

Sharnbrook Academy Behaviour & Recognition Policy

September 2025
Review date: September 2026

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Glossary

SA	Sharnbrook Academy
P	Principal
SLT	Senior Leadership Team
VP	Vice Principal



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SAP	Senior Assistant Principal
AP	Assistant Principal
ST	Senior Tutor
FT	Form Tutor
ABL	Anti Bullying Lead
BPs	Behaviour Points
APs	Achievement Points

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1. Ethos Statement

1.1 Sharnbrook Academy is a high achieving Academy where everyone aims for 'Excellence, Care & Opportunity for All.' This is possible because we create a positive climate and an environment where excellent teaching and learning can take place. The Academy promotes mutual respect and supports students to realise their potential. This policy facilitates positive approaches to behaviour and ensures that students value excellent behaviour and demonstrate respect for all.

2. Consultation

2.1 The behaviour principles of this policy were produced in consultation with our staff, Academy Council, students and parents/carers during the summer term 2025.

3. Background and purpose

3.1 At Sharnbrook Academy (SA) we aim to promote values of **respect, responsibility, community, aspiration, determination and pride** in our students through positive role models, high expectations and high quality, consistent teaching and learning.

The purpose of this policy is to fulfil our duty of care to students and employees; promote outstanding teaching, learning and high standards of progress & attainment, and to preserve the excellent reputation of the Academy.

Through recognising when our students go 'above and beyond', we reinforce the principle that a positive outlook and can-do attitude contribute to both academic success and a harmonious academy community, and that success is to be celebrated. The sanctions detailed in this policy are to demonstrate that misbehaviour is not acceptable; and to show that actions, both positive and negative, have consequences.

The Board of Trustees, Academy Council and Senior Leaders of the Academy (SLT) expect that teachers and relevant support staff have the core responsibility for managing students in their classes and around the Academy site.

3.2 This policy aims:

- To ensure that policy and procedures used to promote positive behaviour are communicated to staff, students and parents/carers;
- To develop explicit procedures that have a clear rationale which is communicated and given high priority;
- To ensure that there is consistent delivery of the policy and procedures, so that there is no differentiation on any grounds, with particular reference to disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation or any other protected characteristic;
- To emphasise that staff are responsible for ensuring that the policy and procedures are followed consistently and fairly;
- To encourage mutual support amongst staff faced with challenging behaviour;
- To ensure that students feel supported by the policy and that they understand their rights and responsibilities with respect to behaviour;
- To ensure that the concerns of staff and students are listened to and appropriately addressed;
- To encourage and support parents and carers in taking responsibility for the behaviour of their child both inside and outside of Academy;
- To encourage parents and carers to work in partnership with the Academy to assist in maintaining high standards of behaviour and providing clear systems to enable them to communicate with relevant staff and to receive support.

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4. Statement of our principles

4.1 The Board of Trustees and Academy Council support the Academy's commitment to improving outcomes for all students. In order to enable effective teaching and learning to take place, positive behaviour in all aspects of Academy life is necessary. The Academy seeks to create a safe, caring, inclusive learning community by adhering to the following principles:

- We are committed to achieving outstanding educational outcomes for all students.
- We aim to promote values of **respect, responsibility, community, aspiration, determination and pride** in our students.
- All students have a right to learn and teachers to teach in a safe and secure environment.
- We promote high expectations, equality of opportunity, the welfare of all students and good relationships across the whole Academy community.
- We have high expectations in terms of modelling good behaviour, consistency of approach and of implementation by all staff as these are all keys to success.
- We are committed to eliminating discrimination, harassment and bullying of all kinds.
- We work closely with external agencies in order to ensure the best possible provision for students and staff.
- The Behaviour Policy and procedures ensure that all students and staff are treated equally and fairly. We monitor and evaluate the impact of the Behaviour Policy on different groups of students.
- Good behaviour in classrooms and around the Academy helps to ensure the health and safety of students, staff and visitors.
- Parents, carers, students and Academy staff all need to operate in a culture of mutual respect and consideration.
- The policy and procedures aim to develop a clear understanding in students that all actions and choices (both positive and negative) have consequences. The policy includes recognition and sanctions to develop this principle.
- We have high expectations of all students and believe that everyone can behave, learn and succeed. However, some students may need additional support to follow the Academy rules and we will ensure that there is a planned response according to their needs within the Academy's resources.
- We do not tolerate bullying, violence (including both physical & sexual violence), possession of weapons (or other dangerous items) or drugs. Any student who continuously bullies others, is found with weapons, dangerous items that could be used as a weapon or substances, or any student who uses violence against another student or member of staff should expect that they may be permanently excluded.

5. Roles and responsibilities

5.1 The Academy Council (governing body)

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The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing lesson starts and ends routines to promote a consistent approach to classroom expectations across the academy inc. "The Sharnbrook way"
- Maintaining order and promoting good behaviour in their classrooms and around the Academy site
- Understanding the importance of pastoral care and promoting good behaviour by recognising and praising good behaviour
- Recognising that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility
- Implementing the behaviour policy fairly and consistently
- Modelling positive behaviour
- Providing an adjusted approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and liaising with families accordingly
- The senior tutor team and the senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to academy rules and expectations
- Support the school in upholding high expectations of student behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly and attend parent consultations to discuss their child's progress

5.5 Students

Students are expected:

- To respect, support and care for each other both in school and the wider community, in line with our school values and 'We are Sharnbrook' framework
- To attend school regularly, on time, ready and equipped to learn and take part in academy life
- To take responsibility for their own actions and behaviour
- To do as instructed by all members of staff throughout the school day
- To be tolerant of, and engage with others, irrespective of age, gender, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation or any other protected characteristic.

6. Inclusion

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The Academy is committed to creating an inclusive environment in which all students are known, valued and supported to be successful. We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

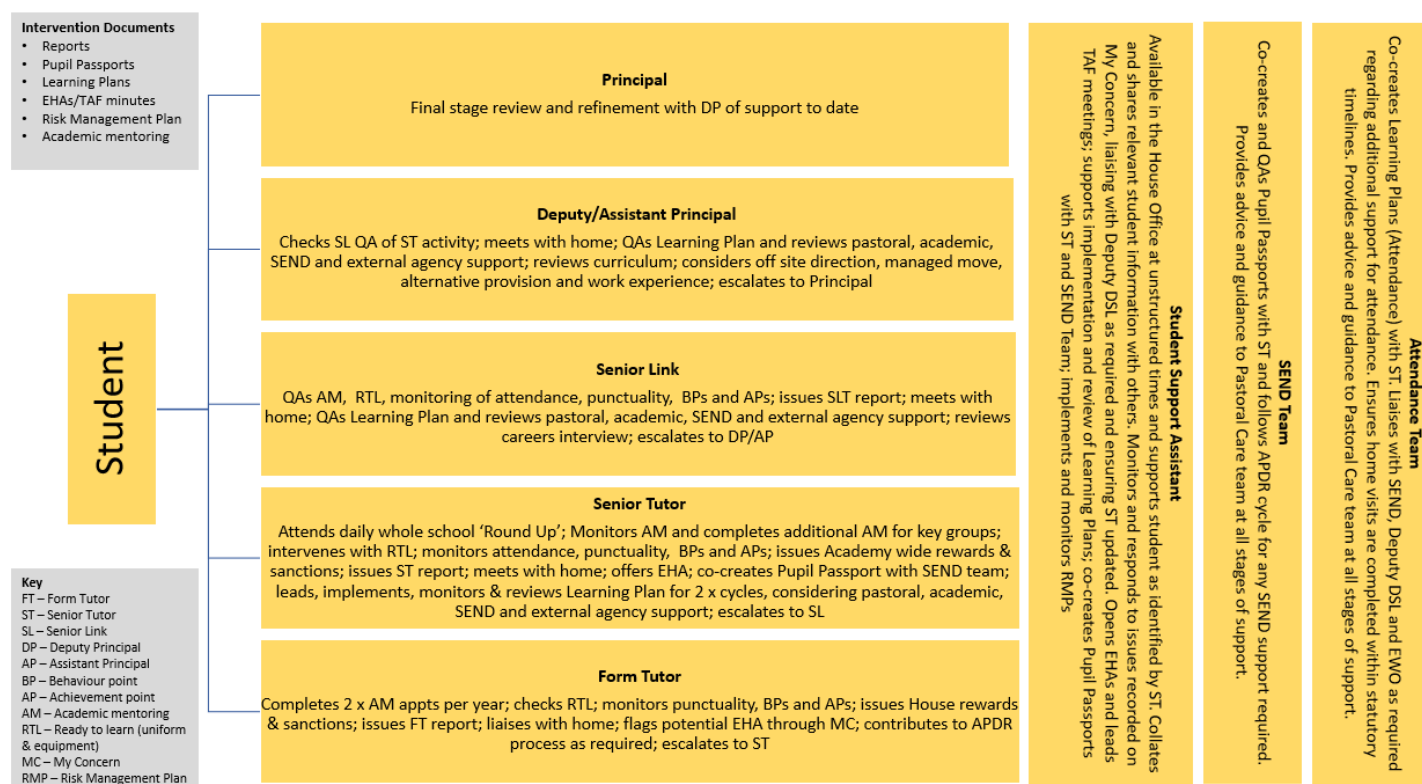
All staff (including the Pastoral Team, SEND Team & Safeguarding Team) support our students. All teams are able to support students who find keeping to normal Academy patterns and procedures difficult as a result of additional needs or special requirements. We follow the Assess, Plan, Do, Review cycle to ensure that the adaptations and approaches in place for students are ensuring a positive outcome for those who require additional support.

In some cases, this may mean that the student has a modified programme of learning and framework of consequences. This may involve the student having an agreed means of removing themselves from situations where tensions are escalating. This will only be agreed by a member of SLT, Senior Tutor and/or SENCO. The detail of this plan will be communicated to staff involved with the student.

For some students that have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Early Help Assessment (EHA). A variety of other agencies may also be involved. We will consult with parents and carers to keep them informed and adapt our approach as we see necessary.

In order to support students' misbehaviour, a structured approach to support and intervention is in place:

Figure 1. House System – Model of Pastoral Care



7. Anti-Bullying

The Board of Trustees, Academy Council, SLT and staff at SA have made the tackling of bullying a key priority and are clear that no form of bullying, including online bullying, should be tolerated. As such these issues are addressed through the Behaviour Policy on a case by case basis.

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All Sharnbrook Academy students are expected to agree and sign the 'Sharnbrook Academy Anti-bullying, Equality, Diversity and Inclusion Pledge' which outlines our shared commitment to creating an environment in which all students can flourish free from discrimination, intimidation, oppression or abuse. The Pledge encourages all students to be considerate and helps them to understand their role in fostering healthy relationships amongst one another. A copy of the Pledge can be found in the appendices.

We know that bullying is not wide-spread at SA (through the careful monitoring of referrals) but we are aware it does happen. We record all incidents of bullying and discriminatory behaviour under the following categories: bullying incidents, incidents of physical assault, racist incidents, homophobic/biphobic/transphobic incidents, sexist incidents, disablist incidents and incidents of derogatory language. Careful analysis of these incidents takes place termly to notice and respond accordingly to any trends at both cohort and student level. Records are also shared with the Local Authority.

We always consider any complaints connected with bullying behaviour seriously, no matter what the circumstances, and always try to deal promptly sensitively and efficiently with any allegations of bullying when they do occur, in accordance with the Meridian anti-bullying policy which can be found [here](#). A member of staff is designated as Anti Bullying Lead and ensures that all allegations of bullying are dealt with swiftly and effectively in line with our anti-bullying procedure which can be found in the appendices.

8. Recognition & Celebration

We believe that good behaviour should be recognised and celebrated, alongside a range of other aspects of student life including attitude, effort, achievement, progress, punctuality and attendance. The recognition system aims to do this and is as important in creating a culture of excellence as the behaviour system (see appendices).

The recognition system at Sharnbrook Academy is underpinned by action research. The rationale behind the system is that the most effective way of motivating students to succeed is to recognise students' achievements and behaviour, communicate these achievements with parents and members of the Academy community, and create a culture where students feel proud to succeed.

As part of creating a culture of pride and community, the pastoral system is used to promote teamwork, competition and challenge amongst the five houses, increase commitment towards charity and develop community cohesion across the year groups, as well as celebrate the successes of students and staff.

Praise points which count towards the success of each House are awarded for positive behaviours and attitude in line with our academy values of respect, responsibility, community, determination, aspiration and pride. Additional points are also earned for excellent attendance, punctuality and exemplary role modelling of what it means to be a Sharnbrook Student. House competitions and house assemblies take place regularly to celebrate successes.

The following are examples of how we celebrate achievements:

- Staff identify students each lesson to receive praise points and parents are notified of their child's achievement through Bromcom
- Praise points are awarded for good behaviour, attitude, attendance, punctuality and effort
- Certificates are given for excellent attendance
- Departments send home postcards to parents, make praise phone calls and send positive emails to parents & carers
- Senior Tutors, form tutors, and senior staff send home letters of congratulations and organise celebration events
- Celebration assemblies take place regularly
- Celebration, award and recognition events occur annually to celebrate the successes of each year group.

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9. Excellence, Care & Opportunity for All

9.1 The Academy motto of 'excellence, care and opportunity for all' is the principle upon which the culture of excellent of behaviour and conduct that we expect from our students is founded.

We expect students, as a minimum, to adhere to our 'We are Sharnbrook' framework. Students must **wear the correct uniform with pride** and take **responsibility** for their learning by ensuring that they are **punctual** and **prepared** with the right equipment which includes:

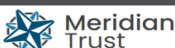
- a **pencil case** (containing a minimum of **two black pens, red pen, pencil, pencil sharpener, rubber and a ruler**) and a **scientific calculator**. Students in years 7 and 8 should also have **and a reading book** with them at all times.

9.2 Any student who does not meet the minimum expectations outlined above should expect to receive a sanction. Students who are not prepared for learning in line with our minimum expectations (see above and our Uniform Policy for further information) should expect to receive a sanction for repeated instances. If there are financial constraints preventing any students from being able to meet with the expectations outlined above, then parents or carers should contact the academy who may be able to assist.

Students are encouraged to drink water throughout the academy day and have water bottles out on their desks in lessons, except for in certain rooms of the school due to health and safety where students will be reasonably permitted to step outside to have a drink (e.g. ICT and science laboratories). Please note that all other drinks are not permitted in classrooms and energy drinks are banned from the academy.

There is ample time for students to visit the toilet before school, in between lessons during transition time and at break and lunchtimes when they are monitored to ensure that they are being used appropriately. If a student is desperate or ill, staff will use their professional discretion to permit students to visit the toilets; however, in most cases students are expected to remain in the classroom for the duration of every lesson to ensure that the lesson can proceed without disruption. Students with medical issues who require a toilet pass need to contact their House Office who will liaise with our Medical Needs Coordinator.

Figure 2. We are Sharnbrook Framework

 'Excellence, Care & Opportunity for All' 		
We Are Sharnbrook		
Values	Sharnbrook students are...	Sharnbrook students do....
Respect	We are polite and respectful	We treat staff, students and visitors with respect, <u>following instructions from adults first time, every time</u> and ensuring learning is not disrupted or interrupted.
Responsibility	We are punctual and prepared	We <u>move calmly around the school</u> with pace and purpose, <u>arriving at lessons on time with the correct equipment</u> and homework completed.
Community	We make positive choices	We care for others in our community and <u>celebrate our differences</u> . We make the right choices, even when no one is watching, and care for our environment.
Aspiration	We participate in academy life	We actively participate in and out of lessons, without making excuses, and we support each other to be the best we can be.
Determination	We persevere in our learning	We show interest, focus and think hard in lessons, completing all work to the best of our ability and asking for help when we need it.
Pride	We are proud to be Sharnbrook	<u>We wear the correct uniform and take pride in our work</u> . We are ambassadors for our school: in and out of lessons, on the bus and in the community.

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10. Students conduct outside the Academy gates

We expect students to be proud of being a 'Sharnbrook student' and to conduct themselves appropriately both within Academy and outside of Academy hours. We value our reputation highly and expect students to share in this pride. Therefore, the Academy will always consider disciplinary action against students if their behaviour outside of the Academy falls short of our high expectations. The law allows teachers to discipline students for misbehaving outside the Academy premises "to such an extent as is reasonable".

Staff may discipline students for:

Misbehaviour when the student is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to and from the Academy
- Wearing the Academy uniform
- In some way is identifiable as a student at the Academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the Academy.

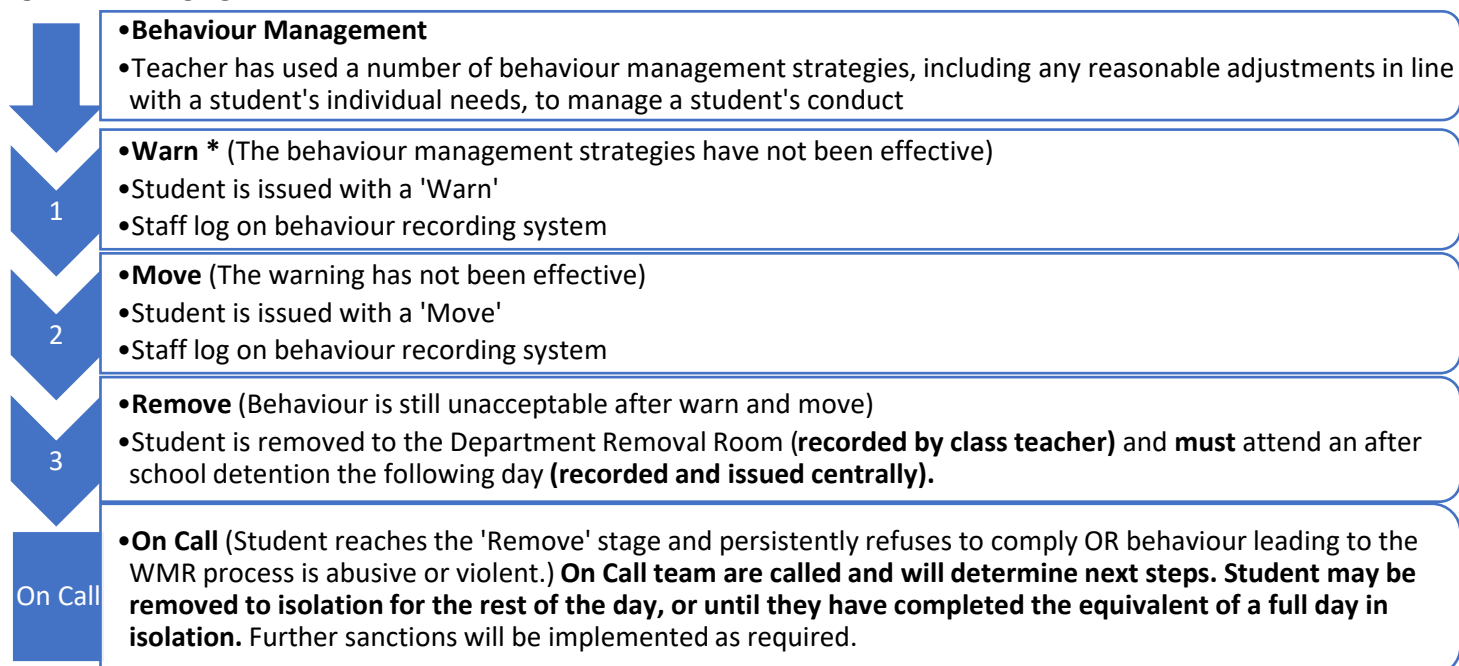
In all cases of misbehaviour, the teacher can only **act** on Academy premises, or elsewhere when the student is under the lawful control of the staff member e.g. on an Academy trip.

11. Sanctions for Students

Staff should be clear that they have legal powers to uphold the Academy Behaviour Policy and do not need student or parent/carers permission for a sanction, including detentions.

11.1 If poor behaviour occurs in the classroom, staff will follow the WARN, MOVE, REMOVE sequence:

Figure 3. Managing behaviour in class



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(*) SEND students who require adaptations to this approach according to their needs, as assessed by the SEND team, may receive two warnings.

11.2 If poor behaviour occurs outside of the classroom, the following sanctions may be applied according to the severity of the incident:

- Warning and reminder of correct way to behave
- Contact with parents e.g. phoning home, email, text or letter
- Lunchtime detention
- Removal of all unstructured time ('lockdown')
- Behaviour contract
- Restorative meeting
- Report
- Community Service - students may be required to carry out activities which repair damage done to the Academy site as a result of their actions or to raise the student's awareness of active citizenship as a result of their poor behavioural choices. Community Service may include repairing vandalism, litter picking, running errands or tidying areas of the Academy site
- Repayment of any financial losses incurred by a victim as a result of theft or damage to property (with parental cooperation)
- Confiscation (and possibly disposal) of inappropriate or restricted items (see banned items below)
- Withdrawal from access to the Academy's IT system for ICT misuse (under SLT instruction)
- On Call team called (On Call). Students should expect to receive a lunchtime detention as a minimum if they have had to be responded to by On Call. Further sanctions will apply as required.

12. Recording of Behaviour & Parental Contact

We use an online system on which staff are expected to report any incident of behaviour that is not conducive to successful learning. Parents will be notified of their children's behaviour and attitude – both positive and negative – by the Academy via MCAS. Parents can also check the behaviour and attitude to learning of their child using the MCAS app. Behaviour points are tracked and students who persistently do not meet academy expectations by reaching the set threshold for points are sanctioned accordingly. A Learning Plan may also be initiated.

Staff may keep students behind after 3.00pm if they deem it necessary to sanction or discuss a student's behaviour and the law does not require us to notify parents of this. However, if a student is required to stay in the Academy for a longer period of time – for example, longer than 10 minutes - as part of our normal practice and because we recognise that many of our students catch the bus home from school, parents will receive a text message, phone call or email, as appropriate, and the consequence will usually take place during the next available after school detention session. **It is, therefore, essential that the Academy holds the most up-to-date contact information for all parents and carers.** It is parents' responsibility to notify the Academy at the earliest opportunity of any changes to contact details. Occasionally, when students display extreme behaviour or refuse to comply, it may be necessary to contact parents/carers and request that they attend the Academy to support with the behaviour of their child. In extreme cases and where the support of the parent cannot be obtained, the Academy will seek the support of external services, including the police.

13. Detentions

13.1 Detentions are used as a sanction by the Academy and may be set by any member of staff. The intention is that they act as a deterrent to discourage students from choosing poor behaviour or where they are not meeting the high standards expected of them in order to achieve the outcomes of which we know they are capable. Detentions are

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also designed to provide periods of reflection time during which students can come to the realisation that poor decision making has consequences. Detentions are issued as quickly as possible after an incidence of poor behaviour (e.g. same day or next day) in line with best practice. This ensures that matters are dealt with and reflected upon swiftly, so that students can reset and move forward.

Having chosen to send your child to Sharnbrook Academy, we expect and value parental support in upholding the values of the Academy through such sanctions. Academy staff have the legal power to issue detentions to students under the age of 18. However, we recognise that many of our students are transported to and from Academy by bus, and therefore, as our usual practice, after-school detentions will usually take place during the next available after-school detention slot following an incident of poor behaviour. Parental consent is not required for detentions; however, when an after-school detention is set, parents and carers will be notified by email, and telephone call where possible, to allow alternative after-school arrangements to be made for their child, should they need to do so.

Where alternative arrangements need to be made, it does not matter if making these arrangements is inconvenient for the parent or carer (DfE, 2016). Rearranging or changing a detention to another of equivalent length within the school day will only be done in the most exceptional of circumstances as agreed by the Principal or Deputy Principal, not as a matter of routine, because of transport, medical appointments, because students need to collect younger siblings or because it causes inconvenience to parents and carers.

13.2 Whole Academy Daily Lunchtime Detention

This is held each day at lunchtime in the detention room (communicated to staff and students). Whole school detentions are set for repeated behaviours that are not in line with our values.

During this detention, students will be expected to reflect upon the behaviours that led to their presence in the detention by completing a form. Students will have opportunity to eat their lunch.

If a student is referred for this sanction, then they will complete it either on the day it is set, or the following day if the behaviour occurs after period 4.

- Any Academy teaching staff member can refer a student for this sanction in line with the behaviour ladders and this staff member will inform the student that they are in lunchtime detention and on what day and record the incident on Bromcom so that parents are informed
- Students attend the detention in the detention room promptly, at the start of lunchtime, during which they will have an opportunity to reflect upon their behaviour
- The staff member who issued the lunchtime detention, at their discretion, may decide to visit the student during detention to have a restorative conversation following the incident of poor behavior, or speak with them at the start of the next lesson for a restorative conversation
- Failure to attend lunchtime detention will result in students receiving an After School Detention
- The sanction for poor behaviour in lunchtime detention may result in a period of time in isolation (or FTE if the behaviour is abusive or violent - see 14.0)
- Alternative sanctions may be implemented for students who receive repeated lunchtime detentions over a period of time
- Any students who are absent on the day that they should be attending lunchtime detention should report to the detention room at lunchtime on the day that they return to the Academy, even if their return is following an Academy holiday; students should not expect the detention to 'disappear' as a result of their absence.

13.3 After School Detention

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After-school detentions will usually take place the next day following an incident of poor behaviour for which the detention is issued. After school detentions are normally issued for missed whole school lunchtime detentions, removal from a classroom, truancy, repeated lateness or accumulation of behaviour points.

- **Students should always expect to receive an after school detention the next day if they have had to be removed from a class** for poor behaviour. Prior to removal, staff will follow the WARN, MOVE, REMOVE sequence for behaviour in class as shown outlined in 11.1.
- Students attend the detention in the detention room promptly, at 3pm, during which they will have an opportunity to reflect upon their behaviour
- Failure to attend after school detention will result in students receiving a Principal's Detention (see 13.4 below).
- The sanction for poor behaviour in after school detention will result in a period of time in isolation (or FTE if the behaviour is abusive or violent - see 14.0)
- Alternative sanctions may be implemented for students who receive repeated after school detentions over a period of time
- Any students who are absent on the day that they should be attending an after school detention should report to the detention room at 3pm on the day that they return to the Academy, even if their return is following an Academy holiday; students should not expect the detention to 'disappear' as a result of their absence.

After School Detentions take place daily from 3pm-4pm in the maths block. For students who have been given an after school detention, it will take place **the next day** following an incident of poor behaviour for which the detention is issued. Parents/carers will be informed by 4pm the day before the detention, in order for families to have 24 hours to make the necessary arrangements for later collection the next day.

Any students who are absent on the day that they should be attending an After School Detention should report to the maths block at 3.00pm on the following day that they return to the Academy, even if their return is following an Academy holiday; students should not expect the after school detention to 'disappear' as a result of their absence.

Failure to attend an After School Detention will result in a Principal's Detention (see 13.4).

13.4 Principal's Detention

Students who do not attend after school detention despite communication with parents/carers, will be issued with a Principal's Detention.

Principal's Detentions will take place every Friday from 3pm-5pm in the maths block. For students who have been given a Principal's detention, it will take place the next Friday following a missed after school detention. Parents/carers will be informed by 4pm the day before the detention, in order for families to have 24 hours to make the necessary arrangements for later collection on the Friday.

Willful failure to attend Principal's detention or poor behaviour in the detention will result in a suspension (see 16.0).

14. Internal Isolation

This facility is used in order to withdraw students from their mainstream lessons as a result of serious one-off incidents, continued non-compliance, persistent truancy or a student's persistent poor behaviour. Isolation is a space where students are encouraged to reflect on their conduct and work towards successful reintegration into regular lessons. Students may also be placed in isolation whilst Academy staff complete investigations. Mobile phones must be handed over to the member of staff on duty upon entering isolation. Sometimes, it may be more appropriate for students to be isolated in an alternative location (e.g. House Office, SEND space or senior corridor)

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depending on the needs of the student and the nature of the behaviour leading up to the need for isolation. In these cases, adjustments to the normal process will be made accordingly.

If a student is placed in isolation, parents will be notified either the day before the placement or on the day of the placement. We do not need parental permission to place students in isolation. The times of the Academy day in isolation are 8.30am-3.00pm. If a student is placed in isolation the following day, they should arrive at their House Office by 8.30am on the morning of their placement, ready to be escorted to the isolation room. Students in isolation are expected to complete curriculum work in silence, at the direction of the isolation room staff. There are also periods of the day when Community Service or Restorative Justice meetings may be organised.

The pastoral team will make the decision as to whether a student is placed into isolation, for what length of time and the conditions that they follow whilst there. The times of break and lunch for those students in isolation is decided upon by the pastoral team. Reasonable access to the toilet is always available. If poor behaviour continues, further sanctions may be applied by the Pastoral team or members of SLT.

Students will be given clear instructions as to their attitude and work rate. A daily report for each student will be provided to the pastoral team to acknowledge how they have behaved and worked. An exit conversation will take place. Failure to behave in isolation will result in the sanction being repeated the following day that the student is present, or could result in a Fixed Term Suspension for persistent serious concerns.

Any students who are absent on the day that they should be attending isolation should expect to complete their time in isolation upon their return to the Academy, even if their return is following an Academy holiday; students should not expect their time in isolation to 'disappear' as a result of their absence.

15.0 Fixed Term Internal Isolation (FTII)

Fixed Term Internal Isolation is where a **student is directed to be in isolation for a period of between 1 and 5 days** as a result of serious poor behaviour or as a result of continual non-compliance with Academy rules. If a student is FTII, parents will be notified by telephone and/or email.

If a student is issued with a FTII, they will be expected to adhere to the rules of the isolation room (see 13.0). On completion of a period of time on FTII there will be a reintegration meeting between student, parent, pastoral/senior staff.

The Principal/Deputy Principal/Senior Tutor will decide whether the behaviour displayed by the student(s) warrants a FTII.

The following information will be used to determine the sanction:

- The breach of the school's behaviour policy
- Impact on the welfare of the student or others in the school
- Number / recurrence of incidents
- SEND / wellbeing needs of student(s)
- Safeguarding implications for the student(s) and others

The final decision in all matters of FTII will rest with the Principal.

16.0 Fixed Term Suspension (FTS)

A Fixed Term Suspension is where a student **is directed not to be on the main Academy site for a fixed number of days as a result** of more serious poor behaviour or as a result of continual non-compliance with Academy rules.

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Fixed term suspension are covered by the following legislation: [Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

If a student receives a Fixed Term Suspension, it is the parents' responsibility to make sure their child isn't in a public place during normal Academy hours. If a student is FTS, parents will be notified by telephone and letter. The following are examples of behaviours which may lead to a fixed period suspension but is not an exhaustive list. Some of the following behaviours could also result in permanent exclusion:

- Swearing at a member of staff
- Damage or vandalism to Academy/personal property
- Theft
- Being in possession of banned items
- Sexual misconduct
- Racism
- Verbal abuse/threatening behaviour to staff or students
- Refusal to comply
- Behaviour that persistently disrupts the learning of others
- Physical assault
- Bullying
- Bullying and harassment of students or staff using electronic devices
- Exam malpractice

Upon return from a suspension, students will spend one day completing their education in isolation whilst plans for their smooth reintegration back into the academy community are made.

After a student has been placed on a fixed term suspension there must be a reintegration meeting before the student is permitted back onto the main Academy site. We reserve the right to direct students into isolation upon their return from a suspension for more than one school day until the reintegration meeting has taken place if we feel this is necessary to ensure the orderly running of the academy.

The meeting will usually be with the student, parents, relevant Senior Tutor and a member of SLT where necessary. If a student receives multiple FTS, a meeting will be held between student, parents and senior Academy staff, which may include an Academy Council Representative or Trustee, to discuss the student's future at the Academy. Alternative arrangements for a student's education may be made. For example, the Academy may choose to use an external educational provider if they see this as appropriate. A managed move to another local Academy may also be mutually agreed.

- The decision to suspend a student for a fixed period of time is taken by the Principal following a serious incident or persistent misbehaviour.
- The length of the suspension will depend on the pastoral care stage/severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of the suspension.
- The school will inform the Local Authority of any fixed-term suspension.
- All students suspended for a fixed term will be re-admitted following a meeting between the parents/carers and the appropriate member of school staff. The process for this is shown in the table below:

Figure 4. Suspensions

Suspension Number	Number of days suspended	Pastoral Care Stage	Possible Interventions (in line with Reintegration Meeting paperwork)
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1	1-2	Senior Tutor	See Pastoral Care Model in Figure 1, page 6
2	2-4	Senior Tutor/Senior Link	
3	4-5	Senior Link/Deputy Principal	
4 +	1-5+	Deputy Principal/Principal/Academy Councillor	

The Days or period(s) used in a fixed term suspension are subject to review and the evidence provided. Should the incident be serious or severe, the number of days will reflect this and could deviate from the table above. The escalation through the pastoral care stage provides clarity that the academy's expectations are to be met and if they are not then suitable alternative approaches will be applied, including off-site direction to improve behaviour as required (DfE [Alternative Provision Guidance](#))

17. Permanent exclusion

A decision to exclude a student permanently may be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

18. Reasonable Force

We will attempt to avoid physical force in any circumstance within the Academy. However, this may be deemed necessary in particular situations. The Academy will use the recommendations set out in the Department of Education 'Use of Reasonable Force' guidance.

Students, including those with diagnosed SEND, whose behaviours increase the likelihood of physical intervention being required by staff will be placed on a **positive handling plan**.

19. Searching Students

The Academy may decide to search a student if they suspect that a student may be in possession of any items that are set out as banned within this policy. The search will be conducted with a member of SLT present and at least one other member of the Academy staff. This member of staff will usually (but not exclusively) be a member of the pastoral team. Unless it is an emergency, there will always be at least two members of staff present conducting the search, one of which will always be of the same sex to that of the student being searched. The search will be conducted within a room, rather than a public or communal area within the Academy and every attempt will be made for the process to be carried out in a discreet and sensitive manner.

A student's possessions will be placed on an open surface. Outer items of clothing such as coats, jackets, blazers, jumpers, footwear and bags may be removed from a student's person so that they can be openly searched. Students may be asked to show the contents of items of clothing next to their body; for example, turning out pockets, rolling down skirts and showing the waistbands of trousers or skirts.

The Academy will use the recommendations set out in the Department of Education 'Searching, Screening and Confiscation' as guidance. The Academy may also search a student's mobile phone if they reasonably suspect it has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. The Academy

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may also delete data or files if we think there is a good reason to do so, unless we are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

For suspected banned items (see 20 below), the Academy may ask the police to be present.

20. Banned items

The following items should not be brought into Academy. If they are, and are found in the possession of a student, or suspected to have been brought into the Academy by a student, then it is likely to result in at least a fixed term suspension or possibly a permanent exclusion. Any banned items found on a student will be confiscated and will not be returned. Please note that energy drinks are banned from the academy.

This list is not exhaustive:

- Knives / blades/ weapons / an implement that has been fashioned into a weapon/tools that could be used as a weapon/imitation weapons
- Alcohol
- Illegal drugs/substances – including imitations
- 'Legal highs'
- Pornographic images, videos or material
- Illegal, offensive, or defamatory material, including online communications
- Stolen items
- Tobacco and associated paraphernalia (for example but not exclusively: tobacco, electronic cigarettes, 'vapes', accelerants & solvents, matches, lighters, roll ups, papers, cigarettes)
- Fireworks / pyrotechnics
- Laser pen

21. Child on Child Abuse

We take all allegations of child on child abuse extremely seriously and follow up all incidents in accordance with our Child Protection Policy. We may also carry out a risk assessment, and/or apply sanctions or special conditions, on a case by case basis and as appropriate, to prevent harm.

22.1 Mobile Phones – Years 7-11

Mobile phones must not be out, used or visible anywhere on the school site during the school day by students. Any mobile phone seen will be confiscated by a member of staff and placed at main reception for collection at the end of the Academy day.

Regular spot checks to ensure that mobile phones are switched off will be carried out by staff. Any phone found to be on will be confiscated for the rest of the school day.

Students who are found to be persistently using their mobile phone contrary to the rules outlined above will have their device confiscated and placed at main reception. A Learning Plan will then be implemented which will result in a student having to hand their phone into a member of staff each morning.

Should parents need to contact students or vice versa during the school day, they should contact the relevant Student Support Assistant, or main reception for emergency messages. Headphones are not permitted to be out, used or visible anywhere on the school site. Teachers may choose to ask students to use mobile phones or

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headphones during lesson time for educational purposes at their discretion, and they will be permitted for the monitoring of medical conditions under the supervision of the SEND team only.

22.2 Mobile Phones – Sixth Form

Mobile phones and headphones must not be out, used or visible anywhere on the school site during the school day by students. The exception to this is in designated sixth form recreational and study areas for sixth form students only.

22.3 Personal electronic devices that can capture visual or audio imagery

The term 'electronic devices' covers: mobile phones, tablets, laptops, cameras and any other device that can capture visual or audio imagery. Such devices must not be out, used or visible during the school day. The only exception to this is in sixth form areas by sixth formers for study purposes.

Electronic devices must not be used to take visual or audio recordings of staff, students or visitors, either on site or remotely unless permitted by a member of staff for educational purposes. The Academy will deal with bullying and harassment using electronic devices, including any incidents which take place outside of Academy hours, in accordance with this policy.

23. Extra Curricular Representation

School sports are important and can act as a motivator for students in relation to their behaviour and wider studies. However, the honour and pride of representing the school must also be linked to the pride and responsibility students place in their own behaviour within the school. Therefore, there may be an occasion to limit school representation. This may include the following circumstances:

- Serious one-off events resulting in suspension
- One off events resulting in a number of isolations
- Continued and regular poor behaviour over a set period of time

All could result in a removal of representation for a number of matches determined by the sport and frequency of games to come. This will be determined by the Senior Leader with responsibility for behaviour, in discussion with other relevant staff.

After-school detentions will not be moved to avoid clashes with fixtures.

24. Our commitment to working with students

Students are consulted about the principles informing this Policy and the details of recognition and consequences. We believe that if students are involved in the Policy there is greater ownership of the Academy's approach and greater success for all. Skills for learning and working with others form part of our PSHE programme too.

The Behaviour Policy is discussed with students in assemblies and small groups. Senior Tutors, House Leaders and Peer Support teams will also discuss the Policy and its effectiveness. We aim for all students to be aware of the Policy through a fair but appropriate treatment of students who disrupt learning or demonstrate unsafe behaviours and by celebration of success. We also undertake questionnaires with regards to bullying and behaviour which are completed by groups as well as the Academy community in order to inform our policies.

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Students entering the Academy in Year 7 as a whole year group, or joining the Academy individually at other times, are inducted into the behaviour policy.

Students who do not have the necessary understanding or skills will receive a carefully planned approach, as outlined in the 'Inclusion' section.

25. Our commitment to working with parent and carers

Sharnbrook Academy has produced this Policy in consultation with all stakeholders. It is available on our website and on request from the Academy. As the agreed Policy it is expected that parents and carers will support us in enforcing this policy and ensuring the highest standards of behaviour for learning and discipline in the Academy. In choosing Sharnbrook Academy all parents and carers have indicated their support for this Policy. If parents/carers have any concerns about how their son/daughter has been treated or the Policy enforced they should contact the Academy and try to resolve the issue with staff. In the event of any issue not being resolved, the Meridian complaints procedure should be followed.

26. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will address the behaviour in accordance with this policy. The Principal will also consider the pastoral needs of staff accused of misconduct.

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Appendix 1

Anti-bullying, Equality, Diversity & Inclusion Pledge

Definitions

Derogatory language – words expressing a negative or a disrespectful connotation, a low opinion, or a lack of respect toward someone.

Bullying – the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Conflict - happens between two people who are equal in the relationship but have two different points of view about what's going on. This is a natural part of human relationships. Both sides usually want the issue to be resolved.

Equality – the right of every individual to equal treatment and opportunities.

Telling school – a Telling School means that anyone who knows or suspects that bullying is taking place is expected to TELL member of staff.

Upstander - someone who stands up when they see something that isn't right by reporting it.

As a member of Sharnbrook Academy:

- I will take personal responsibility for all my actions
- I understand what constitutes bullying
- I will not tolerate bullying of any description
- I will be an upstander, not a bystander, taking a stand against bullying by reporting it
- I will report bullying, rather than resort to violence
- At all times, I will conduct myself appropriately, responsibly and safely in and out of school
- I will champion and celebrate our similarities and differences
- I will show respect to all, regardless of age, gender, race, religion, disability, and sexual orientation
- I pledge to talk to someone if they are lonely
- I pledge to be kind to my peers and not use derogatory language.

I understand that if I am involved in bullying, the school will respond in the following way:

- In the first instance, where a student has bullied another/others, sanctions will be applied and the matter will be recorded appropriately. It will be made clear that this behaviour is not tolerated.
- If this approach were to persist, it would be recorded on my behaviour log that I had bullied. I understand that this will be defined by the type of bullying that has taken place and a suitable sanction will be provided.
- I understand that persistent incidents of bullying will result in further sanctions, in accordance with our behaviour procedures.
- In reading and signing this pledge, I understand and will follow our co-constructed commitments as a school to not bully or tolerate behaviours that intimidate others.

Signed _____

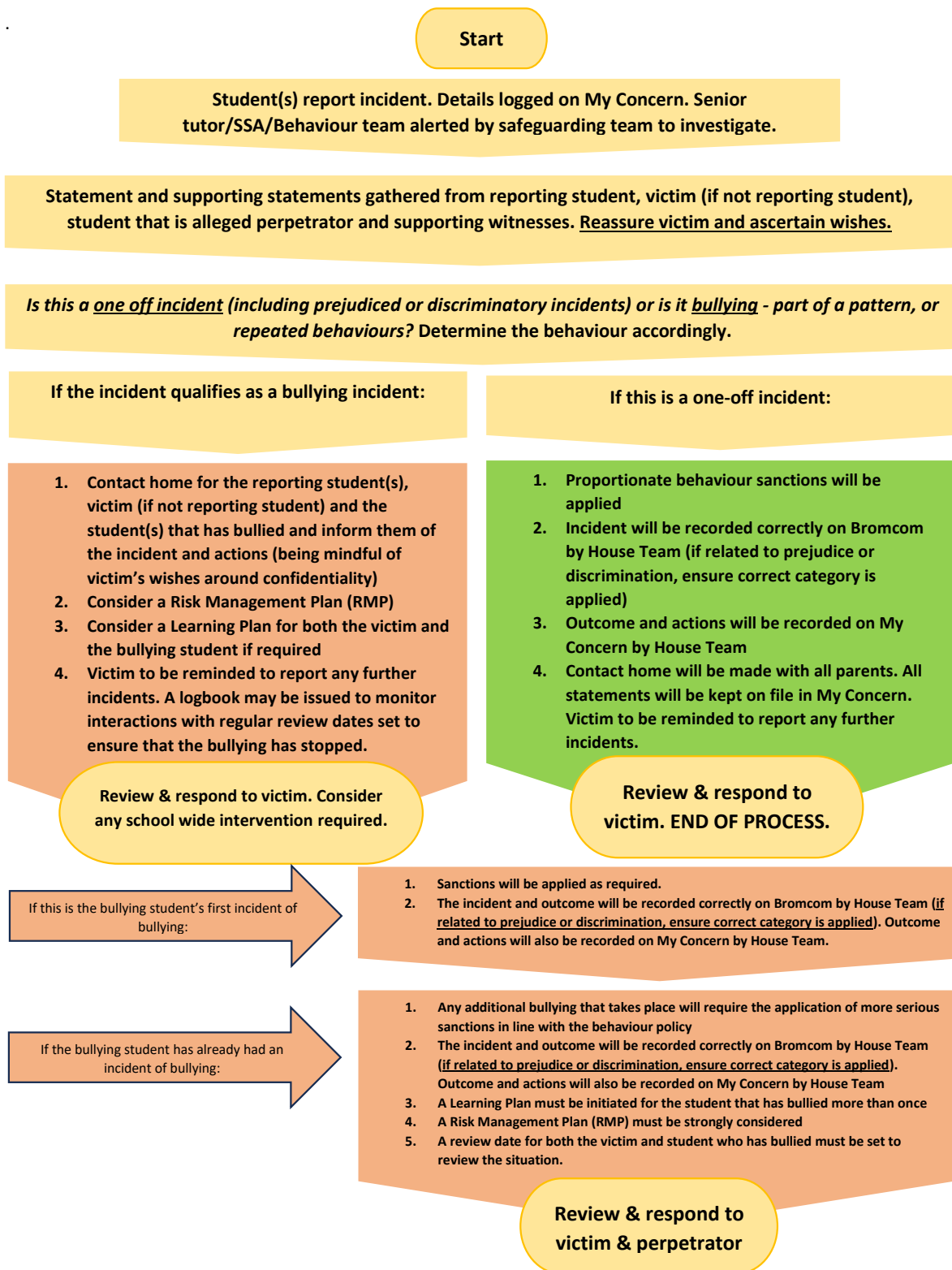
Date _____

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Appendix 2

Bullying Procedure & Protocol

Please refer to the behaviour policy. The documents provided support a procedure which promotes best practice when managing matters that are associated with conflict and bullying reports.



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Appendix 4: Student Code of Conduct for Online Learning

This Code of Conduct exists in addition to our usual expectations in order to provide additional rules as to how students should conduct themselves during live Teams lessons when learning from home.

In keeping with our high standards of behaviour during classroom lessons, all students are expected to be polite and fully focused on their work if they participate in a live lesson using online platforms such as Microsoft Teams.

All students must use headphones to access their online lessons and microphones must be muted.

Video cameras are currently enabled for Teams for both staff and students to support learning; we will keep this under continual review. If a member of staff asks you to turn off your camera, you must follow their instructions immediately. Sessions may be recorded by teachers. However, students and parents/carers must not take screenshots or record any part of the lesson via a photograph or video. No other member of the household should be present in the Teams call or engage in the online classroom. Serious consequences may result if this rule is broken.

All users must:

- Sit against a neutral background
- Dress appropriately like they would for school non-uniform days
- Double check that any other tabs they have open in their browser are appropriate
- Use standard English and appropriate language for the online class room

Students are expected to demonstrate our Sharnbrook Academy values at all times. In particular, the value of 'Respect' is essential during live online lessons. This value must be shown in the following ways:

- 1) Punctuality is important as it supports learning and the learning of others in classes. Students should aim to be ready to learn at the start of each lesson, so that all students and teachers can make the most of each live online lesson, and ensure the technology is working. Profile pictures, where students have them, must be sensible and acceptable to staff. Students must join lessons using their academy email address (either from the Outlook calendar of the email, or from the 'Posts' area of their class Team.)
- 2) Students should endeavour to be in a quiet location with no music or background noise (if this is going to be difficult, please let the teacher know as soon as you can).
- 3) Students should reply to the teacher when asked – even if it is only to say they don't know an answer. If the teacher has everyone's microphones muted, students can reply through the 'Meeting Chat' in Teams.
- 4) Students should only comment on the learning at hand – no other subjects should be commented on.
- 5) Students may only share work documents at the request of the teacher – no other material must be shared.
- 6) Students should be respectful in how they word their comments throughout the lesson.
- 7) Students should be paying full attention throughout the teacher's explanations so that they can then go on to work independently afterwards.
- 8) No communicating between students should be happening during the online lesson (or on any other messaging services outside Teams). If students are put in a group to discuss a task, they must keep their discussion focused on the task. Students must not message each other on Teams outside of lessons or try to create their own meetings on Teams.
- 9) Outside of lesson time, home learning tasks should still be completed and submitted as normal.
- 10) It is essential that everyone attends their live online lessons as scheduled, and then submits work for the deadlines that are set.

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If any unkind behaviour stems from students commenting on any aspect of the online lesson afterwards (including classmates' contributions to the lesson), parents/carers will be contacted to discuss the appropriate sanction.

If any students' online behaviour is unacceptable, the teacher may mute or remove them from the session. If this happens, students should not unmute themselves or re-join the session unless the teacher has invited them to do so. Any muted/removed student who undoes these restrictions may then be removed from the Team by the teacher so that they cannot re-join until the teacher or Head of Year has discussed the matter with their parents/carers and, if necessary, appropriate sanctions have been put in place. **The full range of sanctions outlined in the behaviour policy will be used as required to ensure that all students are kept safe and the learning of others is not disrupted.**

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Appendix 5 – Behaviour Ladder

Unstructured Times	
Behaviour	Consequence
Inappropriate behaviour during transition, unstructured times or around school <i>(Defined as behaviours that would not be reasonably considered acceptable or in line with our 'We are Sharnbrook' framework that occur outside of lesson time")</i>	Log on Bromcom/further consequences TBC as required
Inappropriate language <i>(Defined as language that is prejudiced, derogatory, racist, homophobic, biphobic or transphobic, sexist, disablist or would not be reasonably considered acceptable or in line with our 'We are Sharnbrook' framework)</i>	Log on /further consequences TBC as required
Mobile phone out	Confiscate & take to main office

Classroom Management	
- Lesson starts and ends routines to be followed - Classroom culture to be established in line with The Sharnbrook Way - Seating plan is implemented - Behaviour management strategies and reasonable adjustments to be attempted before following the WMR sequence.	
Behaviour	Consequence
Inappropriate language <i>(Defined as language that is prejudiced, derogatory, racist, homophobic, biphobic or transphobic, sexist, disablist or would not be reasonably considered acceptable or in line with our 'We are Sharnbrook' framework)</i>	Warn Log on Bromcom/further consequences TBC as required
Inadequate or poorly presented work <i>(Defined as "Given time and the ability of the student the work produced is not of a reasonable standard" or "Work that has been graffitied, ripped out or skipped.")</i>	

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Mobile phone out	
Incorrect uniform in lesson (Inc. PE)	
Disruption to teaching and learning <i>(Defined as: "A student's behaviour or actions has prevented/slowed or stopped the learning of students in the classroom.")</i>	
Continuation of disruption to teaching and learning	Move (within the classroom)
Continuation of disruption to teaching and learning despite 'Move'	Remove After school detention issued
Failure of department removal as a result of defiance Swearing at a member of staff Truancy Anti-social use of toilets Other serious behaviour (including allegation whilst investigation)	SLT On-Call Isolation as required

Further Consequences	
Teachers/HoDs	
Behaviour	Consequence
- Repeated production of inadequate or poorly presented work - Repeated failure to complete classwork or homework despite teacher/subject detention	Lunchtime Detention
Senior Tutors/Behaviour Manager/SLT	
- Repeated lack of equipment/uniform (Senior Tutors only) Persistent poor behaviour during unstructured times - Anti-social behaviour towards other students or staff - Bystander/incitement of others	Lockdown (loss of all free time)

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• Repeated lateness • Failure to attend lunchtime detention • Accumulation of BPs • Truancy	After School Detention
• Failure to attend an after school detention	Principal's Detention
• Failure of department removal • 2 x removals in a day • Defiance to intervening member of staff • Persistent truancy • Anti-social use of toilets • Bystander/incitement of others • Persistent disruptive behaviour • Accumulation of BPs despite support • Other serious misbehaviour (including allegation whilst investigation)	Isolation (suspension considered)
• Willful failure to attend the Principal's detention • Multiple removals over a week • Physical assault • Sexual harassment or misconduct • Swearing at a member of staff • Vaping • Theft • Vandalism • Persistent prejudiced or discriminatory behaviour • Bullying • Child on child abuse • Bringing the academy into disrepute • Possession/use of banned item • Other serious misbehaviour (including allegation whilst investigation)	Suspension or permanent exclusion considered (Principal consulted)

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Appendix 6 – Recognition & Celebration Table

Daily	Weekly	Half Termly	Annually
Praise points awarded for demonstrating behaviour in line with our values Students are awarded 'Excellent Work' in class	Weekly broadcast used to highlight praise points and success across individuals and houses Student of the Week nominated for each House by ST Students are encouraged to present their work to the 'Proud Table'	Praise points reviewed by STs and letters sent home Celebration assemblies recognise group and individual successes Top 5 students in each year group have 'Hot Chocolate with the Head' Tutor group of the term nominated 100% attendance & punctuality and zero behaviour points = additional praise points Half termly raffle focusing on academy priority with 'surprise prize' PLEDGES badges reviewed and awarded	Annual awards evenings

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Appendix 7 – Behaviour Contract

Name _____ Date _____

Aims:

- 1) To outline the expectations and provide clarity of standards of behaviour to avoid harm to _____ education.
- 2) To outline the expectations and provide clarity of standards of behaviour to avoid the harm to others education.
- 3) To provide common understanding of expectations to avoid further persistent breaches to the Academy's behaviour policy.

Expectations and standards:

1. To show safe and positive behaviours at all times, in and around the school.
2. To embody our school values:
 - Respect
 - Treat others (staff and students) in a respectful manner, using appropriate language.
 - Arrive to lessons on time to ensure learning isn't disrupted for others.
 - Follow instructions from adults.
 - Determination
 - Attend every lesson with the correct equipment.
 - Ensure you are completing work set by teachers
 - Community
 - Arrive to lessons on time to ensure learning isn't disrupted for others.
 - Ensure actions in lesson do not disrupt the teaching and learning.
 - Pride
 - Attend school with the correct school uniform and equipment.
 - Responsibility
 - Follow all school rules and classroom expectations as outlined by staff.
 - Aspiration
 - Try your hardest in lessons, complete work set by teachers

I, _____, will abide by the responsibilities outlined in this contract.

Parent/carers signature _____ DATE _____

School representatives _____ DATE _____

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Appendix 8 – Equality Impact Assessment

The Public Sector Equality Duty (PSED, or “the duty”), which applies in Great Britain (England, Scotland and Wales), requires public authorities to have due regard to certain equality considerations.

The general duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic

The relevant protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

An EIA needs to consider:

- Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?
- How do I know that?
- What could I do to mitigate any differential or negative impact?
- Is this still the right thing to do?

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	There are minimal changes to this revised version of the behaviour policy for September 2025.
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	A detailed analysis of behaviour and achievement data is undertaken by the senior leadership team at least half termly. The impact of the policy on whole cohorts, key groups and individuals is analysed, with positive steps and actions taken where necessary to reduce over representation if it occurs. To support individual students to be successful and not receive sanctions, we understand that students with both identified and undiagnosed SEND may require adapted learning plans put in place alongside reasonable adjustments outlined on their Pupil Passport, to be agreed with the parent/carers and student and shared with staff.
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	A detailed analysis of behaviour and achievement data is undertaken by the senior leadership team at least half termly. The impact of the policy on whole cohorts, key groups and individuals is analysed, with positive steps and actions taken to reduce over representation if it occurs.

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WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	All staff are trained on implementation of the policy and all students are inducted into the systems and regularly reminded of them. Reasonable adjustments for students are already included as part of Pupil Passports and any Learning Plans.
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	None identified.
RECORDING FINAL DECISION	The behaviour policy is ratified after any changes by the Academy Council.