



BEHAVIOUR & CULTURE POLICY

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Date of policy review:

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Policy Change Control

Committee Responsible	AGB
Board Trustee	
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Approved:	
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Date	Version	Person	Change / Action
06.22	1.0	HXW/DGW	Complete re-write
12.22	1.5	DGW / WJV	Review
07.23	2.0	DGW / WJV / TVS	Updated – Change of ethos surrounding C2s and after school detention detentions. Inclusion of behaviour leads. Rule 2 clearer.
01.24	2.5	WJV	Updated – Removal of C1 for lateness. X3 faults on Class Charts - detention
			Reset Room Flow Maps – Appendix
23.04	3.0	DGW / WJV / TVS	
06.24	3.5	DGW / TVS / WJV	
01.25	4.0	DGW / TVS / WJV	
07.25	4.5	DGW / TVS / WJV	
03.26	5.0	DGW / TVS / WJV	Removal of reference to Class Charts and changed to Arbor. Removal of reference to ASAP and replaced with Learning Modes. Removal of reference to C1 & C2 and replaced with Warning & Removal. Removal of reference to Praise Points and replaced with CARE points.
05.26	5.5	DGW / TVS / WJV	Addition of 23.0 use of reasonable force
09.26	6.0	DGW / TVS / WJV	Punctuality trial taking place in Year 10 only

Behaviour & Culture Policy Intent – This is a whole school policy which sets out the principles and practice of Behaviour for Learning, The Behaviour System and Rewards. It outlines the rationale and responsibilities for behaviour and culture and provides guidance for those whose task it is to professionally interpret and implement the policy.

RATIONALE

Paignton Academy is an inclusive school that welcomes pupils from all abilities and backgrounds from our catchment area. Whilst we are an inclusive school, we also set high and uncompromising standards. All pupils and staff are expected to comply with the behaviour policy.

Every child has the right to a high-quality education in order to achieve positive outcomes relative to their ability. In this way, their life chances are considerably improved. The link between attendance in school, high quality teaching and learning, good behaviour and positive outcomes, future prosperity, health and happiness is conclusive.

No child at Paignton Academy should have their future compromised, limited or damaged by the negative actions of others who do not conform to the Academy and/or society's laws, rules, regulations and expectations. For every action, there is a reaction. Responsibility for poor behaviour rests with the individual.

Staff at Paignton Academy, be they teaching or non-teaching, have a right to work in an environment that is not disrupted by poor behaviour. With a harmonious environment, all teachers can deliver high quality lessons and together with support staff can work without fear, intimidation, poor behaviour, disrespect or poor manners.

1.0 Aims:

- To promote and develop the Paignton Academy seven key values through a positive culture of rewards, celebration and mutual culture of respect, dignity and trust.
- To ensure that all pupils are motivated and receive praise and recognition for the positive choices and contributions they make to the school community.
- To eliminate disruptive behaviour so that there is a culture of achievement, ambition and learning everywhere in the school and no learning time is wasted ensuring every minute counts.
- To provide complete clarity for staff, pupils, parents and guardians about acceptable behaviour and the consequences of misbehaviour.
- To ensure that all staff, teaching and non-teaching alike, are fully aware of their own roles and responsibilities to promote and recognise positive behaviour and sanction unacceptable behaviour.
- To encourage pupils to take responsibility for their own actions
- To enable teachers to deliver engaging and effective lessons in line with the Paignton Academy Good Lesson without concern for behavioural consequences.

1.1 Thinking Schools Academy Trust 7 Principles of Behaviour & Culture (Appendix 1)

1. Respect
2. Relationships
3. Routines
4. Responsibility
5. Responses
6. Reflection
7. Rewards & Sanctions

“Standards with Heart” TSAT

To allow Behaviour & Culture to flourish at Paignton Academy there will be clear, consistent and coherent pathways that will be followed to ensure that the school and all its stakeholders work effectively. These will be intertwined and known as:

Behaviour & Culture	
Behaviour for Learning	Behaviour System
Teacher (Teaching Standards) Curriculum Team Leader Quality of Education Team (Senior Leaders) Policies; Curriculum, Home School Agreement, RSE Policy, SEND Policy, Thinking, teaching & learning at Thinking Schools Academy Trust Through high quality teaching & learning and our sequenced and values – led curriculum the emphasis is to “keep pupils in the lesson.”	All Staff Pastoral Teams Inclusion Team (Senior Leaders) Policies; Anti Bullying, Dealing with Drugs Incidents in School Policy, Exclusions and Suspensions Policy, Safeguarding Policy, SEND Policy Through a supportive, dedicated, inclusive ethos and system the emphasis is “to get pupils to lessons.”

2.0 Policies

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

- Anti-Bullying Policy
- Home Learning Policy
- Complaints Policy
- Curriculum
- Dealing with Drug Incidents in School Policy
- Exclusion and Suspension Policy
- Home School Agreement
- RSE Policy
- Safeguarding Policy
- SEND Policy
- Thinking, teaching & learning at Thinking Schools Academy Trust

3.0 Pupils with special educational needs or disabilities

All pupils at Paignton Academy are expected to follow the school rules so that all can achieve success and be happy at school. The Behaviour Policy applies to all pupils at Paignton Academy. The pastoral team, SENCo, Curriculum Team Leaders and Senior Leadership Team will take into account a pupil's identified special educational needs or disability when deciding appropriate and adjusted consequences for pupils.

4.0 Rules in the classroom: Pupils – TSAT PRINCIPLE RESPONSIBILITY | RESPECT

"Believe & Achieve – WE CARE. Our 3 Rules" (See Appendix 3)

1. **READY:** Arrive to all your lessons on time with the correct equipment (within 3 minutes of the bell or using professional judgement)
2. **KIND:** Show respect and kindness at all times, including following all instructions given by adults
3. **RESPONSIBLE:** Succeed through Learning Modes (See Appendix 4):

Respectful whole class

Silent independent

Polite Shared Learning

4.1 Rules relating to serious incidents – TSAT PRINCIPLE RESPONSIBILITY | SANCTIONS

These are incidents which warrant a parental meeting, Internal Suspension, warning of Fixed Term Suspension, Fixed Term Suspension or permanent exclusion. A pupil may be permanently

excluded from Paignton Academy for a single and serious breach of the behaviour code.

Paignton Academy follows Department for Education guidance, which states that schools are not the police and **do not require criminal-level proof** to make behaviour decisions. Paignton Academy may apply sanctions based on the **balance of probabilities**, including in situations where a police investigation is ongoing or inconclusive.

Defiance [refusal to carry out a reasonable request made by, or walking away from, a member of staff]	<p>Pupils should be asked explicitly “I have asked you to....please can you follow my request” There must be no negotiation or being drawn into a long argument. If a pupil does not immediately comply with the request, he or she should be sent straight to the Reset Room.</p> <p>For continued defiance, it is a reasonable expectation that this will involve Internal Suspension, Fixed Term Suspension leading to permanent exclusion if there is no significant improvement.</p>
Verbal or physical abuse of staff	<p>This may include:</p> <ul style="list-style-type: none"> ● Pushing past staff ● Swearing directly at or about staff ● Rudeness and name calling <p>It is a reasonable expectation that this will involve a Fixed Term Suspension or permanent exclusion.</p> <p>The school will comply with and support any police investigation that is created as a result of physical abuse of any member of staff.</p>
Truancy or wandering the site during lesson time.	<p>Pupils may only be out of lessons for a valid reason. If a pupil is out of a lesson (without permission), they will be returned to their lesson. If a pupil does not comply this will result in the pupil being referred to the Reset Room for 5 lessons and this will be recorded as truancy – <i>“Failing to attend lessons”</i>. Continued truancy will result in escalation to Internal Suspension.</p>
Violent or dangerous behaviour	<p>This may include:</p> <ul style="list-style-type: none"> ● Fighting ● Threatening behaviour <p>It is a reasonable expectation that this will involve a Fixed Term Suspension or permanent exclusion.</p> <p>The school will comply with and support any police investigation that is created as a result of violent or dangerous behaviour.</p>
Possession or use of alcohol and/or drugs	<p>This is against the law and may result in permanent exclusion. The school may also refer this to the police and/or social services.</p> <p>Pupils may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p>

Possession or bringing a weapon or dangerous item on to the school site	<p>This is against the law, is extremely dangerous and may result in a permanent exclusion. The school may also refer this to the police and/or social services.</p> <p>If this is the category for FTS, 5 days will be considered. Any other instances of possessing a weapon or dangerous item on the school site by the same pupil will result in permanent exclusion</p>
Malicious setting off of the fire alarm	<p>This is against the law and causes significant disruption to the whole school.</p> <p>This will result in a Fixed Term Suspension. The school may also refer this to the police.</p>
Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets <p>The school reserves the right to pursue payment for this through meeting parents/guardians or recourse to the small claims court via the Trust's legal department.</p> <p>Deliberate damage and/or vandalism may result in a Fixed Term Suspension. Repeated and deliberate damage and/or vandalism may result in permanent exclusion.</p>
Smoking [including vaping]	<p>Smoking (including vaping) is not permitted anywhere on the school site (indoors and outdoors).</p> <p>If a pupil is seen smoking or has the clear intent to smoke on the school site, this will result in a referral to the Reset Room and/or Fixed Term Suspension.</p>
'Child on Child Abuse' - Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Intimidation • Racist and/or xenophobic language • Sexist and/or misogynistic language <p>Prejudicial language will be logged and reported to the Local Authority, may result in a safeguarding issue through the Prevent strategy or escalation to social services and/or the police.</p> <p>Prejudicial language (racism and/or sexism/misogynistic language) must always be challenged by every member of staff and reported to the pastoral team. At all times, parents/guardians must be informed of these instances.</p> <p>This may result in Fixed Term Suspension or for repeated instances, permanent exclusion.</p>

Malicious use of social media directed at Academy employees	<p>This is defamatory and libelous and may result in the school escalating this to the Local Authority, police and/or its legal team.</p> <p>This may result in Fixed Term Suspension or permanent exclusion.</p>
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4.2 Teaching Behaviours – **TSAT PRINCIPLE ROUTINES | RELATIONSHIPS | RESPONSES**

In line with strategy 3 “Embedding Ethos Behaviour for Learning” cited in the Thinking Teaching & Learning at Thinking Schools Academy Trust policy, staff will create a safe and positive culture in every classroom by; Building Positive Relationships, Establish High Expectations, Using Learning Modes, Praise *Reach & Excellence* and *apply Appropriate Interventions*. This is an essential part of teaching as we strive to ensure all pupils can strive for excellence.

4.3 Non-negotiables – for pupils and staff

All behaviour is communication. Pupils need to be taught what good behaviour looks like but also why this behaviour is beneficial to them and others around them. This involves systematic and explicit teaching of good behaviour, reinforcing systems, procedures, rules and structures so that good behaviour becomes part and parcel of who we are and is woven into the fabric of the school. In all classes therefore, and through the tutor system, opportunities to teach behaviour must be made explicit. Examples of these should include:

- Daily reminders of rules, expectations, structures, routines and procedures.
- Teaching and role modelling polite communication.
- Teaching and role modelling correct body language.
- Teaching pupils to be polite and courteous.
- Teaching pupils our corridor culture
- Teaching character education

4.4 Use of tutor time

Tutor time is no different to a ‘subject’ lesson and the same rules apply. Given that tutor time takes place at the start of the day, it is essential that daily reminders of rules, expectations, routines and procedures are enforced. At no times should tutor time be social time for pupils. Tutor time must follow a structured timetable of events, reminders, literacy and character development. During ‘Character Development’ behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Every Monday each Tutor will deliver the ‘**Believe and Achieve – CARE Culture & Values – Basic Standards & Expectations**’ PowerPoint to remind all our community our norms and expectations.

It is the responsibility of all tutors to uphold this.

4.5 A common language

All teachers & tutors must enforce the **3 Rules and Learning Modes** system (see appendix 3 & 4). Pupils should be reminded when it is time to follow both systems through the countdown method. Teachers must not commence the lesson/tutor time or start to talk until all pupils are abiding The 3 Rules Learning Mode graphic must be displayed in the classroom and can

be displayed on whiteboards/screens as a reminder of the expectations.

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff must always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

- ❖ “Adam, I have noticed that you are talking and this is not my expectation. I'm giving you a warning as you are not following instructions which is one of our Academy rules. Please ensure you follow instructions for the rest of our lesson and if you need any help please let me know”
- ❖ “Leah, I have noticed that you are having an off-task conversation. You are not following instructions which is one of our Academy rules.
- ❖ “Olivia, you have been given warnings and can no longer remain in the classroom. Please make your way to the Reset Room”

4.6 Starting lessons

In most cases, unless there is a health and safety issue, pupils will arrive and line up outside the classroom waiting for the teacher to invite them in. Staff must greet pupils at the door and have a well-established routine for entry. Uniforms must be checked as pupils enter the classroom/area. Staff must not let pupils enter the classroom with uniform faults. If a pupil does not have a green card, then their uniform card must be taken.

Pupils must enter the classroom/area quietly and take out their equipment. All staff must set a time limit of 2 minutes.

Whilst pupils are unpacking, there may well be some noise (but loud noise/shouting is not acceptable).

As the teacher, you must make it crystal clear for pupils that you are ready to start and want silence. Staff need to indicate this starting point by saying:

- ❖ “In 10 seconds, I want you to be in *(add Learning Mode)* .”

4.7 Polite communication

Pupils need to be taught polite communication. Polite communication is key to respect, courtesy, manners, conduct and effective interpersonal skills. This must be continually reinforced in assemblies, tutor time, induction day and in all lessons and tutor time. Any examples of impolite communication should be corrected and modelled e.g.

- ❖ Pupil: “What’s the time?”
- ❖ Teacher response: “Can you please rephrase that in a polite way.”
- ❖ Pupil: “Huh?”
- ❖ Teacher response: “How could you say that in a polite way?”

If the pupils do not know how to re-word their question/response in a polite way, then the

teacher must tell them and must ask them to say the sentence again.

Repeated or deliberate impolite communication should be followed up by the warning system e.g.

- ❖ *“Luke, I have told you how to communicate politely. You are now choosing not to do so. I will therefore have to give you a warning. You need to show polite communication at all times.”*

4.8 Learning Modes (See Appendix 4) & Establishing silent work

There are 3 Learning modes for the pupils to follow instruction in class. This allows for learning to flourish without disruption.

Learning Modes:

- 1. Respectful Whole Class**
- 2. Silent Independent**
- 3. Polite Shared Learning**

If you want pupils to work in silence, this should be communicated very clearly to pupils. For example:

- ❖ *“We’ll now be working in silence for 20 minutes. Please remember breaking this expectation will result in a warning”*

A visual timer should be presented onto the whiteboard so they are able to recognise how long they have left to remain silent and focused. Staff must never use their mobile phones as a countdown timer.

4.9 Countdowns

Countdowns are an excellent way of indicating to pupils that you want them to be in a Learning Mode, and all staff must use this method.

A countdown clock must be used from the whiteboard. Staff must never use their mobile phones as a countdown timer. Pupil use of mobile phones is banned and therefore all staff should avoid any unnecessary use of mobile phones.

It is not reasonable to expect pupils to be silent immediately. Instead, all pupils must be forewarned. This is particularly the case if pupils are engrossed in their work or discussion. Therefore, teachers should provide ample warning of when the activity will come to an end e.g.

- ❖ *“In 2 minutes, I will want you to finish your work, and show me success through (add Learning Mode).”*

This allows pupils time to prepare for the next stage of the lesson and avoids the disruption as

pupils transition from one activity to another.

After reaching zero on the verbal countdown, a reasonable expectation should be to wait for 5 seconds until all pupils are in the Learning Mode (many pupils may well try to complete as much of their sentence up to the zero mark).

Teaching must not commence until all pupils are displaying the correct Learning Mode.

4.10 Collective reminders

Sometimes, a member of staff may wish to issue a consequence, without giving a warning to an individual pupil. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class has been told to work silently and you notice that a pupil is not, you may say:

- ❖ “Can I remind everyone that this is silent work. No noise please. I don’t wish to have to give anyone a warning about this.”

4.11 No ‘scatter gunning’

Once you have given a warning, you must not give the second/final warning within 1 minute of the first. For example, if a pupil disagrees with you or argues with you about the warning, then you should inform the pupil that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Reset Room. For example:

- ❖ “It wasn’t me, it was him. It’s not fair...”
- ❖ “Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to give you a second warning but I am happy to discuss this at the end of the lesson.”

This approach turns it back on the pupil to make the choice. It would also help if staff then turn their attention back to the lesson to give the pupil time to consider their response. Silence usually means acquiescence.

It is important to allow pupils time, they will often grumble: ignore and move on.

4.12 Calling out

If a pupil calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a pupil repeatedly calls out in a way that is unhelpful for learning, you should say to them;

- ❖ “Jack, I know you are only trying to answer the question, but I have noticed that you have called out too many times, which is unhelpful for other pupils. If you call out again, I will have to give you a warning.”

4.13 Rules in the classroom: Staff

- Staff must ensure they use every opportunity to praise excellent learning and behaviour in each lesson. Narrate the positive.
- Staff are asked to be at the classroom before their pupils arrive
- Staff must ensure that pupils are lined up in a single file outside the classroom
- Staff must ensure that they greet pupils as they enter the classroom in a quiet and orderly manner
- Staff must direct pupils where to sit
- Staff must take the register in silence at the start of the lesson
- Any lateness must be recorded on Arbor via register page only
- If any pupil is allowed to go to the toilet, this must be logged on Arbor
- Staff must follow the 'Paignton Academy Good Lesson' and the Teaching & Learning Non- Negotiables

5.0 Promoting positive behaviour – **TSAT PRINCIPLE REWARDS**

It is the responsibility of all staff, teaching and non-teaching, to promote positive behaviour and the Academy's expectations. Ignoring poor behaviour is condoning poor behaviour. All poor behaviour must be challenged. In addition, staff are expected to model kind and respectful behaviour towards pupils, seeking to reward where possible and to focus on the Academy's core value of outstanding relationships.

5.1 Rewards

Staff at Paignton Academy must always accentuate the positive. No opportunities should be missed for formal or informal praise to show "We CARE". A particular effective form of praise involves communication with parents/guardians.

- Personal approval and praise by the teacher via Arbor
- CARE Points – Believe and Achieve Core Values
- Golden Ticket
- Assembly announcements
- House Heroes
- Year 11 Prefect status
- House Leaders / Sports Leaders
- Academy Council representative / Form Representative
- House Points / CARE points
- Postcards home
- Email communication
- Phone communication with home / positive Friday phone call
- Termly and annual certificates via Teacher reports (Attitude to Learning)
- Termly and annual trophies
- Rewards trips
- House Celebration Evenings
- Celebration Year Assemblies
- Academy Badges
- Display of work in rooms / Academy

- Use of certificates
- Pupil of the month
- Subject Excellence Awards
- Principal commendation - CARE certificate
- Fortnightly rewards newsletter
- Social media
- Lunch with the Principal

5.2 Recording rewards

Staff should record any praise on Arbor to ensure pupils have formal recognition. A running record is kept of any positive recognition via Arbor.

5.3 Assemblies

All pupils at Paignton Academy receive weekly assemblies. These are mostly in House groups and are led by the Head of House and Senior Leadership Team. These assemblies are explicitly linked to the Paignton Academy CARE Values and national and/or international themes so that Spiritual, Moral, Social and Cultural (SMSC) and British values are delivered.

All Paignton Academy assemblies provide opportunities to promote positive behaviour and citizenship. Opportunities are provided in every assembly for pupils to gain recognition and are rewarded and celebrated for their efforts in front of their peers.

At the end of every term, pupils will receive a Celebration Assembly in year groups. This will provide a formal occasion to recognise, reward and celebrate pupil achievement, attainment, progress, attitude to learning, citizenship and positive behaviour during the previous term. We fully encourage pupils to embrace their success and be proud of their individual achievements.

6.0 The Home-School Agreement – **TSAT PRINCIPLE RESPONSIBILITY**

The Home-School agreement is integral in ensuring that parents/guardians play a key part in the education and expectations of their child. This document outlines the expectations of pupils, parents and the Academy to ensure that the Academy's expectations are upheld by all so pupils can access high quality teaching and learning opportunities.

It is a requirement that all pupils and parents/guardians sign this document before they go on roll at the Academy.

7.0 Out of Classroom Behaviour – Appendix 12 – **TSAT PRINCIPLE RESPECT | RESPONSIBILITY**

At Paignton Academy, we expect all pupils to behave outside the classroom in a manner that reflects our Believe & Achieve CARE values. As part of this, pupils are explicitly taught our **CARE Transition STEPS (see appendix 12)**—positive manners and social behaviours that support respectful and responsible movement around the Academy. These STEPS are linked to **COMMUNITY** and they are:

Say good morning / afternoon

Thank you

Excuse me

Please

Sorry

These simple manners strengthen our school community, promote positive interactions, and ensure pupils transition calmly, safely, and respectfully between learning spaces. Staff can record positive and negative behaviours linked to these STEPS via Arbor. There are no warnings for these behaviours.

If pupils are seen to be breaking these expectations, staff will inform the House Teams and parents / guardians. The House Teams will follow up these negative actions via Arbor (House Team Behaviour concern) and put in place a suitable consequence such as losing social time. Severe behaviour shown outside of the classroom could lead to a further sanction. Examples of behaviours that will result in a sanction that would fall under the Behaviour System are:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food / Eating, chewing and drinking in banned areas
- Deliberately going the wrong way in the one way system
- Not following instructions

8.0 Types of Sanctions / Consequences – TSAT PRINCIPLE RESPONSIBILITY | SANCTIONS

8.1 Lunch Time Detentions - Class teacher detention

A lunchtime detention may be issued for poor conduct, lack of engagement or poor Attitude to Learning (A2L) in the classroom. This will be issued by the classroom teacher or supported by the Curriculum team Leader for that subject. The teacher will endeavor to phone home to describe the concerns that are being displayed by the pupil in the classroom.

A “Class Teacher” detention could be given for:

- Persistent lack of equipment
- No home learning completed
- Poor quality of work produced in class
- Poor general attitude displayed towards the subject or classwork

Class Teacher lunchtime detention will be recorded and logged on Arbor

8.2 After School Detention

The Academy reserves the right to detain pupils after school who have not upheld expectations. In line with the DfE statutory guidance ‘*Behaviour in Schools - Advice for headteachers and school staff*’ (July 2022), parental consent is not required for detentions. However, as an Academy we will inform all parents/guardians as a matter of courtesy on a detention so that

all parents/guardians are aware of the whereabouts of their child. During after-school detentions pupils will undertake work that has been missed through their poor choices and receive support from members of the curriculum, house and leadership teams.

After School detentions will take place on a Thursday for 1 hour. If the pupil shows willing to take responsibility during this time they will be asked to leave after 30 minutes. We want our pupils to work with us at every opportunity.

Thursday after school detentions are for matters outside of the classroom such as; attendance / punctuality, uniform faults, failure to hand in home learning and for any lunch time detention that has been missed. This is not an exhausted list and a detention can be given for any reason that goes against our Believe & Achieve Core Value of Community.

Those that fail to attend on a Thursday without exceptional reason* will be collected to attend a 1 hour detention on a Friday with Senior leadership.

*(House team and SLT discretion on what is deemed 'exceptional') and parent can collect in person.

8.3 Removal from lesson detentions

If a pupil is sent to the Reset Room (see 8.5) they will incur an instant short detention during their social time on that day.

For example, if a pupil is sent to the Reset Room:

- Period 1 or 2 = 15 minute detention in the Reset Room during break time
- Period 3 or 4 = 15 minute detention in the Reset Room during lunch time
- Period 5 = 20 minute detention in the Reset Room after school

The Behaviour Team will always be supervising and will always offer the pupils food and drink when appropriate.

8.4 Removal from the Classroom - The Reset Room [RR]

“Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.”

(Behaviour in Schools Department for Educations Feb 2024)

8.5 Referral to the Reset Room:

If a pupil breaks one of the 3 Academy rules (see 4.0), the member of staff will tell them they have a warning. Staff should ensure that pupils are supported to improve their behaviour after a warning, particularly those pupils who require additional warnings. On the second occasion of breaking a rule they will be sent to the Reset Room (RR). They will remain in the Reset Room for the remainder of their lesson, up until the next break or lunch time where they will serve an instant 15 minute detention. For example; a pupil is sent during period 3, they will stay for period 4 and 15 minutes of lunch time. If a pupil is sent during period 5, they will remain in the Reset Room for an After School detention for 20 minutes on the same day.

***If a pupil is sent to the Reset Room two times within one day the pupil will stay in the RR for the rest of the day and leave at 3:20pm.**

If the pupil has been sent during the first half of a double lesson, staff will be asked whether they are happy for the pupil to return for the second lesson. This is at the teacher's discretion and the pupil will then serve the 15 minute break or lunchtime detention with their teacher (the teacher's discretion at the length of time) .

The teacher will record this removal on Arbor ensuring a clear reason is given for the lesson removal. Teachers must arrange a restorative conversation with the pupil on the first 2 occasions that they are removed from their lessons.

Pupils must arrive at the RR within 5 minutes of when the visit is recorded on Arbor. If they do not, they will be dealt with by a member of the Senior Leadership Team and Behaviour Leads who will be timetabled on Reset Room duty. The SLT timetable will be available to Reset Room Staff. Pupils must remain silent in the Reset Room following the Learning Mode of Silent Independent. Failure to follow the behaviour expectations [See Appendices] in the Reset Room may result in Internal Suspension in the serious breach room or a Fixed Term Suspension [see Appendix 6]

Pupils attend Paignton Academy for the sole purpose of learning. Disruptive behaviour in lessons will not be tolerated. This disadvantages other pupils and is morally unacceptable.

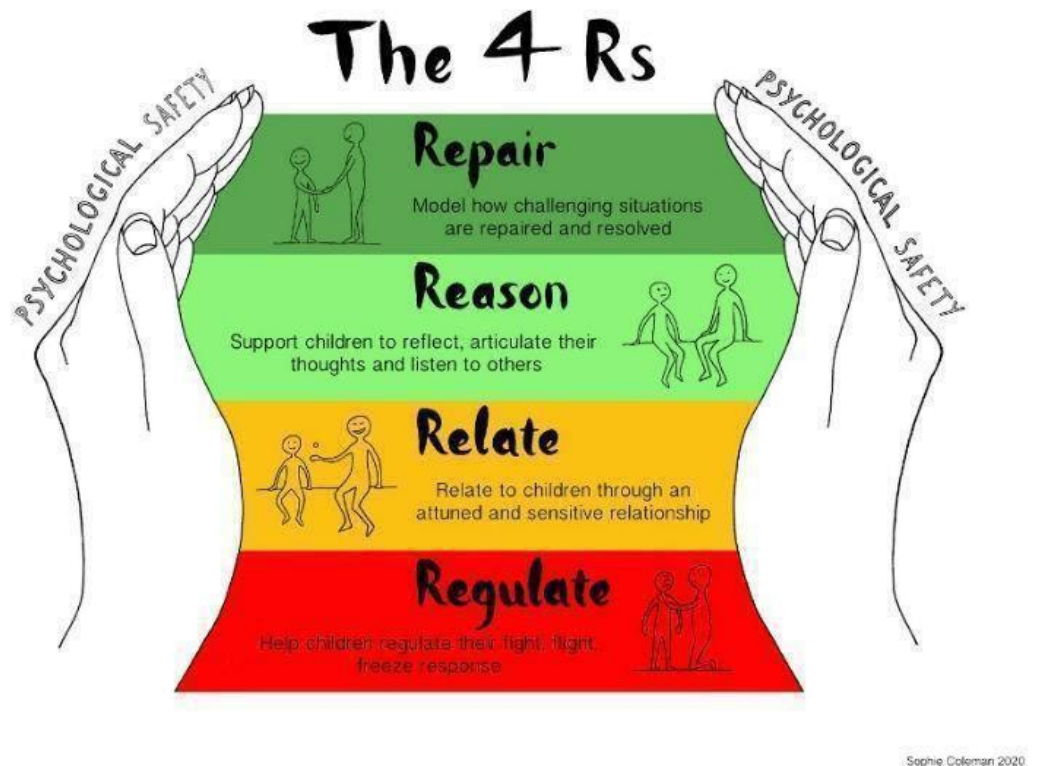
8.5.1 Sending a pupil to the Reset Room [RR]

All staff who have sent a pupil to the Reset Room must log this on Arbor and alert the RR staff.

All pupils must arrive at the RR within 5 minutes of being sent from the lesson or by the member of staff.

8.5.2 Arrival at the Reset Room [RR]

All pupils sent to the Reset Room must knock on the door and wait for a member of staff to open it. This allows pupils an opportunity to calm down and where possible reflect on their actions. During this time, they will be informed of the rules and regulations of the Reset Room. If a pupil is dysregulating, staff will deploy the 4 R strategy. This may be inclusive of sometime in the sensory room or another supervised, quiet space. Reset Room staff will refer to the Reset Room Handbook.



8.5.3 Code of conduct within the Reset Room [RR]

- All pupils will remain within the RR for the remainder of the lesson / next lesson and 10 minute detention(see 8.3). A serious breach of the rules will result in direct removal to Internal Suspension or Fixed Term Suspension.
- All phones are handed in upon arrival at the RR and returned when the pupil leaves.
- Pupils will be provided with appropriate work, either on a Chromebook or through printed materials. For example, KS3 pupils will initially receive English and Maths paper-based tasks, while KS4 pupils will be offered revision activities via Chromebooks. All work will focus primarily on numeracy, literacy, reading, and writing. All tasks must be completed **in silence**.
- All pupils will work independently and in silence whilst in the RR and must raise their hand if they need support from RR staff.
- Pupils may request to go to the toilet but will need to take the toilet lanyard.
- Pupils may drink water- in moderation- whilst in the RR.
- Pupils placed in the RR will have their food collected for them from the canteen.
- All pupils in the RR forego all breaktime and lunchtime “free” time. They will be placed in the RR during these times and remain in silence.

- Pupils who complete work independently within the RR will be signposted to the Academy resources in order to continue with their studies.

9.0 Refusal to follow instruction or continued disengagement within the Reset Room - **TSAT PRINCIPLE RESPONSES**

Poor behaviour will always result in a consequence. Therefore, any pupil who refuses to follow instructions or the behaviour expectations of the Reset Room (RR) will result in an immediate escalation of sanction. Pupils have two warnings in the RR. Examples of non-compliance in the RR may include:

Pupil talks or makes any sort of deliberate noise including pen tapping, humming, whistling, shuffling their legs/feet etc.	Immediate warning on the RR tracking system
Pupil deliberately attempts to communicate with another pupil in any way	
Pupil puts their head on the desk or actively refuses to work	
Pupil refuses support	
Pupil deliberately attempts to make conversation with a member of staff in the RR unrelated to work and/or regarding the reason why they were sent to the RR	
Pupil deliberately attempts to make continued conversation with a member of staff in the RR Pupil leaves their chair and walks around the RR	

A warning system operates within the Reset Room. After two warnings, a Fixed Term Suspension will be considered for any further non-compliance with the rules (please see Appendix 6 & 7). Parents will be contacted to collect their child or to give permission for them to leave site.

10.0 Repeated referrals to the Reset Room – **TSAT PRINCIPLE SANCTIONS | RESPONSES**

For pupils who repeatedly choose not to comply to the school's behaviour expectations, sanctions will be escalated:

STAGE 1 BEHAVIOUR	1-7 REFERRALS TO THE RESET ROOM
Reset Room visits recorded on Arbor Spoken to by Head of House/Pastoral Manager Positive report from visit 3 [see appendix- example of a report]	

STAGE 2 BEHAVIOUR	8-15 REFERRALS TO THE RESET ROOM
<p>Meeting with parents</p> <p>Interventions agreed</p> <p>Head of House Report</p> <p>On 12th visit: All day in Reset Room</p> <p>Panel</p>	
STAGE 3 BEHAVIOUR	16-25 REFERRALS TO THE RESET ROOM
<p>Pupil at significant risk of a Fixed Term Suspension</p> <p>Meeting with parents and Academy Director and/or Assistant Principal. Interventions agreed</p> <p>Senior Leader Report: Assistant Principal/Academy Director 20th visit: Internal Suspension all day (opposite site)</p> <p>25th Visit: Two day Internal Suspension on opposite site</p> <p>Panel review</p>	
STAGE 4 BEHAVIOUR	26+ REFERRALS TO THE RESET ROOM
<p>Internal case conference</p> <p>35th Visit: 3 days Internal Suspension either home site or opposite site</p> <p>Meeting with Deputy Principal and/or Principal</p> <p>High level interventions e.g. managed move/ referral to Lodestar Academy or The Torbay Inclusion Group</p>	

11.0 Internal Suspension - **TSAT PRINCIPLE SANCTIONS | RESPONSES**

Pupils who fail to behave in the Reset Room despite warnings will be removed and placed in Internal Suspension instantly and/or the following day. This is an isolation room away from the RR and is always planned the next day and it is staffed by the Behaviour Leads & Senior Leadership. This will be logged and is a significant escalation in sanction. Failure to behave in the Internal Suspension room will result in a Fixed Term Suspension. Pupils may also be placed in the Internal Suspension room for serious violations of the Academy's behaviour code. Only members of the Senior Leadership Team may place pupil(s) in Internal Suspension by going through the Assistant Principal i/c Behaviour & Attitudes and Deputy Principal i/c Pastoral.

Work will be provided for the students following our Online / Remote Learning policy.

12.0 Fixed Term Suspensions - TSAT PRINCIPLE SANCTIONS | RESPONSES

The Principal may suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual suspensions should be for the shortest time necessary. Suspension can only be sanctioned by the Principal or their designated representative. Parents or guardians of pupils who are to be suspended should be contacted, preferably by telephone, to advise them of the suspension. On the day the decision to suspend takes place, the pupil should be internally suspended for the remainder of the day. If parents cannot be contacted, a formal suspension letter and an additional letter of explanation should go home with the pupil and also be posted in a plain envelope. Pupils whose parents have been contacted should take a copy of the formal suspension letter home. It is a legal requirement under the 2006 Education and Inspections Act that a parent should attend a re-admittance meeting interview following a Fixed Term Suspension. During the period of suspension, the school has a legal obligation to set and mark work for suspended pupils. If suspension is for more than 5 days, the Academy has a legal obligation to provide an education for the pupil on the 6th and subsequent days of the suspension.

If a student receives more than one Fixed Term Suspension in two TSAT terms then there is an escalation:

- 1st FTS = 1 day
- 2nd FTS = 2 days
- 3rd FTS = 3 days
- 4th FTS = 4 days
- 5th FTS = 5 days

If a student commits a serious breach of the behaviour policy then the escalation may not apply and a larger number of days may be issued, to reflect the seriousness of the breach.

In the return from suspension meeting the pupils will be allocated appropriate interventions relevant to the behaviours that have led to the suspension. The Academy, pupils and parents will all be in agreement with targets set to reduce a second suspension.

[tsat_suspension_and_permanent_exclusion_from_school_policy_2026docx.pdf](#)

12.1 Non-attendance at a Return from Suspension Meeting – TSAT PRINCIPLE RESPONSIBILITY | RELATIONSHIPS

Non-attendance (parent and/or pupil) is a serious issue. Paignton Academy will offer a reintegration meeting following a Fixed Term Suspension to support the pupil to return to school life successfully. This will be attempted first and foremost as a meeting in person but if this is not possible a telephone call or online meeting can be offered. We will design a strategy that will offer a pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. It is important to note that a pupil will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. However, for continued refusal to attend a Return

from Suspension meeting, the Academy will alert the attendance, safeguarding officers and/or the Local Authority.

13.0 Punctuality – TSAT PRINCIPLE ROUTINES

Arrival to school

- All pupils must arrive to school by 8:27am to be able to get to Tutor time by 8:30am – the gate will remain open until 8:30am
- Those pupils that arrive after 8:30am are late and will be logged on Arbor
- 3 late to schools in a week will result in a Thursday after school detention for 30 minutes

*There is currently a trial happening for Year 10 only – see appendix 13 (Autumn Term 2026)

Arrival to lesson and Tutor time

- All pupils must arrive at lessons / tutor time within a timely manner. Staff should use their professional judgement as required.
- If a pupil receives x3 or more late faults in a week they will be issued an afterschool detention for the next available Thursday.
- Pupil punctuality will be recorded and monitored by Pastoral Teams every week. Where a consistent pattern emerges of poor punctuality and/or work/lesson avoidance, a report (please see 15.0) will be issued to the pupil and parents/guardians.
- Punctuality report – if pupils fail to comply whilst on report, they will lose their social time
- Staff should use their professional judgement as required.

14.0 Time Out cards – TSAT PRINCIPLE RESPONSES

Time out card must only be used if it is stated in a pupils EHCP or on receipt on a letter from a GP, consultant or medical professional etc.

In exceptional circumstances, a pupil may be provided with a temporary 'Time Out' Card. This must be agreed by the Senior Leadership Team only following a request by a Head of House. A pupil cannot request a Time Out Card.

14.1 Paignton Academy has the following 'Time Out' Cards:

- ❖ Toilet (Medical Evidence must be provided)
- ❖ Medical card (evidence to be provided)
- ❖ EHCP card
- ❖ Teacher directed card (5 minutes outside the classroom)
- A Time Out Card must only be used once in a lesson and only in genuine circumstances.

- A Time Out Card must never be used to avoid work, avoiding the instructions of the teacher or to avoid a consequence.
- Any pupil who receives a Time Out Card must only stand outside the classroom they have been in. They must
- not use the Time Out Card to wander the school grounds. This will result in instant removal of the Time Out Card and referral to the Reset Room. Some pupils with SEND take time out in Learning Support – this is written on the card.
- A Time Out Card is for 5 -10 minutes. It does not mean that the full 10 minutes must be used.
- A pupil MUST ask permission from the teacher to use their Time Out Card.
- The teacher may refuse the pupil to use the Time Out Card if in their professional judgement it is being used inappropriately. The class teacher should notify the Pastoral Managers.
- Pupils must not argue with the teacher when the use of the Time Out Card has been refused.
- Every time a pupil uses their Time Out Card must be logged on Arbor.
- A Time Out Card is reviewed every two weeks.
- The expectation is that all pupils must be in lessons for the full duration.
- Time outs or breaks are not issued to groups of pupils during double lessons

15.0 Reports - TSAT PRINCIPLE RESPONSES | RELATIONSHIPS

This will be a physical card or using Arbor online to report home to parents

Positive Report – issued to pupils who it is felt having positive feedback would be beneficial for their wellbeing and support their behaviour.

Tutor Report – Issued to pupils who are displaying poor behaviour or attendance.

Head of House Report – Issued to pupils who are displaying high levels of persistent disruptive or poor behaviour choices. The time the pupil is not on report is not fixed by the parents / carers must be informed or had a meeting to agree a behaviour support plan. Behaviour will be monitored throughout the time period and parents / carers will be updated.

Subject Report – issued to pupils for persistent poor behaviour within a lesson. If a pupil is issued a Removal from lesson for 3 consecutive lessons within a fortnight they should be placed on report and monitored by a Curriculum Team Leader.

SLT Report – issued to pupils following multiple Fixed Term Suspension or for high Reset Room visits or negative behaviour points.

Parents/Guardians should be informed of the start and date times of the above reports and kept updated throughout.

16.0 Toilet System / Procedure (Appendix 13) – TSAT PRINCIPLE ROUTINES

All pupils have the right to go to the toilet during the day however all staff should be mindful that toilet breaks are open to abuse by pupils. Pupils should not, except those in receipt of a toilet card, be allowed to leave lessons 2, 4 and 5 during the last 10 minutes. Pupils can access during before school, breaktime, lunchtime and after school.

All pupils are encouraged to go to the toilet during break time and lunchtimes to avoid disruption/interruption to lessons

All teachers can record pupils who they have given permission to go to the toilet through Arbor. Data is reviewed every two weeks by the pastoral teams to check for any patterns and/or lesson avoidance in extreme cases. Each teacher has a toilet lanyard which should be given to any pupil who is given permission to go to the toilet. Staff are made aware of pupils who are persistently asking to visit the toilet and contact is made with home to inform parents if extreme.

THE WHY

"So you can ALL go to the toilet in a safe, peaceful and clean environment." Academy Council (2023)

16.1 Toilet passes

Some pupils may have a genuine medical need to visit the toilet multiple times during the school day. The school may issue a permanent or temporary "toilet pass" to those pupils who have medical needs.

The school will only grant a "toilet pass" on receipt of a letter from the pupil's GP. All Toilet Cards will ONLY be approved by the Deputy Principal during the Pastoral Panel meeting via information provided by the House teams.

Pupils must go to the nearest toilet. They must return to the lesson within 10 minutes of being issued with the exit card. If they do not return after 10 minutes then this must be logged in Arbor but does not need to be discussed with the pupil.

17.0 First Aid visits - TSAT PRINCIPLE ROUTINES

There may be occasions when a pupil needs to visit the First Aid office. Staff must use their professional judgement whether this is genuine or not. Requests to visit the First Aid office can often be attempts to avoid lessons/learning.

If a pupil visits First Aid during a lesson, this must be logged on Arbor by the teacher.

Pupils who turn up late to the lesson from First Aid must be logged as 'late' on Arbor. Where possible, the pupil should be accompanied to First Aid but where necessary they can be escorted by another pupil. Pastoral staff will analyse First Aid data every two weeks to check for patterns and refer this to the Senior Leadership Team.

18.0 Uniform - TSAT PRINCIPLE ROUTINES | RESPONSIBILITY

Wearing the full school uniform is a condition of being a Paignton Academy pupil. This is outlined in the Home-School Agreement which all pupils and parents have signed. A uniform helps to

develop both pride in the school community and a sense of belonging without the need to constantly compete with others on the latest trends and fashions in society. Whilst there is a cost to any school uniform, we also firmly believe that the cost of chasing the latest fashionable attire will be far greater than a school uniform. All pupils are therefore expected to wear the full school uniform at all times. Pupils' uniforms will be checked by the SLT as they enter the Academy each morning.

It is the responsibility of parents/guardians and the pupils themselves to ensure that pupils come to the school every day dressed in accordance to the signed agreement on uniform as outlined in the Home School Agreement.

18.1 Non-compliance with uniform policy

We understand that there may be times that pupils have genuine reasons why they cannot wear the full uniform for that day. Examples may include injury or torn clothes. As outlined in the Home-School Agreement, parents/guardians are therefore asked to write a note (or email) the reason for this beforehand. A green card will be issued for a limited time only for a maximum of one week.

The uniform policy also extends to appearance/presentation. Pupils who **have chosen** to enter the Academy with an extreme appearance/presentation will not be allowed to go to lessons. They will be placed in the Reset Room all day including break and lunchtime until their appearance is corrected. Definitions of extreme appearance/presentation are subjective interpretations and the school will decide what constitutes an extreme appearance. As a general rule it will include but not be limited to the following: all facial piercings; extreme hair styles (e.g. shaved heads with patterns or beads; a contrast between a shaved head and normal length hair; Mohican etc.) unnatural hair colour etc.

No note = Detention

Uniform faults will be recorded on Arbor.

If a pupil receives x3 or more uniform faults in a week they will be issued an afterschool detention for the next available Thursday.

Examples of uniform faults

- Shirt untucked
- Blazer sleeves rolled up
- Skirt rolled up
- Facial piercing in
- Too many earrings / rings
- Incorrect socks over tights

18.2 Persistent refusal to follow the agreed and signed uniform policy:

1. Removal of breaktime and lunchtimes
2. Phone call home
3. Reset Room (one lesson)
4. No face to face teaching (RR - Internal isolation)

5. Meeting with parents/guardians
6. Detention after school
7. Internal Suspension (opposing site)
8. Fixed Term Suspension

19.0 Behaviour of pupils outside the Academy - **TSAT PRINCIPLE RESPECT | RESPONSIBILITY**

The Academy will discipline pupils, in line with the 2006 Education and Inspections Act and *'Behaviour in Schools - Advice for headteachers and school staff'* (July 2022), whose behaviour is unacceptable off the school premises, and when not under the control of Academy staff (for example, on the way to and from school). Staff should always discuss such disciplinary measures with a member of the leadership team before any course of action is taken.

Schools may discipline pupils for behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

'Behaviour in Schools - Advice for headteachers and school staff' (94. pg27 July 2022)

Pupils on an Academy trip, to a location other than the Academy sites and under the supervision of Academy staff, volunteers, youth workers, etc. are subject to the Academy's discipline and behaviour policy. In the event of misbehaviour, the teacher/support staff member can, if necessary, discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

20.0 Confiscation of personal property - **TSAT PRINCIPLE ROUTINES | RESPONSIBILITY**

Academy staff, when necessary, will confiscate inappropriate items from a pupil if the item is interfering with the learning of the pupil or other pupils in the class or interfering with teaching. The confiscation of electronic devices, mobile telephones, iPods, etc, must be undertaken with care, the items kept safely and securely and returned in accordance with the policy on mobile phones. The timeframe will be set at the time of the confiscation, to the pupil or parent/guardian.

Consideration must be given to the need to use a mobile telephone at the end of the day. Staff who confiscate an item from a pupil are liable for its safekeeping.

21.0 Mobile phones and smart devices - **TSAT PRINCIPLE ROUTINES | RESPONSIBILITY | RESPECT**

The Academy has a clear expectation that all electronic devices are switched **'off'** and put **'away'** in pupils' bags for **"the whole day"** until 3pm. Pupil may use phones in the House office with permission.

Any phones or smart devices that are seen or heard by staff will be confiscated and taken to

the Main Reception.

Device confiscated on the –

- 1st occasion - phone collected by pupil at 3pm on the same day
- 2nd occasion - pupils hand their phone to House Office for each morning for 5 days
- 3rd occasion - phone held by the Academy until collected by parents

Constant use of mobile phones could result in a 60 minute detention after school.

Refusal to hand in a phone/smart device could result in Internal Suspension or Fixed Term Suspension.

Staff have the ability to log on Arbor via *Mobile phone use* (Level 0) or *Refusal to hand in mobile phone for confiscation* (Level 2)

22.0 Searching pupils' and their possessions - TSAT PRINCIPLE ROUTINES | RESPONSIBILITY | RESPECT

The Principal may authorise the search of a pupil and or their possessions (including bags) without consent if there are reasonable grounds for doing so. This authorisation is a power available to the Principal, not a duty.

Power to search without consent for 'prohibited items' include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any item that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
- Any item banned by the Academy rules which has been identified in the rules as an item for which such a search may take place.

Weapons, knives, suspicious substances and pornography should not be brought into the Academy and will be handed over to the police. For all other items it is at the discretion of the Principal and designated members of the SLT to decide if and when to return a confiscated item. This power applies to searching for weapons with the law extended to cover alcohol and controlled drugs. Academy staff are legitimately able to ask pupils to turn out their pockets. Should it be deemed necessary, the Academy will, in exceptional circumstances, screen pupils for inappropriate items. This includes the taking of mobile telephones into a public examination.

23.0 Use of reasonable force - TSAT PRINCIPLE RESPONSES | RESPONSIBILITY

The Academy is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The Academy and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. Several of our staff are trained in Positive Handling and will be called upon if handling is needed. We follow the DfE guidance at all times

[DfE advice template](#)

23.1 Terminology

For clarity, this policy will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in school.

23.2 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

23.3 Guiding principles

The decision on whether it is reasonable to use force and/or other restrictive interventions,

depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive interventions are reasonable in a situation, the member of staff should use their professional judgement. Factors staff might want to consider include but are not limited to:

23.3.1 Necessary

Staff will consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff will assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

23.3.2 Proportionate

Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff will consider the personal circumstances of the student such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

23.3.3 Student's welfare

Staff will consider the impact on the student's overall welfare, balanced against any actions taken. For example, students who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff will seek to maintain respect for a student's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff will clearly and calmly communicate to the student what is happening, why it is happening, and explain what the student needs to do. For students with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non verbal strategies will be used to ensure the student understands what is happening and has adequate time to process information and respond. Staff will seek to understand how the student is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

23.4 Application

Using reasonable force in a school setting involves careful consideration of various factors to ensure the safety and well-being of students and staff. Here are the key practical considerations.

23.4.1 Assessment of the Situation

- **Immediacy of Threat:** Evaluate whether the situation poses an immediate threat to the safety of students, staff, or property.
- **Severity of the Threat:** Identify whether the threat involves physical harm, significant disruption, or damage to property.
- **De-escalation Attempts:** Ensure that all non-physical de-escalation techniques have been attempted and proven ineffective before resorting to physical force.

- Reasonable adjustments: follow all relevant guidance from student passport/risk assessment

23.4.2 Proportionality and Necessity

- Minimum Force: Use the least amount of force necessary to control the situation.
- Duration: Apply force for the shortest possible time to achieve the desired outcome.
- Proportionate Response: Ensure that the level of force used is proportionate to the severity of the threat.

23.4.3 Training and Preparedness

- Staff Training: Ensure all staff members are aware and have an understanding of the use of reasonable force and restrictive intervention policy and principles. All relevant staff will have enhanced training.
- Refresher Courses: Provide regular refresher training to maintain staff competence in handling such situations.

23.4.4 Physical and Emotional Safety

- Avoiding Harm: Take care to avoid causing unnecessary pain or injury to the student.
- Emotional Support: Be mindful of the emotional impact on the student and provide support following the incident.

23.4.5 Legal and Ethical Considerations

- Compliance with Laws: Ensure that any use of force complies with relevant local, state, and federal laws.
- School Policies: Adhere to the school's policies and procedures regarding the use of force.
- Rights and Dignity: Respect the rights and dignity of the student at all times.

23.4.6 Documentation and Reporting

- Incident Reporting: Document the incident in detail, including the circumstances leading up to the use of force, the actions taken, and the outcomes.
- Parental Notification: Inform the student's parents or guardians about the incident as soon as possible.
- Review and Follow-up: Participate in a review of the incident to identify any lessons learned and to plan any necessary follow-up actions, such as counselling or additional support for the student.

23.4.7 Debriefing and Support

- Debriefing Sessions: Conduct debriefing sessions with the staff involved and the student to discuss the incident and address any ongoing concerns.
- Support Services: Provide access to support services for both staff and students affected by the incident, including counselling if necessary.

23.4.8 Environmental Considerations

- Safe Environment: Ensure that the environment where the force is used is as safe as possible, minimizing the risk of accidental injury (e.g., removing obstacles that could cause tripping or falling).
- Witnesses: When possible, have another staff member present as a witness to the intervention.

23.4.9 Communication

- Clear Instructions: Communicate clearly with the student throughout the intervention, explaining why the force is being used and what is expected of them.

- Calm Demeanour: Maintain a calm and controlled demeanour to help de-escalate the situation and reassure the student.

23.5 Use of reasonable force to search students

Head teachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the [Searching, Screening and Confiscation](#) for detailed advice on searching a student.

23.6 Unacceptable uses of force

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

23.7 Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'reporting and recording'.

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom to the smart centre or Internal Suspension.

23.8 Reporting and Recording

Governing bodies of maintained schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded by the staff member(s) involved as soon as possible after the event and must be made in writing using a standardised form.

The requirement to record applies even if the use of reasonable force and other restrictive

interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

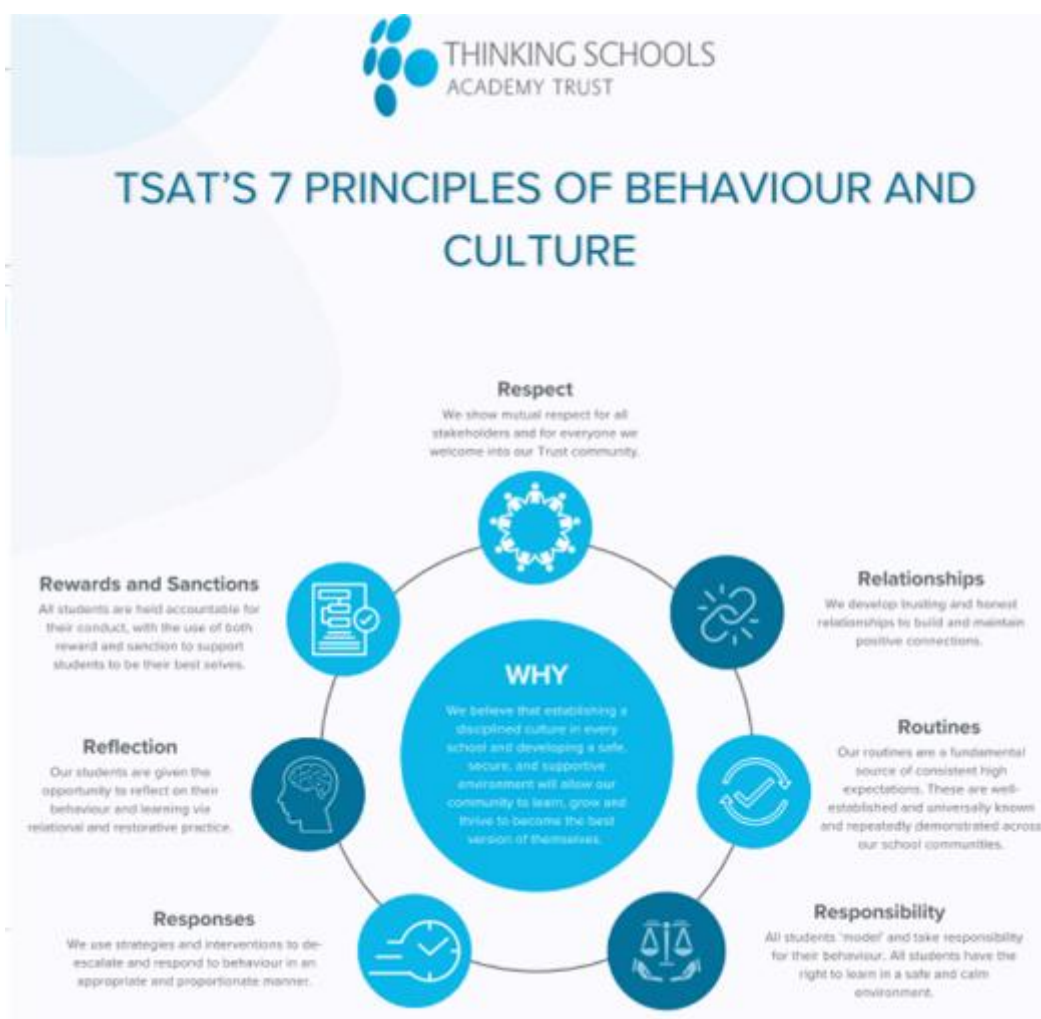
23.9 Complaints

If any complaints are raised regarding reasonable force or restrictive interventions the matter will be investigated using our complaints process. The school will initiate the investigation as soon as possible and report any findings back through the appropriate channels.

APPENDIX

This appendix contains key documents, including standard letters, that are part of the Behaviour Policy.

Appendix 1



Appendix 2 – CARE Values



At Paignton Academy we **CARE - Believe & Achieve**

– Our **CARE** core values and principles guide our daily actions and choices



Community

We belong to Paignton Academy by respecting our environment, valuing the people within it, and wearing uniform with pride.



Ambition

Every person is dedicated to the same goal: to give our pupils the very best chance to achieve the very best in life through love of learning.



Relationships

As a school, we want to develop outstanding relationships between all key stakeholders. We are kind, considerate, polite to all and show gratitude.



Excellence

Our pupils are told to be the best version of themselves and to strive for excellence every day in their studies and their personal growth.

Appendix 3 – Our expectations of pupils to show We CARE



Appendix 4 – Learning Modes

Learning Modes

“We are moving into ‘Respectful Whole Class’ that means in silence and listening with full attention to the speaker in 5, in 4, in 3, in 2 in 1”



Respectful Whole Class

- ✓ In silence
- ✓ Full attention to the speaker

“We are now moving into ‘Silent Independent’ that means working on your own and no talking in 5, in 4, in 3, in 2 in 1”



Silent Independent

- ✓ On your own
- ✓ No talking

“We are now moving into ‘Polite Shared Learning’ that means taking turns and staying on topic in 5, in 4, in 3, in 2 in 1”



Polite Shared Learning

- ✓ Take turns
- ✓ Stay on topic

*Community**Ambition**Relationships**Excellence*

Appendix 5 – Report Card example

THURSDAY					FRIDAY				
Period	Subject	Staff	Targets achieved	Targets not achieved and comment	Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1					1				
2					2				
Break					Break				
3					3				
4					4				
Lunch					Lunch				
5					5				
Year Team					Year Team				
Home					Home				
Student Reflection					Student Reflection				

Stay on report? Y/N _____

Date of next review: _____

PAIGNTON ACADEMY
SLT REPORT CARD

Name: _____

Date: _____

We have 3 Academy rules that we all **must** follow because everyone has the right to work in a work environment that is not disrupted by poor behaviour.:

Believe & Achieve - We C.A.R.E.
Our 3 Rules

READY

KIND

RESPONSIBLE

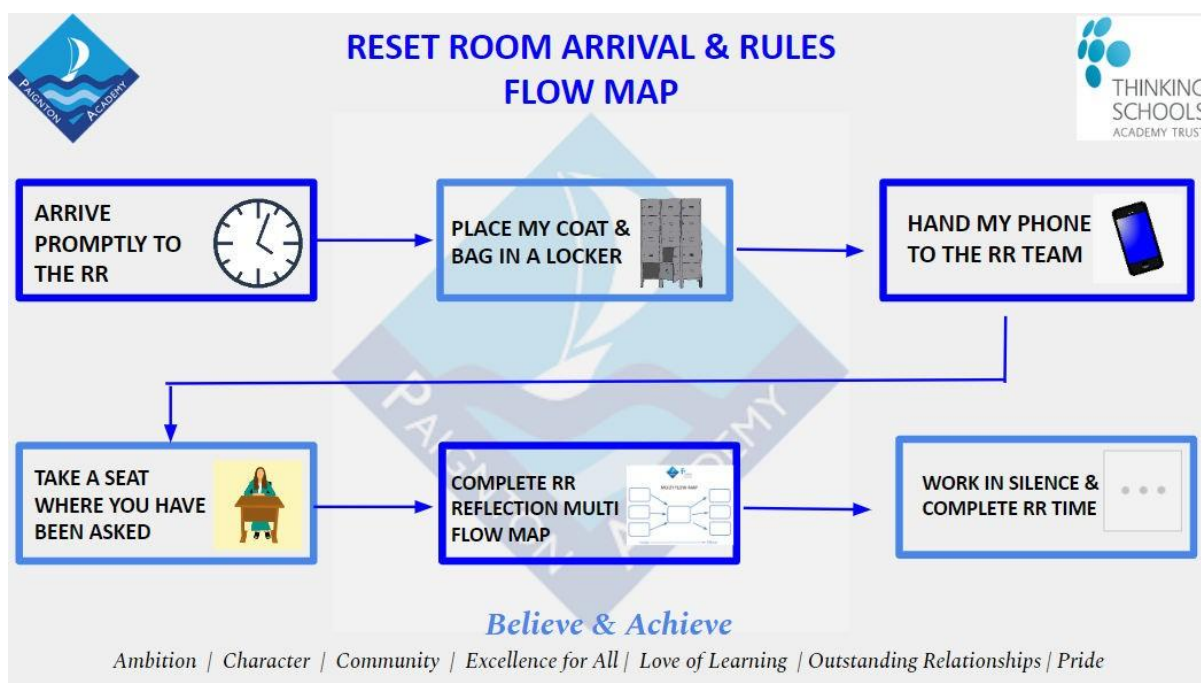
FOCUS FOR REPORT

MONDAY				
Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

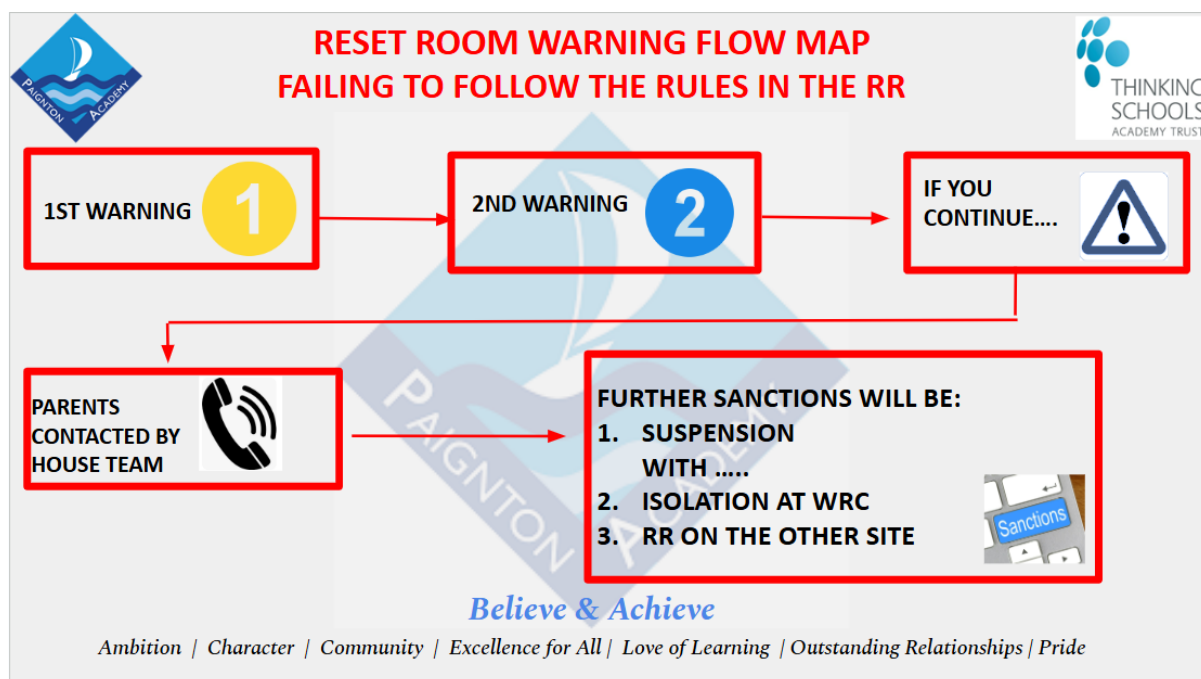
TUESDAY				
Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

WEDNESDAY				
Period	Subject	Staff	Targets achieved	Targets not achieved and comment
1				
2				
Break				
3				
4				
Lunch				
5				
Year Team				
Home				
Student Reflection				

Appendix 6



Appendix 7



Appendix 8

Non-attendance at return from suspension meeting

Dear [name of parent]

Following your child's recent Fixed Term Suspension from Paignton Academy, and in line with our policy, a return from suspension meeting was arranged today for you [in person / over the phone] and [name of child] at [time].

Return from suspension reintegration are important in how the school, the pupil and you as parent(s) can work together in order to best support your child in avoiding any future suspensions.

It is therefore deeply disappointing and a matter of considerable concern that you did not participate despite our best efforts. A copy of this letter will be placed on file and, if warranted, forwarded to the Local Authority.

It is essential that you unite with us so we can hold a return from suspension reintegration meeting. Another attempt will be made to arrange this with you but currently your child's education and attendance is being significantly and negatively affected by the current lack of cooperation.

Your child's pastoral team will be in contact again. I have referred this matter to the Academy's attendance and safeguarding officers.

Yours sincerely

D WILLIAMS
Principal

Appendix 9

Incident Report Form						
Academic Year 2025/26						
Name of Student:		Year Group:		House		Date:
Delete as appropriate: SEND: E / K LAC: Y/N						
Are there Safeguarding Concerns to be considered (if yes appropriate detail) -						
Has Social Worker been informed: Y / N / N/A						
Site:	BRC/ WRC	Staff Writing Report:				
Time of incident:		Location of Incident:		Witnesses		
Brief Summary:						
Full Report:						
Evidence to support (witness statements etc)						

Appendix 10

Behaviour Team at Paignton Academy

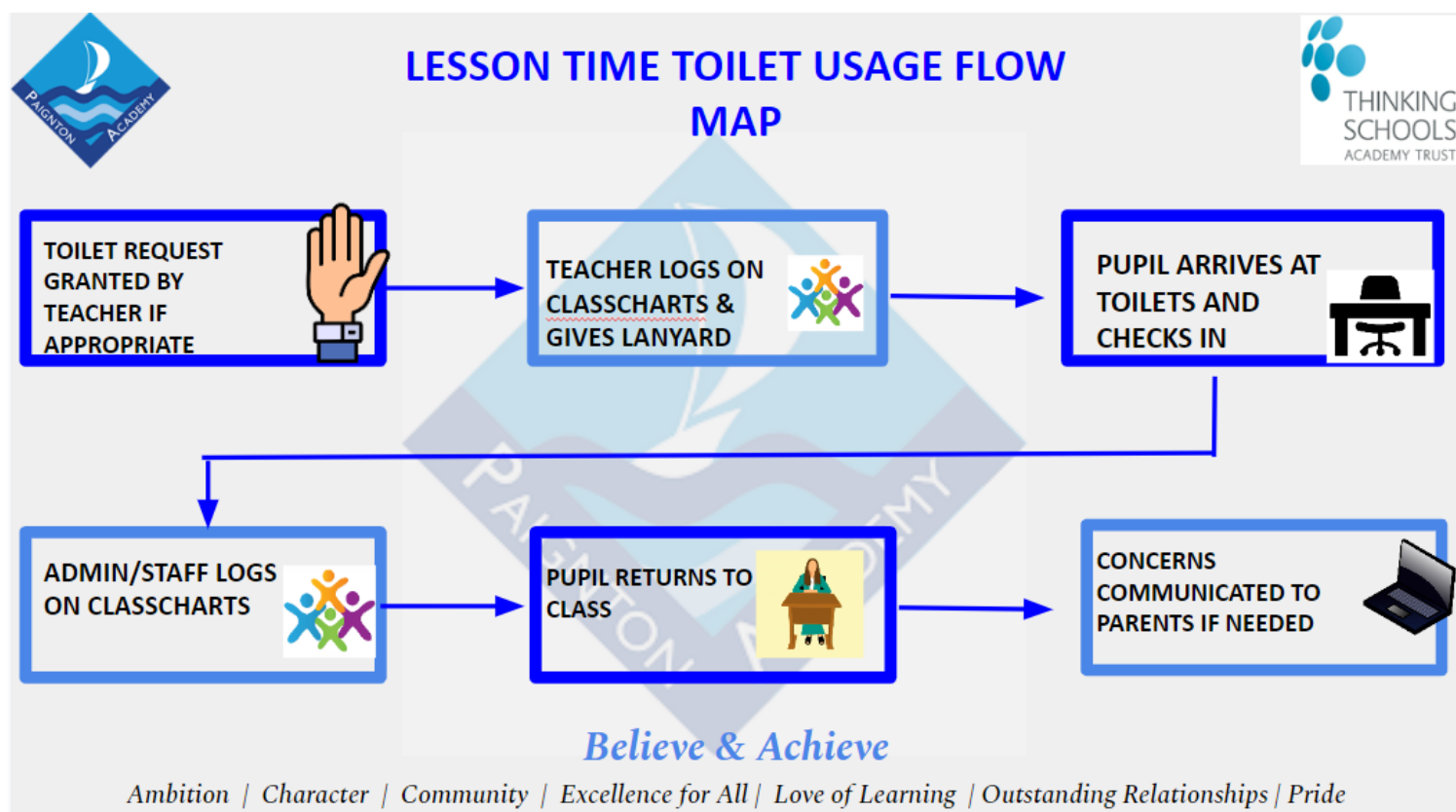
Every adult in the Academy is part of the Behaviour Team because behaviour is everyone's responsibility (community) and behaviour is part of our Curriculum.

Directly working with our pupils in the Reset Room is the Behaviour Team:

- Deputy Principal – Inclusion
- Assistant Principal - Behaviour & Attitudes
- Behaviour Lead
- Reset Room Learning Support Assistant BRC
- Reset Room Learning Support Assistant BRC
- Reset Room Learning Support Assistant WRC
- Reset Room Learning Support Assistant WRC

Appendix 11

Paignton Academy's Toilet System



Appendix 12

Paignton Academy's CARE Transitions / Kindness



Appendix 13 – Late Trial

