‘At Livingstone Academy Bournemouth, our Guiding Principles of Self-worth, Engagement and Purpose are at the heart of everything we do and every decision we make.’

Behaviour, Suspension and Exclusion Policy

Date of next review:	Sept 2027	**Owner:**	Associate Principal
Type of policy:	Academy	**Approval level:**	Regional Board

Version Control	
September 2026	• Section 2 updated to reflect the latest statutory guidance, including updated Department for Education (DfE) guidance on School Suspensions, School Attendance, and Mobile Phones. • Replaced the previous 6-stage primary flowchart with clear, staged consequence pathways tailored specifically for Early Years/Key Stage 1 and Key Stage 2, introducing written warnings, mandatory reflection during missed breaktimes, and formal report cards. • Adjusted playground management to allow pupils to be directed to a suitable inside space with an adult to regulate, rather than outdoor activity zones. • Changed "Academy Based Isolation (ABI)" across all sections to Academy Based Suspension (ABS). • Removal to a Buddy Classroom increased from a 30-minute to a 1-hour after-school detention. • Punctuality detentions increased from a flat 15 minutes to 1 or 2 hours for students significantly late to school, incorporating time spent in a designated late room.

	• Added comprehensive operational frameworks for Off-Site Directions (OSD) and voluntary Managed Moves (MMO) under Section 6.6. • Editing of Phones Policy to reflect

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1. Aims

At Livingstone Academy Bournemouth we are:

- Kind
- Ready to Learn
- Respectful of Others
- Safe at all times

The aim of the policy is to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

Our academy aims to:

- Be proactive and positive in our approach to behaviour and expectations, through the use of our year 7 and 8 curriculum model, engaging break times, carefully planned timetables and transitions, SLT workspaces, our buddy system and a culture of warmth and visibility.
- Prepare pupils for successful lives in society and the workplace, through a focus on character, power skills and positive behaviour choices
- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of academy life, which are commonly understood, where possible implementing them across the whole academy as an all-through academy
- Ensure that all aspects are applied consistently and fairly
- Achieve long term goals of; self-worth, engagement and purpose, supported by an overarching focus of wellbeing
- Create a well-established culture of praise and encouragement in which all pupils can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased, transparent and effective communication

Livingstone Academy holds unwavering high expectations of all members of its community and will promote positive behaviour and put pupils' interests first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Livingstone Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or

harassment with a keen eye to the guidance set out in the Equality Act (2010).

Livingstone Academy will support the personal development of each pupil by offering an education that ensures pupils are well-informed, empathetic and able to appreciate differences.

2. Legislation and guidance

This policy follows the guidance 'Behaviour and discipline in schools: Advice for Headteachers and school staff', published in January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect to safeguarding and pupils with special educational needs and/or disabilities (SEND).

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

The purpose of this document is to provide an overview of the powers and duties for academy staff. This policy has been created in consultation with staff, pupils and parents/carers. Draft policy documents have been shared with parents, carers and the wider community, when reviewed and major amendments made.

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

- School Suspensions and Permanent Exclusions (DfE, June 2026)
- Working Together to Improve School Attendance (DfE, June 2026)
- Mobile Phones in Schools (DfE, June 2026)
- Use of Reasonable Force in Schools (DfE, December 2025)
- Keeping Children Safe in Education (DfE, September 2025)
- SEND Code of Practice: 0–25 Years (DfE, September 2024)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Searching, Screening and Confiscation in Schools (DfE, July 2023)
- Preventing Bullying (DfE, July 2017)
- Children and Families Act 2014
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Education and Inspections Act 2006
- Education Act 2002 (as amended by the Education Act 2011)
- School Standards and Framework Act 1998

DfE guidance explains that academies should publish their behaviour policy online.

All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

This policy should be read in conjunction with the following policies:

- Uniform Policy
- Anti Bullying Policy
- Attendance Policy

- Child Protection and Safeguarding Policy
- Equalities Policy
- Homework Policy
- Teaching and Learning Policy

3. Roles and Responsibilities

Associate Principal

The Associate Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. The policy must promote good behaviour, prevent bullying and ensure pupils complete assigned work. It should also recognise that home/academy relations are important and state how best to foster these relationships.

Staff

All staff are responsible for modelling positive behaviour around the academy. They must ensure they implement the behaviour policy consistently and fairly. Staff should adapt their approach to behaviours, taking into account the individual needs of the pupil and make reasonable adjustments where necessary. The academy is committed to ensuring the highest standards of behaviour from all pupils. Staff are also responsible for accurately recording all behaviour incidents on our monitoring systems. Staff will use the agreed language of kind, ready, respectful and safe when addressing choices and consequences. As a non-shouting academy, staff will help every child in a consistent and fair way to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. These interactions should not embarrass, undermine or be detrimental to the pupil.

Pupils

Pupils must behave within the expectations of the policy. They are expected to show a level of maturity that allows them to recognise the rights of other pupils to learn and staff to teach. Pupils will gain recognition and rewards for positive behaviours. They have the opportunity to contribute towards the academy policy through the Pupil Leadership Team.

Parent/Carers

Parents and carers are central figures in their child's life, and learning, and therefore we must purposefully involve them in our discussions and actions as much as possible. Equally, a school expects parents to positively and proactively engage as partners in their child's learning and development.

Parents and carers should work in partnership with the academy to maintain high standards of behaviour, appearance and attendance and contribute to the policies through consultation. Parents and carers can access the academy's policies through the academy website, or via information given in newsletters and other forms of communication to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe.

The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

4. Primary Policy

4.1 Daily Routines

It is important to embed daily routines for children to ensure a safe and predictable environment. The daily routines and shared common language (lexicon) are to ensure first interactions are positive. A positive and predictable environment allows pupils to engage and flourish in their learning.

Below are our Primary school daily routines and systems that the academy insists upon from our staff and that pupils should consistently follow:

- At the start of the day, every pupil will be greeted on the gates by key staff members and also personally greeted by their teacher and positively welcomed into their classroom in a safe manner. Every day is a new day and a fresh start.
- Throughout the day, staff will use a shared language of verbal and non verbal cues and these can be found in our behaviour curriculum.
- After break and lunchtime play, all pupils will enter their classrooms calmly and will be punctual and ready to learn. **Wonderful Walking** will be expected as per our behaviour curriculum.
- Teacher expectations remain high and pupils are taught to demonstrate **respect** towards their teachers and peers. This includes listening attentively, participating in class discussions, and maintaining a positive attitude towards learning. **Super Stopping** is expected in each class and staff will gain attention by counting down from 5 using their hand.
- **Lovely listening (STAR)** is expected in each class
  S - **Sitting or standing** up straight
  T - **Tracking** the teacher
  A - **Attention** at all times
  R -**Respect** towards others this supports distraction free learning. Pupils who don't follow school rules may receive a consequence.

- Pupils are encouraged to take care of their school resources and be responsible for their uniform and their own items.
- Staff will handle off-task behaviour and misbehaviour **respectfully** and help a pupil get back on track, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.

Play/Lunchtime
The policy continues to be applied consistently during all play and lunch times. The staff members on duty will follow up on all play and lunchtime behaviour ensuring that appropriate action and sanctions have been applied.

In order to ensure the safety (verbal and physical) of others, pupils may be directed to attend a suitable inside space with an adult in order to regulate and discuss their behaviours and any consequences.

4.2 Rewards

Individual rewards:

Pupils are frequently praised and rewarded for trying their best and being **kind**, hard-working and making good choices.

DoJo points (house points) can be earnt individually when positive behaviours are displayed throughout the day including showing our power skills of creativity, communication, critical thinking, collaboration and character.

Each week, in assembly, we celebrate our top DoJo earners and also award star of the week certificates and power skill certificates to those who have stood out for individual/specific reasons.

Children can also be sent to a member of the Leadership Team to receive special gratification for exhibiting good behaviour in the Academy.

Class awards:

Each class will have their own whole class rewards jar. Children will work together as a team to earn self worth, purpose and engagement gems for their efforts and attitudes as a team. When the jar is full, the class will all be rewarded as a whole at the end of every half term. Children and teachers can decide on their special class rewards and this will be displayed in the classroom.

Celebration Assemblies - End of each term

These rewards recognise those pupils who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will be awarded in our celebration assembly at the end of each term.

Award	Explanation
Aspirations Awards: **Self-Worth** **Engagement** **Purpose**	Staff to nominate pupils they feel have demonstrated the Aspirations Values that term. Assistant Principal and SLT to select from nominated pupils. 3 winners per key stage. 1 for each value. These children are awarded with a special badge to recognise their contribution and effort. **Self-Worth** - Someone that supports other people, is an exceptional role model and works hard **Engagement** - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic. **Purpose** - Someone that is driven, takes responsibility and is confident to take action.

Zero Hero Awards	These special badges go to two pupils from each class who have shown model behaviour throughout the term and are always doing the right thing. They are Zero Hero's because there will be no behaviour logs/incidents where they have made unsafe or disrespectful choices.
Top Do Jo Point Earners	The top 3 Do Jo/House point earners from each class will receive a special star badge in the colour of their house to wear with pride.
Attendance	At the end of each year if a child receives 100% attendance they will be awarded a 100% attendance badge. Every child has the opportunity to collect a badge at the end of each year.

4.3 Unacceptable Behaviour

We expect pupils to behave in a sensible and responsible manner both on and off the academy site, showing respect for staff, other pupils and the local community. Reasonable adjustments will be made to meet the needs of all our pupils and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

To ensure pupils are exposed to consistent routines pupils are expected to be **Kind, Ready, Respectful and Safe**, the overarching goal is to keep the focus on learning, while maintaining a classroom that's physically and emotionally safe for all. The responses to behaviour should:

- stop the poor behaviour choice and re-establish positive behaviour as quickly as possible
- Maintain children's dignity
- Develop children's self-control and self-regulation skills
- Help children recognise and fix any harm caused
- Demonstrate that rules help make the classroom a safe place where all can learn

Strategies for Responding to Misbehaviour/poor behaviour choice

Staff will respond to behaviour that falls short of our expectations to address the behaviour as quickly as possible. When children's behaviour goes off track, they need immediate feedback from adults. When unacceptable behaviour occurs, the child will be shown to their calm station in class and a discussion will take place about their behaviour. The child will then have time to think about their actions and strategies will be offered to them to regulate their behaviour. If a child continues to display inappropriate behaviour a reflection sheet using supportive picture cards and cues may be used.

Three response strategies that are especially effective when used before misbehaviour escalates (and that also meet the other goals named above) are visual and verbal cues, increased teacher proximity, and logical consequences.

1. **Visual and Verbal Cues**- examples of visual cues are a writing gesture for instance a finger against your lips for "Remember, silent lips when someone is sharing.".
2. **Increased Teacher Proximity-** Sometimes all that's needed to re-establish positive behaviour is for the teacher to move next to a child
3. **Logical Consequences-** logical consequences are relevant (directly related to the misbehaviour), realistic (something the child can reasonably be expected to do and that the teacher can manage with a reasonable amount of effort), and respectful (communicated kindly and focused on the misbehaviour, not the child's character or personality).

Early Years and Key Stage 1 - Consequences

- If a pupil is disrupting the lesson/showing poor behaviour choices, the teacher will initially give a clear verbal warning so they understand the expectation and have a chance to correct their behaviour.
- If the pupil continues to show these behaviours then this is recorded as a written warning, offering the chance for the child to reset and correct their behaviour.
- Further poor behaviour during the same lesson will require a removal to a neighbouring class or where possible to a member of the primary leadership team for an immediate time out.
- If the poor behaviour continues upon returning to the classroom then the child will miss their next breaktime with a member of the Primary Leadership time. This will be logged and a restorative conversation will take place with the child to see how they can ensure this won't happen again.
- If a child is logged three times/three breaktimes are missed, contact with the parent will be made by phone or in person on the gate to explain the incidents and concerns and discuss next steps.
- If a further three logs occur, parents will be invited in for a more formal meeting with the class teacher and a member of the primary leadership team. This will be a chance to discuss with the pupil and the parents about how we can support the pupil to make better choices moving forward.
- A further two logs would then require the pupil to be put on a report card with individualised targets to be tracked throughout the day and shared with the home daily.
- A pupil will stay on this report card until improvements are seen and can be celebrated.

Key Stage 2 - Consequences

- If a pupil is disrupting the lesson/showing poor behaviour choices, the teacher will initially give a clear verbal warning so they understand the expectation and have a chance to correct their behaviour.
- If the pupil continues to show these behaviours, they will be logged clearly on a KS2 class record. The date and information will be logged.
- Further poor behaviour during the same lesson will require a removal to a neighbouring class or where possible to a member of the primary leadership team for an immediate time out.
- A pupil logged on the record sheet will spend their next breaktime with a member of the primary leadership team where they will have time to reflect on why they were logged and how they can ensure this does not happen again.
- If a child is logged three times/three breaktimes are missed, contact with the parent will be made by phone or in person on the gate to explain the incidents and concerns and discuss next steps.

- If a further three logs occur, parents will be invited in for a more formal meeting with the class teacher and a member of the primary leadership team. This will be a chance to discuss with the pupil and the parents about how we can support the pupil to make better choices moving forward.
- A further two logs would then require the pupil to be put on a report card with individualised targets to be tracked throughout the day and shared with the home daily.
- A pupil will stay on this report card until improvements are seen and can be celebrated.

Significant incidents

Persistent Disruptive Behaviour and Significant incidents e.g. violent attacks, racism or bullying will result in immediate action and will be taken very seriously by the academy and could result in sanctions such as suspension.

Poor Behaviour Out of Class

When outside of lessons pupils must:

- Behave respectfully around the academy
- Respond quickly to any instructions given by staff
- Not walk away from a member of staff if requested to wait or speak with them
- Maintain all uniform expectations and correct immediately if challenged
- Avoid gathering in large groups/crowds, as this can be intimidating to other pupils and staff
- Treat all people with respect
- Respect the environment

Out of Academy Behaviour

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

All staff have the authority to challenge pupils whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction.

Where pupils display persistent poor behaviour an action plan involving strategies and targets will be introduced and monitored by the Associate Principal or leadership team.
In the event of a serious breach of conduct which may include hurting another person or other significant breach of rules which could lead to an internal/external suspension parents/carers will always be contacted.

Non–negotiable behaviours include:

- Refusing to follow instructions
- Throwing objects
- Swearing
- Intentionally hurting others
- Derogatory comments about any of the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race,

religion or belief, sex, and sexual orientation).

4.4 Appearance and Equipment

The academy believes in high standards and has the highest expectations in every aspect of its operation. Pupils and staff are expected to take pride in their appearance, this aims to develop high levels of self-worth and belonging. The academy aims to give all pupils the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Pupils are expected to work hard and to achieve their individual best academically, to develop skills relevant to modern society and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

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

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

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

Pupils are expected to wear full academy uniform on the way to and from the academy.

Essential items of uniform, e.g. academy blazer, and some items of PE kit, are only available from the academy uniform suppliers, Brigade Schoolwear*

Full list of academy uniform expectations, including PE Kit can be found in our Uniform and Equipment Policy.

5. Secondary Policy

5.1 Daily Routines

It is important to embed daily routines within the academy, to maintain a safe and purposeful learning environment. The daily routines and shared common language (lexicon) is to ensure pupils are ready to learn, respectful of the environment and others and safe at all times. Below are the basic daily routines that the academy insists upon from our staff and that pupils should consistently follow:

- The academy will have a staggered entry from 8.15am onwards to ensure pupils have a calm start to the day.
- Advisory sessions will run daily from 8.30-9.00am.
- At the start of every lesson pupils will be greeted by the member of staff into the learning environment and have a calm and purposeful start to the lesson.
- After break and lunch all pupils will proceed to their next lesson in a quiet, calm and orderly fashion.
- All staff will use agreed language (lexicon) to promote positive choices and behaviour.
- When pupils arrive at their advisory, or their next lesson, following being greeted by the member of staff, pupils should independently complete their warm up activity quietly. Staff will complete their register during this time.
- Pupils must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher. The teacher will dismiss pupils a group at a time, to ease congestion and maintain order.
- Teaching staff stand outside classrooms/offices during transitions to support positive choices and behaviour.
- All staff must challenge unacceptable behaviour during transition times using key agreed language (Kind, Ready, Respectful and Safe).
- At the end of each day teachers will walk their timetabled class down to the archway for dismissal from the academy site.

5.2 Rewards

Weekly recognitions

Weekly recognition of pupils will aim to maintain motivation. Each week, all pupils have the opportunity to receive these recognitions providing them with a short term feeling of success with immediate impact.

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- Achievement Points - all secondary pupils can receive these by their teachers, depending on how they have gone above and beyond. These are issued via Arbor and will be visible for parents on Arbor. Please see Appendix A for further details and categories.
- Pupils who collect comparatively a high number of achievement points may be recognised in the school bulletin and/or by their advisor. This will be based on the number of achievement points awarded during the week period. This will ‘reset’ each week (Monday-Friday).
- Star of the Week - nominated by each advisor for their advisory group. Each advisor will nominate 1 pupil per week for demonstrating either Self Worth, Engagement or Purpose. Pupils will be presented with a certificate of achievement in the weekly assembly.

- Advisory Group Attendance - the attendance of each advisory group will be monitored and celebrated each week in the weekly assembly.
- Outstanding and improving attendance will be regularly celebrated by a range of strategies, suited to the individual case.
- House Cards: Each Friday students House Cards will be collected and students who have received 5 positive points and zero negative points will be entered into an end of term raffle.

Termly rewards

Examples of these include:

- Outstanding Attendance Raffle - drawn each half term to reward excellent attendance by pupils.
- Breakfast Buffet - For each secondary year group, the advisory group who has the best attendance or difference in attendance/improvement will receive this reward in one of the morning advisory slots.
- Attendance competitions between advisory groups.

Celebration Assemblies - Termly

These rewards recognise those pupils who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will not just look at academic achievement but will also consider pupils who have shown personal growth and development.

Award Level	Type Tariff to Gain Reward
Bronze	Outstanding Attendance Pupils will be awarded this for achieving outstanding attendance in one of the three school terms.
Silver	Outstanding Attendance Pupils will be awarded this for achieving outstanding attendance in two of the three school terms.
Gold	Outstanding Attendance Pupils will be awarded this for achieving outstanding attendance in all of the three school terms.

Award Level	Tariff To Gain Reward

Star of the Term	Advisors select one pupil from their advisory group to be awarded 'Star of the Term' with a certificate for either Self Worth, Engagement or Purpose.
Subject Awards Academic, Progress and Effort & Endeavour	Subject/strand teams select 2 pupils from each year group for their subject/strand area. One based on academic progress and one based on effort and endeavour.

Achievement Points Achieved	**Reward**
Stage 1	Behaviour Team notified achievement recorded on Arbor
Stage 2	Advisor notified, achievement points recorded on Arbor
Stage 3	Assistant Head/Head of House notified, letter home/postcard sent
Stage 4	Bronze award certificate awarded in Celebration Assembly.
Stage 5	Silver award certificate awarded in Celebration Assembly.
Stage 6	Gold award certificate awarded in Celebration Assembly.
Stage 7	Platinum Award certificate awarded.

Celebration Assemblies - End of the Academic Year

These rewards recognise those pupils who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will be awarded in Term 1, Term 2 and at the end of Term 3. The below yearly awards will also be allocated alongside the termly rewards in Term 3.

Aspirations Awards: Self-Worth, Engagement, Purpose	Staff to nominate pupils they feel have demonstrated the Aspirations Values that term. Assistant Principal and SLT to select from nominated pupils. 3 winners per year group. 1 for each value. **Self-Worth** - Someone that supports other people, is an exceptional role model and works hard **Engagement** - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic. **Purpose** - Someone that is driven, takes responsibility and is confident to take action.

Termly challenges

Each term a challenge will be set for pupils to strive towards. These challenges will be based around excellent attendance and exemplary behaviour during the notified dates, giving everyone the opportunity to achieve an award. The Pupil Leadership Team will bring suggestions from the pupil voice to be approved.

Yearly House Competition

Annual House Trip - This will be the main reward for the winners of the House Cup. The following academic year (September/October), the pupils from the winning house will be invited to the annual trip during a timetabled school day. Pupils will contribute a payment towards attending the trip. This is from accumulating all achievement points, house competitions and totals from all pupils within the house.

5.3 Unacceptable Behaviour

At Livingstone Academy Bournemouth staff will display a positive and proactive approach to classroom management. Staff will coach, model and support children to understand and change their behaviours and removing pupils will be a last resort or used in situations deemed appropriate.

Unacceptable Behaviour in Class

Livingstone Academy expects the behaviour of its pupils to be of a very high standard at all times. We expect pupils to behave in a sensible and responsible manner both on and off the academy site, showing respect for staff, other pupils and the local community. Positive behaviour within a classroom will allow all pupils to engage in learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our pupils and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

During lessons pupils must:

- Arrive promptly for lessons.
- Ensure all necessary equipment is brought to lessons.
- Maintain all uniform expectations and correct immediately if necessary.
- Complete their directed task quietly whilst registration occurs.
- Positively respond to peers and members of staff.
- Not eat, drink or chew in class (water is an exception, where permissible in classrooms).
- Operate within the classroom environment safely and purposefully.
- Respect all others and their views and tolerate the differences in others.
- Engage actively at all times, by ensuring positive listening skills. Not talking or causing disruption/distraction when either a member of staff or peer is addressing the whole class or individuals.
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments).
- Use items of academy equipment respectfully and as intended, minimising the risk of damage or unnecessary replacement.
- Produce work to the best of their ability at all times.

- Stand silently behind their desks at the end of the lessons, awaiting to be dismissed by the teacher. The teacher will dismiss pupils a group at a time, to ease congestion and maintain order.

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

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards pupils in order to help build positive relationships, encouraging the pupils to achieve. Staff are expected to challenge poor behaviour in a consistent and appropriate manner.

Pupils who are consistently removed from their lessons will have further support and interventions to improve their behaviour.

Steps to address unacceptable classroom behaviour

Below is an outline of the steps that teaching staff at Livingstone Academy will follow to ensure that all pupils can learn in a disruption free environment maintaining high standards of behaviour by ensuring pupils are **kind, ready to learn, respectful and safe.**

Step 1 - Behaviour Management Strategies

Throughout the academic year staff will receive training on effective behaviour management and strategies to ensure pupils are kind, ready, respectful and safe within a classroom environment. Underpinning this will be establishing positive relationships with all pupils so they are supported but provided with consistent routines and expectations. Examples of such strategies can be seen in Appendix B, though this is not a definitive list and not all strategies are expected to be used before going to Step 2. Pupils who continue to exhibit poor behaviour will progress through the outlined steps below.

Step 2 - Formal Warning

A Formal Warning indicates to pupils that if their poor behaviour persists beyond this point, they will be removed from the classroom environment to a Buddy Classroom or the Reset Room. The member of staff should inform the pupil of their choices and how it is not showing they are either ready, respectful or safe so they know it is their final chance to correct their behaviour. It is at this point staff should allow pupils some take-up time to correct their behaviour. Following this, if appropriate behaviour management strategies and a formal warning have been utilised and have not had the desired impact, the pupil will progress through the outlined steps below. At an appropriate time during or following the lesson the member of staff should record this on Arbor as 'Formal Warning'.

Step 3 – On Call/Removal to a Buddy Classroom

If a pupils' poor behaviour continues after the 'Formal Warning' staff will ensure the pupil is taken to the scheduled Buddy classroom. This may involve requesting the On Call staff member to support in this transition. This will give pupils the opportunity to reflect and regulate, whilst continuing their learning in another classroom. At an appropriate time during or following the lesson the member of staff should record this on Arbor as 'Removal to Buddy Room'. The pupil will be issued a 1 hour after school detention alongside being removed to the Buddy Room and in which they will complete any necessary work they have missed from the lesson and hold a restorative conversation with the member of staff. These conversations

should not last the duration of the detention and will help develop relationships and will support a more positive environment within the classroom. Teachers will provide this work to the members of SLT on detention duty for the pupil to complete.

Step 4 – On Call Involvement/Removal to the RESET Room

If a pupil has displayed significant poor behaviour choices, and the displacement to another classroom is deemed to be inappropriate or would be ineffective, a pupil may be taken directly to RESET.

Similarly, if a pupil is not working effectively in their Buddy Room, they may be moved to RESET. It is expected that a pupil should not be responsible for any further disruption to learning, so if the Buddy Teacher feels it necessary to address a poor behaviour choice, they will be immediately be removed.

In both cases a 'Removal to RESET Room' log should be made, and a 1 hour after school detention will be issued.

'Removal to Reset' means a student will remain in the reset room until the end of the next social time or until a judgement by a member of the behaviour team has been made that the pupil is 'Ready to Return to lessons'. It is expected that pupils will complete work in the reset room in line with the reset room work timetable.

Additional Step (if necessary) - Removal from RESET (moved onto Academy Based Suspension)

If a pupils' poor behaviour continues following a 'Removal to Reset' the pupil will move onto an Academy Based Suspension due to negative behaviour displayed whilst in the Reset Room. The Academy Based Suspension will last a full day and pupils will be issued a 1 hour detention alongside this as a secondary consequence.

Additional Step (if necessary) - 'Removal to RESET' for a 2nd occasion in the same day.

If a pupil is issued with a 2nd 'Removal to RESET' on the same day then the pupil will be moved to an Academy Based Suspension. The Academy Based Suspension will last a full day and pupils will be issued a 1 hour detention alongside this as a secondary consequence.

5.4 Secondary Consequence Flowchart

Step	Classroom	Purpose Primary Consequence	Secondary Consequence	Recorded on
Academy Routines and Expectations. Building Positive Relationships between Staff and Pupils. **Ensuring pupils are Kind, Ready, Respectful and Safe.**				

1	Behaviour Management Strategies	To work collaboratively as teachers with pupils to build positive relationships and correct poor choices.	Escalated to the next step within the system.	Arbor
2	Formal Warning	To issue a formal warning verbally to the pupil to correct negative behaviour to ensure they are Ready, Respectful and Safe within the classroom. Engage in dialogue with pupils about how they have not met one of the basic whole academy expectations.	If behaviour continues after the Formal Warning the Teacher will move onto the next stage (3).	Arbor
If a pupils' poor behaviour continues after the 'Formal Warning' staff will use the online logging system to alert on call duty. The member of the senior leadership team will attend the classroom and attempt to re-engage the child in learning where possible.				
3	Removal to Buddy Classroom	To prevent further disruption to the classroom, and to allow the pupil to work with the supervision and support of a classroom teacher in an alternative environment, whilst reflecting and self regulating.	1 Hour detention set	Arbor
4	Removal to Reset	To prevent further disruption to the learning environment and to allow the pupil an opportunity for reflection and regulation. Engage with pupils about how they have not met one of the basic Academy expectations and they are therefore being removed.	1 hour detention set	Arbor
5	Additional Step- Removal to Buddy Room (3rd occasion, same day)	To prevent further disruption to several learning environments and allow the pupil further opportunity for reflection and regulation.	Remain in Reset for the remainder of the day. 1 hour detention set and restorative conversations held with members of staff.	Arbor

6	Additional Step - Removal to Reset (2nd occasion, same day)	To prevent further disruption to several learning environments and allow the pupil further opportunity for reflection and regulation.	Remain in Reset for the remainder of the day. 1 hour detention set and restorative conversations held with members of staff.	Arbor
7	Additional Step – Removal from Reset	To prevent further disruption to several learning environments as the child has received various opportunities to correct their behaviour without success.	Remain with a member of SLT for the remainder of the day. I hour detention set, parent/carer meeting held	Arbor

Non Negotiable Behaviours - If a pupil:

- intentionally harms others (verbally or physically)
- uses abusive or inappropriate language directed towards others
- uses racist or derogatory terms

Immediate SLT and parental involvement will be triggered. These cases will be dealt with on a case by case basis. Appropriate consequences and sanctions will be applied.

Lack of Work/Effort

If a pupil is not completing their work during a lesson, to the necessary standard that the member of staff knows they are capable of the following process will be followed.

Step 1: Pupils are verbally told by the member of staff they have until the following day to complete the necessary work. Parents should be informed by the member of staff via telephone communication to ensure they can support this. If the work is completed to the best of their ability and the member of staff is satisfied the process will end here.

Step 2: If a pupil does not complete the necessary work as outlined in Step 1 then they will move onto this step. Pupils will be issued with a 30 minute 'Lack of Work' detention or Buddy Room Removal/Removal to reset. The member of staff who issued the pupil the detention will then add this to Arbor and contact the parent/carer at an appropriate time informing them of what has happened. During the detention, the member of staff will provide the pupil with the work that they need to complete, so they do not fall behind.

Members of staff will ensure that the pupil has had plenty of opportunity to show their best during the lesson and complete the work they are expected to do. The Department for Education (DfE) clearly states that all schools should 'ensure that pupils complete any tasks reasonably assigned to them in connection with their education'.

Poor Behaviour Out of Class

When outside of lessons pupils must:

- Behave respectfully and safely around the academy
- Walk calmly, orderly and quietly during all transitions, including break and lunch, showing courtesy to other pupils, staff and visitors to the academy
- Walk with pace and purpose to lessons to avoid disruption to learning and the learning of others
- Respond quickly to any instructions given by staff
- Engage with staff respectfully if requested to wait or speak with them
- Maintain all uniform expectations and correct immediately if challenged
- Eat only in the specified areas (chewing gum is not allowed in the academy)
- Avoid gathering in large groups/crowds, as this can be intimidating to others
- Move quietly around the academy
- Not engage in bullying or harassment of any kind, including inappropriate comments about others opinions, appearance, values and beliefs
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments)
- Treat all people with respect
- Respect the environment
- Use items of academy equipment respectfully and as intended, minimising the risk of damage or unnecessary replacement
- Not endanger others by interfering with Fire Prevention devices and alarms

Pupils who fail to meet out of class expectations or who show poor behaviour outside of lessons, will receive an appropriate sanction from the Senior Leadership Team.

Out of Academy Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy, such as on an academy trip or when using public transport on the way to or from the academy. There may be times when pupils will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community whether in the locality, to and from the academy, or further afield e.g. on academy visits.

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

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

Sanctions will be issued depending on the behaviour, these may include detentions, community service on or off site etc, suspensions/exclusions.

Punctuality

Pupils' punctuality to school or their advisory and lessons is very important, in order to maximise every learning opportunity and to ensure a smooth start to each day and lesson. Any pupil who is late to school will be issued with a 1 or 2 Hour (if significantly late) late to school detention and may be required to spend time in the school's late room and/or Reset Room. **If this lateness is out of the pupils control parents must inform the office immediately so the student is not unduly sanctioned.** Any student late to a lesson will be issued with an appropriate detention. Each week during pastoral meetings, pupils who are not punctual to lessons will be discussed. Those who are repeatedly late will be placed on a punctuality report to address this issue. Sanctions will be put in place during this time if they continue to arrive late. Parents will be informed of this by their child's advisor initially.

5.5 Appearance and Equipment

The academy believes in high standards and has the highest expectations in every aspect of its operation. Pupils and staff are expected to take pride in their appearance, this aims to develop high levels of self-worth and belonging. The academy aims to give all pupils the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Pupils are expected to work hard and to achieve their individual best academically, to develop skills relevant to modern society and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

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

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

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

Pupils are expected to wear full academy uniform on the way to and from the academy.

Essential items of uniform, e.g. academy blazer, and some items of PE kit, are only available from the academy uniform suppliers, Brigade Schoolwear*

The full list of academy uniform expectations, including PE Kit can be found in our Uniform and Equipment Policy.

Equipment

At Livingstone Academy we always set the highest expectations for our pupils in order to raise their aspirations and enable them to achieve. Pupils are expected to arrive equipped with their core equipment, as detailed in the Uniform and Equipment Policy. Any additional, subject specific equipment will be provided by the Academy.

Full uniform checks will be carried out by staff upon arrival to the academy and during advisory sessions.

- Any pupils not appropriately dressed or without full equipment will be sent to the Reset Room to make adjustments.
- Pupils will leave a deposit (mobile phone, house keys etc.) in exchange for missing item(s). This will be recorded on Arbor and a centralised list. If a pupil regularly borrows uniform they will receive a 30 minute detention. If there is an issue with gaining and keeping uniform they or a family member must discuss this with the pupil's advisor.
- Pupils will return the borrowed item to the Reset Room at the end of the day, 3pm, if the pupil attends an after school academy activity they must exchange the item before attending such activity.

If pupils fail to change into the correct uniform, they will be moved onto an Academy Based Suspension (ABS). The uniform policy is clear, and it is our expectation that pupils take responsibility for ensuring they meet it.

Parents/carers will be contacted and asked to rectify the situation by either speaking to their child directly, telling them to borrow item(s) or by bringing in the uniform item(s) that need rectifying.

6. Academy Approaches

6.1 Child on Child Abuse

Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "it was just a joke" or "part of growing up" as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for pupils and staff.

Child on Child abuse might include

- bullying (including cyber bullying and/or social media abuse)
- abuse in intimate personal relationships between peers
- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- up-skirting
- initiation/hazing type violence and rituals (including events that happen on-line or virtually)

Different sanctions will be appropriate for different 'levels' of child on child abuse and these will be dealt with on a case by case basis.
Appropriate sanctions might include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Detention
- Community service, for example litter picking
- A period of an academy based exclusion (length dependent on incident)
- A suspension (length dependent on incident)
- Permanent exclusion

Pupils found to be encouraging or inciting incidents or behaviours will be dealt with in line with the behaviour policy. It is expected that all pupils demonstrate and encourage outstanding behaviours, and actively promote the Academy's core values and ethos.

6.2 Fabricated Allegations Against Staff

We take all allegations made very seriously. In line with the Child Protection Policy, the Associate Principal will investigate all allegations made against a member of staff by a pupil. Any concerns regarding the safety of a pupil will be balanced appropriately against the needs of the staff member to be treated fairly.

If the accusation made against a member of staff by a pupil is found to be fabricated, their actions will be considered as a significant misdemeanour and a consequence may be issued in line with this policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

6.3 Detentions

Detentions at Livingstone Academy are centralised and supervised by members of the staff team, from 3:00pm to 5:00pm (4pm on Tuesdays) each day in floor one classrooms. This is to ensure consistency of standards and to support the wellbeing of the academy's staff. Members of staff will issue these on Arbor.

Whilst it is not legally necessary to inform parents of school detentions, in recognition that parents are important partners in learning, staff setting detentions will email parents. For more significant issues i.e. lesson removals teachers will attempt to make contact with parents, ideally through a phone call, to inform the parents of the detention and to describe the behaviour that has led to this consequence. It is the expectation of the Academy that parents support the allocation of detentions, but a school does not need to gain the consent of a parent/carer to issue or enforce a detention.

Departments and the Pastoral Team may issue their own detention, such as breaktime or lunchtime detentions as a consequence for poor behaviour choices. These will be recorded on Arbor as part of a behaviour log.

The types of detentions and rationale for these are outlined below:

Time/Length of Detention	Example of Reason/Rationale
Breaktime/Lunchtime	• Poor social time conduct on or after the day of the incident.
3.00-3.30pm **30 minutes**	• Poor corridor conduct • Missed or incomplete home learning • Late to a lesson • Lack of Effort • Late to the Academy • Any choice or behaviour deemed by the academy to warrant a 30 minute detention
3.00-4.00pm **60 minutes**	• Removal to Buddy Room / Reset Room • Significantly Late to the Academy • Any choice or behaviour deemed by the academy to warrant a 60 minute detention.
3.00-5.00pm **120 minutes**	SLT Detention • Persistent or repeated poor behaviour • Repeated Truancy • Failure to attend a previously set detention • Repeated: Significantly Late to the Academy • Failure to adhere to expected detention room behaviour. • Any choice or behaviour deemed by the academy to warrant a 120 minute detention.

During a detention linked to a pupil's choice or behaviour, pupils will complete literacy and numeracy development activities.

Poor behaviour during any detention will result in the detention being reset, this will escalate the detention to a higher level and often for a longer period of time. Examples of poor behaviour include turning around and talking to peers without permission, disrupting the calmness of the room, completing tasks unconnected to school and inappropriate use of technology in detention.

Failing to attend a detention

If a pupil fails to attend their detention (including being late to the detention room), the following escalation will occur:

- If the pupil does not then attend the detention, it will be escalated to a 2 hour 'SLT' detention. If a pupil fails to attend this detention they will be issued with an ABS.

6.4 Academy Based Suspension (ABS)

Pupils placed in an Academy Based Suspension will follow, where appropriate, their usual timetable; they will have break, lunch and movement breaks, supervised by senior staff members. An ABS begins at 8.30am and finishes at 4pm.

Support may be offered during this time by the relevant member of staff, addressing the reason for why the pupil is in an ABS, following a restorative approach. Multiple ABS's will trigger a Pastoral Support Plan, if one is not already in place. If a pupil continues to breach the

Academy Behaviour Policy after the introduction of a Pastoral Support Plan, this will be escalated to a Behaviour Support Plan. At either stage external support from agencies will be considered, depending upon the need.

6.5 Off-Site Direction (OSD)

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

Managed Moves (MMO)

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

In some cases, a pupil's behaviour choice may warrant a more serious consequence than a period of time in Academy Based Suspension. In these cases, the academy may explore alternative arrangements for ABS with neighbouring schools where appropriate. The student will be required to attend an alternative, partner school's isolation provision for a period of time. Work will be provided by the Academy. The same standards of behaviour are expected whilst the pupil is at the cluster school. Failure to meet these expectations may result in further, or increased consequences.

6.6 Suspensions and Permanent Exclusions (PEX)

Our academy aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently

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

In order to minimise the use of the suspension and exclusion events:

- Livingstone Academy will promote positive behaviour and put pupils' needs first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.
- Livingstone Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).
- Livingstone Academy will support the personal development of each pupil by offering an education that ensures pupils are well informed, empathetic and able to appreciate differences.

6.6.1 The decision to suspend or exclude

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

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

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

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

Before deciding whether to suspend or permanently exclude a pupil, the Associate Principal will:

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

6.6.2 Definition

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

6.6.3 Roles and responsibilities

The Associate Principal

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

- The reason(s) for the suspension/permanent exclusion
- The length of a suspension
- To arrange a reintegration meeting for after a suspension

The Associate Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

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

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:

- The reason(s) for the suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
- Information about parents' right to make representations about the suspension to the regional board
- Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting
- The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place

- Any information required by the student to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:

- A permanent exclusion, including when a suspension is made permanent
- Suspensions which would result in the student being suspended for more than fifteen academy days in a term
- Suspensions which would result in the student missing a public examination.
- For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Associate Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

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

6.6.4 Considering the reinstatement of a pupil

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

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

Panel Decisions

The panel can:

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

Decision-Making Process

In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Associate Principal followed their legal duties. They will decide whether facts are true 'on the balance of probabilities' (which differs from the criminal standard of 'beyond reasonable doubt') and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will

notify the Associate Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions

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

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

Discrimination Claims

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

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

6.6.5 An independent review

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

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

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

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

- Are a member of the academy trust board of the excluding academy

- Are the Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding academy (unless they are employed as a Principal at another academy)
- Have, or at any time have had, any connection with the academy trust, academy, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years (Appendix 1)

The independent panel will decide one of the following:

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

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

6.6.6 Academy registers

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

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

Where an application for an independent review has been made, the regional board will wait until that review has concluded before removing a pupil's name from the register. Where alternative provision has been made for an excluded pupil and they attend it, code B (education offsite) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

6.6.7 Returning from a suspension/exclusion

Following a suspension, a reintegration meeting will be held involving the pupil, parents/carers, a member of senior staff and other staff, where appropriate. The following measures may be implemented when a pupil returns from a suspension:

- Agreeing to a behaviour plan – with clear targets for success
- Receiving support based on the needs of the individual pupil, including that on offer externally will be appointed to the panel

6.6.8 Monitoring arrangements

The Assistant Principal in charge of behaviour monitors the number of suspensions every half term and reports back to the Associate Principal for the regional board. They also liaise with the local authority to ensure suitable full-time education for suspended pupils.

This guidance will be reviewed by the Assistant Principal in charge of behaviour, every two years. At every review, the guidance will be shared with the Trust.

6.6.9 Measures to prevent/reduce suspensions and/or exclusions

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

Where a pupil has been recently suspended, depending upon the nature of the suspension(s). The pupil may be considered a risk to take on an academy trip. If this is the case, the pupil would only be able to attend the trip with their peers, if they are chaperoned by a parent/carer.

Pupils may be excluded in line with LA exclusion procedures, this includes lunchtime exclusions. Following exclusion, pupils attend a reintegration meeting with the Associate Principal and any other relevant staff members. A parent/carer is also asked to attend. During this meeting, assurance is sought from the pupil and the parent/carer that the behaviour which led to the exclusion will not be repeated**, it may be necessary to put steps into the pupil's day to ensure they are well supported e.g. play and lunch club and reporting to the SLT at strategic points during the day. This would be explained, discussed and agreed to at the reintegration meeting.**

6.7 Pupil Support

Members of the Senior Leadership Team alongside pastoral staff meet on a weekly basis to assess patterns for pupils of concern and will assess key pupils' needs and obstacles to overcome in relation to negative behaviour.

There are a number of supportive interventions that the academy will offer, these range from internal to external strategies.

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

There are times when some children with SEND or additional needs will need to have alternative or bespoke behaviour management support. This is outlined in the child's EHCP,

behaviour plan or in the academy SEND and Inclusion policy which can be found on the academy website.

6.8 Mobile Phones and Electronic Devices

In line with Department for Education guidance, Mobile Phones in Schools (DfE, June 2026) the Academy operates as a mobile phone-free environment during the school day. This policy supports disruption-free classrooms, positive social interaction, safeguarding, attendance, and pupil wellbeing.

Any mobile phone, smart watch, earbuds, headphones, tablet, or other electronic device capable of communication, recording images or video, accessing the internet, or sending messages that is brought onto the academy site is done so at the owner's risk. The Academy accepts no responsibility for the loss, theft, or damage of any such device.

Pupils must ensure that mobile phones and all other electronic devices are switched off and stored out of sight in their bags from arrival on site until 3:00pm. This expectation also applies during breaktimes, lunchtimes, movement between lessons, and participation in extra-curricular activities unless otherwise directed by a member of staff.

All electronic devices must be used in accordance with the Academy's Online Safety Policy.

Exceptions may be made where a device is required for medical reasons, educational need, or another agreed circumstance authorised by the Academy.

If a pupil is seen using, handling, or displaying an electronic device during the academy day without the permission of a member of staff, the following sanctions will apply:

1st Offence

- Device confiscated and stored securely in the school office.
- Devices must be collected by a parent or carer at the end of the school day.
- 1-hour detention issued.

2nd Offence

- Device confiscated and stored securely in the school office.
- Devices must be collected by a parent or carer at the end of the school day.
- 2-hour detention issued.

3rd and Subsequent Offences

- Device confiscated and stored securely in the school office.
- Devices must be collected by a parent or carer at the end of the school day.
- The Pupil will not be allowed to bring any phone or electronic devices into school for the remainder of the academic year.
- Further breaches may lead to increase in sanctions for persistent disruptive behaviour and defiance.

The Academy reserves the right to prohibit a pupil from bringing a mobile phone or electronic device onto the school site where, on the balance of probabilities, the device has been used to

distract learners, bully others, compromise safeguarding, or facilitate illegal, inappropriate, or harmful activity.

Any further breaches of this policy may result in an Assistant Principal meeting with parents or carers to discuss ongoing concerns and agree appropriate next steps.

Failure to comply with a reasonable staff instruction to hand over a device may result in removal from lessons, placement in Academy Based Suspension (ABS), and further disciplinary action in accordance with the Academy Behaviour Policy.

If a pupil is found using an electronic device to record, photograph, or film themselves or any member of the academy community whilst on the school site, the device will be confiscated and retained until a parent or carer attends the academy to collect it. The pupil may also be required to hand their device into the main office at the start of each day and collect it at the end of the school day for a period determined by the Academy.

Where appropriate and lawful to do so, pupils or parents may be required to delete images, videos, or recordings taken in breach of this policy. The Academy will act in accordance with Department for Education guidance on Searching, Screening and Confiscation and any relevant safeguarding procedures.

Further disciplinary action may be taken where images, videos, or recordings have been shared, distributed, or used in a manner that causes harm, distress, disruption, or poses a safeguarding risk to members of the academy community.

6.9 Paraphernalia

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

The academy takes smoking/vaping very seriously, whether it be on the academy premises, or outside the academy premises while wearing the academy uniform. If a pupil is caught smoking or vaping, parents/carers will receive a letter and the following sanctions will likely be set:

1st Occasion - 1 day ABS
2nd Occasion - 2 day ABS or consideration for an OSD
3rd+ Occasion - FTS

Pupils will be searched and any paraphernalia confiscated. Parents/carers will be contacted to collect items. Searching will be ongoing at random intervals to ensure no further items are brought into the academy.

For additional advice and guidance, refer to our Drug and Alcohol Guidance.

6.10 Selling and Supplying

Due to the increasing complexity of safeguarding and health care responsibilities, selling, trading or exchanging of food, goods, or services is prohibited on academy premises unless part of an officially sanctioned academy event for educational or fundraising purposes.

Pupils caught selling, trading or exchanging goods or services will typically face graduated

consequences as outlined below:

1st Occasion - 1 day ABS
2nd Occasion - 2 day ABS or consideration for an OSD
3rd+ Occasion - FTS

There may be some circumstances, that due to the nature of the item(s), could lead to a more severe sanction in the first instance. An example of this would be selling or supplying illegal items to the academy community, whether it is on site or not. This would also be referred to the Police.

6.11 Prohibited items

Pupils caught in possession of prohibited items will have those items confiscated. Depending upon what the item is we would; return them to the pupil at the end of the day; destroy them; or ask parents/carers to retrieve them from the office at the end of the day. Examples of items that are considered prohibited, but not limited to this list are; chewing gum, confectionery, energy drinks, cigarettes and vapes (items), drugs etc. An appropriate sanction will also be issued to the pupil, depending upon the item(s) in their possession.

6.12 Screening and Searching

The Associate Principal and authorised staff are allowed to search a student and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item.

Such items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping devices
- Fireworks
- Pornographic images
- Any article which a member of staff believes has been, may be, used:
    - To commit and offence
    - Cause personal injury, damage to property or harm another person

The academy can confiscate any items found during a search that they consider harmful or detrimental to the academy environment.

The academy can also screen students with a hand held device even if they do not suspect the student of having prohibited items. Students who refuse screening or searching may be refused entry onto the academy site or an appropriate sanction explored.

Where necessary students will be searched in a non-public space by two members of staff. Both of the members of staff must be of the same gender as the student wherever possible. Students will not be searched in the presence of another student wherever possible. All searches will be logged internally on a monitoring log and parents/guardians informed. Parents and guardians will not be informed if the daily search forms part of a student's risk

assessment agreed with parents/guardians previously.
Please refer to the Academy Screening and Searching Policy for further guidance/information.

6.13 Reasonable Force

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

Schools can use reasonable force to:

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

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

7. Staff CPD

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

Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our pupils. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area.

8. Quality Assurance

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

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor, along with any follow up contact with the pupils' parents/carers. All such events are monitored by Advisors and SLT, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues.

Persistent poor behaviour is monitored daily by the Assistant Principal overseeing the relevant year group. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy Based Suspensions and Suspensions are also recorded on Arbor and our Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every half term, for the purpose of identifying patterns

and resolving underlying issues to improve pupil behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

9. Anti Bullying

Part of our Behaviour for Learning expectations include all actions to discourage bullying in any form including online or cyber bullying. This is clearly outlined in our anti-bullying policy and e-safety policy. This can be found on the academy website.

10. Sexual Harassment (SH):

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual harassment. This can include name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we will:

- Ask the perpetrator to apologise to anyone the comment was directed at;
- Support and educate the perpetrator to improve their future behaviour;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

11. Sexual Violence (SV):

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and up-skirting).

All staff and pupils will call out and report this behaviour.
If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

- Record any reports made by the victim, perpetrator and any witnesses;
- Collect and collate any relevant evidence (particularly if online);
- Resolve the incident between perpetrator and victim;
- Support the victim to ensure that they feel safe and secure in school;
- Support and educate the perpetrator to ensure future incidents do not occur;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Inform parents/carers of all pupils involved of the incident and actions in place;
- If necessary or appropriate, escalate the sanction to inform the police and safer schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

Appendix A - Achievement Point Tariffs

Award Level	Type/Reason	Tariff
In-Class Behaviour	Self-Worth: Respect	+1
	Self-Worth: Perseverance	+1
	Self-Worth: Citizenship	+1
	Self-Worth: Self Motivation	+1
	Self-Worth: Effort	+1
	Engagement: Intellectually Engaged	+1
	Engagement: Creativity	+1
	Engagement: Curiosity	+1
	Engagement: Take on Challenge Engagement: Resilience Purpose: Leadership	+1 +1 +1
	Purpose: Responsibility	+1
	Purpose: Confidence to Take Action Above and Beyond	+1 +2
Extra Curricular	Attendance at extra curricular (each session)	+1
	Representing the school at a fixture or event	+2
Weekly Award	Star of the Week (Self Worth, Engagement or Purpose)	+3
Termly Award	Achievement or Attendance Award (Bronze, Silver and Gold)	+4
	Subject Awards - Academic Progress and Effort & Endeavour	+4

	Aspirations Awards: Self-Worth, Engagement, Purpose	+5

Appendix B - Behaviour Management Strategies

Ready, Respectful and Safe - These three common expectations should be referred back to when addressing pupils behaviour to provide clarity and consistency to pupils about what behaviour they have chosen to do which undermines one of the key expectations and non-negotiables.

Arrival to Lesson

Promotion of the positive learning environment, addressing any negative behaviours on entry – clear difference between in class and out of class behaviour.

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

If the group does not settle, stand the class up behind their chairs quietly, remove the disruptive pupil(s) from the lesson, and settle the rest of the group. Then bring the disruptive pupil back in to try again

Non-verbal/Verbal Cue

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

- A look/nod towards the pupil that is off task.
- Staff to move within the room, stand next to the pupil who is off task.
- Staff place their hand on the table to prompt the pupil to start work.
- Crouch down to the pupil's level and speak to the pupil, encouraging them to start working. Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

Please ensure you use any specific SEND interventions identified on individual learning profiles These are not warnings, simply supportive strategies to engage the pupil.

Allow the pupil time to respond to the strategy used.
Walk away from the pupil so they can correct behaviour.

Verbal Direction
Challenge off task/poor behaviour directly when/if it continues
Graduated Responses:

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

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

Explain clearly that they will receive a Formal Warning, if the poor behaviour continues.

Pupils need time to respond and process the information given to them, do not react

immediately to negative behaviours or responses for example eye rolling, tutting – address this once the pupil is compliant, this needs to be done in a positive way. Do not move to the next sanction.

Walk away from the pupil so they can correct behaviour.

Repetitive negative behaviour
Issuing of a Formal Warning

Graduated Responses – avoid announcing it to the class

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

Formal Warning issued – Staff to log this on Arbor with clear details given.
Do not write pupil names on the board to keep a record of sanction points issued.

Try not to react to immediate negative behaviour, avoiding instant escalation.