Plympton Academy

Thinking Schools Academy Trust.

Behaviour for Learning Policy.

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The Plympton Academy Behaviour for Learning Policy

The Behaviour Policy at Plympton Academy aims to ensure our decisions reflect our commitment to lifelong learning, rooted in our core values of community, curiosity, compassion and courage. Promoting positive behaviour requires the shared commitment of all members of the Academy community, students, parents/carers, governors and staff and is strengthened through consistent practice, collaboration and a common language across the Academy. Together, we foster a culture of curiosity in learning, compassion in relationships, and courage in striving to do what is right. This shared approach ensures that students know and understand the standards of behaviour expected of them. For all members of the Academy community to develop, belong and aspire to achieve their best, they must be free to learn and teach in an environment that is caring, respectful and inclusive.

Effective thinking, teaching and learning at Plympton Academy can only take place in a well-ordered environment that is supported by effective behaviour for learning systems. The Academy expectations regarding behaviour are taught throughout the curriculum. Within lessons a consistent approach is used to manage student behaviour. Departments ensure the expectations regarding behaviour are shared with all students. Students are given regular reminders through tutor time, lessons and weekly assemblies. Where necessary individuals and groups of students will be reminded of the expectations.

Aims

- To support the staff to ensure thinking, teaching and learning can take place in a positive working environment
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions.
- To create a positive ethos and environment within the Academy community that enables effective learning to take place, so that students can achieve beyond their expectations.
- To develop mutual respect between all members of the Academy community.
- To have consistent expectations and guidance about routines and procedures.
- To ensure that students and parents/carers are introduced on entry to the Academy's expectations via the Home/Academy agreement and associated documents.
- To ensure that the application of rewards and sanctions is consistent and systematic and to celebrate the success of the students in all aspects of school life.
- To ensure Equality of Opportunity for all students.
- To foster partnerships between home, Academy and the wider community.
- To create a supportive environment where positive attitudes are encouraged and respected.
- To involve the community in celebrating both achievement and the positive aspects associated with appropriate conduct as appropriate
- To promote the Academy as a central part of the community.
- To prepare students to undertake an effective role in society.

Roles and Responsibilities

1) **Principal and Governing Body** – The Governing Body will establish, in consultation with the Principal, staff and parents/carers, a policy that promotes the desired behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of desired behaviour of students and staff. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

2) **Senior Leadership Team (SLT)** – Severe problems will be dealt with by the Heads of Department, Heads of Year and the Senior Leadership Team. The Academy Leadership will support staff in classes and corridors, by maintaining a high presence and implementing the Behaviour for Learning policy.

3) **Staff** – Staff have a responsibility to ensure the policies and procedures are outlined in this document are followed consistently and fairly.

- Create a positive learning environment based upon the Academy's ethos and high expectations.
- Teach and model appropriate behaviour and high standards of attendance and punctuality.
- Deliver high quality, engaging lessons.
- Record and monitor the behaviour of students within their care on ClassCharts.
- Encourage students to be socially responsible both inside and outside of the Academy.
- Communicate with other staff, parents/carers, and students regarding individual students and their learning, behaviour and achievements.

4) **Parents and Carers**

- Support the Academy Behaviour for Learning policy
- Support their child's learning and behaviour by discussing any problems that may arise.
- Work in partnership with the Academy to assist in maintaining high standards of behaviour.
- Take responsibility for the behaviour of their child both inside the Academy and in the wider community.

5) **Students**

- Take responsibility for their own behaviour and be socially responsible inside and outside of the Academy.
- Show respect for and co-operate with all members of the Academy community and its policies.
- Be prepared to learn by ensuring you have the correct equipment in all lessons.
- Work to the best of their ability and use class time appropriately to complete all work and coursework.
- Wear the correct uniform at all times during the Academy day, in accordance with uniform expectations.
- Arrive on time each day, be punctual to lessons and move between lessons calmly and quietly.
- Report any incidents of disruption, violence, bullying and any form of harassment.
- Follow Academy building regulations for health and safety.
- Smoking, vaping, taking illegal drugs or consuming alcohol is not permitted in school, and whilst travelling to and from school or any other time whilst wearing the school uniform. This extends to and includes all types of e-cigarette and vapes.

Curriculum, Recording and Communication

The Academy uses Arbor to record all incidents of positive and negative behaviour. In addition, CPOMS is used to record any interventions and support in place. Where necessary incidents of a safeguarding nature are also recorded on Safeguard. At the time of any incident the student's voice will be listened to. Where necessary this will be recorded as a written statement alongside written statements from other students. As part of the guidance issued to staff, regular communication with parents is encouraged. The Academy uses parental meetings, phones calls, emails and text messages to communicate with parents regarding the Academy policy, individual incidents or ongoing concerns relating to students.

Support and Interventions

The Academy seeks to support all students and runs an extensive programme of support and interventions.

Sanctions Procedure

To maintain consistency across the Academy it is imperative that the sanction procedures are followed by all staff. In order to ensure incidents are dealt with as quickly as possible, students will only ever be given

one chance to complete the set sanction. All students are expected to attend after school detentions. For School detentions and Leadership detentions contact will be attempted home. However, successful contact is not a prerequisite for a student needing to attend. There is a clear hierarchy and increase in the severity of the sanctions the Academy can impose, however, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour. All incidents at the Academy should be dealt with on an individual basis, considering the students' individual circumstances and those surrounding the incident. As a result, different sanctions and support may be put in place for different students based upon their individual needs.

Detentions

Detentions are used to clarify expectations and move the situation forward so there is no repeat. Detentions take place after school and last for one hour. The type of detentions are highlighted below:

- Conduct detention
- Uniform detention
- Late to lesson detention
- Late to school detention
- Homework detention
- Device confiscation detention
- Year 11 detention
- Reset Detention

It is intended that reconciliation conversations take place between the adult who has set the detention and student. It is also the intention that the reason for the detention is communicated to parents. If a student fails to attend detention, they will be expected to attend an SLT Detention the following day. Refusal SLT detention will incur an escalated sanction which could be a suspension.

Reset Room

The aims of Reset are to improve student behaviour by allowing a period of reflection time, to support staff and to reduce the number of suspensions. Reset should be used if a student has displayed serious or inappropriate behaviour or has persistently refused to attend their timetabled lesson or parked lesson. Reset will also be used for persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour Policy. Reset will be issued initially for the duration of a single lesson; if a student receives an additional strike, this will result in a further lesson in Reset and/or time added during social periods. Parental contact will be made by the member of staff recommending the sanction. Reset operates from 8.40am – 3.15pm. Break and lunchtimes will be spent in Reset.

The following sanctions are issued in Reset:

1. If a student a receives 3 strikes in Reset:

The student will be escorted to a classroom with a member of SLT for the remainder of that lesson. They will then return Reset for an additional period or across a social time. Failure to successfully complete Reset will incur an escalated sanction which could be a suspension.

Restart

The Restart Room is an alternative intervention designed to support students who are repeatedly placed in Reset. It provides students with an opportunity to reflect on their behaviour, take responsibility for their choices and reset their expectations before returning to lessons.

If a student receives **three strikes in reset or three Resets in one day**, they will be placed in Restart. Restart may also be used where a student continues to demonstrate persistent or serious behaviour concerns despite previous interventions.

Parents/carers will be informed when a student is placed in Restart, and further support or intervention may be considered where there is a pattern of repeated referrals.

Failure to successfully complete Restart or continued refusal to follow expectations may result in a escalated consequences and students will be at risk of suspension.

Suspension

Suspension from the Academy is seen as the most serious sanction and the Academy will do everything in its power to avoid this. In some circumstances, the Academy may use suspensions, as well as considering a permanent exclusion from the Academy for behaviour that is extreme and threatening to the safety and wellbeing of staff or other students. Before making the decision to suspend, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version if the events both orally and on a Student Statement form. The decision to fixed term suspend a student can only be made by the Principal. Each suspension is dealt with on an individual basis and individual circumstances will be considered. No student will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. Before they return to the Academy all students and their parents/carers must have a Reintegration meeting with the appropriate HOD/ HOY or member of SLT.

All students are expected to take responsibility for their actions and their choices at all times.

For a serious breach of our code of conduct – Plympton Academy Home agreement, a student will always be suspended or possibly permanently excluded if they:

- Swear at a member of staff (even under their breath).
- Defy a member of staff by walking away when being spoken to/reprimanded.
- Physically attack another student.
- Vape, smoke, drink alcohol on the school premises or in school uniform.

This list is not exhaustive and the Principal will determine any other actions deemed serious for a suspension.

Permanent exclusion

Only the Principal, based on the evidence provided, can make the decision to permanently exclude. The decision to permanently exclude is in response to a serious breach or persistent breaches of the Academy's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples could include taking illegal drugs, physically attacking another student or member of staff and malicious allegations made against staff.

This list is not exhaustive and the Principal will determine any other actions deemed serious for a suspension.

Reports

Subject reports - Issued for persistent poor behaviour within a lesson. Parents/carers should be updated throughout the period of the student being on report.

Tutor reports – Issued by tutors who are displaying persistent poor behaviour or attendance. Parents/carers should be informed at the start and updated throughout the period of the student being on report.

Head of Year School Reports – Issued for students displaying a high level of persistent behaviour. Where a student has been placed in the IR or received a suspension, Heads of Year should consider placing a student on School Report. The time a student is on report is not fixed but must start with a parental meeting. Behaviour will be monitored throughout this period and parents/carers updated.

Positive Reports – Issued for students who it is felt having positive feedback would be beneficial for their wellbeing and supporting good behaviour. Parents/carers should be informed at the start and updated throughout the period of the student being on report.

Searching and Confiscation Guidance

The aim of this guidance is to explain the Academy's powers of searching pupils so that Academy staff have the confidence to use them.

Searching Pupils Academy staff can search a pupil for any item banned under the Academy Rules, if the pupil agrees. In addition, the Principal, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are bladed articles or items considered as a weapon, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Academy also has a legal right to search without the pupil's consent for any other item that may be banned under the Academy Rules when it is specifically stated in the Academy Rules that such an item may be searched for. This includes any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. The Principal or delegated members of staff can search a pupil on Academy premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to Academy discipline. The Academy is not legally required to inform parents/carers before the search takes place but will contact parents afterwards.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. In some cases, the Academy may seek the support of the police.

Confiscation of property

The Academy reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any banned item specified in the behaviour policy
- Any item of incorrect uniform, such as a hoodie, scarf, false eyelashes, hats/caps and jewellery

- Chewing Gum, sweets, lollipops and energy and high-sugar drinks. In addition, the following items are not to be brought to the Academy due to the risk they pose to the safety and welfare of others
- Any aerosol including deodorants (non-aerosol deodorants are permitted)
- Any illegal substance including cigarettes, vapes, e-cigarettes, lighters and drugs paraphernalia.
- Any item that poses a threat to others including weapons or imitation weapons

Confiscated items may be retained for a period of time or until a parent/carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Any data or files may be erased if necessary. Any searches will be conducted, wherever possible, by a member of safeguarding team and/or SLT and one other member of staff.

Authorisation for any search will only be given by the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or member of SLT.

Positive Handling

Details for positive handling can be found on Positive Handling Guidance document below:

Trust Positive Handling Guidance.docx

Students conduct outside the school gates

Plympton Academy have the power to discipline students for misbehaving outside of the school premises whilst travelling to and from school and wearing school uniform or is clearly a member of the Plympton Academy community. Any form of inappropriate behaviour which could adversely affect the reputation of the Academy will result in an appropriate sanction being issued in-line with the Academy Behaviour Policy.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Vice Principal every two years. At each review, the policy will be approved by the AAB. Staff and student surveys will be regularly undertaken in order to monitor behaviour standards. Behaviour of students will be recorded through systems associated with both rewards and sanctions and can be requested by parents/carers at any time. The monitoring process will review if there has been any discrimination through the policies implementation.

Mobile Phones

The school operates as a **mobile phone-free environment** to promote high standards of behaviour, learning, wellbeing and safety. Students may bring a mobile phone to school for their journey to and from school; however, it must be switched off, stored securely and remain inaccessible throughout the school day. This expectation also applies to smartwatches, earbuds and any device capable of communication or recording.

Mobile phones must not be seen, heard or used anywhere on the school site during the school day unless explicit permission has been given by a member of staff. Expectations apply consistently in lessons, during social times and at all other times when students are on site.

Any mobile phone that is seen, heard or used without permission will be confiscated and students will be issued with a **Device Confiscation Detention**. Repeated breaches will result in escalating sanctions in line with the school's behaviour policy and may require parental collection of the device. This approach ensures consistency, reinforces high expectations and minimises disruption to learning. The Trust expectation is that any mobile phone seen, heard or used without permission will be confiscated and schools will implement escalating consequences for repeated breaches.

This approach supports a calm and purposeful learning environment, reduces distractions, minimises safeguarding risks and helps to prevent online bullying, peer conflict and the inappropriate recording or sharing of digital content. Parents and carers should contact the school office if they need to communicate with their child during the school day.

The school may make reasonable adaptations in exceptional circumstances, such as specific medical needs, where these have been formally agreed and do not undermine the overall expectation that mobile devices are not routinely accessed during the school day.

Anti-Bullying and Protected Characteristics

The school is committed to maintaining a safe, inclusive and respectful environment for all students. Bullying, including prejudice-based bullying linked to any protected characteristic, will not be tolerated and will be addressed promptly through the school's behaviour systems. Further information can be found in the school's Anti-Bullying Policy and Equality Information and Objectives Statement.

Plympton Academy Anti-Bullying policy 2026.docx

Appendix One: Behaviour statements.

1. Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
2. All students, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to students at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

5. The behaviour policy is understood by students and staff
6. The suspension and exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
7. Students are helped to take responsibility for their actions
8. Families are involved in behaviour incidents to foster good relationships between the academy and students' home life
9. The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

Appendix Two: Uniform

1. General Principles:

1.1. Students are ambassadors of Plympton Academy and are expected to dress in a way that reflects the standards we seek to achieve.

1.2. The Academy Uniform Policy reflects Plympton Academy's ethos and is informed by health and safety issues.
1.3. Uniform should be smart, clean and in a good state of repair at all times.
1.4. Plympton Academy cannot be held responsible for the loss of valuable items, such as jewellery, brought in by students.
1.5. Any items not adhering to this policy may be confiscated by staff.
1.6. Correct uniform should be worn to and from Plympton Academy as well as on site.

2. Plympton Academy uniform consists of the following:

2.1. **Compulsory items (standard uniform)**

2.1.1. Grey Plympton Academy blazer with Plympton Academy logo
2.1.2. White shirt
2.1.2.1. Shirts should have buttons to the neck
2.1.2.2. The top button should be done up at all times
2.1.2.3. Shirts should be tucked in at all times
2.1.2.4. Shirts should have no visible logos
2.1.3. Plympton Academy tie
2.1.3.1. Ties should always be worn at collar height
2.1.3.2. Ties should be of reasonable length (five stripes visible as a minimum)
2.1.4. Black trousers or Plympton Academy skirt
2.1.4.1. Trousers should be plain black
2.1.4.2. Trousers should be standard fit, not skintight
2.1.4.3. Trousers should run to the top of the student's shoes
2.1.4.4. Black denim, chinos, tracksuits, cords or leggings are not permitted alternatives
2.1.4.5. Skirts should be worn at their full length and not rolled at the waist.
2.1.5. Black shoes
2.1.5.1. Heels on shoes must be low
2.1.5.2. All shoes must have closed toes and heels
2.1.5.3. There should be no logos of any colour visible anywhere on the shoe
2.1.5.4. Shoes should not have any decorative metalwork or accessories
2.1.5.5. Boots, backless shoes, sandals or flip-flops should not be worn
2.1.6. Rucksack
2.1.6.1 No handbags

2.2. **Compulsory items (practical uniform)**

2.2.1. Academy Polo Shirt or Academy Rugby Shirt
2.2.2. Black Shorts, Black Skort or Black Leggings
2.2.2.1. These items can either be plain black or those provided by A-Game
2.2.2.2. No large logos should be visible on any of these items of clothing 2.2.3. Academy Socks
2.2.4. Shoes
2.2.4.1. All shoes must have closed toes and heels
2.3. Optional items
2.3.1. Active Uniform Additions
2.3.1.1. Academy All-Weather Top
2.3.1.2. Plain black baselayer
2.3.2. Jewellery
2.3.2.1. A maximum of two plain stud earrings in each ear
2.3.2.2. A watch
2.3.3. Belt

2.3.3.1. Belts should be black in colour
2.3.3.2. Belts must be plain
2.3.3.3. Buckles should be small and unobtrusive

2.3.4. Black or skin toned tights
2.3.4.1. Tights must be plain, with no patterning visible

2.3.5. Plympton Academy V-neck jumper with Plympton Academy logo
2.3.5.1. This item should be worn under the blazer

2.3.6. Outdoor coat
2.3.6.1. This can be worn over the blazer, but cannot be worn instead of the blazer
2.3.6.2. Denim, leather or leather substitute jackets are not permitted
2.3.6.3. Coats should not be worn in classrooms at any time

2.3.7. Hat
2.3.7.1. Dark in colour and plain
2.3.7.2. Baseball caps are not permitted
2.3.7.3. Hats should not be worn in classrooms at any time

2.3.8. Scarf 2.3.8.1. Dark in colour and plain

2.3.9. Gloves 2.3.9.1. Dark in colour and plain

2.3.10. Head coverings/Headscarves
2.3.10.1. Head coverings, headscarves or hijabs may be worn for religious reasons provided they are plain in design and grey or black in colour.
2.3.10.2. Head coverings, headscarves or hijabs must be removed during physical education lessons unless the Principal has given permission following confirmation (in writing) from parents/guardians that the child is post-puberty, and only then if it is close fitting.

3. Prohibited items

3.1. Other than the V-neck jumper outlined above, no other garment can be worn under the academy blazer over the shirt

3.2. Hoodies, jumpers, sports coats or cardigans cannot be worn in place of an Outdoor coat

3.3. No jewellery other than that mentioned above should be worn

4. Additional notes

4.1. The above may be temporarily relaxed at the discretion of the Principal in response to extremes of weather

4.2. Blazers can be removed in lessons, with the permission of teachers

4.3. Regular checks will take place to ensure students are following the expectations above

4.4. Any items not permitted above may be confiscated by Academy staff

4.5. Discreet makeup can be worn in Year 9 and above - no makeup is permissible in Year 7 or 8

4.6. False eyelashes are not permitted at any time

4.7. Coloured nail polish or artificial nails in any form are not permitted

4.8. Nail length should be safe for sport and other associated activities

4.9. Hair must be natural in colour and appropriately styled for a working environment

4.10. Students frequently failing to meet the expectations outlined above may be subject to consequences laid out in the Academy behaviour policy.

Appendix Three: How to … guides

How to … deal with Internal Truancy.

1. Staff at the door and in corridors during the start and end of lessons and lesson changeover.
2. Every minute of each lesson used to maximise learning; clear pace and energy to all lessons.
3. Registers completed within the first ten minutes. Students unexpectedly absent notified on Arbor by pressing 'Student Missing'. If this student does not arrive with a valid excuse or does not arrive at all (and no valid reason provided), member of staff will log as truancy.
4. Only students with a lanyard should be out of lessons - any student without a lanyard will be classed as truanting. Students may go to the toilet if they have a toilet pass (with lanyard). Any student who leaves the lesson will be highlighted on Arbor.
5. Any student who has been at Student Services will need a note to return to class otherwise this will be logged as truancy. Student Services will only be open for emergencies during lesson time.
6. Any student outside of lesson without permission (or lanyard) will be challenged and Arbor updated accordingly.

Consequences

- Truancy number 1 (in a term) = Reset and phone call home
- Truancy number 2 (in a term) = Reset and parents invited in to create a contract and any potential barriers to learning (HOY)
- Continued truancy = pastoral team meeting convened with parents to decide the appropriate way forward. Due to persistent refusal, suspension may occur. Repeat issues will be treated seriously and if the pattern of behaviour continues with no positive change, despite intervention and support, this could ultimately lead to the school seeking alternative provision.