

# Derby Moor Spencer Academy



DERBY MOOR  
SPENCER ACADEMY

## Policy Title: Behaviour & Exclusion

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EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



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## **Derby Moor Values**

At Derby Moor Spencer Academy, all members of our community uphold the values and principles of the academy. Through working together, parents, students and staff strive to ensure the highest standard of education for all students through our values below.

# **Together we succeed**

**Achievement**

**High Expectations**

**Aspiration**

**Community**

DERBY MOOR COMMUNITY  
SPORTS COLLEGE



## **1. General Principles Influencing the Academy's Approach to Behaviour**

### **1.1 Purpose**

For students to reach their full potential they need a calm, safe and purposeful environment. The academy therefore seeks to promote:

- Expectations are high and students receive frequent affirmation for progress and achievement and behaviour.
- Teachers are constructive and positive and employ effective classroom management skills. We adopt a warm-strict approach to managing behaviour and frame conversations around employability and preparation for the world of work where appropriate. The self-esteem of all students is respected.
- There is a sense of community and shared values.
- Good practice is rewarded and merit is not taken for granted.
- Recognition of merit is equally accessible to students of all abilities.
- Behaviour that goes against our community values is unacceptable and there will be consequences associated with such conduct.
- Unacceptable behaviour is marginalised by promoting good behaviour.
- Students are encouraged to play a positive role in maintaining standards and protecting the interests of each other.
- Work is differentiated in terms of students' abilities and needs.
- Grouping policy takes into account issues of student esteem.
- Behaviour which distresses or reduces effective learning for other students is not tolerated.
- Students are equipped with essential employability skills such as teamwork, communication, problem-solving, resilience, and adaptability. These are embedded into our curriculum ensuring students are prepared for the world of work and life beyond school.

## **2. Promoting positive behaviours. Rewards.**

### **2.1 General Principles**

Derby Moor Spencer Academy promotes positive behaviour, attitudes, progress and enthusiasm in all students. These attributes are recognised through a students' attendance, behaviour and many other additional contributions to academy life at Derby Moor. Rewards and recognition are one of the ways that Derby Moor strives to support its students to succeed.

### **2.2 Promoting positive behaviours.**

Derby Moor Spencer Academy understands that it is vital to recognise and appreciate when students have been doing the 'right thing' and to praise this. This then will create and strengthen a positive culture of trust within the academy, allowing students to 'risk take' which will lead to improvement in attainment and outcomes.

The reward system uses on-going data, collected through an online application called ClassCharts. Parents and Guardians have direct access to this platform via the app or web login, allowing them to view in real-time their child's daily activity. Families are encouraged to check this daily and engage in conversations with their children each evening to promote the positive behaviours exhibited. See appendix 1

### **3. Managing negative behaviours. Behaviour Sanction System.**

The over-riding principal that shapes the Behaviour system at Derby Moor Spencer Academy is that we are not seeking to 'punish students' but 'change their behaviour'.

#### **3.1 Power to discipline beyond the academy gate**

Derby Moor Spencer Academy's behaviour policy allows Derby Moor Spencer Academy to sanction students' behaviour where the students are not on the academy site academy or in the charge of Derby Moor Spencer Academy e.g.:

- In the immediate vicinity of Derby Moor Spencer Academy
- On the journey to and from Derby Moor Spencer Academy
- When clearly identifiable as a member of Derby Moor Spencer Academy
- When the behaviour is witnessed by a member of staff or reported to Derby Moor Spencer Academy

Students may be outside Derby Moor Spencer Academy on academy business including for example academy trips and educational visits, college courses, sporting activities and work experience placements. In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in the academy.

The behaviour policy extends to when students are using technologies including mobile phones and the internet. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The academy can sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

The Principal or DSL will consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police may be informed. In addition, Derby Moor Spencer Academy will consider whether this misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In which case, Derby Moor Spencer Academy will follow its Safeguarding and Child Protection Policy.

The academy attempts to educate students within a moral, spiritual and social context and the required academy standards of behaviour are based upon the values set out in the academy's statement of aims and principles as set out in our prospectus and staff handbook.

To take appropriate and, if necessary, firm measures to reduce inappropriate behaviour including truancy, bullying, racial and sexual harassment and defiant and wilful disregard for the standards required by the academy.

At all times the academy will respond according to statutory requirements.

#### **3.2 Guiding principle when applying sanctions**

The academy adopts the following as guiding principles in applying sanctions to behaviour:

- The sanction is appropriate to the offence.
- Rewards and sanction are used fairly and consistently.
- Sanctions which are deliberately humiliating or degrading are not used.

- Sanctions of whole groups for the activities of a minority will normally be avoided - ringleaders should be picked out, but care should be exercised not to label or scapegoat.
- Students have an awareness of levels of sanction likely to be imposed for various degrees of misbehaviour and are clear that in its response, the academy differentiates between minor misdemeanour and serious misbehaviour. Students are aware of the system and likely consequences.
- The importance of not over-reacting to an incident will be recognised both in terms of fairness and also of retaining flexibility for any subsequent sanctions which may be needed.

Whilst maintaining consistency of response the academy will operate with some flexibility to take account of students' individual circumstances in reintegrating and restoring them back into academy after an exclusion or sanction, including those students with special educational needs and/or safeguarding concerns. Where the academy believes that safeguarding concerns are present then a multi-agency meeting may be called to discuss both behaviour and sanction.

The academy will work upon the general assumption that parents are accountable for their student's behaviour and have special responsibilities with respect to dress, punctuality, homework and general politeness. The academy will try to be supportive of parents but will expect the same in return.

Details of the academy's policy on exclusions are available in section 6. The academy is a health promoting agency and as such will respond to misdemeanours which are potentially threatening to individuals or others. Bringing any prohibited item onto the Academy site which has the potential to do serious damage to other students is likely to result in a sanction which will include at least a Suspension. Such items include, but are not restricted to, illegal substances and offensive weapons.

Within the resources available the academy will take positive steps to provide effective support for students who experience behaviour management problems.

### **3.3 Derby Moor Consequence System**

#### **3.3.1 Sanctions**

Behaviour can depend upon many factors, and it is not possible to standardise sanctions relating to behaviour in an absolute manner. Ultimately, it is at the discretion of all members of staff as to when the sanction is issued to a student. This decision is respected and adhered to by students. A range of sanctions can be used by the academy that are commensurate with a student's actions. The consequence system can be found in the appendix 3.

#### **3.3.1 Correction time**

Students can be kept for a Correction after the academy day without parental consent. Correction time can be assigned on the same day, and where possible, parents will be notified if their child is to serve a correction that day. Correction time should not exceed one hour unless parental agreement has been obtained.

Notification to parents of corrections will primarily take place through Classcharts on the morning of the correction as this is the main medium for communications. It is essential that



families check this regularly. . The 1997 Education Act assumes that parents have received the information and so an acknowledgement from the parent is not required.

### **Appendix 3.3.2 The Consequence system**

Details of the Consequence system are found in Appendix 3.

#### **3.3.3 Late to academy**

Any student who is late to the academy will automatically receive a 20-minute correction the following day.

#### **3.3.4 Students on Report**

In order to support students in managing and regulating their behaviour they may be placed on report. A report is designed to encourage students to reflect on and correct their behaviour to ensure improvement is made and poor behaviour is not repeated. Reports may be issued for repeatedly missing homework, lateness to lessons or not meeting behaviour expectations. There is a hierarchy of reports, starting with the Tutor, Year Manager, Progress Leader, Assistant Principal, Vice Principal and Principal.

#### **3.3.5 Equality Act**

In relation to the Behaviour Policy and Code of Conduct, Derby Moor Spencer Academy will have due regard for the promotion of equality and ensure that its policies, expectations and sanctions do not discriminate. Insults which are deemed to be homophobic or racially motivated will be sanctioned.

#### **3.3.6 Searching and Confiscation of Inappropriate Items**

The academy can search students, their lockers and bags without consent for any banned items or an item which is likely to be used to commit an offence or cause personal injury or damage to property. A search can be undertaken if the academy has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by academy staff and may be handed to the police where necessary. Failure to comply with a search may result in parents or police officers being called to support the search, and may also lead to an appropriate school sanction being applied. During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does include, coats, blazer, jumper, hats, shoes, boots, gloves and scarves. Students may be searched with a hand-held metal detector for concealed items.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so. Academies are not required to inform parents before a search takes place or to seek consent to search their child.

#### **3.3.7 The Use of Physical Restraint**

Staff do not use physical chastisement and avoid physical restraint unless students are in danger of harming themselves or others; causing serious damage to equipment or property or committing an offence. In such cases, the minimum possible physical restraint will be used. If physical restraint is used the incident will be logged and reported immediately to the Designated Safeguarding Lead.

### **3.4 The Conduct of Inquiries into Incidents of Bad Behaviour**

Academy discipline inquiries will be conducted within the context of:

- 'Loco parentis' - we act as the parents of the child whilst they are in our care.
- Conclusions may be reached upon an assessment of the whole situation and knowledge of the student involved and not necessarily upon absolute proof.
- A reasonable response in terms of:
  - The amount of time given to the inquiry.
  - Balancing probability when absolute proof is not possible.
  - Assessing the relative reliability of witnesses on the probability of them telling the truth or not.
  - The consistent application of policies. Students should learn from experience to expect fair and consistently applied sanctions for bad behaviour which clearly makes the distinction between serious and minor offences. Care should be taken to avoid scapegoating.

If within an inquiry, students or their parents raise wider issues which they believe has contributed to the incident/s of bad behaviour the Academy will take reasonable steps to investigate. However, the general assumption that such wider issues can be used as an excuse cannot be accepted.

### **3.4.1 Police Involvement**

In the event of the police becoming involved in an inquiry the academy may consider it to be appropriate to allow them to complete their inquiries and decide upon the action they propose to take before completing the academy inquiry. A likely exception would be if for the safety of the academy community, it was decided to exclude a student.

There may be circumstances in which the academy makes the decision to involve the police as a result of incidents which have occurred within academy. This falls under the academy's package of restorative practice. Local police may be asked to speak to students to discuss potential consequences of poor behaviour and seek to increase the student's understanding in this area.

## **3.5 Making Judgements about the Seriousness of an Offence**

### **3.5.1 The Academy will assess as serious incidents which:**

- Bring danger, threat or intimidation to self or others.
- Are judged to seriously undermine the standards upon which the academy ethos is based or to bring the reputation of the academy into disrepute.
- Involve repeated disruption, defiance or rudeness.
- Cause serious deliberate damage.

### **3.5.2 Examples of Misdemeanours likely to be regarded as very serious**

A list of examples can be found in Appendix 4.

## **3.6 Informing Parents**

We seek to work in co-operation with parents. It is general policy to bring all serious behaviour incidents to the notice of parents. Parents will be notified of less serious incidents if sanction will entail after academy detention or if on general welfare grounds it is judged appropriate by staff to inform or discuss the issue with the parent. A simple example of this would be informing parents of non-completion of homework. In the event of exclusion every effort will

be made to inform parents prior to the student going home. It may be appropriate to defer the final decision about exclusion until after parents have been contacted.

### **3.7 Situations in which Students or their Parents provide information which could be self-incriminating**

Where any disclosure is made that illegal or dangerous behaviour has occurred, the relevant authorities will be informed.

## **3.8 Policies on Specific Serious and Very Serious Behaviour Issues**

### **3.8.1 Assaults**

Assault is an intentional or reckless act which cause a person to fear or expect immediate unlawful force or personal violence. Battery is the infliction of the unlawful violence. Both should be considered as very serious offences but as the behaviour is criminal, academy will first check whether the victim intends to report the matter to police, academy may directly report such incidents to the police. Academy may act in addition to the police.

Academy may need to address multiple issues including the offence and the fear of the victim of the possibility of reprisal.

### **3.8.2 Knives and Offensive Weapons**

In the case of banned items with the potential to cause harm to others exclusion should normally form part of the punishment. In the case of the blatant carrying of an offensive weapon, or if serious injury has been caused or threatened, permanent exclusion is likely to be an appropriate response. If a student brings a knife and/or offensive weapons onto the academy site the police will be called.

### **3.8.3 Disciplinary Policy relating to inappropriate use of Mobile Phones**

Mobile phones can be used to seriously undermine academy standards and the safety and welfare interests of our students. As a result of this the academy has a responsibility to regulate the use of phones on the academy site. The protocol for managing students' mobile phones can be found in the appendices.

## **3.9 Rules for Use of Mobile Phones**

Details can be found in Appendix 5.

## **3.10 Drugs and Banned items**

Details can be found in Appendix 6

To establish clear procedures for dealing with situations in which banned substances are found or there is a suspicion that they have been brought into the academy. Procedures include seeking police and/or medical assistance and informing parents, giving advice on counselling etc.

If an accusation is made against a student, which cannot be verified by the academy, the academy should assess the reliability of evidence and if there is a reasonable chance that there could be some truth in the accusation, the parents should be informed. Depending upon the circumstances, it should be decided whether to contact the police. Parents and the appropriate authorities will be notified if, in the academy's opinion, a student arrives at academy under the influence of drugs, alcohol or other banned or illegal substances.

## **3.11 Exclusions/suspensions**

### **3.11.1 Legal Context**

Academy and Governors' Disciplinary Committees will work within terms of DFE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' published in August 2024. The Principal may use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Derby Moor Spencer Academy may use three types of exclusion.

- Internal Fixed Term Exclusion (iFEX)
- Suspension- (Previously known as Fixed Term Exclusion (FEX))
- Permanent Exclusion (PEX)

### **3.11.2 The purpose of the exclusion/suspension**

- To make a clearly understood statement that certain behaviour is not to be tolerated within the academy
- To face students and parents with their responsibilities in terms of responding to serious disciplinary issues

To protect the educational and social wellbeing and/or safety of other students

To protect the wellbeing and/or safety of staff.

### **3.11.3 Where a child should be during Suspension**

Parents have a duty to ensure that when their child is suspended that he/she is not present in a public place during academy hours during the first five days of an exclusion, unless there is reasonable justification for this. It will be for parents to show reasonable justification. If parents do allow their child in a public place then they may receive a penalty notice from the LA. They must also ensure that their child does not come to Derby Moor Spencer Academy during the period of suspension, especially to meet friends, at the end of the academy day.

Where a suspension lasts more than five days, the academy reserves the right to direct the child to an alternative provision to ensure the student's education continues during the period of suspension.

In circumstances where it becomes evident that repeated suspensions are not having the desired impact on behaviour, the academy reserves the right to direct the student to a longer-term placement at an alternative provision. This ensures that the student can continue to access a structured and supportive environment tailored to their individual needs.

### **3.11.4 Situations when exclusions may be deemed to be an appropriate response**

Serious breaches of academy discipline involving violence, criminal behaviour, the use of extremely obscene language, risks to other students' well-being and safety, possession of banned or illegal substances, extreme defiance or insolence, making malicious allegations against staff or bringing the reputation of the academy into disrepute.

Less severe but nonetheless serious matters of discipline when earlier warnings have not been heeded (e.g. Smoking after due warnings for a previous offence). Consideration will also be given prior to exclusions based on a pattern of bad behaviour, including consistently poor behaviour effecting the welfare or safety of other members of the academy community or the education of other students.

### **3.11.5 The length of the suspension**

On the first occasion a student receives a suspension, the time served will be dependent on the misdemeanour.

On any subsequent occasion that a student receives a suspension, the time served may be longer.

### **3.11.6 The relationship between the suspension and other disciplinary measures**

The suspension may not itself be deemed to be the full sanction. On return from a suspension a student is normally 'sanctioned' in a more conventional academy manner e.g. time in our Refocus provision, loss of social time or reparation activities. A contract, on-report arrangements or further intervention strategies may be appropriate on return, in order to prevent recidivism.

Suspensions are recorded in the student's file. The academy reserves the right to inform others of the incident if behaviour does not improve. This could involve including information about the behavioural problems in future references. Suspensions are monitored including numbers of times suspended and the reason.

### **3.11.7 Permanent Exclusion**

A decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the academy's behaviour policy; and
- where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

### **3.11.8 Providing appropriate work during exclusion**

The academy will provide appropriate and sufficient work to students for completion during exclusion. Work will be set via the online platform 'ClassCharts'. Should a student be permanently excluded by the Governors the Local Authority assumes responsibility for educating following the Governing Body's final decision.

### **3.11.9 Public examinations during a suspension period**

The academy will make arrangements for suspended students to sit any public examination that fall within the suspension period. However, the examination may be supervised in isolation or held at another examination centre for example at another local academy.

### **3.11.10 Use of Reflection and Refocus**

Reflection is used as a sanction when a C4 is issued, whereas Refocus is used as an internal suspension. It will involve separation from the main student body. There will be close supervision by staff with zero tolerance of talking or off task behaviour. Students will be directed to hand-in their electronic devices, such as mobile phones. Breaks and lunchtimes are part of the Reflection/Refocus provision and arrangements will be made for the student to

take lunch within the two locations. Students will be required to undertake all work set by teaching staff whilst in the Reflection/Refocus to ensure progress is not hindered.

To support with a productive climate for working, , a C-system is followed to help students succeed in Refocus:

- C1: Verbal warning
- C2: Phone call home by Year Manager
- C3: Student repeats the day
- C4: Continued poor performance results in suspension

In addition, students may be required to undertake a period of time within the Refocus once a Suspension has been completed. This period in Refocus will be determined by the severity of the incident and the specific needs of the student to ensure successful integration back into main academy. Any extended period of time spent in Refocus will be discussed with parents.

Students may be asked to serve periods of time at an alternative academy within Derby City or the Spencer Academy Trust if it is identified that this would best support an improvement in their behaviour. It will be the responsibility of the parent to arrange for transport to and from the receiving academy if timings fall outside of academy core hours.

### **3.11.11 Flow diagram outlining the actions taken after C4/SOC**

**Details can be found in Appendix 9**

## **4. Managing negative behaviours - Anti-Bullying.**

Derby Moor Spencer Academy has a zero-tolerance approach to bullying.

All students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the preventative procedures in place to prevent bullying. It addresses fundamental considerations such as spotting the signs of bullying, prevention strategies, sanctions, providing support and statutory responsibilities.

Bullying is a much-publicised problem in our academies today. At Derby Moor Spencer Academy, we do not see bullying as inevitable or something we can do nothing about. Bullying can cause both physical and emotional distress which can continue into adult life. At Derby Moor Spencer Academy our value of community ensures that all are valued and kept safe. This is part of our commitment to Child Protection to ensure that Students are not harmed physically or emotionally. We strive, therefore, to create a safe and secure environment for our students and staff.

Throughout the curriculum, students are encouraged to take responsibility for themselves and others and to learn positive social behaviour and strategies such as assertiveness skills. The standards and values of the academy are emphasised through our Academy ethos and vision, which are integral parts of both our academic and pastoral curriculum.

## 4.1. Definition of Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students who are looked after.
- Students suffering from a health problem.
- Students with caring responsibilities.

## 4.2. Types of bullying

Many kinds of behaviour can be considered bullying:

- Verbal
- Physical.
- Emotional.
- Online (Cyber).

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**LGBT-phobic bullying:** Bullying another person because of their actual or perceived sexual orientation. Transphobic bullying is based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

## 4.21 Smoothwall

### What is Smoothwall

Smoothwall is the school's internet monitoring and filtering system. It records online activity and monitors the language used by students when logged onto the school network, whether through searches, emails, or written communication. This system allows us to respond swiftly to any inappropriate or unsafe behaviour online.

### Purpose

The purpose of Smoothwall is to safeguard students, staff and the wider school community. It ensures that our digital environment remains safe, respectful, and free from harmful content. Smoothwall also supports our responsibility as a school to prepare students for life beyond education, where safe and professional use of technology is an essential employability skill.

### Student Responsibility

Every student is provided with their own school account. With this comes the responsibility to:

- Use their account appropriately and never share login details with others.
- Ensure their online conduct reflects respect, tolerance, and integrity.
- Refrain from typing or searching for inappropriate or harmful content.

Students should recognise that misuse of their account is treated in the same way as misuse in person: they are responsible for what is written or searched under their account. This mirrors the expectations in the workplace, where employees are accountable for their digital footprint.

It is also important that students never leave their computer unattended while logged in. If another person were to use their account to write or search for inappropriate material, the account holder may still be held responsible.

### Sanctions

The school treats inappropriate use flagged by Smoothwall with the utmost seriousness. Sanctions are applied according to the nature of the incident:

- Correction – for lower-level inappropriate use or careless online behaviour.
- Escalated Sanctions – for serious or repeated misuse, which may lead to an internal suspension or a suspension.

In the most serious cases, incidents may be referred to parents, governors, or external agencies, including the police.



### 4.3. Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the academy is inclusive.
- Analysing any bullying data to establish patterns.

The Designated Safeguarding Lead is responsible for:

- Strategic oversight of analysis of Bullying Record on CPOMS including all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at regular intervals to identify trends, so that appropriate measures can be implemented and policy reviewed in light of these.
- Arranging appropriate training for staff members.

The Assistant Principals for Behaviour and inclusion are responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Analysis of bullying records and direction of Year Managers to support victims and perpetrators

Year Managers are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents, when more serious bullying incidents occur.
- Restorative meetings and collection evidence

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the students Year Manager of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

The Academy Counsellor is responsible for:

- Offering emotional support to victims of bullying.

- Alerting the relevant Year Manager regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's Year Manager if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing relevant staff members of any changes.

Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

#### **4.4. Statutory Implications**

Details can be found in the appendices.

#### **4.5. Prevention**

- Staff will encourage student cooperation and the development of interpersonal skills using group and pair work.
- All types of bullying will be discussed as part of the curriculum.
- Diversity, difference and respect for others is promoted and celebrated throughout the Academy
- Anti-Bullying Week to raise awareness, promote respect, and prevent bullying across the school.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the academy are made aware of this policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying.
- Form tutors offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.
- The academy will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.
- The academy will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

#### **4.6. Preventing child-on-child sexual abuse**

Please refer to Spencer Academies Trust Child on Child Abuse policy, the link can be found on our web site: [Managing disclosures](#)

Derby Moor will follow our Policy and Guidance for Child Protection, Safeguarding and Promoting the welfare of Children.

#### **4.7. Cyber bullying**

The academy views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 13 this policy if they become aware of any incidents.

The academy will support students who have been victims of cyber bullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the academy has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all Academies and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the DSL will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

The academy's Behaviour and Exclusion policy will be followed at all times.

#### **4.8. Procedures**

Minor incidents are reported to the victim's Year Manger, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the DSL or Deputy via CPOMs of the incident and outcome.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the student being interviewed, including electronic communication
- If a student is injured, members of staff take the student to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- If appropriate, the alleged bully, the victim, and any witnesses may be asked to record details of the incident. Staff may prompt them with questions to help ensure a clear and complete account is provided, including any supporting information such as messages, screenshots, or notes.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

#### **4.9. Sanctions and Support**

Students will be sanctioned in line with the academy's Behaviour Policy.

The academy has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- 'Restorative approaches'
- Behaviour Contracts
- Training available for staff on Anti-Bullying Policy
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The academy, particularly the students Year Manager, will work with the victim to build resilience, e.g. by offering emotional therapy via the academy counsellor.
- The academy realises that bullying may be an indication of underlying mental health issues. Perpetrators will be offered a counselling session, to assist with any underlying mental health or emotional wellbeing issues.

#### **4.10. Bullying outside of Academy**

The Principal has a specific statutory power to discipline students for poor behaviour outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate students conduct when they are not on academy premises, and therefore, not under the lawful charge of an academy staff member.

Teachers have the power to discipline student for misbehaving outside of the academy premises. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre.

Where bullying outside academy is reported to academy staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the student on academy premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a academy trip.

The Principal/DSL is responsible for determining whether it is appropriate to notify the police, of the action taken against a student.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

Once any investigation is complete and where appropriate, both parties will be required to sign a behaviour contract which will hold them and others accountable for any further actions of bullying etc.

## **5. Managing negative behaviours. Drug and substance abuse.**

### **5.1 Introduction**

#### *Drugs- A Definition*

*‘A substance people take to change the way they feel, think or behave’*

*(United Nations Office on Drugs and Crime)*

*This definition includes all illegal and legal drugs including alcohol, tobacco and medicines.*

The Academy works with reference to DfE and ACPO (Association of Chief Police Officers) drug advice for Academies (Sep 2012)

### **5.2 Statutory obligations**

Derby Moor Spencer Academy recognises that it also has its part to play in meeting National and Local Drug Education targets as identified through Derby and Derbyshire Safeguarding Children's Board. These include having:

- An effective implementation process for Drug Education and dealing with Drug-Related Incidents with subsequent monitoring and evaluation strategies.
- An effective and developmental Drug Education Programme in each key stage.
- To ensure that parents are provided with appropriate drug education materials.
- Support for all young people identified as being vulnerable to receive the appropriate education, advice, information and support on substance misuse both in and out of Academies.
- Support for all young people identified as having problems with substance misuse to receive an appropriate intervention or care package with support for parents and carers.
- Structured support for all young people assessed as being in need to be referred to the appropriate treatment programme or facilities.

In addition, Derby Moor Spencer Academy sees drug education as a core component of an effective Personal Development programme.

### **5.3 Statement of Policy on Drug Education, Substance use and misuse**

In response to our shared concerns at a Local and National level, we wish to state that as part of our care for the welfare of our students, Derby Moor Spencer Academy believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Fundamental to our academy's values and practice, is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

- The academy does not condone the misuse of drugs and alcohol by members of the academy, nor the illegal supply of these substances.
- The academy is committed to the health and safety of its members and will take action to safeguard their well-being.
- The academy acknowledges the importance of its pastoral role in the welfare of young people and encouraged by the general ethos of the academy, will seek to support the particular needs of individual or groups of students.

## 5.4 Definitions of drugs terms

Our Drug Education programme of study recognises that drug taking covers a broad spectrum in our society from medicinal drug taking (e.g. on prescription); socially accepted, recreational, drug use (e.g. alcohol); through to problematic and chaotic drug taking which frequently involves a drug dependency, often using illegal drugs. We also recognise that our society has an ambivalent attitude to drug taking and drug takers and that young people frequently receive very mixed and often contradictory, messages. As such it is important that we are clear and consistent in our use of language.

When we think of the words 'drugs' we often have images of illegal substances such as heroin, cocaine, ecstasy and cannabis. At Derby Moor Spencer Academy, we take a broader view of drugs, legal or illegal, including alcohol, tobacco and medicines, 'legal highs', vape pens and vape liquids.

The following definitions can all be applied:

The word 'drug' is used to include all mood-altering substances including alcohol, tobacco and medicines, illegal drugs and 'legal highs', vape pens and vape liquids.

'Drug taking' involves the consumption of any drug.

'Drug use' is drug taking through which harm may or may not occur.

'Drug misuse' is drug taking, which harms health or functioning. It may include physical or psychological dependence or be part of a wider spectrum of problematic or harmful behavior.

## 5.5 A Whole Academy Approach to Drug Education.

A whole academy approach has been adopted to support drug education that actively involves the whole academy community. All groups who make up the academy community have rights and responsibilities regarding drugs. In particular:

**The Senior Leadership Team (SLT)** will endeavour to support the provision and development of drug education in line with this policy by providing leadership and adequate resourcing.

**Teaching staff:** Drug education is best led by teachers rather than outside experts. Teachers have an understanding of their students, develop a dialogue with them and are accessible on an ongoing basis. Teacher led drug education also avoids the situation whereby drugs are sensationalised and seen by students as something teachers cannot talk about.

Teachers may not have detailed knowledge of drugs. Whilst it is helpful if they have some knowledge about drugs, they do not need have a vast knowledge to successfully teach drug education. Drug education is not just about factual information and many teaching packages include activities which contain relevant drug information for use with students.

All teachers are involved in the academy's drug education provision. Some teach drug education through the PD programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding drug education issues.

Teachers will be consulted about the academy's approach to drug education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Pastoral Staff** will be involved in a supportive role in some drug education lessons and also play an important, informal pastoral support role with students. They will have access to information about the drug education programme and be supported in their pastoral role.

**Governors** have responsibilities for academy policies. They will be consulted about the drug education provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the academy's drug education provision. The academy will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers and support for parents/carers to provide drug education for their own children. The academy's approach to drug education will encourage dialogue between parents/carers and their children.

**The Academy Nursing Service** may play a role in drug education both in terms of input into lessons and provision of pastoral support for students. The academy will work in ongoing consultation and partnership with the academy nurse.

**Outside agencies and speakers** are involved in inputting to drug education lessons and as points of referral as support services for students. The academy will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the academy. The academy will also promote relevant helping agencies that students can access.

**Students** have an entitlement to age and circumstance appropriate drug education and to pastoral support. They will be actively consulted about their drug education needs and their views will be central to developing the provision. Discussion of Drug related issues and concerns should be encouraged through the Tutor group and Student Voice Teams.

## **5.6 The taught Drug Education Programme**

Details can be found in Appendix 9.

## **5.7 Pastoral Support for Students who Experience Difficulties**

### **The nature of support available to students**

The academy takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the pastoral system. They offer appropriate information and advice. The Academy Nursing Service offers a health and support service to students. Where appropriate, students are referred to the Academy Nursing Service or outside helping agencies. The academy will keep up to date information about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

## **5.8 Confidentiality and informing parents/carers**

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

## **5.9 Staff responsibilities for implementation of drug education policy**

Details can be found in Appendix 10.

# **Appendix 1 Promoting positive behaviours – Expectations and Rewards**

## **1.1 Equipment expectations**

At the start of term all students are issued with a pencil case, black and green pens, pencils and a ruler. They are also given a lanyard with a plastic wallet with their identification card in.

It is expected that all students arrive with this equipment every day and this is checked on entry to school and each lesson.

Failure to arrive with the correct equipment for learning will result in a correction (see appendix 7)

## **1.12 Uniform expectations**

- Blazer- black with school logo
- Trousers - Trousers must be black tailored loose fitting and cover the ankle. Skinny fit trousers, leggings, or jeans must not be worn. Trousers which are made from stretchy material including lycra or elastane are not acceptable. There should be no visible buttons or zips. Students may wear a black or grey belt. Parents and carers should note that school uniform retailers sell trousers which we deem unacceptable and parents/carers should satisfy themselves before purchasing that they meet the required expectations.
- Skirt - Skirts should be plain black knee to mid-calf length skirts. Tight fitting or 'tube' skirts must not be worn, for images of appropriate skirts please see our web site
- Shirt or Blouse - Plain white with long or short sleeves and collar, suitable for wearing the academy tie. This means a shirt with a fastening top button. Shirts must be tucked in at all times.
- Academy Tie
- Jumper/sweatshirt - plain black v neck. No logo visible unless it is an academy logo

### **Female Students:**

- Shalwar- plain black cotton, narrow tapered trousers



- Kameez – Plain black straight line, mid-calf length dress with round neck and long or short sleeves. An academy sweatshirt may also be worn
- Scarf/Chuni/Duppatta/hijab- Plain black or white
- Shoes - Flat, black shoes (no logos), with a sturdy sole, that can be polished and are not suede. Training Shoes of any type are not allowed apart from for PE lessons, or sporting activities at break times. For images of appropriate shoes please see our web site
- Coat - Need not be black or white but we would encourage the purchase of sensible coats. Outside clothing must NOT be worn inside the school building.
- Hats - Can be worn to and from the academy but must not be worn inside the building

Details of PE kit can be found on our web site: <https://derbymoorspencer.org.uk/school-uniform/>

## **Post 16**

First impressions are important and as you move closer to fulfilling your career aspirations, it is important that students' appearance reflects the world of work.

### **Dress Code**

- Smart formal trousers or skirt/dress which should be an appropriate length
- Smart formal shirt/blouse/top
- Smart knitted jumper or cardigan
- Suit style formal jacket
- Smart outdoor coat to be worn on arrival/departure
- Formal shoes or boots. Backless shoes are not permitted on health and safety grounds
- Students must wear their lanyards and identity cards at all times

### **Jewellery**

Our first consideration is the safety of our students. The wearing of certain jewellery can be a danger to themselves or to others, e.g. heavy chains, bracelets, medallions or sovereign rings.

1. The Academy reserves the right to request any student to remove jewellery which we believe could cause injury to themselves or others.
2. Nose rings and nose studs are not allowed.

3. Ear-rings: students may only wear one small, solid stud per ear (no bigger than a 5p piece). They must be removed during PE sessions.
4. No other form of body piercing is allowed in school.
5. The steel bangle worn by members of our Sikh Community has a religious significance. It should be as small and light as possible for safety reasons. No other type of bracelet should be worn.
6. No rings are allowed and no visible necklaces
7. Students may wear a wrist watch.

We encourage students not to bring items of value to school and jewellery often falls into this category. Jewellery worn to school may be confiscated and collected by the students from student services at the end of the day. The academy accepts no liability for jewellery lost on academy premises.

### **Make-up, Nail Varnish and Perfume**

- The wearing of make-up, false eyelashes, tinted lip salve and nail varnish is not allowed. False/Acrylic type nails are not permitted. Bottles of perfume are not to be brought into school.

### **Hair**

- Hair must be worn in an appropriate style and should be of one natural colour. Hair styles and patterning which could be deemed offensive are not permitted.

### **1.13 Expectations for social time**

There are a range of areas which students can use during their break and lunch time. These are listed below

- Dining hall and Assembly Hall
- Outside courts and seating area
- Assembly hall toilets and Learning hub toilets

Students must follow clear expectations during break and lunchtime to ensure a safe and respectful environment:

- Toilet Use: No more than one student is permitted in a toilet cubicle at any time. Failure to comply with this, result in a high tariff sanction.
- Restricted Areas: Students are not allowed upstairs or in the Honour area during break or lunch. Failure to comply with this expectation will result in a Correction. (see appendix 7)

There is a clearly labelled 1-way system in operation round the site and students are expected to follow this when moving round the site.

## **1.14 Students staff communication expectations**

### **1.2 Rewards**

At Derby Moor Spencer Academy, we are committed to creating a positive and supportive environment where students feel valued for their achievements, contributions, and efforts. Recognising success is central to building motivation, self-esteem, and a culture of respect. Our rewards system ensures that students are celebrated for their progress both in and out of the classroom.

#### **How We Recognise and Reward Students**

- Attitude to Learning Assemblies – Public acknowledgement of student effort and success, supplemented with pizza, cakes, and badges.
- B-System Certificates – Acknowledging consistent positive behaviour.
- Chocolate Rewards – Small but meaningful tokens of recognition
- Verbal Praise – Daily recognition from staff to reinforce positive behaviour.
- Praise on ClassCharts – Staff record positive behaviour, allowing parents to see recognition in real time.
- Certificates and Postcards
- Staff to Student: Recognising positive behaviour, attitude, or outstanding work.
- Phone Calls to Parents – Celebrating success directly with families.
- Letters to Parents – Formal recognition of achievements sent home.
- Positivity Weeks – Whole-school events to reinforce kindness, effort, and positive contributions.
- Positions of Responsibility – Opportunities such as prefects, student leaders, or ambassadors.
- Special Events – Exclusive trips, experiences, or activities to reward exceptional contributions.
- Postcards

## **Appendix 2 Responsibilities and Accountabilities**

### **Accountabilities of all members of staff at Derby Moor**

Act to support a consistent approach to routine matters of maintaining standards and discipline about the site including behaviour, good order, litter and appearance.

### **Accountabilities of Subject Teachers**

- Act on routine incidents of minor disruption, poor punctuality, etc.
- Ensure the Derby Moor Consequence system is followed to support effective behaviour for Learning
- Act upon any incidents of poor behaviour, lateness or missed homework using the agreed academy consequences system, together with any rewards given. This includes incidents of poor behaviour that may occur on academy visits.
- Record using ClassCharts any incidents of lateness, missed homework or persistent minor misbehaviour.
- Record C-sanctions on Class charts.
- Ensure when a C3 or C4 is issued, contact has been made with the student's parents/carers through ClassCharts.
- Refer to Faculty Leader or Pastoral Team of all cases of repeated misdemeanour in the classroom.
- Use the C4 (Staff on Call) system for cases of serious indiscipline.
- Ensure all areas of the academy are calm and purposeful through consistently applying the Derby Moor Consequence system and academy principles

### **Accountabilities of Senior Teachers and Faculty Leaders**

- Monitor behaviour of students within their department through department meetings and discussion with staff.
- Support members of the department by advising or signposting other support mechanisms (SEND department, Year Managers or AP for behaviour).
- Ensure a rota or system is in place to support colleagues in the C3 'Buddy system' where a student can be sent throughout every lesson.
- Refer directly to Year Managers incidents that go beyond the normal departmental problems.
- Request Senior Staff support for classes where problems persist despite the use of standard sanctions through the C4 sanction.
- Ensure all areas of the academy are calm and purposeful through consistently applying the Derby Moor Consequence system and academy principles

### **Accountabilities of Tutors:**

- Monitor attendance, punctuality, appearance and behaviour and take action as appropriate.

- Provide special support for vulnerable students.
- Remind students of detentions on the morning that their detention is to be held
- Ensure all areas of the academy are calm and purposeful through consistently applying the Derby Moor Consequence system and academy principles
- Support the delivery of the behaviour curriculum through the Tutor Programme

### **Accountabilities of Year Managers**

- Monitor the numbers and nature of referrals given within their year group by keeping an up to date record.
- Monitor number of late to lessons by student in their year group and follow up with a punctuality report
- Take appropriate action with students where there is a problem that is general to the student rather than being confined to a certain subject. Action could include extra work, detention, review meeting (including parent), on report etc.
- Refer to Senior Leaders where the normal sanctions have failed to bring about improvement.
- Ensure all areas of the academy are calm and purposeful through consistently applying the Derby Moor Consequence system and academy principles

### **Accountability of Senior Leader Link**

Support Year Managers and deal directly with disciplinary cases appropriately referred.

### **Accountability of Assistant Principal (Pastoral)**

- Support Year Managers, Progress Leaders and Faculty Teams and deal directly with disciplinary cases appropriately referred.
- Develop staff in the skills of classroom management
- Promote good order and discipline in academy including student self-discipline, proper regard for authority, good behaviour and respect for others.
- Ensure students experiencing behavioural difficulties are given support and opportunity to improve their behaviour.
- Ensure that staff, parents and students are in no doubt about expected standards of behaviour, the consequences of not achieving the required standards and what the academy would regard as serious misbehaviour possibly resulting in exclusion.
- Ensure that procedures are followed and accountabilities are met.
- Develop staff in the skills of classroom management and give clear guidance on:
  - Dealing with crisis
  - Intervening in fights between students
  - Dealing with intruders
  - Using and recording physical constraint

### **Accountability of Vice Principal**

- Ensure other senior staff have a high profile at lunchtime and other times during busy circulation periods and that all teaching staff conscientiously fulfil statutory duty commitments.

- Ensure that staff, parents and students are in no doubt about expected standards of behaviour, the consequences of not achieving the required standards and what the academy would regard as serious misbehaviour possibly resulting in exclusion.
- Ensure that procedures are followed and accountabilities are met.
- Sanction Suspensions
- To report to the Governors termly on the number of exclusions giving reasons and social data of students.

### **Accountability of Principal**

- Make final judgement on decision to permanently exclude a student.
- Sanction Suspensions
- Must follow direction from the disciplinary committee to readmit excluded students.

### **Accountability of Governors**

- To influence the academy ethos and the academy's standing within the community.
- To ensure that there are clearly documented and well understood criteria and procedures for dealing with disciplinary issues including exclusions. To prepare a written statement of general principles on discipline.
- To keep under review the use of exclusions within the wider disciplinary context. (Governors can be asked by parents or students over 18, to review a Suspension and must formally sanction a permanent exclusion).
- Governors can require the Principal to reinstate in exclusions of more than 5 days or an exclusion involving opportunities to take public examinations. Governors have the right not to sanction the Principal's decision to permanently exclude.

### **Accountability of Local Authority (LA)**

The LA has a duty to advise the Governors on the appropriateness of an exclusion.

## **Appendix 3. The Consequence system**

The Consequence system is as follows:

- **C1** – Verbal warning issued by member of staff to student
- **C2** – Formal Warning issued by a member of staff to a student. Where appropriate this is followed by a 1:1 restorative discussion, with the student outside of the classroom. Guidance questions are found outside each classroom.
- **C3** – A student's behaviour has not improved, and they are then sent to another teacher for the remainder of the lesson (Buddy lesson). The student will be issued with a correction (see appendix 7). The teacher will log the C3 and call home to inform parents. Failure to attend a C3 correction will result in it being escalated. If he/she refuses to be removed; a student will be issued with a C4 correction.
- **C4** – A student will be removed to Reflection in the Pastoral hub for a period of at least one academy day by a member of staff on call (SOC). Abusive/aggressive behaviour towards fellow students and staff will result in an immediate C4 being issued. This can escalate to a C5 depending on the severity of the incident. The teacher will log this incident and phone home to inform parents. A 60-minute correction will be issued for the same day after academy.

- If the incident is severe enough, or the student is not accepting responsibility for their behaviour, they may be escalated to Refocus (Internal Exclusion – iFEX).
- In Refocus, students are provided with the opportunity to reflect on and take ownership of their behaviour. The length of time spent in Refocus will be determined and moderated by either the Principal, Vice Principal, Assistant Principal, and or Progress Leaders.
- Once the student accepts and modifies their behaviour, a parent meeting will take place and then the student will be re-integrated back into the main academy.
- If a student becomes recidivist, they may have a short-term placement at another academy, Thrive, or at an Alternative provision placement in order to change their behaviour.
- As a last resort a student will be excluded from Derby Moor for a fixed period of time.
- For recidivist students, who have exhausted the range of strategies the Academy will use to support and intervene, a process called Fresh Start will commence, to place that student in a different academy setting.
- A critical incident will lead to an immediate form of suspension. When a student returns, a meeting will be held with parents and Year Manager on a student's return to Derby Moor to establish how to move forward and improve the student's behaviour. Please see Exclusion section of this document for further details.

This allows us to link behaviours together and follow up in a more appropriate way to address and support students, in addition to the student receiving a sanction.

### Supporting Students with Employability

At secondary school, we not only focus on academic success but also prepare students with the skills and behaviours needed for future employment. Employers consistently tell us that punctuality, presentation, communication, and respect are just as important as qualifications. For this reason, we have put systems in place to help students build these essential habits.

Our B-System sets clear expectations for behaviour that directly link to employability skills:

- B1 – Late: Being on time is vital in both school and the workplace.
- B2 – Incorrect Uniform/Equipment: Presentation and being prepared are key professional standards.
- B3 – Poor Language: Communication must be respectful in school, as it is in employment.
- B4 – Electronics Out: Staying focused and avoiding distractions are crucial employability skills.
- B5 – Out of Bounds: Respecting boundaries and safety rules reflects workplace expectations.
- B6 – Stop, listen, follow instructions: Employers value employees who can follow guidance effectively.

- B7 – Shirt untucked: Professional appearance matters; three breaches in one day will result in a correction.
- B8 – Boisterous Behaviour: Professional conduct is important both in and out of the workplace.

Each sanction issued under the B-System results in a 20-minute after-school Correction, designed to reinforce these expectations and help students develop habits that will support them beyond school.



#### **Appendix 4 Examples of misdemeanours likely to be regarded as very serious.**

These include, but are not necessarily limited to

- Physical aggression.
- Possession of illegal substances or offensive weapons.
- Bullying or sexual/racial/homophobic harassment.
- Use of extremely obscene or defiant language.
- Stalking, threatening or harassment of staff including online abuse
- Bringing dangerous (including inflammable or explosive) materials on the site.
- Vandalism.
- Serious misdemeanours which continue in a defiant manner despite warnings and support.
- Repeated disruptive or defiant behaviour.
- .
- Endangering the welfare, wellbeing and physical safety of our community.
- Causing local residents to object to the behaviour of our students or bringing the academy into disrepute.
- Malicious allegations against staff.

## **Appendix 5 Rules for Use of Mobile Phones & Headphones**

Mobile phones (and headphones/air pods) can be brought into academy but must remain turned off in student's bag for the duration of the academy day, including break time, lunch time and after the day until off the academy site. The Academy accepts no liability under any circumstances for mobile phones or other electronic devices lost or damaged on site.

If phones (headphones or air pods) are seen the academy will take the following action:

- Confiscate the phone (headphones or air pods) and take it to Student Services.
- On first confiscation, the device will be returned to the student at the end of the day and a letter sent home to notify the parents they have been confiscated. A 20 minute correction will be issued on Classcharts.
- On second confiscation, parents will be informed by student services that the device has been confiscated and will be returned directly to them (parents) via collection from reception. Parents can contact their child's year manager and arrange for the mobile phone to be handed in at the beginning of the day and returned at the end of the day to prevent further issues during the academy day but ensure they still have their phone for the journey to and from the Academy. Headphones or air pods should not be brought into academy
- For subsequent confiscations, parents will be contacted by their child's Year Manager and the student will be required to hand their mobile phone in to reception on arrival to academy for half a term to prevent further inappropriate usage
- If students refuse to hand their device to staff straight away an additional 20-minute detention will be issued, repeated refusal to comply with on call or senior staff will result in the consequence being escalated (see appendix 7)

Post 16 students are permitted to use mobile phones (and headphones/air pods) in post 16 areas such as the FLC, post 16 study centre only. Throughout the remainder of the academy they are expected to follow rules applicable to years 7-11 and if they are seen using a mobile phone, headphones or air pods in other areas they will be confiscated as per the above process.

If students are found to have recorded a member of staff without their knowledge or consent on their mobile phone a suspension will be considered. The student will have to hand their mobile phone onto student services each day for 1 full term as a consequence for this behaviour.

## **Appendix 6     Drugs and Banned items**

- Includes all illegal substances, poppers, aerosol & nitrous oxide cannisters, correcting fluid and other volatile substances, laser pens, matches, lighters, mobile speakers, fireworks, cigarettes/tobacco, alcohol, e-cigarettes/Vape pens, vape liquid, THC, pornography, water pistols, weapons and anything that incites racial, religious or homophobic hatred.
- If a student is found in possession of a banned item on the academy site, it will result in very serious consequences with the possibility of permanent exclusion.
- Possession of illegal drugs on the academy site, may result in permanent exclusion.
- Selling or distributing illegal drugs or banned items may result in permanent exclusion.

## Appendix 7 Hierarchy of sanctions

The table below gives a guide to the range of sanctions that may be applied to a misdemeanour. Whilst this is not comprehensive, it gives an indication of how instances that fall below our High Expectations are dealt with. The context of a situation will always be taken into account and will inform the decision making around more complex or more serious situations.

| Behaviour                                                   | All Staff<br>C1 / C2 -<br>Restoratives | All Staff<br>Out of<br>Lesson<br>20 minutes | All Staff<br>C3<br>40 minutes | All Staff<br>Staff on<br>Call<br>(SOC/C4)<br>60 minutes | Leadership<br>Internal<br>Fixed Term<br>Exclusion | Leadership<br>Suspension/<br>Alternative<br>Provision | Principal<br>Permanent<br>Exclusion |
|-------------------------------------------------------------|----------------------------------------|---------------------------------------------|-------------------------------|---------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------|-------------------------------------|
| Off task in lessons                                         | ✓                                      |                                             | ✓                             | ✓                                                       |                                                   |                                                       |                                     |
| Answering back to staff                                     | ✓                                      | ✓                                           | ✓                             | ✓                                                       |                                                   |                                                       |                                     |
| Breaking no contact rule                                    | ✓                                      | ✓                                           | ✓                             | ✓                                                       | ✓                                                 | ✓                                                     |                                     |
| Incorrect uniform / equipment                               |                                        | ✓                                           |                               |                                                         |                                                   |                                                       |                                     |
| Missing uniform                                             |                                        | ✓                                           |                               |                                                         |                                                   |                                                       |                                     |
| Late to lesson                                              |                                        | ✓                                           |                               |                                                         |                                                   |                                                       |                                     |
| Persistently Late to Lesson                                 |                                        |                                             |                               |                                                         | ✓                                                 |                                                       |                                     |
| Late to academy                                             |                                        | ✓                                           |                               |                                                         |                                                   |                                                       |                                     |
| Missing equipment                                           |                                        | ✓                                           |                               |                                                         |                                                   |                                                       |                                     |
| Mobile phone/smart device on display during the school day. |                                        | ✓                                           | ✓                             | ✓                                                       |                                                   |                                                       |                                     |
| Refusal to hand mobile phone / headphones                   |                                        | ✓                                           | ✓                             | ✓                                                       | ✓                                                 |                                                       |                                     |

| Behaviour                              | All Staff<br><br>C1 / C2 -<br>Restoratives | All Staff<br><br>Out of<br>Lesson<br>20 minutes | All Staff<br><br>C3<br>40 minutes | All Staff<br><br>Staff on<br>Call<br>(SOC/C4)<br>60 minutes | Leadership<br><br>Internal<br>Fixed Term<br>Exclusion | Leadership<br><br>Suspension/<br>Alternative<br>Provision | Principal<br><br>Permanent<br>Exclusion |
|----------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------------|-------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
| Non- Permitted /<br>Banned items       |                                            |                                                 | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         | ✓                                       |
| Walking away from a<br>member of staff |                                            | ✓                                               | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Inappropriate<br>Language              |                                            | ✓                                               | ✓                                 | ✓                                                           | ✓                                                     |                                                           |                                         |
| Absconding academy                     |                                            |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Leaving a lesson<br>without permission |                                            |                                                 | ✓                                 | ✓                                                           |                                                       |                                                           |                                         |
| Refusal to follow<br>instructions      |                                            | ✓                                               | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Lesson truancy                         |                                            |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Persistent disruption                  |                                            |                                                 | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Vandalism of<br>academy property       |                                            |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         |                                         |

| Behaviour                                               | All Staff<br><br>C1 /<br>C2 -<br>Restoratives | All Staff<br><br>Out of<br>Lesson<br>20 minutes | All Staff<br><br>C3<br>40 minutes | All Staff<br><br>Staff on<br>Call<br>(SOC/C4)<br>60 minutes | Leadership<br><br>Internal<br>Fixed Term<br>Exclusion | Leadership<br><br>Suspension/<br>Alternative<br>Provision | Principal<br><br>Permanent<br>Exclusion |
|---------------------------------------------------------|-----------------------------------------------|-------------------------------------------------|-----------------------------------|-------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
| Inappropriate language towards a member of staff        |                                               |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         |                                         |
| Racist / transphobic / homophobic comments or behaviour |                                               |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         | ✓                                       |
| Bullying                                                |                                               |                                                 | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         | ✓                                       |
| Child on Child Abuse                                    |                                               |                                                 | ✓                                 | ✓                                                           | ✓                                                     | ✓                                                         | ✓                                       |
| Theft                                                   |                                               |                                                 |                                   |                                                             | ✓                                                     | ✓                                                         | ✓                                       |
| Verbally threatening a member of staff                  |                                               |                                                 |                                   |                                                             | ✓                                                     | ✓                                                         | ✓                                       |
| Physical violence towards staff                         |                                               |                                                 |                                   |                                                             |                                                       | ✓                                                         | ✓                                       |
| Stalking, threatening or harassment of staff            |                                               |                                                 |                                   |                                                             |                                                       | ✓                                                         | ✓                                       |
| Using an implement to harm another person               |                                               |                                                 |                                   |                                                             |                                                       | ✓                                                         | ✓                                       |

| Behaviour                | All Staff<br><br>C1 /<br>C2 -<br>Restoratives | All Staff<br><br>Out of<br>Lesson<br>20 minutes | All Staff<br><br>C3<br>40 minutes | All Staff<br><br>Staff on<br>Call<br>(SOC/C4)<br>60 minutes | Leadership<br><br>Internal<br>Fixed Term<br>Exclusion | Leadership<br><br>Suspension/<br>Alternative<br>Provision | Principal<br><br>Permanent<br>Exclusion |
|--------------------------|-----------------------------------------------|-------------------------------------------------|-----------------------------------|-------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
| Sharing a toilet cubicle |                                               |                                                 |                                   | ✓                                                           | ✓                                                     | ✓                                                         | ✓                                       |

|                                            |  |   |   |   |   |   |   |
|--------------------------------------------|--|---|---|---|---|---|---|
| Physical contact towards other students    |  |   |   |   | ✓ | ✓ | ✓ |
| Verbally threatening a student             |  |   |   |   | ✓ | ✓ | ✓ |
| Water Fights / Water Balloons / Water Guns |  |   | ✓ | ✓ | ✓ | ✓ |   |
| Out of Bounds                              |  | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| Throwing objects from the balcony          |  |   |   | ✓ | ✓ | ✓ | ✓ |

Alternative arrangements can be considered on a case-by-case basis for any student where the academy believes an alternative arrangement would be more effective for that particular student, based on knowledge of that students' personal circumstances.

The academy will consider if a student has any SEND and if this has affected their behaviour. The school will consider whether a student's SEND has contributed to the misbehaviour and if so whether it is appropriate and lawful to sanction the student. In considering this the academy will refer to the Equality Act 2010 and school's guidance to ascertain whether the student understood the rule or instruction and whether the student was able to act differently at this time as a result of their SEND

## Appendix 8 Correction time process and times

When a student disrupts learning or behaves inappropriately within the Academy there are consequences for those actions. The level of correction relates to the specifics of the incident.

### 8.1 Correction Expectations

- Students are responsible for checking the corrections board outside the dining hall during break or lunchtime to see if they have a correction that day
- Students are expected to make their own way into the designated correction area. They are expected to arrive within 5 minutes of the end of the academy day with all equipment (including pencil case and student organiser). If a student arrives later than 5 minutes after the end of the academy day they will be deemed as not attending.
- To encourage attendance, Year Managers may collect student mobile phones at the start of the day and may collect students from session 5.
- Students should enter the room in silence and sit without talking or communicating to other students in their allocated rows filling in from the front. Students should either read a book, complete homework or independent study work. If a student has none of these, they should commence reading the behaviour expectations and consequences section of their student organiser.
- Students are expected to work independently in silence throughout correction.
- At the end of the correction students will be instructed to leave academy via the main entrance and are expected to leave the premises straightaway.
- Failure to attend or complete a correction will result in students attending an escalated correction the following day.
- Persistent non-attendance will lead to a further response, such as being directed to Refocus.

## 8.2 Corrections chart Monday, Tuesday, Thursday & Friday

| Year Group | Start time | 20 min time finish | 40 min time finish | 60 min time finish |
|------------|------------|--------------------|--------------------|--------------------|
| 7          | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |
| 8          | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |
| 9          | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |
| 10         | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |
| 11         | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |
| Post 16    | 3.05pm     | 3.25pm             | 3.45pm             | 4.05pm             |

## 8.3 Corrections chart Wednesday



| Year Group | Start time | 20 min time finish | 40 min time finish | 60 min time finish |
|------------|------------|--------------------|--------------------|--------------------|
| 7          | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |
| 8          | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |
| 9          | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |
| 10         | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |
| 11         | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |
| Post 16    | 2.45pm     | 3.05pm             | 3.25pm             | 3.45pm             |

## Appendix 9 Interventions to support students, to prevent recidivism.

| Hierarchy | Order | Support offered                                                     |
|-----------|-------|---------------------------------------------------------------------|
| 1         | 1     | Report cards                                                        |
| 1         | 2     | Emotional support provided (Year manager)                           |
| 1         | 3     | Mentoring (progress leader/tutor/teacher)                           |
| 1         | 4     | Time out card                                                       |
| 1         | 5     | Sharing student's needs/vulnerabilities with colleagues             |
| 1         | 6     | Break/lunch time support                                            |
| 1         | 7     | Removal from Social time (Specific period of time)                  |
| 1         | 8     | Referral to Academy Youth Worker                                    |
| 1         | 9     | Referral to Academy Based Family Worker                             |
| 1         | 10    | Referral to Academy counsellor                                      |
| 1         | 11    | Risk Assessment                                                     |
| 1         | 12    | Parents Meetings (YM/AVP)                                           |
| 1         | 13    | EHA – Early Help Assessment or TAF (team around the family) meeting |
| 1         | 14    | SPOA – Single Point of Access form                                  |

|   |    |                                                                              |
|---|----|------------------------------------------------------------------------------|
| 1 | 15 | Additional screening (CAT/ Boxall)                                           |
| 2 | 1  | THRIVE profile                                                               |
| 2 | 2  | Group changes in academy – distancing student from other negative influences |
| 2 | 3  | Other staff supporting in lessons                                            |
| 2 | 4  | Smaller groups sizes                                                         |
| 2 | 5  | Technology to support learning. E.g. reader pen, translator dictionary etc.  |
| 2 | 6  | External Agency Support                                                      |
| 2 | 7  | Counselling - Referral to external councillor - Catharsis                    |
| 2 | 8  | Drug awareness session                                                       |
| 2 | 9  | Al-Hurrraya support                                                          |
| 2 | 10 | Parent meeting (VP/HT)                                                       |
| 2 | 11 | Alternative provision - Trust academy (Fixed period - e.g. 2 weeks)          |
| 2 | 12 | Personalised timetable (on site Alternative provision/ Part time)            |
| 2 | 13 | Alternative provision (off site)                                             |
| 2 | 14 | Time in THRIVE (Turnaround placement)                                        |
| 3 | 1  | Educational Psychologist report                                              |
| 3 | 2  | 6th Day provision at Kingsmead                                               |
| 3 | 3  | Parent meeting (Chair of Gvs)                                                |

Derby Moor Spencer Academy  
Behaviour Policy



## **Appendix 11 The Taught Drug Education Programme.**

At Derby Moor Spencer Academy Drug education is taught in a number of places within the academy curriculum.

### **11.1 Science curriculum**

There is a statutory requirement to deliver an element of the drug education programme through the National Curriculum.

The Science orders require that students are taught:

At Key Stage 1: The role of drugs as medicines.

At Key Stage 2: Tobacco, alcohol and other drugs can have harmful effects.

At Key Stage 3: Abuse of alcohol, solvents and other drugs affects health; that the body's natural defences may be enhanced by immunisation; and medicines and how smoking affects lung structure and gas exchange.

At Key Stage 4: The effects of solvents, alcohol, tobacco and other drugs on body function.

### **11.2 Personal Development**

The revision of the Relationships education and sex education (RSE) in 2021 locates effective drug education in the statutory RSE guidance

At Derby Moor Spencer Academy, the drug education components of the Human Development curriculum within each key stage are:

| <b>Year Group</b> | <b>Drug education module/content</b>                                                                     |
|-------------------|----------------------------------------------------------------------------------------------------------|
| 7                 | What are drugs? Alcohol and Tobacco Education. Medicinal Drug use and resisting peer pressure.           |
| 8                 | Alcohol Education, solvents, a research-based Drug/CEG Citizenship Project, including drugs and the law. |
| 9                 | Making informed health choices. Illegal Drugs, recreational drug use, Alcohol education.                 |
| 10                | Medicines, visiting the doctor, Alcohol Education, recreational drug use.                                |
| 11                | Drugs and personal risk assessment, Alcohol education, ethical issues around drugs, drugs and the law.   |

Moral and cultural beliefs are explored at all levels as they relate to the drugs. In addition, many teachers find they are able to deliver additional aspects of drug education in English, Drama, History, Geography, Physical Education and Religious Education.

### **11.3 Methodology and resources**

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, DVD, small group discussion and use of appropriate guest speakers. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class, but many students do share personal experiences because they feel comfortable doing so. Being able to discuss actual experiences makes the lessons even more meaningful and demonstrates the trust students have in their teachers regarding sensitive issues. Teaching resources are selected on the basis of their appropriateness to students. Groups of students preview new material with the Learning Director for Personal Development and Citizenship to help to decide the year group for which the material would be most effective.

### **11.4 Answering student's questions**

The academy believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question, they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary, point out appropriate sources of support. If a teacher is concerned that a student is at risk they will follow the academy's child protection procedures.

### **11.5 Monitoring and evaluation**

The programme is regularly evaluated by the Senior Leadership Team. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

## 11.6 Staff responsibilities for implementation of the drug education programme

### **PRINCIPAL**

Overall responsibility

Liaison with Governors, Parents and LA.

### **VICE PRINCIPAL / ASSISTANT PRINCIPAL**

Responsibility for Monitoring all drug-related incidents.

Integration of resources into Tutor Programme.

### **SENIOR LEADERSHIP TEAM**

Assist in formulating policy and take an active role in its implementation.

### **FACULTY LEADERS**

Responsibilities for writing and overseeing curriculum implementation in PD/ Science.

Liaison with other curriculum areas to ensure progression and reinforcement.

Keeping resources up to date.

### **YEAR MANAGERS / INCLUSION MANAGER**

Involved in supporting management of drug-related incidents.

### **ALL STAFF**

To receive appropriate Staff Development to implement the policy.

To implement the policy and pass on suggestions for its review.

To respond to drug-related incidents in accordance with the Academy's policy

## Appendix 12

### Legal Context and documents linking to Behaviour Policy (including Bullying and Drugs).

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in Academies and Colleges'
- DfE (2018) 'Mental health and wellbeing provision in Academies.'

#### 12.1 Bullying:

The academy understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the academy to be breached by failing to take bullying seriously.

The Principal will ensure that this policy complies with the HRA; the Principal understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **12.2 Drugs:**

This policy takes full account of the academy's legal obligations and has drawn guidance from the following documentation:

- *Drugs: Guidance for Academies DFES 2004*
- *Drug, alcohol and tobacco education -curriculum guidance for Academies at key stages 1-4 (QCA 2003)*

Every academy has a statutory responsibility to:

- have an up to date Drug Education Policy.
- deliver drug education through the relevant programmes of study within Science National Curriculum and Personal Development.
- prepare all students for the responsibilities of adult life.
- ensure that parents do not withdraw their children from Drug Education lessons as they do not have this right.



### Appendix 13: Equality Impact Assessment Policy Checklist

| Equality Impact Assessment of DMSA Policy                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                       |                                  |                            |                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------|----------------------------------|----------------------------|-------------------------------|
| Title of Policy                                                                                                                                                                                                                                                                                   | Behaviour and Exclusion Policy                                                                                                                                                                                                                                                                                                                                                                                                            |                           |                       |                                  |                            |                               |
| PART 1                                                                                                                                                                                                                                                                                            | Positive Impact – reducing inequalities                                                                                                                                                                                                                                                                                                                                                                                                   |                           |                       |                                  |                            |                               |
| <b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</b> | <p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b><br/>All students and staff will understand the consistent approach to behaviour management and sanctions applied at Derby Moor.</p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b><br/>No.</p> |                           |                       |                                  |                            |                               |
| Characteristics<br>Indicate areas of likely impact ✓                                                                                                                                                                                                                                              | Promote equal opportunities                                                                                                                                                                                                                                                                                                                                                                                                               | Get rid of discrimination | Get rid of harassment | Promote good community relations | Promote positive attitudes | Promote/ protect human rights |
| <b>D</b>                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>GA</b>                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>P</b>                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>R</b>                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>R/B</b>                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>S</b>                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>SO</b>                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>A</b>                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>M/CP</b>                                                                                                                                                                                                                                                                                       | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                         |                       |                                  | ✓                          | ✓                             |
| <b>Equality Impact Assessment of DMA Policy</b>                                                                                                                                                                                                                                                   | <b>Records</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                           |                       |                                  |                            |                               |
| <b>Name of person responsible for policy</b>                                                                                                                                                                                                                                                      | <b>C Bhundia</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |                       |                                  |                            |                               |
| <b>Date of EIA of Policy</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                       |                                  |                            |                               |

**A = Age, M/CP = Marriage and Civil Partnerships** –applies in respect of employment framework policies

| Equality Impact Assessment of DMCSC Policy                                                                                                                                                                                                                                                        | Evidence                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PART 2</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
| <b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</b> | <b>What is the evidence for your answers above? (list any quantitative and qualitative)</b><br><br>Behaviour and Exclusion Data stored Centrally<br><br>Data is analysed and evaluated on a half termly basis.<br><br>Report to SLT/ Governors via termly report. |

| Equality Impact Assessment of DMSA Policy | Conclusion                                                                                                                                                                                          |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PART 3</b>                             | Current evaluation indicates that bullying concerns are addressed quickly and effectively, but that there are bullying issues in and around Derby Moor Spencer Academy that affect specific groups. |
| <b>Summary of findings</b>                |                                                                                                                                                                                                     |

| Equality Impact Assessment of DMSA Policy                  | Next steps                                            |                    |                           |
|------------------------------------------------------------|-------------------------------------------------------|--------------------|---------------------------|
| <b>PART 4</b>                                              |                                                       |                    |                           |
| <b>Category</b>                                            | <b>Actions</b>                                        | <b>Target Date</b> | <b>Person responsible</b> |
| <b>Next Steps – Action Plan</b>                            |                                                       |                    |                           |
| <b>Practical changes required to reduce adverse impact</b> | Analysis and evaluation of data – changes implemented | Ongoing            | CBH                       |

|                                                                      |                                                 |         |     |
|----------------------------------------------------------------------|-------------------------------------------------|---------|-----|
| <b>Monitoring and evaluation and Review (publish revised policy)</b> | Outcomes reported to SLT / Governors via report | Ongoing | CBH |
|----------------------------------------------------------------------|-------------------------------------------------|---------|-----|

Derby Moor Spencer Academy  
Behaviour and Exclusion Policy