICA staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, ICA will act in line with statutory guidance issued by the Department for Education.

### **Searches with consent**

ICA may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of search**

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the ICA's usual complaints policy.

### **Confiscation of articles**

ICA staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from students**

The academy will follow the Department for Education guidance ['Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'](#) in deciding what to do with confiscated items.

### **Drugs**

ICA will not condone the use or possession of drugs. ICA's policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug.

ICA takes into account guidance issued by the Department for Education. ICA will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHCE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.



Any student found to be involved in a drugs-related incident will be disciplined in accordance with the behaviour policy. The sanction is likely to include a suspension or permanent exclusion from the Academy. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

Sometimes, it will also be necessary to involve the police. ICA will discuss this and take advice as necessary. It is important to note that whilst ICA may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction.

### **Confiscation of drugs**

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. ICA may carry out searches for drugs in accordance with this policy.

### **Parental involvement**

Usually, ICA will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues ICA must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Removal from classrooms**<sup>9</sup>

The use of removal to RFI allows for continuation of the student’s education in a supervised setting. The continuous education aims to follow the ICA curriculum but on occasions may differ to the mainstream curriculum (when a student is removed from a practical lesson, for example). Work will still be meaningful for the student.

## **Suspensions and Permanent Exclusions**

### *1. Executive Summary*

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. Any form exclusion is the ultimate sanction. The decision to exclude is the Principal’s alone or in his/her absence, the designated teacher in charge.

### *2. Legislation and Guidance*

In applying this policy, ICA will adhere to current legislation, including the Equality Act 2010. ICA is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

Sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care will be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the Academy’s duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a student. ICA policies and practices do not discriminate against students by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

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<sup>9</sup> Further detail is contained at paragraphs 79-88 of the DfE Behaviour Guidance



The Principal/Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

### 3. *Types of Exclusion*

#### *Suspension*

A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. A lunchtime exclusion is equivalent to a half day exclusion.

The ICA SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving a SEND children's behaviour. This involves advice from colleagues / specialists such as educational psychologists, speech and language therapist, literacy specialist etc.

#### *Permanent exclusion*

This will normally be used as a last resort in response to a serious breach or persistent breaches of the Academy's behaviour policy and where allowing the student to remain in the Academy would seriously harm the learning or welfare of the student or others in the school.

Examples of when a permanent exclusion may apply for a one-off offence (**list is not exhaustive**):

- Aggressive or violent behaviour
- Vandalism
- Putting hands on another student without permission.
- Racist/homophobic/prejudiced language
- Theft
- Being in possession or using items from the banned items list

### 4. *The Investigation*

Any investigation will be conducted in accordance with DfE guidance to be lawful<sup>10</sup>, reasonable, fair and proportionate.

### 5. *Principal/Headteacher's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the Academy's behaviour policy and where allowing the student to remain at ICA would seriously harm the education or welfare of the student or others at the Academy.

### 6. *Notification*

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<sup>10</sup> with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Principal/Headteacher, or designated teacher in charge.

#### 7. *Role of the Local Governing Body (LGB)*

- The LGB has the duty to facilitate and consider the representations of the parents;
- The LGB can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- The decision of the LGB will be given in writing and without delay and will give the reasons for the decision.

#### 8. *Additional Requirements for Permanent Exclusion*

Where the Governing Body has upheld the decision of the Principal to exclude, parents will receive in writing:

- the statutory timeframe for applying to an independent review panel;
- information on to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

#### 9. *Independent Review Panel Procedure (IRP)*

The set up and process of the IRP is set out in the DfE Exclusions Guidance. An IRP cannot compel reinstatement.

#### 10. *Monitoring and Review*

ICA monitors behavioural issues and evaluates the effectiveness of the behaviour policy. This helps the Academy consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the Academy which may be enabling inappropriate behaviour to occur. When patterns are identified, ICA will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHCE/RSE lessons, or amending the policy.

#### 11. *Managed Moves*<sup>11</sup>

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the student. Managed moves will only be offered as part of a planned intervention.

#### 12. *Behaviour outside of school premises*

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the student is:

- taking part in any school organised or school related activity;
- travelling to or from school;

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<sup>11</sup> Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance



- wearing school uniform;
- in some other way identifiable as a student at ICA;
- that could have repercussions for the orderly running of ICA;
- that poses a threat to another student; or,
- that could adversely affect the reputation of ICA.

## **Preventing recurrence of misbehaviour**

### *13. Initial intervention following behavioural incidents<sup>12</sup>*

The range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion is detailed in this policy. Regular meetings allow relevant members of leadership and pastoral staff to be aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

### *14. Pupil Support Units<sup>13</sup>*

ICA may refer a student to a Local Authority Pupil Intervention Placement (PiP) to assist in supporting them with improving their behaviour.

### *15. Reintegration*

Students who have attended PiPs or Alternative Provision will be supported by their Head of Year and the Behaviour Manager upon their return to the Academy.

### *16. Monitoring and evaluating school behaviour<sup>14</sup>*

ICA captures data including all components of the behaviour culture and analyses this to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

## **Specific behaviour issues**

### *17. Child-on-child sexual violence and sexual harassment<sup>15</sup>*

In every aspect of the ICA's culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between students.

### *18. Behaviour incidents online<sup>16</sup>*

The provisions apply to all activity online including all forms of social media and they apply to online activity for both school purposes and personal use that may affect the Academy, students or staff in any way.

<sup>12</sup> Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

<sup>13</sup> Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance

<sup>14</sup> Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

<sup>15</sup> Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

<sup>16</sup> Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance



e.g.:

- damage to ICA or its reputation, even indirectly
- use that may defame ICA staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the Academy's behalf
- using ICA logos or trademarks

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the Academy when the student is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the ICA. A breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within ICA is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, staff will refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

#### 19. Mobile Phones

This policy details rules regarding mobile phones.

#### 20. Suspected Criminal Behaviour

ICA staff will consider the need to report to police and preserve evidence and whether a tandem report to children's social care is required. The DSL will take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence. See paragraphs 125-127 of the DfE Behaviour Guidance for more information]

Owner	Secondary and Primary Education Teams
United Learning Independent /Academies/Both	Academies
Reviewed	Sept 2025
Date Authorised	12/9/2025
Review Date	12/9/2026



## Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Irlam and Cadishead Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our academy. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further intervention being put in place. The Pastoral Leader or Pastoral Vice Principal may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in RFI, when required



Seating Plan adjustment	Time out card in RFI
Short and repeated instructions	Shorter time spent in RFI
Use of a visual checklist on student expectations	Higher frequency of failed homeworks to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	RFI time does not roll over to the following day
	Access to a laptop in RFI
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

