PADDINGTON ACADEMY

Behaviour Policy

2026-27

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Paddington Academy

Behaviour Policy

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1. Expectations

At Paddington Academy, we are committed to ensuring that every student is well-educated, is able to attend university and to lead a happy and fulfilled life. Achieving this requires students to work hard, strive for excellence and act with integrity at all times. Our behaviour policy exists to support students in recognising and addressing behaviours that do not lead to success, so that positive behaviours are consistently reinforced and, over time, become established habits and part of a student's character.

We hold very high expectations of all students because we believe that every student is capable of meeting these standards when they are supported appropriately. We use the phrase *"no excuses"* because, while there may be reasons underlying poor behaviour, there are no excuses for behaviour that disrupts learning or undermines the safety and wellbeing of others. This clarity allows us to maintain consistency, fairness and high standards for all.

We are committed to creating a positive, calm and respectful environment, underpinned by kindness, good manners and mutual respect. Every student has the right to disruption-free learning, every minute of every lesson. We are uncompromising in protecting this because we know that high standards of behaviour are essential to securing strong outcomes and improving life chances for our students.

In applying this policy, Paddington Academy takes full account of its duties under the Equality Act 2010, including consideration of protected characteristics and the need to make reasonable adjustments for pupils with special educational needs and disabilities. We also apply this policy in conjunction with our safeguarding responsibilities, ensuring that behaviour concerns are considered within the wider context of pupil wellbeing and safety.

2. Policy Implementation

Our behaviour policy is founded on the principle that the classroom is where every student should be, learning without interruption. For this to happen, classrooms must be calm, safe and disruption-free, allowing teachers to teach to the best of their ability and students to learn effectively. This policy places clear responsibility on students to meet expectations and follow instructions, based on our firm belief that every student is capable of behaving well and achieving success.

We do not accept excuses for poor behaviour. We are ambitious for our students, set the highest standards for them, and provide the support needed to meet those standards. Consistency and clarity are essential in ensuring fairness for all students and protecting everyone's right to learn.

We believe that every member of the school community has the right to feel safe, secure and treated with respect, particularly those who are most vulnerable. Harassment and bullying in any form are **not tolerated**, including behaviour that takes place online or outside of school where it impacts the safety, wellbeing or reputation of the school community.

Paddington Academy is committed to promoting equality of opportunity for all and takes its duties under the Equality Act 2010 seriously. Reasonable adjustments are made where appropriate to support pupils with Special Educational Needs and Disabilities (SEND), ensuring that high expectations are maintained alongside appropriate support.

The responsibility for implementing, upholding and supporting this Behaviour Policy is shared across the academy community and is set out below.

All staff are responsible for implementing the behaviour policy consistently and fairly at all times. Staff are expected to set and uphold high standards of conduct, model positive behaviour, and apply the policy in a way that promotes a calm, respectful and purposeful learning environment.

The **Senior Leadership Team** is responsible for ensuring that the behaviour policy is understood, adhered to and applied effectively across the academy. This includes maintaining robust systems for recording and monitoring behaviour incidents, reporting to governors and parents where appropriate, and maintaining a highly visible presence across the academy to support staff and students and actively shape and sustain a strong behaviour culture.

Students are responsible for meeting the behaviour expectations outlined in this policy and for upholding the academy values of **Hard Work, Excellence and Integrity**. This includes, but is not limited to:

- Moving calmly and silently during silent transitions
- Ensuring their behaviour does not disrupt the learning of others
- Meeting the 'Lesson Ready' expectations at all times
- Adhering to the Community 5 expectations when outside of the academy or representing the school

Parents and carers play a vital role in supporting good behaviour and maintaining high standards. Parents are encouraged to familiarise themselves with the academy's behaviour policy, engage positively with the life and culture of the school, and work in partnership with staff when behaviour concerns arise.

At Paddington Academy, we value strong and constructive relationships with parents and carers. We expect parents to support the academy's values and expectations in matters including attendance and punctuality, behaviour and conduct, uniform, standards of academic work, participation in extra-curricular activities and the completion of homework, both in and outside of school.

In the event of any behaviour issue, Paddington Academy will liaise closely with parents and where practical and, if relevant, other local or national support agencies.

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff Training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- Standardised display: all classrooms display consistent behaviour posters to ensure that students are constantly reminded of what is expected of them.
- Assemblies: these are used as an opportunity to reinforce high expectations of behaviour to students and to react to any particular issues that may arise.
- Home-school agreement: This is signed by all students before they join the Academy and reinforces to students and parents key messages about standards of behaviour and items that are banned from the Academy.
- Student Planner: this outlines behaviour expectations and lists items that are banned from the Academy. It can also be used as a form of communication between parents and the Academy about any aspects of student behaviour.
- Student induction and reinduction: this helps students to understand what is expected of them at all times as well as the 'why' behind what we do to ensure that students see the link between behaviour in school and our outcomes.
- Academy website: this has a copy of the behaviour Policy.

3. Behaviour expectations

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations. The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Our expectations of student behaviour start with students being 'Lesson Ready'. All students at Paddington are expected to be 'Lesson Ready' at the beginning of every lesson as this helps to ensure that learning time is maximised.

The 5 'Lesson Ready' expectations are:

1. Be on time, smart and sitting in silence
2. Have all equipment and homework
3. Follow all instructions the first time
4. Be polite and kind to all
5. Work hard and help others to learn

These expectations are displayed in each classroom as well as in student planners and are referred to and reinforced with students during assemblies, in student induction and re-induction.

4. During Lessons

Students must arrive to lessons on time and sit in silence completing the 'do now' task. This helps to make
sure that the start of lessons is calm and that students are working from the beginning of the
lesson. If a student is disturbing their learning or the learning of others, they will be given a
warning. Warnings are given in lessons for any behaviour that either stops a student
learning or stops others from learning or stops a teacher being able to teach. This can include
the following:

Warnings given for	Immediate referral to the Reflection Room
Lateness Low-level disruption Calling out Off-task chatter Talking over a teacher (or after a countdown) Distracting others Bickering or unkindness Rudeness Physical contact Inappropriate language Inappropriate response to a warning Refusal to follow instructions immediately Shouting Not 'tracking' the teacher when asked Refusal to work Throwing an object Lack of equipment Leaving seat without permission Chewing gum or eating in class Use or sound of mobile phone / headphones Damaging equipment or property Swinging on chair Turning around on seat Failing to sit up straight and pay attention	Fighting Abusive or offensive language Dangerous or violent behaviour Highly disruptive behaviour

This is not a definitive list but provides guidance for students, staff and parents.

An example of the script used when giving warnings can be seen below:

[Student name], *you are disturbing your learning by* [specific reason for the warning]. *This does not meet our expectations because* [reason, e.g. it is stopping you from working and is disturbing others from learning]. *I cannot allow you to do this, so I am giving you a warning. Do you understand?*

The student's name will then be clearly displayed on the board to indicate to the student that they have received a warning. If the student repeats the behaviour or a different example of disruptive behaviour, the process will be repeated exactly as above, but with the phrase 'I am giving you a second warning'. If there is further disruption, the student will be sent to the Reflection Room.

This should be done by saying the following to a student: [Student name] *you have further disrupted learning by* [specific reason for the warning]. *Unfortunately, you have ignored the two previous warnings I have given you so you now need to take yourself to the Reflection Room on the ground floor blue corridor. You have three minutes to arrive there and I will now email them so that they expect you.*

At Paddington, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. The Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified.

5. Reflection

At Paddington Academy, we operate a clear and consistent warning system. If a student receives three warnings in a lesson, they will be referred to the Reflection Room.

When a student receives a third warning, it is the student's responsibility to leave the classroom calmly, promptly and politely, without argument or disruption. Students must arrive at the Reflection Room within three minutes of being referred. Leaving the lesson in a poor manner - including arguing, refusing to comply, causing disruption, or behaving disrespectfully towards staff or peers - will be treated as a serious breach of behaviour expectations and may result in additional time in the Reflection Room or a fixed-term suspension.

Failure to attend the Reflection Room immediately is likely to result in a fixed-term suspension from school. Once in the Reflection Room, students will remain there for the remainder of the school day, up until 5:00pm (4:30pm on Fridays). Students will also remain in the Reflection Room on the following day until the end of the lesson period during which they were originally referred.

Parents will be contacted to inform them that their child has been referred to the Reflection Room. Whilst in the Reflection Room, students will complete curriculum-linked learning as well as structured self-quizzing and reflection tasks. The purpose of this time is to restore learning, reflect on behaviour choices and support students in returning successfully to lessons.

A reconciliation will take place with the referring teacher. Students are expected to take responsibility for their behaviour, apologise appropriately and engage respectfully in this process. Students who fail to reconcile sincerely or who refuse to engage appropriately will be required to complete additional time in the Reflection Room – students cannot return to their learning in the classroom until this reconciliation has been successfully completed.

Students who believe that their referral to the Reflection Room was unfair will be given the opportunity to speak with the Reflection Room Manager or a member of the Year Team once they have arrived calmly and

safely in the Reflection Room within 3 minutes. This ensures that concerns can be heard without disrupting learning or undermining classroom authority.

6. 'Red Line' Behaviour

There are certain behaviours that are considered 'red line' and will not be tolerated. These behaviours represent a serious breach of the academy's expectations and are likely to result in a fixed-term suspension from school, and in some cases further sanctions.

These behaviours include, but are not limited to:

- Refusal to attend the Reflection Room when instructed to do so by a member of staff
- Failing to meet expectations while in the Reflection Room, including refusal to comply with instructions or complete directed work (this may result in additional time in Reflection following the student's return to school)
- Swearing at, or directing abusive language towards, a member of staff
- Deliberate defiance of a member of staff, including walking away when being spoken to or refusing a direct instruction
- Physical violence or aggression towards another person

These behaviours undermine the safety, order and standards of the academy and will be dealt with firmly to protect the learning and wellbeing of the whole school community.

7. Community 5 Expectations

We expect students at Paddington Academy to be the best advertisement for Paddington Academy that they can be at all times. We want students at this school to have an outstanding reputation for the way that they behave and treat others. Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the Academy at all times and are expected to positively promote themselves and the school.

Our Community 5 Expectations of students are that they:

1. Move safely: Always walk on the pavements and use crossings safely.
2. Move quickly: Move with pace and purpose directly home.
3. Respect others: Do not use inappropriate language or physical contact and do not raise your voice above speaking volume.
4. Respect the property of others: Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
5. Represent Paddington with Pride: Wear uniform correctly and be polite and kind to everyone.

Our behaviour policy covers behaviour not only within the Academy but also outside the Academy. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any academy-organised or academy-related activity.
- travelling to or from the school.
- wearing our uniform, or in some other way identifiable as a Paddington Academy student.
- or for behaviour which at any time:
    - could have repercussions for the running of the school.
    - poses a threat to another student or member of the public.
    - could adversely affect the reputation of the Academy.

8. Detentions

Detentions are centralised at Paddington Academy and always take place the same day after school. The length of time for a detention can be 30 minutes for a standards detention, for example (but not limited to): uniform infringements including infringements related to make-up and jewelry, chewing gum and/or eating sweets or for a failed knowledge test. The length of a detention can also be 1hr, for example (but not limited to): lateness to school or any lesson, for not completing homework to a high standard, for not having the correct equipment, for talking during a silent transition or for poor or inappropriate behaviour in the corridors or outside of school. Students can also be issued a 2hr detention for more serious poor behaviour for example (but not limited to) truancy or serious lateness to school.

In the case that a student receives more than one detention, they will serve a maximum of two hours of detention on a given day. Any outstanding detentions will then be carried forwards to the next available day. Following the DFE guidance 'Behaviour and Discipline in Schools' (July 2016), parental consent or prior notice is not required for detentions but we will endeavour to contact parents by email to inform them of the detention on the same day as the detention. An example of this email can be seen below:

Dear Parent,

[Student Name] in [Year Group] has an after-school detention on [Date] for [Reason] .

At Paddington Academy we have high expectations of our students, and we support them to meet these expectations because we know that these high expectations affect the life chances of our students. When students are sanctioned with a detention, this is done to help students to build the necessary habits that they need to achieve success.

While in detention, students will complete work in a calm and purposeful environment and will have an opportunity to discuss their detention, as well as to receive support from a member of the pastoral team.

Please remember that...

- *If your child has received a 30minute detention only this will end at 3.55pm (3.20pm on a Friday)*
- *If your child has received a 1hr detention only this will end at 4.25pm (3.50pm on a Friday)*
- *If your child has received both a 1hr and a 30minute detention this will end at 4.55pm (4.20 on a Friday)*
- *If your child has received two 1hr detentions this will end at 5.25pm (4.50pm on a Friday)*

If you have received x2 emails regarding detention and are unsure, please check on the Arbor App or contact your child's Year Team for more information.

While in detention, students will spend their time completing work and homework in a silent, calm and purposeful environment which is staffed by the pastoral team.

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent.
- weekends but not those at the beginning and end of half term holidays.
- teacher training days (also known as INSET days)

Any member of staff, designated by the principal, may sanction a student with detention. Supervised lunch with a member of staff is also used as a sanction here at Paddington Academy but this always allows a reasonable time for the child to eat, drink and use the toilet. To ensure consistency and fairness in their use, the process for using detentions is set out clearly and is well-known to all pupils and staff.

We expect that students complete their detentions on the same day that they are set and we do not reschedule detentions for any reason other than for a pre-arranged medical appointment for which a parent must provide evidence. We understand that this may be inconvenient for parents however, the DfE guidance regarding detentions can be found in 'Behaviour and Discipline in Schools' (July 2016) which explicitly states that that "it does not matter if making these arrangements is inconvenient for the parent". We have this

expectation in place so that students work hard to meet our high expectations every day. Arranging the rescheduling of a detention can only be done in agreement with your child's Head of Year, Director of Key Stage or a member of the Senior Leadership Team. If you need to contact a member of staff with regard to a detention, you should contact your child's Head of Year or Student Support Mentor who staff the detention each night and are best placed to answer your queries.

9. SEND

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. With this in mind, when sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have.

It is important to note that this does not mean that students with an identified SEND do not receive sanctions here at Paddington Academy, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

10. Contextual Safeguarding

At Paddington Academy, we always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Where a member of staff reasonably suspects that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Where disruptive behaviour might be the result of unmet educational needs, or any other needs, Paddington Academy will discuss concerns with the students' parents accordingly and implement support for the student which allows for students to successfully meet expectations.

11. Child-on-child sexual violence and sexual harassment

In every aspect of Paddington Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

12. Mobile Phones

Paddington Academy is a 'no excuses' school, and our approach to mobile phones reflects our commitment to safeguarding, learning, and the wellbeing of every child. From September 2026, smartphones are not permitted on site under any circumstances with the exception of students in Year 12 and Year 13 who can continue to bring their smartphones to school. For all other year groups only basic, non-smart phones (also known as "brick phones" or "dumb phones") will be allowed in school.

Smartphones negatively affect learning: smartphones in schools are linked to distraction, reduced academic performance, bullying, exposure to harmful content, and negative impacts on mental health. Removing smartphones from the school day helps our students to:

- Focus fully on their learning
- Enjoy a calmer, safer, more purposeful school environment

- Build stronger, healthier relationships
- Avoid the pressures and risks associated with social media
- Remain protected from online bullying and inappropriate content
- Be less vulnerable to theft or targeted behaviour linked to expensive devices

This approach is consistent with Department for Education guidance on mobile phones in schools (February 2024).

Definition of a Smartphone vs a Basic Phone

- Smartphone — any device capable of accessing the internet, running apps, using social media, taking photos or videos, or connecting to Wi-Fi/4G/5G.
- Basic phone — a basic mobile phone that can make and receive calls and texts only, with no internet access, no apps, and no camera capability

Any device that meets the definition of a smartphone will be treated as a smartphone, regardless of how it is used.

Headphones and smart watches are also banned items in school and will be treated in the same way as smartphones if found in a student's possession in that they will be confiscated and only returned following the timeline outline below.

We recognise that some parents worry about being able to contact their child. A basic phone fully meets this need. Students can still:

- Contact parents before school and after school
- Receive calls or texts from parents at these times
- Travel safely with a device that allows communication without the risks associated with smartphones

For families who wish to track their child's journey to and from school, this can be done using a small tracker-tag (e.g., Air Tag-type device) placed in a bag or coat. It is important that any tracker-tag is set to 'silent mode', as audible alerts disrupt learning and will result in confiscation. Alternatively, students can simply message their parent from their basic phone when arriving at or departing from school to let them know where they are.

Expectations in School (Year 7 – Year 11)

All mobile phones are banned during the school day. This applies to both smartphones and basic phones. While this expectation has not changed, the system for returning confiscated devices has been updated and is outlined in the following section.

Our expectations are:

- Students must not use or display a mobile phone of any kind while on site
- Basic phones must remain switched off and kept in bags at all times.
- Smartphones are not permitted on site at all, except for students in Year 12 and Year 13.
- Headphones, earphones, smart watches and similar devices remain prohibited.

If a phone is 'seen' or 'heard' or otherwise in the possession of a student it will be confiscated.

Expectations for Sixth Form Students

We recognise that Sixth Form students are older, more independent, and role models within our community, and therefore we expect them to demonstrate the highest standards of responsibility in how they manage their smart phones.

Year 12 and Year 13 students may bring smartphones and headphones to school, but their use is strictly limited:

- Smartphones and headphones or smart watches may only be used inside Sixthform designated spaces, such as the Sixth Form Study Centre, or the assembly hall and only at break or lunch.
- Smartphones and headphones or smart watch must not be used or visible in corridors, classrooms, the playground, the canteen, or any other non-Sixth Form area.
- If a Sixth Form student's phone, headphones or smart watch is seen or heard outside of Sixth Form spaces, it will be confiscated by the Sixth Form team and returned only after the successful completion of a 2-hour detention. The student will then be expected to hand in their smartphone to the sixth form team at the start of every day for 1 week.

Sixth Form students must also not hold, carry, store, or transport a smartphone on behalf of any student in Year 7–Year 11. This includes "looking after" a younger student's phone, keeping it in their bag, or passing it between students. If this occurs:

- The smartphone will be confiscated immediately in line with the whole school confiscation procedure outlined below.
- There will be an additional sanction for all students involved, as this behaviour undermines the policy and compromises the safe, calm environment that we are working hard to create

These expectations ensure that Sixth Form students model the maturity and leadership required of them, while maintaining a consistent and calm environment for the rest of the school.

Confiscation and Return of Phones: Year 7 – Year 11 students

If a smartphone is used, displayed, heard, seen or otherwise in a student's possession on the school site, the device will be confiscated as explained below. If a basic phone is in the possession of a student in the school site, **and** used, displayed, heard or seen on the school site, the device will be confiscated as explained below.

In addition, students are not permitted to have on them (including in their bag or pocket), use or display a smartphone on the journey to or from school, while near the school site, or while on the school site. Any smartphone seen before, after or during school will therefore be confiscated as explained below.

For the avoidance of doubt, students are not permitted to have on them (including in their bag or pocket), use or display a smartphone while attending or travelling to or from a school activity (for example only, a geography field trip) that takes place at any time on or off the school site. Any smartphone seen before, after or during a school activity will therefore be confiscated as explained below. This applies unless express permission has been given in advance by a senior member of staff - specifically the Principal, or in their absence the Vice Principal or other senior member of staff - for a clearly defined purpose.

Where such permission is granted (for example, on a residential visit), smartphone use will be strictly limited to the specific instructions issued by staff, including when, where and for what purpose the device may be used. Any use outside of these agreed conditions will be treated as a breach of the behaviour policy and managed in line with the school's confiscation and sanction procedures.

The confiscation timeline has been updated to provide a stronger deterrent and to support families in making the transition away from smartphones.

- Confiscated smartphones will be kept by the school for a fixed period of six weeks and will only be returned once this period has elapsed. If the six-week period falls partly or entirely within a school holiday when the school is closed, parents may collect the phone during the holiday only if this has been arranged in advance by emailing their child's Head of Year before the holiday begins. Staff are not expected to work during school holidays, so parents should not expect a response to emails sent once the holiday has started. If parents do not arrange collection in advance, the phone will be returned at the start of the next term.
- Confiscated basic phones or tracker devices that make noise will be kept for one full school week and returned on the same day of the week the following week to a parent only
- Phones, either smartphones or basic phones, will only be returned to a parent – a sibling who attends

Paddington Academy, even if older, cannot collect a mobile phone

- If a parent is unable to collect at the designated time, the phone will remain securely stored until they are able to attend. Phones will not be returned earlier than the timelines outlined above.

If a student in any year group refuses to hand over their mobile phone when instructed to do so by a member of staff, this will be treated as a serious breach of our behaviour expectations. A refusal to comply will likely result in the student being suspended from school. Before returning to school following the suspension, the student will be required to surrender their mobile phone to the school as part of the agreement for returning to school. The phone will then be kept and processed in line with the school's standard confiscation procedures.

To make this transition easier, Paddington Academy will sell approved non-smart phones directly to parents at cost price. This ensures affordability and consistency. If you would like to do this please contact PA Office at office@paddington-academy.org.

13. Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly.
- use that may defame school staff or any third party.
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- false or misleading statements.
- use that impersonates staff, other pupils or third parties.
- expressing opinions on the school's behalf.
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff 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.

Misuse of social media can be reported to a child's head of year or a member of the pastoral year team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

We are committed to working supportively with parents and will always contact parents at an early stage if we have any cause for concern. We recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever we will work hard to support parents in this process. The school's behaviour policy is designed to ensure that learning is at the heart of all that we do and to help students to go on to lead happy and fulfilled lives.

14. Bullying

At Paddington Academy we believe that every child has the right to feel safe and secure, to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We take all claims

of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. Students who feel they are being bullied either in or outside the Academy can report this to any member of staff. There are also a designated team of staff who students are encouraged to report any concerns to. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy, usually this will be done via the child's year team, where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour policy at the Academy.

In order to reduce the risk of bullying, including cyberbullying, prejudice-based and discriminatory bullying, and to ensure that where students experience bullying behaviour they are supported, at Paddington Academy we ensure the following:

- Students are informed of which members of staff to speak to if they are experiencing bullying behaviour. This is regularly reinforced and visible around the Academy.
- We ensure that every student is listened to, that every student is taken seriously and that every student is cared for and supported.
- We have an online reporting system on our website which allows for students to report, anonymously, any concerns that they have.
- Where bullying behaviour has been identified, restorative meetings between the perpetrator and the victim are conducted by the pastoral team.
- As part of the educative intervention, the perpetrators of bullying complete bullying reflection sheets which encourage them to reflect on the impact of their behaviour on others.
- Bullying incidents are tracked and reviewed for patterns so that we can intervene proactively to support students.

15. Rewards

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. Students are praised when they exceed our basic expectations of them. In the classroom, this is done verbally through the use of specific and meaningful praise at the end of lesson e.g. 'Well done Zara, your opening paragraph is really creative and uses good vocabulary!'.

At the end of a lesson for students in year 7 – year 11, the teacher will issue a 'Golden Ticket' which is awarded to one student only and never to a student who requests the 'Golden Ticket' in the lesson. This demonstrates that the student in receipt of the 'Golden Ticket' was the number one student in the lesson on that day. These 'Golden Tickets' are linked to our values of hard work, excellence and integrity. Students can collect these 'Golden Tickets' across the year and the students with the highest number of 'Golden Tickets' at set points in the year will be selected to take part in the 'Golden Ticket' experience event. Students can also exchanged these 'Golden Tickets' for house points to contribute towards the house competition.

Each week in assembly, the start of the assembly consists of praise for students for the previous week and students earn House Points for this. Students also give appreciations in assembly for fellow students or members of staff as part of our recognition of others. Students may also be given a positive phone call or a postcard home. Students are also awarded certificates for consistent effort at different points of the school year. These are physical awards which student can take home to show to their parents.

Badges are awarded to students for outstanding performance in subjects and for sustained participation in extracurricular activities. Post-cards are sent home by departments and year teams to give specific praise to individual students. Each half-term students will have the opportunity to show appreciation to a member of staff who has helped them in some way in the form of a postcard. We also encourage staff and parents to take part in these appreciation weeks too. The House system allows students to compete for the House Cup each year through the awarding of points and culminates in an award for the winning house.

16. Suspensions and Permanent Exclusions

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. We recognise that suspension and permanent exclusion from school is a serious matter and therefore the decision to suspend or permanently exclude a student is something which is taken extremely seriously. The decision to exclude is the Principal's alone or, in the absence of the Principal, the designated teacher in charge which is likely to be the Vice Principal. For more information on suspensions and exclusions, please see our suspension and exclusions policy which is on the Paddington Academy website.

17. Preventing recurrence of misbehaviour

The Academy recognises that exclusion from school is a serious matter, particularly at an Academy where many students have experienced significant disadvantage in their lives. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the Academy community. In order to ensure that suspensions are used appropriately, we use several alternatives to exclusion and ensure that there is early intervention with student behaviour.

As stated previously, at Paddington, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. The Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified.

Pastoral Reinduction: We invest a great deal of time ensuring that students who are not meeting our expectations are given the support and reinduction that they need to reengage them with their learning. This can include supportive interventions such as early starts, book looks – where students present their book to a member of staff at the end of each lesson, or targeted support from a member of the pastoral team which includes re-inducting students on the behaviour policy as well as targeted interventions regarding specific behaviour issues.

Off-site Respite: Students who are at serious risk of suspension or permanent exclusion and for whom the full range of Academy interventions have not been effective will spend a period of time off-site to to provide a change of environment to help improve the pupil's behaviour while maintaining their educational engagement. This is a form of off-site direction to a registered provision. Students return from this provision through a supported approach to returning to mainstream lessons. In some instances we may look towards a short term off-site respite at another local United Learning school or alternatively to a registered alternative provision such as Ormiston – Westminster Education Centre for a longer period of time, typically 5-weeks. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may direct a student off-site without parental agreement, where it is in the best interests of the student.

Off-site direction: A temporary measure where a pupil is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity (previously referred to as a managed move). This can include alternative provision or another mainstream school. Paddington Academy participates fully in the Off-site direction process in Westminster which involves students attending another Westminster school on a trial basis where there has been a serious breakdown in the behaviour of the student. This is done with the best interests of the student in mind and the purpose of an offsite direction is to correct the behaviour of the student so that they can be successful in mainstream education. The Academy also receives students under this scheme and has successfully integrated many students on this basis. The decision to direct a student off-site is the Principal's alone or, in the absence of the Principal, the designated teacher in charge which is likely to be the Vice Principal. Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than simply just a response to a single incident. Off-site directions will be short term and remain under review. The arrangements for this will be stated in a letter to parents that follows the off-site direction. An off-site direction has the potential to become a managed move if agreed by both schools as well as the parents. A managed move is a voluntary but permanent agreement between schools, parents/carers,

and the pupil for the pupil to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Alternative Provision: when a student is at serious risk of permanent exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a student without parental agreement, where it is in the best interests of the student.

18. Allegations against staff

Paddington Academy takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

19. Malicious accusations against staff

Paddington Academy reserves the right to take disciplinary action, including suspension and up to permanent exclusion, against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

20. Use of reasonable force

At Paddington Academy, our behaviour policy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'. The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Teachers and members of staff authorised by the Principal have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity, or on their journey to and from school).

In a school, reasonable force is used for two main purposes – to control students or to restrain them. The following list is not exhaustive, but provides some examples of situations where reasonable force can be used. In order to:

- defend oneself against an attack;
- prevent a student from committing a criminal offence, including deliberate damage or vandalism;
- prevent a student from injuring him/herself or others, including by fighting, rough play ('playfighting') or by misuse of dangerous materials or objects;
- prevent a student from leaving a classroom or area of the school where allowing the student to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

Reasonable force should only be a last resort and staff should delay if at all possible. However, in some circumstances, for example if there is an immediate risk of injury, it might be deemed negligent if staff do not intervene, as staff have a duty of care to do all that they reasonably can to protect the welfare of students. In general, staff should have tried all other means to de-escalate a situation before using reasonable force.

There is no legal definition of reasonable force. The use of any degree of force is unlawful if the circumstances do not warrant it. Any force should be the minimum needed to achieve the desired result. The following kinds of physical intervention are reasonable, standing between students or blocking a student's path, holding, pushing, pulling, leading a student by the arm or shepherding a student away by placing a hand in the centre of the back. The following would be deemed unreasonable; holding a student by the neck or collar, slapping, punching, twisting limbs, or holding or pulling by the hair.

21. Prohibited items and searches

Principals and authorised members of staff have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The Principal or a member of school staff authorised by the Principal can undertake the search of a pupil. When undertaking a search there will be a witness who is also a staff member. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

22. Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol
- Cigarettes, Tobacco and/or smoking materials (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- "Legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/ or anything pertaining to be a drug
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence
    - to cause personal injury to, or damage to the property of, any person (including the pupil)
- Lighters, matches or any article which could be used to start a fire
- Stink bombs and water bombs
- Mobile phones that are heard or visible
- iPods or headphones that are visible
- Aerosols
- Bandanas
- Hooded sweatshirts
- Jewellery (except watches)
- Make-up
- Nail varnish
- Chewing gum
- Chocolate or sweets

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied including suspension and up to permanent exclusion.

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 and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A member of staff can conduct this search without consent where there is reasonable suspicion that the student has any of the listed prohibited item(s) in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone or tablet, the member of staff who seized the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. Paddington Academy reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy. The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then sanction the pupil in accordance with this policy, where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

23. Searches with consent

Paddington Academy may search students with their consent for any item. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

24. Extent of search

The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' can also include hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

25. Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006. Paddington Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

26. Drugs

Paddington Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so -called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with separately and students and parents should inform a member of the year team or the first aid if they are in in possession/likely to be in possession of over the counter and/or prescription medication so that these can be appropriately handled and students can be appropriately safeguarded.

Paddington Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent

any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school but the decision to sanction will be taken on a case by case basis.

Sometimes, it will also be necessary to involve the police. Paddington Academy will take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. Paddington Academy takes a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

27. Confiscation of drugs

Any drugs or suspected drugs found during a search will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will also be disposed of. Paddington Academy may carry out searches for drugs in accordance with this policy.

28. Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

29. Monitoring and Review

At Paddington Academy we monitor behavioural issues and to evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide on an appropriate course of action, which may include more staff training, re-inducting students through PSHE lessons, assemblies or amending the policy.