



SANDWELL ACADEMY



Behaviour Regulation and Relationships Policy

July 2025

Document Details

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Change Record

Version	Date	Description
2.1	September 2022	New statutory guidance for Suspension and Permanent Exclusion September 2022 & Behaviour in schools Advice for headteachers and school staff September 2022
2.2	September 2023	Re-visioning of approach to supporting behaviour and amendments to behaviour levels.
2.3	September 2024	'Disruption Stage 4' replaced by 'Major disruption', in line with updates to Behaviour for Learning procedure Additions to definitions for misbehaviour/serious misbehaviour Update of staff in attendance for Level 6 meeting with the Headteacher
2.4	January 2025	Renaming of Intervention Education Centre to Reflection Hub New section on use of the Reflection Hub
2.5	July 2025	Re-visioning of approach to centre on the Sandwell Academy 'SA' Way.

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1. The Sandwell 'SA' Way

At Sandwell Academy, we believe that behaviour is a form of communication and that strong, respectful relationships underpin a successful learning environment. Our Behaviour Regulation and Relationships Policy is grounded in our culture — *The SA Way* — which promotes consistent, values-driven behaviour rooted in bravery, kindness and pride. This policy outlines how we teach, model, and reinforce positive behaviours, while also addressing behaviours that do not meet expectations in a fair, supportive and restorative manner.

Our core values underpin every behaviour expectation:

- **Brave** – We take responsibility for our actions, try new things, and show resilience in the face of challenges.
- **Kind** – We treat others with empathy and respect, and build positive relationships.
- **Proud** – We take pride in ourselves, our work, and our school community.

The SA Way is built around six key strands that shape every aspect of our behaviour culture:

1. Living the SA Way: Brave, Kind, Proud
2. Move the SA Way
3. Being Intentional
4. Being Attentive
5. Classrooms with a Difference
6. The SA Standard

These expectations are clearly outlined to students through the **Student Charter** (see Appendix B), which they carry daily in their student planner. To further support this, a Parent/Carer Charter is provided in the Family Guide to help foster a strong partnership between home and school.

2. Teaching and Reinforcing the SA Way

The start of the academic year is one of the most important moments in embedding our school culture and expectations. Throughout the first week we dedicate time to introducing and reinforcing *The SA Way* so that students begin their journey with clarity and purpose. On the first day, students attend an assembly led by their Headteacher and their Head of Year where the SA Way, our core values, and high expectations are explained.

Personal Tutors deliver structured sessions focusing on the strands *Being Intentional* and *Move the SA Way*, ensuring students understand how to navigate school life positively and purposefully. Members of the Senior Leadership Team lead sessions on *Being Attentive* and *the SA Standard* to help deepen student understanding of the SA Way. Curriculum lessons during this foundational week embed key routines through the lens of *Classrooms with a Difference*. This purposeful and strategic start to the year establishes a consistent culture across the school and ensures all students understand what is expected of them.

Positive behaviour continues to be taught and reinforced through:







- A high-quality Welfare and Behaviour Curriculum, delivered through assemblies, Personal Tutor (PT) time and structured lessons.
- Clear routines and expectations, taught explicitly across the school.
- Staff modelling the SA Way in all interactions.
- Regular revisiting of the SA way half termly.
- Restorative conversations and coaching to support understanding.

We take a relational and restorative approach to managing behaviour that includes:

- Calm, consistent adult responses.
- Restorative conversations to rebuild relationships and repair harm.
- Use of the Reflection Hub for structured time away to reflect and reset.
- Recording of behaviours on Class Charts to identify patterns and support early intervention.

3. Classrooms with a Difference

To promote a focused and productive learning environment, Sandwell Academy has established six key classroom routines that all students are expected to follow consistently:

	<p>Students sit to start as soon as they enter the room, regardless of whether the teacher has arrived. This demonstrates preparation for learning.</p>		<p>Students have a consistent Do Now activity to complete, with consistent language used to describe the initial part of any lesson.</p>
	<p>Bags under tables ensures that walk-ways are kept clear. This ensures that the learning environment is de-cluttered and safe to navigate.</p>		<p>Teachers gain silence with a raised hand and a succinct '3, 2, 1'. Students are acknowledged for adhering during this process.</p>
	<p>Planners out, stay out is a routine to ensure that the student planner is used as a tool for formative assessment <i>and</i> organisation.</p>		<p>Stand smart to depart requires students to stand behind their chair with uniform perfect, before being dismissed in stages. This ensures an orderly exit from the lesson.</p>

These routines support a consistent classroom culture where learning can thrive.

4. Rewards – Reinforcing the SA Way

Rewards play a vital role in encouraging and reinforcing the SA Way values of being Brave, Kind, and Proud. By recognising and celebrating positive behaviour, effort, and achievement, rewards motivate students to consistently demonstrate these core values in their actions and attitudes. They help build a positive school culture where students feel valued and proud of their contributions. Effective rewards also encourage a growth mindset, inspiring students to take risks, show kindness, and take responsibility for their learning and behaviour.

Positive behaviour will be reinforced with:

- Verbal praise
- Praise house point linked to the Academy values
- Core value stickers
- Praise post cards
- Learner of the Week
- PT/Whole School Star Student
- Head of Year Recognition
- Senior Leader Recognition
- Headteacher Recommendation
- Hot Chocolate Friday (Half termly)
- Celebration Assembly Awards (termly)
- Achievement Evening Awards (annually)
- Rewards Trips

Further details on the Academy rewards system can be found in the **Rewards Policy** available on the Academy website.

5. Behaviour Categories

At Sandwell Academy, everyone has the right to learn and work in a safe, respectful, and supportive environment. We promote positive behaviour through clear expectations, proportional consequences, and restorative practices, all underpinned by our shared values and the Student and Parent Charters.

All behaviour at the Academy falls into one of two categories: **misbehaviour** or **serious misbehaviour**.

Misbehaviour refers to actions that fall below the expectations of the SA Way and disrupt learning, challenge staff, or impact the school environment. These behaviours do not reflect the values of being Brave, Kind or Proud.

Examples include but are not limited to:

- Disruption in lessons, corridors, and social times
- Non-completion of work or homework
- Poor attitude or defiance
- Incorrect uniform
- Truancy

Serious misbehaviour involves actions that directly contradict the SA Way and the values we expect all students to uphold. This includes but is not limited to:

- Repeated breaches of the student code of conduct
- Bullying and all forms of discrimination (racist, sexist, homophobic, etc.)
- Sexual violence or harassment (including online)
- Vandalism, theft, fighting, or physical assault
- Unsafe or dangerous behaviour
- Possession of prohibited items such as weapons, illegal drugs, vape pens or tobacco products
- Other behaviours that put students or staff at risk

Students are expected to respect the rights of others to learn and teach in a safe environment, and it is the responsibility of everyone—students, staff, and parents—to uphold these standards. When behaviour falls short, appropriate action will be taken to maintain the safety and integrity of the Academy community, ensuring that learning and teaching can proceed effectively.

6. 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. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

7. Consequences for Poor Behaviour

At Sandwell Academy, consequences for poor behaviour are fair, consistent, and focused on reflection and improvement. All incidents are logged on **Class Charts** to track behaviour and support timely interventions.

In Session Disruption Events (DS1, DS2, DS3):

These events can occur during any session — either curriculum lessons or PT time — and are used when a student's behaviour disrupts the learning of others or prevents routines from being followed effectively.

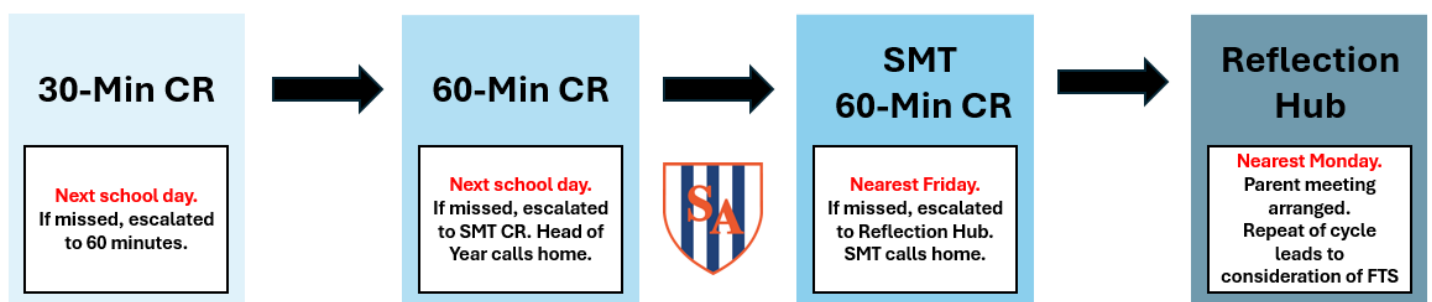
- **DS1 – Verbal Warning:** Issued for low-level disruption (e.g., shouting out, off-task behaviour). Addressed by the teacher with in-class correction.
- **DS2 – Conduct Review:** Repeated or more serious disruption. Student is moved within the room; Welfare Team is alerted. A 30-minute Conduct Review is issued to support reflection and improvement.
- **DS3 – Colleague Support:** Ongoing disruption leads to removal from the classroom to a support space. The teacher contacts home to discuss the incident.
- **DS4 – Major Disruption:** Serious incidents (e.g., swearing, aggression, defiance) result in immediate removal to the Reflection Hub and review by senior staff.

Parent/Carer Contact

When a student's conduct falls below expectations, staff will often communicate directly with parents/carers to inform them of the issue, discuss its impact, and seek their support in addressing it. This contact can take the form of phone calls, emails, or letters and serves both as a consequence—demonstrating that poor behaviour is taken seriously—and as a way to build a partnership with families to support the student's improvement.

Conduct Reviews:

Conduct Reviews are used as a purposeful consequence to help students reflect on their behaviour and make better choices in line with the SA Way.



SMT Support:

Senior Management lessons are used as a supportive behaviour intervention. They are typically used for one-off incidents of low-level behaviour, unresolved uniform issues, or when a student's actions fall short of the Academy Values. The purpose is to maintain a calm and structured learning environment while reinforcing the expectations of the SA Way. SMT lessons are not a high-level consequence but a short-term intervention aimed at resetting behaviour and preventing escalation. During their time in SMT support, students are expected to work independently and meet Academy standards before returning to their normal timetable.

Reflection Hub:

The Reflection Hub is a key part of the Academy's behaviour support system and operates from 8:20-2:00PM each day. It serves a dual purpose:

1. **Low-Level Behaviour Support:** Students who repeatedly fail to uphold the Academy Values, despite earlier interventions, may be temporarily placed in the Reflection Hub. This is used for persistent low-level behaviour that requires a focused response. While in the Reflection Hub, students complete reflective tasks linked to our behaviour curriculum and take part in restorative conversations. This process supports them in recognising the impact of their actions, taking responsibility, and developing strategies to re-engage with learning in a positive and consistent way.
2. **Internal Exclusion (IE):** For more serious breaches of the Student Charter or incidents of serious misbehaviour, students may receive a longer placement in the Reflection Hub. This is considered an internal exclusion and represents a more significant consequence. Students remain out of mainstream lessons for the period of time, complete structured learning tasks, and receive tailored pastoral support.

Personal Tutor or Head of Year Review

Students may be placed on a period of review with their Personal Tutor (PT) or Head of Year (HOY). Each review lasts for two weeks and involves regular monitoring of behaviour, attendance, and engagement. During this time, students receive additional support and guidance to help them improve, and their progress is closely tracked through each daily and over the week.

Fixed-Term Suspensions (FTS):

In cases of serious or repeated misbehaviour, or when a student's actions compromise the safety and wellbeing of others, the Academy may issue a Fixed-Term Suspension (FTS). This consequence is used only as a last resort, once all internal interventions have been exhausted, and is applied in line with statutory guidance. The overarching aim is always to reintegrate students back into learning as quickly as possible, with tailored support in place to address the underlying behaviour and prevent further incidents.

Offsite Direction:

This measure involves temporarily placing the student at an alternative education provider or partner school to complete their learning in a different setting. The purpose is to allow time away from the Academy environment to reflect, reset expectations, and prevent further disruption to the school community. Off-site directions are used for a fixed period, are monitored closely by the Academy, and include reintegration planning to support the student's successful return. This intervention is typically used in response to serious or repeated misbehaviour and is designed to reduce the need for suspension or permanent exclusion where appropriate.

Managed Moves:

A managed move involves transferring a student to another school for a trial period (12 weeks), giving them a fresh start in a new environment while still being supported by both schools. This approach is used when a student's behaviour is significantly challenging but there is potential for positive change with a change of setting. The managed move is carefully planned with clear expectations, regular reviews, and ongoing communication with the student, parents/carers, and both schools. It aims to provide the student with a fresh opportunity to improve behaviour, re-engage with learning, and avoid permanent exclusion.

Permanent Exclusion (PX):

For the most serious or persistent breaches of the behaviour policy, including incidents that threaten the safety or welfare of others, the Academy may resort to Permanent Exclusion in line with statutory guidance.

8. Behaviour Levels

At Sandwell Academy, we operate a six-level staged behaviour system to ensure early intervention, consistency, and a proportionate response to student behaviour. Each level builds on the previous, with increasing support, intervention, and consequence to effectively address underlying issues and promote positive change

- **Subject Teacher / Personal Tutor:** Initial response to general misbehaviour.
- **Level 1:** Triggered by repeated low-level misbehaviour or a significant incident breaching the Student Code of Conduct.
- **Level 2:** For continued misbehaviour where Level 1 strategies have failed, or further significant breaches of conduct occur.
- **Level 3:** Escalation due to repeated issues or serious misconduct, with Level 2 interventions proving ineffective.
- **Level 4:** Applied when serious misbehaviour continues despite welfare or external support strategies.
- **Level 5:** Reserved for persistent, serious misbehaviour where all previous strategies have been exhausted.

In cases of serious misbehaviour, the Academy reserves the right to escalate a student's sanction to a higher level immediately, without the need to progress through the usual stages of the behaviour system.

The policy is designed so that once a student progresses to a higher level of intervention, it is not expected for them to move backwards through the levels over time. This approach helps maintain consistency, encourages sustained improvement, and ensures that interventions build constructively on previous support.

If a student's behaviour does not improve after progressing through Levels One to Five, they will move to **Level 6**, which involves a formal Disciplinary Meeting with the Headteacher.

This meeting will also include:

- the student's parent/carer
- the Senior Deputy Head responsible for Student Welfare
- the Deputy Head for Behaviour, the Head of Year
- the Assistant Head for Welfare Support
- the Inclusion and Welfare Specialist.

The purpose of the meeting is to explore all possible support and next steps. Outcomes may include a return to current studies with behaviour targets and regular review meetings, placement on an alternative programme that better meets the student's needs while protecting the learning of others, temporary off-site direction, a voluntary managed move to another school, or a permanent exclusion.

Following this, **Level 7** represents the final stage of intervention. At this point, the student either meets the required behaviour standards and continues with their studies or, if there is no sustained improvement, the Headteacher may proceed with a permanent exclusion.

At any stage in the behaviour system, fixed-term suspensions can be applied in accordance with the school's Exclusion Policy. In exceptional circumstances, parents may choose to withdraw their child to seek alternative education provision. Serious incidents may also result in an immediate fixed-term or permanent exclusion, depending on the nature of the behaviour. All interventions are applied proportionately and reflect both the severity of the behaviour and the individual context.

9. Support Given to Students

Depending on the individual student's needs and circumstances, a range of support options may be offered to help improve behaviour and remove barriers to learning. These can include:

- Meetings with parents/carers to discuss concerns and agree next steps
- Reviews with Personal Tutors and Heads of Year to monitor and support progress
- Consultation with the Welfare Team to identify issues and share strategies
- Referral to the Inclusion Team for further assessment and specialist advice
- Targeted, time-limited interventions delivered by Welfare staff
- Involvement of external agencies or professionals for tailored support
- Completion of assessment tools to understand social and emotional needs
- Completion of learning assessments to better understand barriers to learning
- Development of behaviour contracts setting clear expectations and goals
- Temporary placement in off-site provision to support behavioural improvement
- Voluntary managed moves, where agreed, to provide a fresh start in a new environment

These interventions form part of a graduated, personalised approach that reflects the Academy's commitment to supporting every student in line with the SA Way.

10. Reflection Hub

The Reflection Hub is a key part of the school's behaviour management and reintegration approach, providing a structured, supportive environment for students to reflect on their actions and successfully return to the school community. It is also used as a proactive alternative to fixed-term suspension in cases where an on-site, restorative approach is more appropriate and effective. This allows students to remain in school while addressing significant behavioural concerns.

As part of a student's reintegration, time in the Reflection Hub may be used to support a phased return to mainstream lessons. This typically involves a two-week structure. In Week 1, students attend school for reduced hours (9:45–14:00), focusing on reflective tasks, restorative practices, and academic work. In Week 2, they begin reintegrating by attending core subjects such as English, Maths, and Science, while continuing to spend the remainder of the day in the Reflection Hub.

During their time in the Hub, students follow a structured timetable designed to promote reflection, learning, and behaviour improvement. This includes completing reflective tasks specific to their behaviour, taking part in restorative conversations with affected staff or peers, and engaging in academic work to maintain continuity in their learning.

The Reflection Hub manager monitors each student's engagement and progress on a daily basis, sharing feedback with the relevant Head of Year, the Deputy Head for Behaviour, and the Headteacher. When a student has successfully completed their time in the Hub, a review meeting is held with the Head of Year and Reflection Hub manager. This meeting confirms the student's readiness to return to mainstream lessons and may include further support, such as mentoring, a behaviour contract, or regular check-ins.

Students are expected to fully engage with the process, showing a commitment to reflection and improvement. Parents and carers are encouraged to reinforce the importance of the Reflection Hub in supporting positive behaviour and future success. Where a student fails to engage, further consequences may follow. These could

include extended time in the Reflection Hub, a fixed-term suspension, or further escalation in line with the school's behaviour policy.

11. Beyond Classroom Behaviour

Off-site Behaviour

The school reserves the right to apply consequences for behaviour that occurs outside of the school premises when it is connected to school life. This includes conduct during school trips, while travelling to and from school, or when wearing school uniform in public. Consequences may be applied where off-site behaviour impacts the school's reputation, the safety of others, or breaches the expectations set by the Academy.

Malicious Allegations

If a student is found to have made a deliberately false or malicious allegation against a member of staff or another student, appropriate action will be taken in line with the school's behaviour policy. The school is committed to safeguarding all members of the community and will ensure that both the subject of the allegation and the student involved receive appropriate pastoral support throughout the process.

12. Use of Reasonable Force, Searching and Confiscation

Physical Intervention

In line with Department for Education (DfE) guidance *"Use of Reasonable Force in Schools"*, staff may use reasonable force when necessary to prevent harm, ensure safety, or maintain order. The use of force is always a last resort and must be proportionate to the situation. Clear safeguards are in place to ensure that any use of physical restraint is appropriate, justified, and in the best interests of the student and others involved.

All incidents involving the use of restraint must be recorded and reported in accordance with Academy procedures. Parents or carers will be informed as soon as possible following any such incident.

Confiscation

The school has the right to confiscate items that are prohibited, harmful, or being used inappropriately following the Department for Education guidance on searching, screening, and confiscation. Any such actions will be carried out respectfully, with a clear focus on student safety and school standards.

13. Support, Inclusion and Safeguarding

Student Support and Inclusion

The school recognises its duty under the Equality Act 2010 to ensure that behaviour management approaches are fair, inclusive, and responsive to the needs of all students, particularly those with protected characteristics or additional needs. Our pastoral, safeguarding, and inclusion teams work closely together to provide coordinated and personalised support. Where appropriate, assessments and targeted interventions are used to develop tailored behaviour plans in collaboration with students and their parents or carers, ensuring that every child is supported to succeed within the school environment.

Safeguarding and Behaviour

The school acknowledges that changes in behaviour can be an indicator of underlying safeguarding concerns. Any significant or unexplained behavioural changes may lead to a safeguarding referral, in line with the school's Child Protection and Safeguarding Policy. Behaviour concerns are not viewed in isolation, and staff remain vigilant to the wider context of a student's wellbeing.

14. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use his discretion to help Sandwell Academy students make better choices and learn the right lessons.

15. Training

All staff at Sandwell Academy receive formal CPD sessions on behaviour management at least once a year, ensuring they remain up to date with best practices and any changes to the Behaviour Policy. Additional targeted training and support are provided for Early Career Teachers (ECTs) and staff members who require further development. These sessions incorporate evidence-based strategies drawn from current educational research, supporting a consistent and effective approach to behaviour across the Academy.

Behaviour management training is also a core component of the induction process for all new staff, equipping them with the necessary skills and understanding from the start. Furthermore, behaviour management continues to be an integral part of ongoing professional development, supporting staff in maintaining high standards and consistency in managing student behaviour.

16. Monitoring arrangements

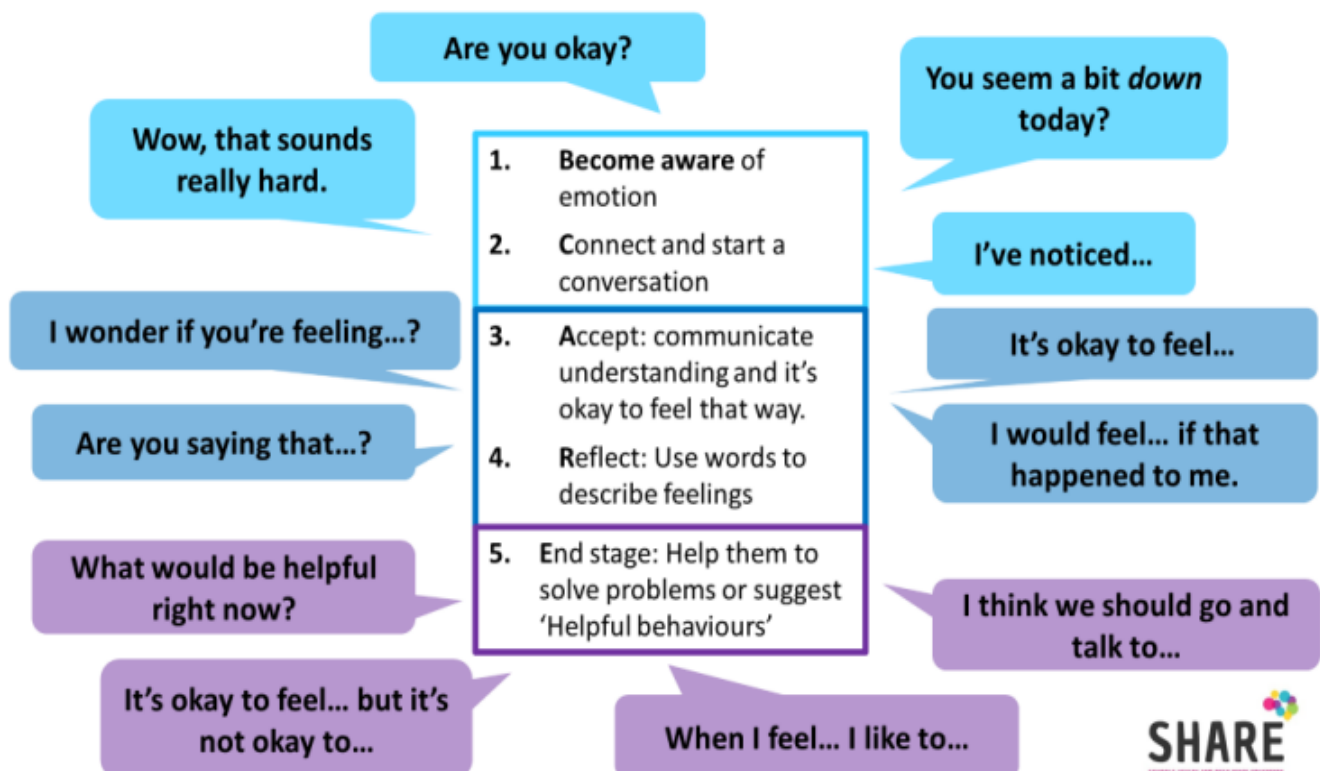
This Behaviour Regulation and Relationships Policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Headteacher.

18. Links with other policies

This Behaviour Regulation and Relationships Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Wellbeing Policy

1. **Become aware of emotion.** Especially if it is low intensity (such as disappointment or frustration).
2. **Connect.** View their emotions as opportunities for connection and teaching.
3. **Accept.** Listen and accept their emotions: avoid judgement.
4. **Reflect.** Help them use words to describe what they feel.
5. **End stage.** If appropriate, help them to problem solve. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.



Appendix B – Student Charter

At Sandwell Academy, every student is expected to embody our three core values—**Brave**, **Kind**, and **Proud**—all day, every day. These values guide how we behave, how we learn, and how we treat others.

Be Brave (Doing what's right)

We show courage in learning and conduct:

- Behave in an orderly and self-controlled way, even when things are difficult.
- Follow instructions the first time and accept consequences, when given, with maturity.
- Persevere through challenges and setbacks—ask for help when needed.
- Speak up respectfully when something isn't right, and stand up for others.
- Attend school every day, ready to engage and give your best.

Be Kind (Respecting others)

We treat others and our environment with respect and care:

- Show respect to staff, students, and visitors at all times.
- Move through the building calmly, on the left and with purpose
- Treat the school buildings, equipment (including the ICT facilities) and shared spaces with respect.
- Include others and speak kindly—bullying and unkindness have no place here.
- In sessions make it possible for all students to learn
- Use social media responsibly; bullying or inappropriate online behaviour will not be tolerated.

Be Proud (Taking responsibility for your conduct and learning)

We take pride in ourselves, our learning, and our school:

- Wear the correct uniform at all times
- Arrive on time and fully prepared
- Complete all classwork and homework to the best of your ability.
- Represent the Academy positively, both in and outside of school.
- Bring your phone only for emergencies, keep it switched off on site, and never use it to take photos or videos in or near school or on school transport.
- Never behave in a way that brings the school into disrepute—online, in the community, or elsewhere.

Other Expectations

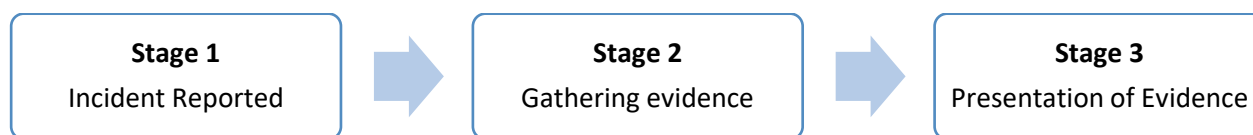
- Everyone must be safe: aggressive, threatening, or intimidating behaviour will result in immediate consequences. Bullying is not tolerated.
- Illegal drugs, harmful substances, or weapons/prohibited item (e.g., vape pen) possession, sale, or use on or off school grounds will result in permanent exclusion.
- Breaches of the law are breaches of the Student Charter.

Personal Tutor – I have shared and presented			
Signed		Date	

Student – I have listened, read and understood			
Signed		Date	

Parent/ carer – I have discussed and acknowledged			
Signed		Date	

Appendix C – Investigation Procedures and Protocols



Stage 1 – Incident Reported

When an incident is reported it will be referred to either the Head of Year (HOY) or a member of the Welfare Team.

The immediate response will be to ensure one, or some, of the following:

- everyone is safe
- whether medical aid is needed
- whether emotional support is required
- whether an item needs confiscating
- whether or not the incident needs reporting to the police or other agencies

The Welfare Team will then liaise with the Inclusion and Welfare Specialist to establish the investigation priorities and to make an investigation plan.

- what needs to be investigated
- isolation of students
- who is carrying out the investigation
- anyone who needs to be spoken with ('witnesses')
- any sources of evidence, for example CCTV footage,
- if any searches of students are required
- setting out the importance of confidentiality

Stage 2 – Gathering Evidence

Evidence during an investigation may include, but not be limited to:

- CCTV footage
- Student statements
- Staff statements

CCTV will be reviewed and bookmarked by the Pastoral Manager overseeing the investigation. CCTV footage should be viewed discretely and only be seen by necessary staff. In the process of reviewing CCTV footage if a safeguarding concern is raised the Inclusion and Welfare Specialist will be contacted and the footage must be password protected. The CCTV footage should immediately be shared with the Designated Safeguarding Lead (DSL).

Students will be interviewed and, where appropriate, asked to complete a *student statement* form. This is likely to be the case when details of the incident are contested. It is an expectation that students will co-operate with this process. At this stage the parents may not be contacted as the interview is only to try to help establish the facts and to ascertain, on the balance of probabilities, what happened.

In the event that it is discovered that the account on a student's *student statement* form is false, or lacking key known information, the person investigating may request that a further *student statement* form is completed. Where an account is found to be false, or where key information has been deliberately withheld, this could also result in disciplinary action for attempting to bias an investigation.

If, in the process of an investigation, a safeguarding concern is raised, then this will be referred to the DSL who will deal with it through our normal safeguarding procedures.

Please note that it may be necessary to isolate a student(s) whilst an investigation is taking place. This may be for their own safety, the safety of others or to ensure that there is no collusion with other witnesses. When investigating low level events students can be isolated within the whole school colleague support venues, when investigating serious events students should be isolated within the Welfare Hub.

Staff will be asked to submit their statements at their earliest opportunity and this can be via email or handwritten. Staff may also be interviewed at a later date.

Stage 3 – Presentation of Evidence

Once an investigation has been completed the evidence will be presented to the relevant person dependent on the nature of the incident. The person investigating is expected to give recommendations at the end of the investigation.

Guidance for potential levels of Incidents:

- **Minor** incidents, investigated and dealt with by Pastoral Mangers, consequence agreed where applicable by the Inclusion and Welfare Specialist. PT/HOY informed and incident recorded on Bromcom.
- **Intermediate** incidents, investigated by Pastoral Mangers, with the Inclusion and Welfare Specialist overseeing the incident.
- **Major** Incidents, investigated by Pastoral Mangers, HOY or the Inclusion and Welfare Specialist, with Deputy Head for Behaviour, Senior Deputy for Welfare or Head Teacher overseeing the incident.
- **Safeguarding** incidents will be dealt with by the DSL or DDSL

When making a decision about the outcome of an investigation all evidence gathered and any mitigating circumstances will be taken into account. Full details may not necessarily be conveyed to other parties involved due to confidentiality.

The range of outcomes available will be dependent on the level of the incident. Once a decision is made, parents of all involved parties will be contacted as necessary. This will always include both the victim, and perpetrator, but in some instances, it will extend to witnesses. Any immediate consequences, mediations or restorative justice will be communicated at this point. If the decision is that a student is to be fixed term suspended, this will be communicated by the HOY, then the outcomes, targets and support package will be discussed during the student's reintegration meeting. Parents are expected to support with the reintegration process.

The Academy's Behaviour Regulation and Relationships Policy will govern all actions taken during this process.

Additional Information – Third Party Involvement

A third party is neither:

- the victim
- the perpetrator
- a witness

However, this does not mean that a third party is not affected by an incident. A third party can report an incident. If a third party is affected by an incident, they can ask for support by flagging this with their Personal Tutor and/or a member of the Welfare Team. The Academy has staff identified to provide such support.

If a third party reports an incident to their HOY or the Welfare Team, they can confirm that they are aware of the incident. However, they will not share any details with the third party and the third party will not be updated about the course of the investigation or the outcome.

A third party should **not**:

- propagate rumours or theories about what happened – they were not there
- attempt to involve themselves in the situation or the investigation
- use social media to discuss the incident or voice opinions about it
- expect updates on the investigation

Should the third party involve themselves in any of the ways above they could find themselves subject to disciplinary action in line with the Academy's Behaviour Regulation and Relationships Policy.