



King's Lynn Academy

Policy: King's Lynn Academy Rewards and Relationships

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1. Introduction

1.1 This policy outlines the underlying principles and aims for developing positive relationships at King's Lynn Academy between students, adults working in the academy, parents and the wider community. It is a working document that is designed to enhance and improve those interactions.

1.2 When positive relationships are central to the ethos of an organisation students are able to learn properly, teachers are able to do their jobs effectively and everyone is able to work in a secure and safe environment.

1.3 This policy is the result of consultation with students, parents, staff and governors and reflects current practice within the academy. Its fair and consistent implementation is the responsibility of all staff.

1.4 The policy acknowledges the academy's responsibilities pertaining to:

- Students with SEN ([download.asp \(eastern-mat.co.uk\)](http://download.asp(eastern-mat.co.uk)))
- The safeguarding procedures of the academy ([download.asp \(kingslynnacademy.co.uk\)](http://download.asp(kingslynnacademy.co.uk)))
- The positive management of aggressive and violent behaviour ([download.asp \(eastern-mat.co.uk\)](http://download.asp(eastern-mat.co.uk)))
- There are separate policies for all of these issues which should be read in conjunction with this policy.

2. Principles, aims and key actions

2.1 The Eastern Multi Academy Trust has adopted the following vision and values:

- We exist to provide exceptional opportunities for all our students so that they can develop their potential to reach the highest levels of education. Everyone member of our academy family will be supported to **aspire** to be the very best that they can be.
- All will be **empowered** to become stronger and more confident. Students will be supported to develop the skills, abilities and mental attributes to succeed for themselves and to develop a love of learning that will continue into adulthood.
- Children and young people will be **motivated** to set themselves challenging life goals and be supported to develop the resilience to overcome any obstacles to this.
- Individuals will develop and motivate each other and be passionate about reaching their maximum potential regardless of background. Opportunities will be life defining to **transform** their life chances.

Our Values:

A trust where colleagues and volunteers always ensure that both themselves as individuals and others within the trust act within the Nolan Principles of Public Life:

- Integrity
- Selflessness
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Mission Statement:

Ensure all our children and young people are prepared to learn for life by equipping them with the skills to achieve their full potential now and in the future.

Empower – A trust that ensures its people are free to make the right decisions for their children at the right time. Its children are able to make life choices because of their achievements and are prepared for the next steps in their education or work.

Motivate – A trust where everyone is committed to their own learning journey while supporting all children to be prepared for the world of work and further study into adulthood.

Achieve – A trust where everyone is supported to be the best that they can be as individuals and together so that all children achieve their full potential and leave school equipped with the qualifications, knowledge and skills they need to succeed in life.

Transform – A trust that contributes proactively to the wider communities we serve leading to tangible change in the life chances of our children.

2.2 In pursuance of these principles, King's Lynn Academy aims:

- To motivate students using the structured reward system to recognise good behaviour

- To promote positive relationship and good behaviour through an understanding that a positive learning environment leads to positive contributions by all
- To promote self-esteem, self-regulation and positive relationships based on mutual respect
- To encourage consistency of response to both positive and negative behaviour
- To ensure that everyone's uniqueness will be recognised
- To create a safe learning environment with clear boundaries
- To work in partnership with parents / carers to contribute to students' learning at the academy
- To provide the appropriate support and opportunities which enable students to reach and exceed their targets
- To monitor and expect the correct uniform and equipment
- To deal effectively with any concerns or complaints
- To seek, value and act on the views of our community

2.3 In order to achieve these aims, the academy must:

- Publish the Rewards and Relationships policy on the academy website
- Ensure that the policy is clear and understood by staff
- Ensure that the policy is fairly and consistently applied
- Provide strong academy leadership
- Provide a clear system to support positive behaviour
- Have a clear system for rewarding positive behaviour for learning
- Support all staff in the application of the Policy

3. Responsibilities – who needs to do what and how can we work together?

3.1 Student responsibilities

We encourage all of the students at the academy to succeed. The academy's expectation is that students:

- Have a great attitude to learning in all subjects
- Take responsibility for learning. For example: coming prepared to the lesson,; starting work without being asked ; asking questions and asking for help (when it is appropriate) ; making contributions and getting actively involved
- Work really hard, every lesson ; being on-task, all of the time
- Listen very carefully when the teacher (or another appropriate person – this might be another student, who has permission) is talking
- Follow instructions first time, every time
- Concentrate e really well and rise to the challenge of doing work that is ambitious.
- Be positive and cheerful, for example, embracing change ; keep negative opinions to themselves

- Work happily on their own and with others
- Show respect for others, for the environment and for the resources
- Make everyone, for example Supply teachers and visitors, welcome in their class, and behave outstandingly for them, too
- Always want to do better

3.2 Staff responsibilities:

Consistent and clear application of the academy's protocols and skilful, sensitive handling of a range of situations by staff helps to create a positive environment. The academy's expectation is that colleagues:

- Work together to ensure high standards at all times
- Implement the day-to-day protocols
- Take account of SEN, disability, the needs of vulnerable students, offering support where appropriate
- Establish, communicate and follow positive classroom routines to ensure an environment where learning can thrive
- Recognise all instances of good behaviour on Arbor daily
- Model the building of positive relationships at all times
- Ensure that lessons begin and finish on time
- Have strong routines, passing on settled classes to colleagues
- Notify colleagues of issues that may affect their classes in a timely fashion
- Stick to shared expectations in order to support one another, e.g. have seating plans, complete registers.
- Support the Home Academy Agreement

3.3 Home Responsibilities:

Mutual support between the home and the academy is one of the foundations of developing positive relationships. The academy expects families to:

- Support the Academy to ensure good attendance and punctuality
- Support the uniform policy, ([download.asp \(kingslynnacademy.co.uk\)](https://www.kingslynnacademy.co.uk/download.asp)) making sure that students come to the academy correctly dressed and equipped each day
- Support the Academy in maintaining positive relationships
- Work with the Academy in using independent study to reinforce what is learned during the day
- Promote safe and responsible use of technology
- Maintain regular contact with the Academy
- Encourage participation and enjoyment in classes, clubs, after school activities and trips
- Abide by the Home Academy Agreement

3.4 Academy Council Responsibilities:

Council members have high expectations of the academy staff and students and have a duty to monitor the effectiveness of this policy in helping to meet these expectations. Academy Council members will:

- Ensure that the policy takes account of the needs of vulnerable students, complying with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination
- Hold the Academy to account for the implementation of the policy
- Review the principles regularly and take into account any legislative or other changes that will affect them.
- Review appropriate statutory guidance and advise the Principal accordingly
- Ensure that the policy is shared with staff, pupils and parents at least once a year

4. Scope of this policy – where and when does it apply?

4.1 The scope of this policy applies:

- During the school day, while on the Academy site
- While taking part in an off-site academy related activity
- Travelling to and from the academy at the start and end of the day, including buses, though this *responsibility* lies with the local authority, the academy will work alongside colleague to support.
- When the reputation of the academy is adversely affected.

5. Rewards at King’s Lynn Academy

The aim of the rewards at King’s Lynn Academy is to positively recognise the achievements of all students. Whenever we have the opportunity to praise and encourage, we must do so.

Motivation is the key element behind self-discipline. Positive rewards (praise, appreciation, responsibility, encouragement) generate self-esteem (Feeling good about ourselves).

Students strive to achieve the following rewards at KLA:

House Points	Awarded for classroom endeavours which show students giving their best
Praise Postcards	For a single piece of good work, consistent application to study or exceptional attitude to academy life
Blazer Badges	For consistent exceptional approach to life at KLA.
Endeavour Award	Awarded termly at celebration assemblies in recognition of a student who has gone above and beyond in some aspect of academy, community or their personal life.
Enrichment Tokens	Awarded for attending an enrichment activity, representing KLA in the community, attending additional lessons.

Students are specifically rewarded for demonstrating the following positive traits:

- 100% attendance (awarded weekly)
- Attendance at an after-school activity
- Excellent homework
- Effort in lesson
- Exemplary presentation
- Excellent reading
- Good articulation of learning
- Good knowledge test results
- Exemplary citizen
- Good recall of knowledge
- Outstanding writing
- Participation in a community event
- Praise post card
- Reading at home
- Good use of Knowledge Organiser
- Progress in lesson

Student of the Week	Each subject nominates a student of the week for academic excellence. Students are rewarded by 3 house points and other rewards which change each week
Academic Excellence	The top three students are rewarded for academic excellence after the mid-year and end of year exams.

6. The basics - ensuring a successful start to every day:

6.1 At King's Lynn Academy we believe that many aspects of excellent learning have their roots in being properly prepared and being in the right mind-set to learn at the start of each day. This is the approach of 'getting the little things right'. To this end, we expect the following of students:

- Move directly into the academy. Once students arrive on site they are not to leave again until the end of the academy day unless permission is given by a member of staff in communication with parents / carers.
- Arrive at the academy fully equipped.
- Go to muster point for lesson start when the bell sounds Lateness is not tolerated and will be sanctioned.
- Arrive to lessons having completed all homework.

7. Lateness to School:

- Students who arrive after the bell has gone for first lesson (8.40) are not allowed to interrupt lessons
- Students enter by side gate, into an allocated area
- Students will be met by a member of staff and asked to explain the reason for their late arrival.

- Students will be provided with a laptop or PC and asked to access Sparx Maths or Sparx Reader.
- Students who do not have a valid reason (i.e. medical appointment, LA transport issue) will be sanctioned in the following way:
 - 1st time in a term break detention + contact home
 - 2nd time in a term break detention + Lunch detention + contact home
 - 3rd time in a term break detention + ASD
 - 4th time, isolation + meeting with parents (speak about fine / FT)
 - 4+ incidents - consideration of U code and fine
- Where students have a valid reason for lateness there will be no sanction

8. The basics - ensuring a positive start to every lesson:

8.1 Teaching staff have a responsibility to set the tone for successful lessons and prepare a positive environment conducive to learning. To this end, we expect the following of teachers:

- Meet students at the muster point for lesson start and greet them positively while checking equipment and uniform
- Model positive ways of communicating with students
- Model positive behaviour for learning in the classroom, i.e. listening without interrupting
- Implement seating plans so that all students know where to sit
- Prepare a starter activity 'Do Now' to engage students immediately as they arrive at the lesson
- Establish clear routines that involve students at the start of the lesson.
- Understand in advance the needs of all students including those with Education, Health, Care Plans (EHCP), Academy Pastoral Support Plans for behaviour, pupil premium and other specific, identified groups.

9. Using skilful teaching to model good behaviour

9.1 After creating a safe and secure environment, Staff are expected to further build positive relationships with students; this can be effectively done in the following ways:

9.2 In order to achieve positive relationships with students, teachers should:

- Intentionally minimise embarrassment and hostility
- Develop and maintain respect at all times
- Be aware that positive teacher expectations will have a positive effect on others
- Follow up and follow through (being consistent whenever possible)
- Use a respectful tone of voice
- Avoid overbearing body language
- Avoid argument with students
- Use decisive verbal and non-verbal cues to convey expectations

- Give reasonable choices that allow students appropriate 'ownership' of situations

Decisive teacher actions can also support the development of a positive learning environment:

- 'Tactically ignoring' small moments of poor behaviour
- Giving simple direction or restating a rule
- Allowing take-up time for the student
- , Giving students the time needed to adapt their choices.

9.3 Discipline with Dignity is a key concept at the academy and whenever possible we expect staff to:

- 9.3.1 **Avoid Confrontation** - we ask staff not to argue with students, instead staying calm and repeating their instruction or request.
- 9.3.2 **Help students to back out of awkward situations** – we ask staff to allow students the opportunity to retract inappropriate statements in a 1:1 situation. If students apologise, then the relationship can be more easily rebuilt.
- 9.3.3 **Avoid sarcasm** – We expect staff not to belittle students through sarcasm, knowing that it is likely to lead to resentment and hurt, even if this was not the intention.
- 9.3.4 **Avoid 'labelling' language** – we expect staff to remember that labels stick and that it is inappropriate to use phrases such as “you’re always rude”. It should be made clear that it is only their action that is unacceptable.
- 9.3.5 **Build trust** – it takes time to build trust, but when staff show a genuine interest in students and model this for others in the class, positive changes will occur.
- 9.3.6 **Build self-esteem** – we want staff to make efforts to say something positive and meaningful to students as often as possible. It should be remembered that some students are unused to hearing positive comments directed towards them.
- 9.3.7 **Repair and reconnect relationships** – There is no role for holding grudges in schools. Students’ behaviour is not personal to staff, even though it may sometimes feel that way. We expect staff to repair and reconnect relationships, using simple techniques such as: having a quiet word at the end of the lesson to discuss what happened, thereby leaving on a positive note; smiling and saying goodbye at the end of a lesson; making sure to reconnect with the student at the next lesson, by greeting them as they arrive.
- 9.3.8 **Follow up on issues that count** - This is important because students will learn that staff will follow up on important issues and will do so consistently with all classes. Essentially, students will know that they will be recognised for positive as well as negative choices.

9.3.9 **Be Genuine** – staff should use their strengths in the classroom to promote positive relationships. . Students appreciate honesty and will sense when a teacher is genuine.

10. Getting things back on track when things go wrong – the use of consequences:

“It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important” Bill Rogers

10.1 Teachers are expected to remind students of expectations and encourage them to make good choices before recording anything on Arbor. .

10.2 It is essential to allow students the opportunity to ‘get it right’, therefore the students must be given time to correct themselves at each stage.

Consideration will always be given to students who have additional needs regarding behaviour whether it be through an EHCP, an Academy Pastoral Support Plan or another valid reason.

10 Dealing with regular incidents of poor behaviour:

	Who	Actions	When	How Long	Next Step
Green Report Card	Head of Year	Set ASD – 30 minutes Contact parent on first day and then weekly to discuss Meet with student weekly to complete scaling Check in with student daily to review previous day’s report card	Failed to attend lunchtime detention 3 behaviour points in a day 6 behaviour points in a week	Minimum of 3 weeks	Move to Amber Report Card

Amber Report Card	Head of Year	<p>Set ASD – 1 hour</p> <p>RAG timetable</p> <p>Contact parent to arrange PSP meeting</p> <p>Complete three PSP meetings with parent and student</p> <p>Check in with student daily to review previous day's report card</p> <p>Reward positive days on report</p>	Minimum of 2 unsuccessful weeks on Green Report	Minimum of 6 weeks (to allow PSP to be impactful)	<p>Meet with behaviour manager to discuss</p> <p>KLA Inclusion Referral for support</p> <p>Consideration of Managed Move</p> <p>Consideration of EHAP</p>
Red Report	Behaviour Manager	<p>1 day isolation (if not returning from suspension)</p> <p>Inclusion Team referral</p> <p>Contact parent to arrange PSP meeting to complete Positive Behaviour Support Plan</p> <p>Complete three PSP meetings with parent and student</p> <p>Check in with student daily to review previous day's report card</p> <p>Reward positive days on report</p>	<p>Return from suspension</p> <p>Return from unsuccessful Managed Move</p> <p>Minimum of 6 unsuccessful weeks on Amber report</p>	Minimum of 2 weeks	<p>Supported Managed Move</p> <p>Referral to local planning meeting</p> <p>Directed offsite provision</p> <p>MAC referral (KS3 only)</p> <p>Suspension</p>

11 Detentions

- 11.1.1 If a student has been removed from a lesson, they will be asked to remain with the member of staff at the end of the lesson for a restorative conversation or to complete work.
 - 11.1.2 If a student fails to remain with the member of staff at the end of a lesson an after school faculty detention will be set for the same day (where possible)
 - 11.1.3 If the student fails to attend the detention, they will be placed in a 1 hour ALT detention after school
 - 11.1.4 If a serious incident takes place, students may be asked to attend an after school detention as part of the sanction
- 11.2 Although parental consent is not required for detentions, King's Lynn Academy will always try to inform parents and carers when they have been set and for what reason. There is no parental right to withdraw from after school detentions which are included in the Home Academy Agreement.

Inclusion

11.4 The Academy Pastoral Support Plan will:

- Be written in conjunction with students and their parents / carers
- Identify issues at the academy
- Identify issues at home
- set targets
- identify academy support
- identify home support
- be circulated to staff in the form of the targets set
- be reviewed fortnightly / monthly / half termly as needed
- cease, if the student achieves their targets regularly
- be reviewed and re-implemented, if the student's behaviour deteriorates afterwards

11.5 Student Passports and Annual Reviews:

- where students have an EHCP or receive support through MAC, CUB or Forward Step, they will, in accordance with the Academy SEN Policy, have Annual Reviews and IEP (Student Passport) documents in addition to all of the above.

12 Restorative Approaches For Students: repairing harm through reflection and accepting responsibility

- 12.4.1 King's Lynn Academy believes that a restorative ethos and restorative practices should underpin any work with young people and families. We seek to build relationships, maintain relationships and repair relationships when harm has been caused.
- 12.4.2 A restorative ethos is characterised by a willingness to actively communicate, both in expressing feelings within the working context, and listening to those expressions. Within a restorative ethos efforts are made to repair any harm and to continue to build and maintain positive working relationships.
- 12.4.3 Our approach to reviewing instances of poor behaviour focuses upon understanding the impact, i.e. harm, and putting things right. Importantly, the approach does not extend into debates about motivations for actions ("why...") or the apportioning of blame ("it was your fault...") as such debates more often than not lead to further difficulty, argument and avoidance of responsibility. It must be noted also that some students may not know or understand their motives for behaving in a certain way, making such a debate a fruitless one.

13 Restorative Meetings

- 13.4.1 Where significant harm has been caused a restorative meeting will be arranged. This may involve harm between:

- Students
- Students and teachers
- Students and support staff

- 13.4.2 At the meeting:

- A neutral member of staff will chair
- All parties will be heard in turn, without interruption
- All parties will know that they can safely disclose their harm without fear of retribution
- Harm will be repaired
- A strategy will be agreed which allows all parties to move on with dignity

14. Forward Step

In Forward Step the need for fixed term or permanent exclusions is eliminated through the delivery of an outstanding educational provision delivering support and a broad and balanced curriculum which meets the needs of each individual student, linking the academic and therapeutic through a wholly holistic approach. Learning is rich and rewarding across a

range of opportunities which enable all students to fulfil their individual potential and inspire future aspirations.

A large proportion of students who are referred to Forward Step begin their learning with significant gaps in their knowledge thereby making their needs extremely diverse. The curriculum is therefore highly personalised and is intended to give as interesting, broad and appropriate education as possible. The curriculum is continuously reviewed to ensure students' needs are met both academically and socially.

The curriculum has been designed in collaboration with core heads of faculty from the main school to ensure that it develops and build on skills which are essential for each subject thereby bridging the gap and maintaining links which will encourage successful reintegration. Our vision is for young people to access high quality alternative provision which enables them to re-engage with education in a mainstream provision or to transition to an appropriate setting.

Culture and Ethos

'The expectations remain the same, but the centres recognise that the journey to meet those expectations is different for every student that accesses the provision.'

Aims:

- Empowerment of staff to recognise, challenge and support all behaviours.
- Recognition that all behaviour is communication.
- Find the key to success for every student who accesses the provision.
- Create a culture of aspiration, recognition and celebration.
- Recognise that every student deserves a champion.

Behind every individual is a story. The aim is to listen, reflect and find a pathway to success for every student through a bespoke approach to education. This is the ethos upon which all interactions are based.

Our centres create a culture of success cemented within the highest of social and academic expectations. There is no barrier that cannot be overcome without the right support.

Adults within the centres will demonstrate the high standards we expect our students to attain. This will include dress code, punctuality, and social interactions. Adults will model, at all times, the highest of expectations to achieve success.

Students will be listened to, and their voice will be recognised through appropriate discussion and structured response. There will be a listening culture that demonstrates challenge and reason. Staff will be empowered to challenge where appropriate and will recognise success at all times.

The centres will be built on reward and positivity. Success will be recognised according to the rewards and relationships processes and procedures of each individual centre. Relationships will be *unconditional* and all staff will adopt an 'every day is a new day' response. Staff will be supported with this through appropriate supervision and support. This culture will mean that staff communication is central, as is immediate response. Where there is a situation that is on-going, clear communication will be key to successful resolution.

Working in collaboration with parents, carers, school teams and outside agencies the centre staff will create tailored individual support programmes for students attending our centres.

Curriculum

Our curriculum is the foundation upon which all success will be built.

The following sets out the aims and minimum expectations for centres in respect of curriculum design. It is not intended as an absolute. Centres are expected to develop and bespoke their offer to meet the needs of the young people within the local area.

Curriculum Aims:

- To meet the SEMH needs of all students and ensure that every student has the skills to regulate their own behaviour and responses.
- For all students to have the literacy and numeracy skills they need for life.
- For every student to understand how to keep themselves safe in and out of school.
- To create a love of learning and inspire students to learn independently.
- To build an interest in the outside world.
- For students to successfully re-integrate back into a mainstream setting where appropriate or to successfully transition to the next phase of their educational journey.
- For students to have enriched links with partners and external providers.

Reasonable adjustments will be made for all students, for example, students with English as an additional language may require interpretation services to ensure that the above is carried out effectively.

Curriculum Intent/Rationale

A broad, balanced and rich curriculum that meets the needs of individual students can significantly reduce suspensions and permanent exclusions.

SEMH needs can have a profound impact on the learning journey of many students. The offer of intensive support within the centres will be transformative in allowing all students to experience success within education.

Learning is rich and rewarding across a range of opportunities. Academic achievement and meeting the SEMH needs of learners will co-exist and students will be met with the highest of expectations of learning as well as experiential personal development.

Our students join us with significant gaps in their knowledge making their needs extremely diverse. The curriculum will be highly personalised, and continuously reviewed to ensure students' needs are met both academically and socially. This will provide the greatest opportunities for successful reintegration into mainstream classrooms or transition to next settings.

For EAL pupils, simplified versions of texts and translated versions are often available and aid understanding.

KS3 Model

Students within key stage 3 will, usually, access Forward Step on a full-time basis for two terms. The third term will focus on a supported re-integration back into main school lessons. Re-integration will

be supported by both centre staff and staff within the home school. Although this is the core offer, a nuanced approach will be applied in individual cases.

Academic Offer:

The curriculum will have a focus on core subjects including English, maths and science. This offer will follow the National Curriculum in all areas. However, the overall curriculum offer will be as broad as possible within the centres. Students will have access to subjects that are likely to be considered within their GCSE options and have high engagement levels, for example computing, catering, technology, art, and PE.

The intent, implementation, and impact of each subject offered will be considered by the Heads of Faculty, they will hold responsibility for long-term planning and relevant documentation pertaining to their subject areas building on the *golden threads* of each subject. The spiral curriculum model allows knowledge to be taught and re-taught with a focus on retention of knowledge.

15. Make a Change (MAC)

MAC South:

Support is offered to vulnerable students who need additional support to access school for variety of reasons. Support in MAC South includes:

- Academic interventions
- Family support
- Bespoke reintegration packages
- AV1 robot technology
- Support for children with social workers
- Support for anxiety and low-level mental health issues
- Support for Looked After Children

MAC North:

SEMH support is offered to students who find full time mainstream school challenging for a variety of reasons. The provision offers:

- English, Maths and Science intervention (1:1 and small group)
- Students will have allocated seats and an allocated laptop to work on.
- Support to reintegrate into mainstream lessons
- Bespoke character education
- Bespoke plans to support positive choices
- Family support

16. Banned Items:

Any student found to have brought a seriously inappropriate or dangerous item onto school site will, after any necessary investigation, be subject to serious behavioural consequences in line with the school's behaviour policy up to and including suspensions or permanent exclusion from school.

- expensive or personally valuable items
 - Cigarettes, matches and lighters
 - fireworks or "snaps" containing gunpowder
 - vapes, e-cigarettes
 - products containing nicotine such as nicotine pouches, gum or snuff tobacco
 - any item officially known as a new psychoactive substance (NPS) (often unofficially known as a 'legal high')
 - any products marked as 'unfit for human consumption' or as unsuitable for children
 - any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
 - Any item which could be used to cause or threaten significant harm
- Mobile Phones

In accordance with the Department for Education guidance, ([Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](#)) mobile phones will not be allowed in the academy. If they are seen by a member of staff they will be confiscated and stored securely before being returned.

Mobile phone confiscated for the first time	Confiscated by staff Recorded on Arbor Parent informed Stored securely until the end of the academy day Returned to student
Mobile phone confiscated for a second time	Confiscated by staff Recorded on Arbor Parent informed Stored securely until parent is able to collect
Mobile phone confiscated for third time	Confiscated by Staff Recorded on Arbor Parent informed Stored securely until parent is able to collect Phone is handed in at the start of each academy day Stored securely until the end of the academy day Returned to student

17. Dealing with sustained or serious misbehaviour: Suspensions

- 17.1.1 Suspensions can only be issued by the Principal and in his absence the Senior Vice Principal or Vice Principals. All suspensions follow national and county guidelines.

17.1.2 Parents or carers will be invited by letter to attend a return to school meeting with either the student's Head of Year or a member of the Academy Leadership Team. If parents are unable to attend then a home visit can be arranged.

17.1.3 At this meeting students will be reminded of academy expectations for behaviour and placed on a monitoring report card.

18. Dealing with sustained or serious misbehaviour: Permanent Exclusion

A permanent exclusion can only be issued by the Principal and must be reviewed and ratified by a panel of Academy Council Members. All permanent exclusions must follow county and national guidelines. [download.asp \(eastern-mat.co.uk\)](http://eastern-mat.co.uk/download.asp)

1G. Absconding from Site

Where a pupil absconds but remains on the academy site:

1. Staff should utilise appropriate de-escalation strategies
2. Staff should be mindful of any actions which may increase the likelihood of the pupil leaving the grounds
3. Staff should report the student's whereabouts to the relevant Head of Year

Where a pupil absconds from site:

1. If a pupil is seen leaving site, it should be reported to the relevant Head of Year in the first instance.
2. If the pupil chooses to walk away, we cannot expect school staff to follow, as they would be out of school, and therefore have no professional coverage for liability.

KLA Behaviour Protocols 2024 / 25

Behaviour Incident	Immediate Action	Sanction	Follow-Up
<u>Unrecorded Low Level Disruption</u>	<ul style="list-style-type: none">• Not recorded on Arbor• Quiet reminder of expectations / redirection to task• Move seat if desired• Quiet conversation – within the classroom• Ask to leave area (if during social time)• Suggest clubs or other activities to join in with	NA	
<u>Lesson Disruption</u> Classroom teacher has used techniques described above and any others they deem	<ul style="list-style-type: none">• Recorded on Arbor – with a short comment describing the behaviour objectively, ensuring no use of emotive language• Student sent to Forward Step• Student sent to North MAC	If a student is returned to the lesson by duty staff the teacher will keep the student for a restorative conversation	If a student refuses to stay for the detention, the member of staff supervising the detention will set a lunch detention for 30 minutes by emailing detentions@kla.eastern-mat.co.uk (supervised centrally by LRO/ ABL)

appropriate but the student's behaviour continues to fall below the expected standard		at the end of the lesson If it is decided that a student will remain in MAC North they will be supervised there by the HoY on Duty	If a student fails to attend lunch detention students will be placed on a Green Report, an ASD will be set and behaviour will be monitored by HoY for 1 week.
<u>Refusal</u>	<ul style="list-style-type: none"> Recorded on Arbor – with a short comment describing the behaviour objectively, ensuring no use of emotive language Student sent to MAC Student sent to Forward Step Student sent to MAC North 	<p>If a student is in the lesson the teacher will keep the student for a restorative conversation at the end of the lesson</p> <p>If the student is in MAC North they will be supervised there by the HoY on Duty for 10 minutes</p>	If a student refuses to stay for the detention, the member of staff supervising the detention will set a lunch detention for 30 minutes by emailing detentions@kla.eastern-mat.co.uk (supervised centrally by LRO/ ABL)
<u>Verbal Abuse to Staff</u> <u>Not recorded on Arbor by member of staff</u>	<ul style="list-style-type: none"> Email sent to alan.fletcher@kla.eastern-mat.co.uk Parent contacted by staff member Sanction decided by ALT 	Detention Isolation Suspension	
<u>Serious Incident</u> <u>Only recorded by ALT / Pastoral Leaders</u> <u>Assault</u> <u>Bullying</u> <u>Theft</u>	<ul style="list-style-type: none"> Pupil asked to leave classroom immediately and sent to MAC North (if incident in lesson) Email HoY Recorded on Arbor by HoY Statements taken from all parties (including witnesses) 	Detention Isolation Suspension SSPO Education	<p>HoY to discuss with Pastoral Manager or ALT</p> <ul style="list-style-type: none"> Appropriate sanction decided by ALT / HoY

<u>Fighting</u> <u>Truancy</u> <u>Vandalism</u>			
<p>Incidents which are:</p> <p><u>Racist</u> <u>Sexually</u> <u>Inappropriate</u> <u>Homophobic</u></p> <p><u>Child on Child</u> <u>Unkind</u> <u>Behaviour</u></p>	<ul style="list-style-type: none"> • Recorded on Arbor by staff member • HoY + Pastoral Manager informed by email • HoY to inform parents of victim and perpetrator as appropriate • Sanction set by HoY /ALT • Actions Taken recorded on Arbor • Victims spoken to and scaling completed • Conversation regarding real life consequences 	<p>Detention Isolation Suspension SSPO Referral for additional PSHE work if necessary</p>	

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