

Behaviour Policy & Code of Conduct for Pupils

Updated April 2026 signed off by the Local Governing Body

Those members of staff who are authorised by the Headteacher as being in control or in charge of pupils are:

- Any teacher who works at the academy
- Any other person whom the Headteacher has authorised to have control or charge of pupils.

This includes:

- Support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
- Teach First, United Teach or PGCE students under the guidance of their mentors
- People to whom the Headteacher has granted temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits)
- Teachers and other senior, qualified professionals from within the United Learning group who are present in the academy or who are in attendance at events at which Sheffield Springs Academy pupils are present

It does not include:

- Prefects or Student Ambassadors

The policy applies where pupils are on the academy premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

The policy also applies in circumstances where pupils are not on the premises of the academy or when they are not under the control of an authorised person such as on a bus to or from the academy or an academy

event (such as a sporting fixture), walking to or from the academy or an academy event in the academy's community and identifiable as a pupil at the academy.

The academy's expectation is that when 'off premises' all pupils should conduct themselves in an appropriate, responsible and considerate manner. Anti-social behaviour in the community will not be tolerated.

The policy also applies where a pupil's behaviour outside the academy has an impact or is likely to have an impact on the orderliness of the academy's learning environment (either directly or indirectly). Examples of this are:

- Involvement in community based anti-social behaviour which may cause offence / has caused offence to others and which may / has led to conflict
- Posting of electronic messages (e.g., via Facebook, Twitter, Snapchat or by Text or Email) which may cause offence / has caused offence to others and which may / has led to conflict
- Bringing the academy into disrepute or acting in a manner which is likely to bring the academy into disrepute by acting in a disorderly or anti-social manner and being identifiable as a member of the academy community either through the wearing of the academy uniform, through the wearing or display of the academy logo or through being known by 'common association' with the academy within the community.

The sanctions for behaviours where pupils are not on the academy premises will be proportionate with those outlined in this policy for misbehaviour whilst in the academy.

Values and Virtues

At Sheffield Springs Academy, character development is woven deliberately and visibly into the fabric of school life. Our core values of Respect, Excellence, Ambition and Pride form the foundation of our culture, and the REAP Values & Virtues framework illustrates how these values translate into the virtues, behaviours and attitudes we expect from all students. This framework supports our commitment to nurturing well-rounded young people who are ethically responsible, intellectually curious, socially confident and ready to contribute positively to their communities. By explicitly teaching, modelling and recognising these virtues—both in lessons and across the wider life of the Academy—we ensure that character education is not an add-on, but a consistent, intentional and sustained thread running through our curriculum, pastoral systems and behaviour culture. Including this framework in our Behaviour Policy reinforces our belief that good character underpins good conduct, and that developing strong values is essential in preparing students for success in education, work and life.

Values & Virtues - R.E.A.P the Benefits

EWC	Moral		Performance		Intellectual		Civic	
	Character traits that enable us to act well in situations that require an ethical response.		Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.		Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding		Character traits that are necessary for engaged responsible citizenship, contributing to the common good.	
Values	Respect		Excellence		Ambition		Pride	
	We Respect everyone and everything at all times, without discrimination.		We have determination & enthusiasm to be the best versions of ourselves.		We have creativity & confidence to seek opportunity, imagine possibilities and make them real.		We are proud of ourselves, our Academy &, Our Community.	
Springs Virtues	Respect with Appreciation	Respect with Compassion	Excellence with Attitude	Excellence with Motivation	Ambition with Determination	Ambition with Confidence	Pride with Responsibility	Pride with Citizenship
	Positive Language Manners Environment Rewards	Caring Reflection Empathy Relationships	Follow Instructions Active Listening Commitment Contribution	Desire Encouragement Drive Vision	Resilience Adversity Effort Grit	Awareness Wellbeing Positive Progression	Uniform Equipment Attendance Punctuality	Leadership Volunteering Charity Community
Careers & Enterprise								



Expectations

We have very high expectations of students because we believe that all students are capable of meeting our high standards and we ensure that students are well supported in meeting these standards. We use the phrase ‘no excuses’ as we believe that there are no excuses for poor behaviour and disruption to learning. There may be reasons but not excuses. We aim to create a positive environment based on our core values, Respect, Ambition, Pride and Excellence. We believe that every student deserves a safe and secure disruption-free academy, every minute of every lesson and we are insistent on this because we know that the life chances of our students depend on it.

Sheffield Springs Academy has high expectations of all pupils in that they will act in such a way as to actively promote United Learnings ethos of ‘The Best in Everyone’ by:

- Showing respect for other people and the school both inside the academy and in the wider community
- Using appropriate language and behaving in a sensible manner
- Acting responsibly at all times
- Following instructions, first time, every time
- Arriving on time, fully prepared to learn
- Never bullying others
- Never acting in a manner which could bring the academy into disrepute
- Taking pride in their appearance by wearing the full academy uniform (see planner for further guidance)
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All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. It is important that the academy recognises and rewards positive behaviour and achievement. The support of all parents and carers is essential to the academy’s successful implementation of this policy.

We expect that the above is fully supported by parents / carers and that by choosing to send their child to the academy, each parent is unreservedly agreeing to support the academy’s implementation of this behaviour

policy to ensure that their child's behaviour is appropriate and commensurate with a calm, productive learning environment in which all pupils can feel safe and valued.

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

Policy Implementation

At Sheffield Springs Academy, our Behaviour Policy is grounded in the principle that every student belongs in the classroom, learning successfully in an environment free from disruption. Teachers must be able to teach to the highest standard, and students must be able to learn without interference.

We place responsibility on students to meet expectations and follow instructions. We believe in their capacity to behave well and learn effectively, and we do not accept excuses for behaviour that disrupts learning. We set high standards because we are ambitious for our students and committed to supporting them in meeting those standards.

School rules apply at all times, including when pupils are:

- On the academy site
- Representing the academy
- Travelling to and from school or school events
- Identifiable as part of our community in the wider area
- Communicating online in a way that relates to the school or its members

We are committed to ensuring that all pupils and staff feel safe and respected. Harassment and bullying of any kind—whether in school, online or in the community—will not be tolerated. The academy promotes equality of opportunity for all and meets its duties under the Equality Act 2010, including making reasonable adjustments for pupils with SEND.

Responsibilities

All Staff

- Implement the Behaviour Policy consistently and fairly.
- Model the high standards expected of students, including the consistent use of professional, respectful and calm language at all times.
- Promote positive behaviour through clear routines and expectations.
- All behaviour incidents will be logged on Arbor/ClassCharts in a timely manner
- Staff must not negotiate or debate behaviour thresholds in front of students

Senior Leadership Team

- Ensure staff adhere to the policy.
- Maintain effective systems for recording incidents and communicating with parents and governors.
- Maintain a highly visible presence around school to support a positive behaviour culture.

Students

- Demonstrate the values of Respect, Ambition, Pride and Excellence.
- Meet behaviour expectations in lessons, around the school site, and within the wider community.

Parents and Carers

- Support the academy's Behaviour Policy.
- Engage with the school's culture and expectations.
- Reinforce the importance of attendance, punctuality, conduct, uniform, academic standards and homework.

We value strong relationships with parents and work in partnership to maintain high standards of conduct.

Where behaviour concerns arise, we will communicate promptly and, where appropriate, involve relevant local or national support agencies.

How the Policy Is Reinforced

To ensure high standards are sustained and continually strengthened, the academy reinforces behaviour expectations through:

- **Staff Training:** Regular training and refresher sessions ensure consistency and clarity in implementing the policy.
- **Standardised Displays:** Behaviour expectations are displayed consistently in all classrooms as a visual reminder to students.
- **Assemblies:** Used regularly to reinforce expectations and address emerging issues.
- **Home–School Agreement:** Signed by all students before joining the academy, setting out key expectations for behaviour and conduct.
- **Student Planner:** Provides clear guidance on expectations and banned items, and acts as a communication tool between school and home.
- **Academy Website:** Hosts the Behaviour Policy for easy access by students, staff and parents.

Appearance Expectations

Sheffield Springs Academy maintains high standards of personal presentation in order to support a calm, professional and learning focused environment. Students are expected to dress in full business standard uniform at all times. This forms part of our commitment to preparing young people for the expectations of

further education, training and the workplace, and helps us instil the values of professionalism, respect and readiness for life beyond school.

We take pride in our appearance as a community, and we expect all students to present themselves in a way that reflects the high standards and shared identity of the Springs family. Dressing smartly and consistently demonstrates self-respect, pride in our Academy, and a readiness to contribute positively to our learning culture.

Students are expected to arrive at school each day wearing the correct uniform and to maintain it to a high standard throughout the day. Failure to meet uniform expectations may result in pastoral intervention, being provided with suitable replacement items, or further sanctions in line with the Behaviour Policy.

Full details of compulsory uniform items, footwear, PE kit and acceptable standards of dress can be found in the Academy's Uniform Policy, available here:

Uniform Requirements: <https://www.sheffieldsprings-academy.org/Portals/0/Uniform.png>

Hair and Personal Presentation

Students must maintain a professional appearance that supports our business standard expectations.

- Hair must be of a natural looking colour. Bright, extreme or unnatural shades (including pink, blue, green, purple, silver, dip dye or other fashion colours) are not permitted.
- Hairstyles must not be extreme or distracting.
- Shaved patterns, tramlines, or designs cut into hair or eyebrows are not allowed.
- Hair accessories must be minimal, plain, and in keeping with academy colours.

Where a student attends with hair that does not meet expectations, reasonable steps will be taken to support correction. Persistent refusal to comply may result in sanctions in line with the Behaviour Policy.

Jewellery

To maintain a safe and professional environment, the Academy enforces a strict limit on jewellery.

Only the following items are permitted:

- One watch
- One pair of small stud earrings

The following are not permitted under any circumstances:

- Hoop earrings
- Dangly earrings
- Bracelets
- Neck chains
- Rings
- Anklets or any other additional items of jewellery

These items present both health and safety risks (particularly during movement around the site or during practical subjects) and an increased likelihood of loss or damage.

Students wearing prohibited jewellery will be asked to remove it. Repeated breaches may result in confiscation and further sanctions. If the overall standard of jewellery compliance does not improve across the Academy, the policy may be reviewed, which may include the removal of all jewellery as an option.

Facial Piercings

Facial piercings are not allowed as part of the Academy's uniform and appearance expectations.

Where a student already has a facial piercing:

- A clear retainer must be worn, *or*
- A small plaster must be used to cover it

This approach ensures consistency, maintains safety standards, and supports students in adhering to policy. Visible metal facial jewellery is not permitted under any circumstances.

Final Expectation

All students are expected to follow appearance expectations without argument or delay. The Academy reserves the right to make final decisions regarding what constitutes appropriate uniform, jewellery, hair and overall appearance. Parents/carers are asked to support these standards to ensure that students are prepared, confident and fully focused on their learning.

Behaviour expectations

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations.

Rewards

Positive recognition is a vital part of our Behaviour and Character culture at Sheffield Springs Academy. Celebrating good behaviour, effort and character encourages repetition, reinforces expectations and helps students understand the values we promote as a community. A consistent, fair and well implemented rewards system strengthens pupils' sense of belonging, wellbeing and achievement, and supports an ethos of kindness, respect and cooperation throughout the Academy.

Our reward system is built around the values of Respect, Excellence, Ambition and Pride, and recognises the character strengths and positive behaviours that help students succeed both in school and in life. We believe that all students should have the opportunity to be acknowledged for their effort, attitude and character, and our approach ensures that recognition is inclusive, equitable and accessible to all.

Character Caught

In addition to our formal reward system, we operate a “Character Caught” initiative. When a student is seen demonstrating strong character—such as kindness, integrity, leadership, responsibility or compassion—they are acknowledged immediately by staff and issued a Character Caught recognition. Each recognition enters the student into a termly raffle, with winners invited to attend a Character Residential designed to develop leadership, resilience and teamwork. This initiative reinforces the message that character matters every day, not just in lessons, and that small acts of goodness are valued and celebrated.

Recognition Through ClassCharts

Students can be awarded ClassCharts points for demonstrating our core values:

- Respect – showing consideration for others and contributing positively to the Academy community, including through the Student Character Charter.
- Excellence – working hard in lessons, meeting high standards, and consistently striving to be the best version of themselves.
- Ambition – completing homework regularly and demonstrating determination to improve.
- Pride – presenting themselves smartly, being prepared for learning and taking pride in their work and conduct.

Frequent and Ongoing Rewards

Students may receive a range of rewards in recognition of positive behaviour, consistent effort and character development:

- ClassCharts positive points
- Donuts or other small treats
- Golden Tickets for demonstrating REAP values in lessons
- Entry into prize draws for high-value rewards
- Character Challenge Badges
- Attendance badges
- Interform challenges
- Assembly shout-outs
- Positive phone calls or postcards home

Long-term or High Achievement Rewards

For sustained effort and exceptional progress over time, students may also be recognised through:

- Reward trips
- Tangible rewards such as vouchers
- Pop-up reward events

Our rewards system is designed to motivate students, celebrate positive choices and reinforce the behaviours and character traits that help them thrive. By valuing both academic effort and personal character, we aim to

develop young people who are not only successful learners but responsible, respectful and compassionate citizens.

Sanctions

Sheffield Springs Academy operates a ‘No Excuses’ Disruption-Free Learning System, built on our values of Respect, Excellence, Ambition and Pride. This system ensures that all students learn in calm, focused classrooms and take full responsibility for their behaviour and choices. This system ensures that every student can learn, and every teacher can teach, without interruption. It is based on the following principles:

- Every student has the right to learn in a disruption free environment.
- Every teacher has the right to teach without disruption.
- Students are either learning in lessons or they are not.
- Students arrive fully equipped and ready to learn.
- Students will make excellent progress in every lesson, every day.

The Academy does not tolerate disruption, defiance or behaviour that compromises the learning or safety of others. Students have a responsibility to conduct themselves safely, respectfully and in line with Academy expectations at all times.

Students were consulted on what constitutes disruption and defiance, and the following behaviour categories reflect their contributions.

Sanctions given for the following	Immediate referral to the Student Support Unit - Removal	Immediate referral to the Student Support Unit – Reflection / High Tariff behaviours
<ul style="list-style-type: none"> • Low-level disruption • Calling out • Off-task chatter • Talking over a teacher (or after a countdown) • Distracting others • Bickering or unkindness • Rudeness • Physical contact • Refusal to follow instructions • Shouting • Refusal to work • Leaving seat without permission • Eating in class (including chewing gum) 	<ul style="list-style-type: none"> • Lateness to lesson (After the late bell) • Failing line up • Arguing with or undermining staff • Play fighting during social time • Throwing an object • Receiving a second sanction in a lesson <p>Anything that slows down learning</p>	<ul style="list-style-type: none"> • Truancing on or off-site • Fighting • Intimidating/obstructing/manhandling/ swearing at staff • Violence/threats of violence/sexual harassment • Highly disruptive behaviour • Bullying including racist, homophobic or cyber-bullying incidents • Lack of correct uniform - trainers, trousers, skirts (when offered option to correct) • Refusing to remove unacceptable piercings

<ul style="list-style-type: none"> • Use or sound of mobile phone / headphones (items will be confiscated) • Swinging on chair • Turning around on seat • Failing to sit up straight and pay attention • Head on the desk or in your arms • Not facing the speaker • Not completing independent work in line with Academy expectations. • Apathy to learning e.g.: daydreaming <p>Anything that slows down learning</p>		<ul style="list-style-type: none"> • Damaging equipment or property • Vandalism • Defiance e.g., saying no • Treating others in a disrespectful manner • Being in possession of a prohibited item (such as energy drink) and refusing to submit it to a member of staff <p>Any other behaviours adjudged to be “high tariff” by the Principal / Deputy Principals (including the making of allegations against staff or other pupils which after investigation, are found to be of a malicious or vexatious nature)</p>
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Any continued high tariff behaviours causing disruption to the academy may lead to the student being issued a suspension.

Behaviours that are low-level but repeated, or that continue after warnings, can seriously disrupt learning. Where a student continues to disrupt the lesson, they will be asked to leave the classroom, issued with a Sanction 2 slip, and directed to make their own way to the Student Support Unit (SSU). The following process applies:

Sanction 1 – First Warning

The teacher gives a clear verbal warning, reminding the student of expectations and explaining what needs to change so they can excel in the classroom and to avoid further disruption.

Sanction 2 – Removal to the Student Support Unit

If the behaviour occurs again, or meets the criteria for immediate removal:

- The teacher informs Student Support Unit.
- The student is informed they have received a Sanction 2 and instructed to leave the classroom.
- They are issued an out-of-lesson pass and must arrive at the SSU within 3 minutes.
- Failure to arrive within this time automatically results in a High-Tariff sanction.
- The student completes the remainder of the lesson in the SSU, continuing their learning through United Learning Knowledge Organisers or equivalent work.

High Tariff – Serious or Persistent Behaviour

A student will receive a High Tariff sanction if:

- They display behaviour categorised as high tariff, or
- They receive two Sanction 2s in the same day, or
- They receive three or more Sanction 2s in a week.

High tariff consequences include:

- At least one full working day in the SSU, and
- A 45-minute after-school detention.

Students must follow all Academy expectations while in the SSU and will continue their education through revision guides, Knowledge Organisers or work set by curriculum areas.

All classroom teachers are expected to use s consistently to address inappropriate behaviour and maintain disruption free learning across the Academy.

In the unlikely event that a detained pupil has been unable to have lunch served to them (e.g., there is still a queue when the Period 4 bell rings, food has run out) they should present themselves to the Principal's PA (B5) and they will be provided with lunch. The academy does not wish for ANY pupil to go hungry.

The 'On Call Support' Provision

The OnCall Support provision exists to assist staff in situations where a student's behaviour has escalated beyond the teacher's capacity to manage within the classrooms. It is used only when all appropriate behaviour for learning strategies— including Sanction 1 and Sanction 2 — have been attempted or when a behaviour meets the threshold for immediate removal.

On-Call is not a classroom management tool and must not be used as part of a teacher's routine behaviour approach. Its purpose is to ensure the safety of students and staff, protect learning, and provide immediate support when a situation requires senior intervention.

When a student is issued a Sanction 2 and refuses to leave the classroom, a member of staff from the OnCall team will attend, remove the student, and the refusal will be recorded as a High Tariff behaviour. This will result in the student being placed in the Student Support Unit (SSU) in line with Academy procedures.

Reasonable Adjustments

Sheffield Springs Academy is committed to ensuring that all students can meet our behaviour expectations and thrive in a disruption free learning environment. We recognise that some students face specific barriers to learning and may require reasonable adjustments to help them succeed. These adjustments are always sensible, appropriate and proportionate, balancing the needs of the individual with the need to maintain a calm and safe environment for all.

To support our most vulnerable learners, students may be identified within one of four Student Support Groups:

- **Green Student Support Group (GSSG):** Students with Special Educational Needs and/or Disabilities (SEND).
- **Red Student Support Group (RSSG):** Students who are disadvantaged or have experienced deprivation.
- **Amber Student Support Group (ASSG):** Students at significant risk of permanent exclusion, receiving intensive pastoral support.
- **Blue Student Support Group (BSSG):** Students with safeguarding or emotional wellbeing needs, including those who:
 - have recently experienced bereavement
 - have an identified safeguarding concern
 - have lost their home or are at risk of homelessness
 - are experiencing or have experienced domestic violence
 - are Looked After Children or young carers
 - are adjusting to new or changed medication

The Academy understands that significant events in a young person’s life can temporarily impact their ability to regulate emotions or respond appropriately to instructions. While our expectations remain high for all students, we also recognise the importance of compassion, understanding and trauma-informed practice when supporting children who may be experiencing difficulty.

Students identified within these groups may receive additional support to help them regulate emotions, establish consistent routines and meet Academy expectations. Any reasonable adjustments made will be carefully considered, proportionate, and focused on promoting longtermly success and independence. All information relating to students’ needs will be treated confidentially.

Supporting Students with Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2014) makes clear that persistent disruptive or withdrawn behaviour does not, in itself, mean that a child has SEND. Where concerns arise, the Academy will consider whether there are underlying needs—such as communication difficulties, undiagnosed learning needs or mental health issues—and will assess these in line with our graduated approach. Where wider factors such as housing, family circumstance or domestic issues may be contributing to a student’s behaviour, a multiagency approach, including the Early Help Assessment where appropriate, may be required. Early identification and intervention are vital in ensuring that students receive timely support and in reducing the need for more significant intervention later.

Adaptations and Reasonable Adjustments

In accordance with the Equality Act 2010, Sheffield Springs Academy makes reasonable adjustments for students whose behaviour is linked to a Special Educational Need or disability. These adjustments are always individual, proportionate and guided by professional advice, and may include:

- adapting how instructions or information are delivered
- adjusting behaviour management strategies
- modifying the consequences or rewards used
- providing additional regulation, processing or transition time
- using specific supportive strategies outlined in a student's plan

These adaptations are designed to reduce barriers to learning while maintaining high expectations for conduct and ensuring that all students can learn safely and successfully.

We remain committed to early intervention, ensuring that students receive support as soon as concerns emerge, and that staff understand how to respond appropriately to individual needs.

Considering Whether a Student May Have Unidentified SEND

Where staff have concerns that a student may have an unidentified or emerging SEND need, the Academy will follow its established SEND referral and identification procedures, in line with the graduated approach (Assess–Plan–Do–Review). This may include:

- gathering evidence of need
- classroom observation
- consultation with teachers, pastoral staff and parents/carers
- screening or assessment, where appropriate
- arranging a meeting with the Special Educational Needs Coordinator (SENCO) to discuss next steps

Further information can be found in the Academy's SEND Policy and SEND Information Report.

'Red line' Behaviour

There are certain behaviours that will not be tolerated and ones for which a student is likely to receive a suspension or can result in an exclusion from school:

- Smoking, vaping, drugs, or alcohol on our site
- Stealing from our academy or another pupil or intentionally damaging property of others, including our academy
- Abuse of the academy's computer systems
- Sexual harassment, abuse, or assault
- Serious actual or threatened violence
- Knives, other offensive weapons, or items that have been modified to cause harm
- Racist or homophobic harassment
- Extremist behaviour - seeking to engage or recruit others to extremist ideologies
- Continually refusing to follow expectations, causing disruption to our academy
- False accusations against members of staff

Suspensions and permanent exclusions

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Headteacher (or 'Deputy Headteacher if the Headteacher is not available. The Deputy Headteacher is designated as 'Acting Headteacher' in this instance). Parent/carer will be informed by telephone and by letter, emailed, if their child is suspended as well as the social worker if a pupil has one allocated. Parents/carers are legally responsible for their child for the first 5 days of any suspension, and they must be at home during this period. Work will be set via National Oak Academy. Parents/carers are expected to attend a reintegration meeting with a member of the pastoral team, behaviour team or senior leadership team and sometimes a governor on return from any exclusion. See Exclusion Policy for more detail.

Allegations against staff

Sheffield Springs Academy takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

Malicious accusations against staff

Sheffield Springs Academy reserves the right to take disciplinary action, including suspension and up to permanent exclusion, against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff, or other individuals.

Child-on-child sexual violence and sexual harassment

In every aspect of Sheffield Springs Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils, or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- misuse of school IT and passwords
- use that may harass, bully, or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties

- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's pastoral head of year or a member of behaviour team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect, and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

Preventing recurrence of misbehaviour

The Academy recognises that suspension from school is a serious matter, particularly at an Academy where many students have experienced significant disadvantage in their lives. We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the Academy community. In order to ensure that suspensions are used appropriately, we use several alternatives to exclusion and ensure that there is early intervention with student behaviour.

The following alternatives are used by the academy:

Off Site Direction (OSD)

Where interventions or targeted support have not been successful in improving a student's behaviour, and the student continues to refuse to follow the academies basic expectations, off-site direction should be used to arrange time-limited placements at another mainstream school. Students will spend a period of time, typically five days, on respite. To support a student with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a student continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a student with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN). Failure to attend an OSD will result in unauthorised absence which could lead to agency involvement and prosecution.

Extended Off-Site Direction (EOSD)

An EOSD is ideally triggered with parental agreement and is when a student's behaviour has entered a negative cycle of repeat OSD or suspensions and all parties agree that a temporary change of setting is required.

However, the academy reserves the right to direct a student off-site if this in the best interests of the child and their education. The placement is time limited, usually lasting 12 weeks where the placement can be extended or converted to a managed move should all parties agree, alternatively students who are successful when on an EOSD may return. A EOSD is arranged by the Academy's Behaviour Manager. During the probationary period, parents/carers, students, the relevant Pastoral Head of Year and the relevant staff member from the receiving school meet regularly to monitor the progress of the intervention. If a EOSD is deemed a failure, the student may return to the Academy either on a full / reduced timetable allowing supported reintegration back into mainstream or the Principal may sanction a permanent exclusion.

Managed Move

A managed move is a preventative strategy to reduce the risk of exclusion. Managed moves will be offered as part of a planned intervention. A managed move is a process which leads to the transfer of a pupil to another mainstream school permanently and involves a permanent move to the new school's admissions register. Managed moves will only occur when it is in the pupil's best interests.

Bespoke Provision

Bespoke provision may be considered for pupils who require a more tailored approach to their learning. This could include working in smaller groups, targeted teaching strategies, and mentoring programmes. This could be external alternate provision within the city.

Referral to support services

Sheffield Springs Academy works closely with the local police. We will involve the police if we feel that a student's behaviour warrants this intervention. Examples of where police involvement will be sought:

- Incidents of bullying and/or physical assault
- Community incidents which impede on the day to day running of the academy
- Incidents involving offensive weapons/drugs/other prohibited items

Sheffield Springs Academy works closely with a range of service providers to ensure that all pupils and their families can access appropriate support for any issues which might be affecting their general well-being and / or education. Referrals are generally made through the Family Common Assessment Framework (FCAF) document, which is completed with parents' consent and to which they contribute.

Commonly referrals are made to:

Community Youth Team (CYT)

A multi-agency team, aimed at young people aged 8-19 years, in need of extra support to help them realise their potential. CYT brings together a range of professionals from different organisations, including the

Council, Sheffield Futures, South Yorkshire Police and specialist health staff, into a single integrated service which provides early intervention and prevention for young people who may be experiencing, or be at risk of poor outcomes.

Workers who have come together to create the CYTs include the following:

- Prevention workers
- Youth workers
- Targeted Youth Support (TYS) Advisers
- Police Officers
- Specialist health workers

CYT's aim is to maintain young people's engagement in school and Post-16 education, employment and training and steer young people away from crime and anti-social behaviour.

They help young people make the right choices and avoid behaviours that harm them and their communities, such as drug or alcohol misuse, sexual exploitation, or teenage pregnancy.

They also improve young people's aspirations and self-belief and give them the resilience to cope better with the 'ups and downs' of life.

Sheffield Family Intervention Service (FIS)

FIS work with children, young people, and families to provide a range of services which help improve well-being, school attendance, learning, behaviour, and health care.

FIS aim to promote the early identification of children with additional needs. By delivering high quality preventative and supportive services their goal is to enable children to continue living successfully with their families and communities.

Governor's Behaviour Panel:

The purpose of a Governor's Behaviour Panel is to provide an external, impartial review of a pupil's behaviour and to identify further support or intervention that may prevent a suspension or permanent exclusion. A pupil may be required to attend a Governor's Behaviour Panel, accompanied by their parent/carer, if they repeatedly fail to meet the Academy's behaviour expectations or if their behaviour is causing significant concern.

Patterns of behaviour—particularly those listed in the sanctions framework—may warrant referral to a Governor's Behaviour Panel as an early intervention, where this is considered appropriate to prevent escalation towards permanent exclusion.

A Panel may also be convened in response to high tariff behaviours, including, but not limited to:

- Intimidating, obstructing, manhandling or swearing at staff
- Violence or threats of violence, including sexual harassment
- Vandalism or possession of illegal or significantly inappropriate items

- Bullying (including racist, homophobic or cyber-bullying incidents)
- The making of allegations against staff or pupils that, after investigation, are found to be malicious or vexatious

The Panel will review the pupil's behaviour record, hear from the pupil and parents/carers, and recommend additional support, conditions, or interventions aimed at improving behaviour and preventing further escalation.

If a pupil or their parent/carer is unable or unwilling to attend the Governor's Behaviour Panel—after reasonable attempts have been made to schedule or reschedule the meeting—the Academy will proceed with the Panel in their absence. In such cases, the Panel will review the evidence, consider the pupil's circumstances and make recommendations for further support. As part of this process, the Panel may also discuss potential higher-level interventions or sanctions, up to and including permanent exclusion, where appropriate, to ensure that all possible preventative measures and next steps are fully explored.

Mobile Phones

Mobile phones must remain switched off and out of sight from the moment a student enters the school site through the green gates until they exit via the green gates at the end of the day. This includes break and lunchtimes. Sheffield Springs Academy is a phone-free school, and this expectation also applies to linked devices such as earphones, AirPods, and smart watches.

If a student's mobile phone is seen or heard at any point during the school day, it will be treated as disruption to learning and the following sanctions will apply. Parents/carers will be notified by text message.

Mobile Phone Sanctions

- **1st offence:**
Phone confiscated until the end of the day. Stored securely and collected by the student from the Head of Year's office.
- **2nd offence:**
Phone confiscated until the end of the day. Stored securely and must be collected by a parent/carer (or a nominated adult) from Reception.
- **3rd and subsequent offences:**
Phone confiscated until the next day. Stored securely and must be collected by a parent/carer from Reception.
- **4th offence:**
As above plus a full day in the Student Support Unit (Reflection Room).

Further repeated offences will result in additional sanctions in line with the Academy's Behaviour Policy.

Refusal to hand over a mobile device when requested is treated as a High Tariff behaviour, resulting in an immediate referral to the Student Support Unit (Reflection Room). Continued refusal or defiance may lead to an offsite direction or a suspension.

Use of Phones for Safety Before/After School

We recognise that some students carry a mobile phone for personal safety before or after school. If a student brings a phone onto the school site, they and their parents/carers must ensure the phone remains switched off and stored appropriately during the school day. The school accepts no responsibility for loss or damage to mobile phones on school premises. Confiscated devices are stored in the Heads of Year office and available to collect at the end of the day.

Contacting Home During the School Day

We understand that, at times, students may feel the need to contact home during the school day. In these circumstances, students should speak to their Pastoral Head of Year, who will support them and contact home if needed.

We also ask parents/carers not to contact their child directly by phone, text or social media during the school day, as responding to such communications breaches mobile phone policy and may result in sanctions. For urgent messages, parents/carers should contact Main Reception: 0114 239 2631, and the school will ensure the message is passed on promptly.

Bullying

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

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying will not be tolerated at the academy. We have a 'TELLING' ethos where every allegation of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Peer Conflict and Anti-bullying Policy for full details.

Lateness to school

Sheffield Springs Academy expects all students to arrive on time each day so that learning can begin promptly and without disruption. A pupil is classed as late to school if they enter the Academy gates after 8.25am. The lateness system operates on a weekly cycle, with all lateness counts resetting every Monday.

To protect learning time, any student who arrives to school late will be taken to the Student Support Unit (SSU) and held there until the next appropriate transition point. This prevents disruption to lessons.

Detention Structure for Late to School (Weekly Reset)

- **1st late of the week**
→ **20-minute detention** after school that same day.
- **2nd late of the week**
→ **40-minute detention** after school that same day.

- **3rd late of the week (and any further lates that week)**
→ **60-minute detention** after school that same day.

Missed Detentions

- **If a student misses their lateness detention:**
→ They must complete it the next day, but it will automatically be a **full 60-minute detention**.
- **If a student misses a rescheduled (second) lateness detention:**
→ They will receive a High Tariff sanction, spend 24 hours in the SSU, and complete a 60minute detention afterwards.

Where Students Go When Arriving Late

To prevent disruption to learning:

- **Arrival after 8.25am or during form time:**
Student goes to SSU and remains there until the start of Period 1.
They receive the appropriate lateness detention for that day.
- **Arrival during Period 1:**
Student is taken to SSU and remains there until the end of Period 1.
They receive the appropriate lateness detention.
- **Arrival during Period 2 onwards:**
Student is taken to SSU and remains there until 4.00pm.
This is recorded as **truancy**, and normal truancy sanctions apply (separate from lateness detentions).
This is because by Period 2 the pupil has missed significant learning and arrival at that time cannot be categorised as lateness only.

Reasonable Explanations From Parents

If a parent/carer contacts the Academy with a valid explanation for lateness:

- The student will be released to lesson at the next appropriate transition point.
- No lateness detention will be issued.

Definitions

- **Late to school:** arriving after **8.25am**.
- **Late to lesson:** arriving after the **second bell**. (Handled under lesson-based behaviour procedures.)

Detentions

Detentions are a key part of the Academy's behaviour system, providing time for reflection, completion of work and a clear consequence for breaches of expectations.

Sheffield Springs Academy operates three types of detentions, each with a clear purpose and designated location to ensure consistency and effective supervision:

1. Late to School Detentions – held in the Main Hall
2. Behaviour Detentions (High Tariff Behaviours) – held in the Student Support Unit (SSU)

3. Homework Detentions – held in the Computer Rooms, allowing students to complete missed or incomplete homework during the session

All detentions are supervised by a member of the Behaviour for Learning Team and a Head of Year.

Any student who disrupts a detention or fails to complete it appropriately will receive a High Tariff sanction the following day (or an alternative sanction following discussion between the Head of Behaviour and SLT).

The Academy is not required to give 24 hours' notice for afterschool detentions and parental permission is not needed. Parents/carers will be notified via Arbor, which all parents are expected to access. It is essential that the Academy holds up to date contact information to ensure effective communication about behaviour and in cases of emergency.

When issuing detentions, the Academy will consider the student's safety, travel arrangements, and any caring responsibilities, ensuring detentions remain reasonable and appropriate.

1. Late to School Detentions (held in the Main Hall)

- 1st late of the week → 20-minute detention
- 2nd late of the week → 40-minute detention
- 3rd+ late of the week → 60-minute detention

Missed detentions escalate to a 60-minute detention the next day; further failure leads to a High-Tariff sanction and 24 hours in SSU.

2. Behaviour Detentions (High Tariff) – held in SSU

Behaviour detentions are issued following high tariff behaviours. These detentions will run until 4pm.

Disruption of a behaviour detention results in a High Tariff sanction the next day.

3. Homework Detentions – held in Computer Rooms

Homework is compulsory and completed via Sparx and Seneca.

- Failure to complete homework in a one week cycle results in a 45minute detention at 3:15pm, held in a computer room so students can complete missed work.
- Missing a homework detention will result in further consequences, in line with the Academy's Behaviour Policy.

Further details are available in the Academy's Homework Policy.

Academy Service

In order to repair the damage to the academy community that the behaviour of a pupil has caused, a pupil may be required to perform Academy Service. This may include service in the canteen, helping tidy up at the end of the academy day or removing graffiti or litter from the academy grounds.

Parents may be charged for the cost of any damage caused by a pupil if their behaviour has been found to have been malicious e.g., damage caused to a 'mag-locked' door by kicking it open, broken windows, removal of graffiti etc.

Reports

Pupils can be placed on report to monitor their conduct, progress and application to their studies. Reports can be issued at Head of Year, CAL or SLT Level.

Head of Year – A pattern of inappropriate behaviour, lack of engagement or poor progress within a specific curriculum area

Curriculum area leader - lack of engagement or poor progress within a specific curriculum area identified through the academy's Steps progress tracking system or repeated 'Sanction 2s within the curriculum area.

Senior Leadership Team (Assistant Principal) – if pupil has failed HOY Report, or behaviour is deemed a concern which warrants daily SLT monitoring.

Drugs

The academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils, and visitors. The Academy policy on drugs applies to all school and school related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, legal highs and 'over the counter' / prescription medicines which are being misused or are in a pupil's possession inappropriately.

The Academy takes into account guidance issued by the DfE. The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme, and the academy will also involve outside agencies such as drugs education charities. It is the clear expectation of the academy that parents will support a Community Youth Team referral in such circumstances. Any incidents will be reported to the governors for their consideration and to South Yorkshire Police and local authority multi-service agencies (where appropriate).

Any pupil found to be involved in a drugs related incident will be disciplined in accordance with the academy's behaviour policy. The sanction may include a suspension or permanent exclusion from school in the case of more serious offences, particularly those which involve the dealing of / distribution of illegal drugs. Using illegal drugs will, except in exceptional circumstances lead to exclusion, which may be permanent.

Confiscation of drugs

Any drugs found will be confiscated by staff from the academy's Senior Leadership Team (or an appropriate member of staff to whom this duty has been delegated) who will dispose of them in accordance with guidance issued by the DfE.

Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

The academy may carry out searches for drugs in accordance with the school behaviour policy.

Parental involvement

Usually, the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential child protection issues the academy must act in the best interests of the child which

may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of advice from partner agencies such as Social Care / South Yorkshire Police and / or having sought legal advice.”

Restrictive Interventions (including Positive Handling)

1. Purpose and Principles

Sheffield Springs Academy follows the national guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026). Restrictive intervention is a safeguarding measure, not a behaviour management strategy. It is used only as a last resort, when it is necessary, proportionate and time-limited, and where failure to act would place a pupil or others at immediate risk of harm.

All staff have a duty to prioritise prevention, de-escalation and emotional regulation, using positive relationships and clear routines before any form of physical intervention is considered.

2. Definitions

- **Restrictive Intervention**
Any planned or unplanned action that limits a pupil’s movement, liberty or freedom to act independently (includes physical and non-physical forms).
- **Reasonable Force**
The minimum degree of force necessary to prevent serious harm, applied for the shortest duration possible.
- **Significant Incident**
Any incident where force is used beyond the expected every day, appropriate physical contact. All significant incidents require statutory recording and reporting.
- **Seclusion vs. Safe Space:** Seclusion is a non-disciplinary safety measure involving keeping a pupil confined to a place away from others where they are prevented from leaving. It is only permitted in extreme safety emergencies to protect others from harm. During seclusion, a pupil must be supervised at all times and allowed to leave as soon as the immediate risk of harm has reduced. It must never be used as a punishment. This is distinctly different from a pupil voluntarily using a safe space to self-regulate. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.

3. When Restrictive Intervention May Be Used

A member of staff may use restrictive intervention *only* when necessary to:

- prevent injury
- prevent criminal offence
- prevent serious damage to property
- prevent serious disorder
- prevent immediate risk

Before applying any restrictive intervention, staff should rapidly assess:

- Is it necessary? Are there less restrictive ways to manage the risk?
- Is it proportionate? Are you using the least amount of force for the shortest time?
- Have you considered the pupil's welfare? Balancing the intervention against the pupil's personal circumstances, SEND, or trauma history

4. Prevention and De-Escalation

Before restrictive intervention is considered, staff must use:

- calm, predictable authority and consistent routines
- de-escalation strategies (verbal and non-verbal)
- structured choices and time/space to regulate
- Trauma informed practice
- clear visual supports and adjustments for pupils with SEND

5. Pupils with SEND and Vulnerabilities

Staff must consider:

- known triggers and communication needs
- sensory, regulation or medical factors
- personalised plans, risk assessments or EHCPs
- the fact that pupils with SEND may be disproportionately affected

Any restrictive intervention involving a pupil with SEND must be carefully justified, used only when unavoidable for safety, and followed by appropriate support.

6. Staff Training

All members of staff have the legal power to use reasonable force to prevent a pupil from causing injury to themselves or others, to stop a fight, or to prevent serious and immediate harm. This may include urgent protective actions such as stepping between pupils, blocking a pupil's path, or guiding a pupil away from danger.

Only staff who have completed accredited restrictive intervention training may use restrictive physical techniques (including taught holds, safe release methods, and other restrictive physical holds). Untrained staff must not use restrictive holds but may take necessary protective actions to prevent injury or serious harm.

The Principal will ensure that staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use, as well as in preventative and deescalation strategies, so that staff can judge when it is appropriate to use restrictive interventions — including in situations where quick decisions are required. This training will be reviewed regularly and consulted upon with the relevant Academy Director.

All staff will receive ongoing CPD on effective communication strategies, adaptive teaching, trauma-informed approaches and deescalation techniques to help minimise the need for restrictive interventions.

7. Recording and Reporting

In line with the 2026 DfE requirements, every significant incident involving the use of restrictive intervention must be recorded on the same day wherever practicable. The record will detail the risks present, the actions taken by staff, the deescalation strategies attempted, the type and duration of the intervention, any injuries sustained, and the follow-up actions required. Parents or carers will be informed as soon as is possible.

Wherever appropriate, staff will telephone home promptly to inform and reassure, followed by written confirmation to meet the statutory reporting requirement. If seclusion is ever used, this must also be formally recorded and reported in writing. All records will be retained and regularly reviewed for safeguarding, quality assurance, and monitoring purposes.

8. Post Incident Support

Following any restrictive intervention, appropriate support will be provided for both the pupil and the staff involved. The pupil will receive a calm and supportive debrief to help them understand what happened, reflect on the incident and restore emotional safety. Staff involved will be given time to reflect, recover, and access support where required. Any relevant risk assessments, behaviour plans, or support strategies will be reviewed and updated to reduce the likelihood of recurrence. Where injury is suspected or reported, medical checks will be completed without delay. Restorative approaches will be used to repair relationships and reintegrate the pupil positively back into learning.

9. Leadership, Monitoring, and Oversight

Senior leaders maintain strategic oversight of all restrictive intervention practice within the academy. Incident data will be routinely monitored to identify emerging patterns, concerning trends or any disproportionate impact on particular groups of pupils. Leaders will ensure that staff training remains current and effective, and will review all cases involving seclusion, repeated use of force or any instance resulting in injury, with a view to strengthening preventative approaches and reducing future risk. Trends and key findings will be reported to governors as part of the academy's safeguarding responsibilities. Any complaints regarding the use of restrictive interventions will be managed in accordance with the Trust's formal complaints procedure.

Powers to Search and Confiscation of Prohibited Items

Academy staff can search a pupil for any item if the pupil agrees to this.

The Headteacher and staff authorised by him have a statutory power to search pupils or their possessions, without their consent, where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Prohibited items (the possession of which will be subject to sanctions outlined in the table on page 6) are:

- Knives or other weapons
- Alcohol

- Illegal drugs
- Prescription drugs which have not been issued to that pupil and which they should not be in possession of
- Over the counter medicines which, on balance of probability, it is inappropriate for the pupil to be in possession of
- ‘Legal’ highs such as those containing methoxamine, synthetic cannabinoids and 5 and 6 APB (but not exclusively restricted to these)
- Stolen items
- Tobacco, smoking paraphernalia and E-Cigarettes
- ‘Energy Drinks’ such as those containing caffeine, taurine or other, similar ingredients.
- Fireworks
- Pornographic materials, whether printed or stored electronically
- Mobile phones, MP3 players, and other consumer electronic devices (except for tablets / laptops provided by the academy to pupils to support specific aspects of their learning)
- Any other article which a member of staff suspects has been, or is likely to be used to:
 - Commit an offence.
 - Cause personal injury to any person, including himself or herself.
 - Cause damage to property.
 - Prejudice the maintenance of good order either during a lesson or otherwise

The search may be carried out on the school premises or where the member of staff has lawful control of the pupil. The search may only be carried out by the Headteacher / Deputy Headteacher/ Assistant Headteacher or by a member of staff who has been authorised by the Headteacher / Deputy Headteacher/ Assistant Headteacher to carry out the search.

The person carrying out the search

- May not require the pupil to remove clothing other than outer clothing.
- Must be of the same sex as the pupil.
- Must be carried out in the presence of another member of staff also of the same sex as the pupil.
- The pupil’s possessions may only be searched in the presence of the pupil himself and another member of staff.

Any formal complaints about being searched should be made in accordance with the academy’s usual complaint’s policy.

Confiscation of Items

Confiscation is lawful as a disciplinary penalty. The academy reserves the right to confiscate any item of pupils’ property which has been, or it is suspected might be used to:

- Commit an offence.
- Cause personal injury to any person, including himself or herself.

- Cause damage to property.
- Prejudice the maintenance of good order either during a lesson or otherwise

Confiscation may be for any period, or the property may be disposed of.

Monitoring and Review

At Sheffield Springs Academy we monitor behavioural issues and to evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning, problematic, or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide on an appropriate course of action, which may include more staff training, re-inducting students through PSHE lessons, assemblies or amending the policy.