RIVERS CAMPUS BEHAVIOUR POLICY

Rivers Campus Behaviour Policy	Reviewed and updated in accordance with the current systems and government guidance The policy version supersedes all previous issues

Date of last review:	June 2026	Review Period:	1 Year
Date of next review:	September 2027	Owner:	Vice Principal
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Our Mission

The singular purpose of the Rivers Campus (Rivers Academy West London and Space Studio West London) is to actively engage every pupil in achieving outstanding outcomes ready for successful progression to skilled employment or University study. We have the highest expectations in terms of attendance, punctuality, uniform, behaviour and mutual respect but also offer the very best support for all Pupils in ensuring all reach their fullest potential.

1. Aims

The Regional Board, Principal, staff, parents and pupils of the Rivers Campus are determined to develop, work in, and send their children to an outstanding campus. Excellent behaviour from all pupils that maximises learning and progress are fundamental to achieving this aim. We seek to create a caring learning environment in the campus by:

- Ensuring a safe and harmonious community underpinned by developing the self-worth, engagement and purpose of every pupil and built on a culture of mutual respect.
- Ensuring a learning environment that promotes equality of opportunity for all and encourages positive behaviours.
- Promoting a broad and balanced curriculum that develops the spiritual, moral, cultural, health and economic well-being of Pupils to support the development of positive character attributes.
- Providing a clear and consistent rewards system.
- Ensuring support for vulnerable Pupils.
- Promoting support and training for staff to ensure well planned, challenging and engaging lessons.
- Ensuring a consistent and fair response to any behaviour not meeting our expectations.
- Ensuring clear rules that define the limits of positive and negative behaviour.

Behaviour Curriculum:

Positive behaviour is reflective of the Values of the Aspirations Academies trust: Self Worth, Purpose and Engagement. These guiding principles are developed through creating a harmonious learning environment. At the Rivers Campus we expect the following of each pupil and reinforce these inside and outside of lessons to promote excellent behaviour and attitudes to learning.

6 Habits

1. **Meet deadlines** - Complete classwork and homework on time.
2. **On task behaviour** - Display positive learning behaviours and complete personal best work.
3. **Punctuality and Attendance** - Attend the campus every day. Attend all lessons on time.
4. **Respect & Self-discipline** - Follow instructions first time, every time. Sensible behaviour at all times. Respect shown for each other, staff and the community.
5. **Uniform** - Wear the uniform correctly every day.
6. **Equipment** - Always bring the correct equipment for learning.

A consistent and clear language of; chance, choice, consequence is used by teachers and support staff when acknowledging and addressing teaching and learning behaviours.

2. Legislation and statutory requirements

This policy follows the guidance 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff', published in January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect to safeguarding and pupils with special educational needs and/or disabilities (SEND).

This policy is created in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the campus's behaviour policies and explains the powers members of staff have to sanction pupils.

The purpose of this document is to provide an overview of the powers and duties for campus staff.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools September 2022
- Suspension and Permanent Exclusions September 2023
- Keeping children safe in education September 2023
- Searching, screening and confiscation at school July 2022
- Approaches to preventing and tackling bullying June 2018
- Behaviour and discipline in schools January 2016
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Use of reasonable force July 2013
- Education and Inspections Act 2006
- DFE Filtering and Monitoring Standards
- The Education Act 2002, as amended by the Education Act 2011

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The School Standards and Framework Act 1998
- The Equalities Act 2010 DfE guidance explains that academies should publish their behaviour policy online. All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

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

- Uniform Policy
- Anti Bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Equalities Policy
- Homework Policy
- Teaching and Learning Policy

3. Roles and Responsibilities

The Regional Board, Principal and staff will ensure there is no differential in the application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, sexuality or choice of gender while ensuring a personalised approach to the specific behavioural and learning needs of particular pupils. They will also ensure that the concerns of pupils are listened to and appropriately addressed. Campus staff consult annually to develop the procedures arising from this policy. The procedures make clear to the Pupils how acceptable standards of behaviour can be achieved and will have a clear rationale that is made explicit to staff, pupils and parents.

3.1 The Regional Board

The Regional Board is responsible for monitoring the effectiveness of the Behaviour Policy. The Regional Board considers the effectiveness of this policy regularly and ensures the campus reviews its procedures annually

3.2 The Principal

The Principal, through the Vice Principals and Assistant Principals, will be responsible for the implementation and day-to-day management of the behaviour policy and procedures.

3.3 The Campus Leadership Team

The Campus Leadership Team will ensure they provide support and CPD for staff faced with challenging behaviour from Pupils.

The Campus Leadership Team will ensure that the campus environment encourages positive behaviour; ensure that staff deal effectively with poor behaviour; and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.4 Staff

Staff are responsible for implementing the behaviour policy and consistently modelling positive behaviour. Staff are responsible for providing a personalised approach to the specific behavioural and learning needs of particular pupils. Staff are responsible for recording behaviour incidents.

Mutual support amongst all staff in the implementation of the policy is essential. Staff also have responsibility, with the support of the Campus Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged in their learning
- Support the Home - Rivers Campus Agreement
- Develop a positive relationship with pupils
- Plan for the needs of individual pupils following any advisory
- Plan for academic challenge and progress

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, staff should refer the pupil to the Assistant Principal responsible for inclusion to consider whether a multi-agency assessment is necessary.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this is the case, campus staff should follow the campus's safeguarding policy.

3.5 Parents and carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the campus. They will be encouraged to work in partnership with the campus to assist the campus in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy with their child's Head of Faculty.

Parents are expected to:

- Support their child in adhering to the pupil Home Campus Agreement.
- Inform the campus as soon as possible of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

3.6 Pupils

Pupils have a responsibility for their own behaviour and will be made fully aware of the campus policy, procedures and expectations as outlined in the Home Campus Agreement. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4. Bullying

With reference to Government guidance on bullying at school https://www.gov.uk/bullying-at-school there is no legal definition of bullying, however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Details of our campus's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found on our website.

5 . Rewards and Sanctions:

5.1 Recognition of Positive Behaviour:

At the Rivers Campus we focus on positive attitudes to learning and the promotion of good behaviour across the campus. Rewards including postcards and letters home and Aspiration Points can be earned through effort during lessons, attendance, high quality homework and actions that encourage a cohesive community. They have a motivational role in helping pupils to realise that good behaviour is valued; integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Recognising pupil effort and positive attitudes to learning is an essential part of creating and maintaining high expectations and excellent habits that will maximise pupil progress. Praise is a key component of good teaching and relationships. Good behaviour is also best promoted and developed by drawing attention to

and rewarding well behaved and hardworking pupils.

Pupils will be recognised for the Faculty Aspiration Points they collect in a variety of ways at different levels and at different points in the year. Aspiration points will be awarded on the key guiding principles.

Aims:

- Rewards increase motivation of all pupils, encouraging their self -esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the campus in maintaining and increasing the quality of teaching and learning.
- The giving of rewards supports the role of an Academic Mentor in celebrating success
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.

Allocating Aspiration points

Teaching and non-teaching staff can recognise positive behaviour that is in line with the 3 guiding principles for learning, these all link into the aspirations framework.

- Meeting Deadlines (Self Worth)
- Self-Discipline (Self Worth)
- On Task Behaviour (Engagement)
- Personal Best (Engagement)
- Uniform and Equipment (Purpose)
- Attendance and punctuation (Purpose)

Recognition Points Table:

Category	Description/ Examples	Achievement Points
Self Worth	Completing personal best work	3
Engagement	Commitment to extracurricular clubs Showing engagement though Q&A and class discussions On Task Behaviour Effort – Where effort has been clear when facing a challenge. Where pupil has shown determination and resilience	3

Purpose	Always acting as a good role model for all pupils and focusing on work. Community work – Contributing to the wider community (I.e. showing a new pupil around the school, or helping at the Christmas Community Tea) pupils have followed instructions for the first time every time in lessons and to and from the campus.	3
Extra Curricular Activities	Taking part in clubs	3
Uniform and Equipment	Wearing correct uniform Daily Coming fully equipped to the campus Daily	1
Attendance	Attendance to the campus everyday Punctuality to the campus everyday	1
Campus event	Contributing to an campus event	4
Sports event	Taking part in sports clubs	3
Postcard	Earning a postcard	4
Golden Ticket	Earning a golden ticket	5
Personal Best Work	Excellent work in class	3

pupils will be recognised in the following ways:

Daily:

- Positive praise in lessons
- Positive language for learning
- Aspirations Points
- Postcards

Golden Ticket:

Golden tickets are allocated if a class or a particular pupil has produced some excellent work in a lesson. If this is the case the teacher will submit the nomination on the google form and will hand the pupil the golden ticket. The golden ticket will then be placed into a termly draw for a prize. pupils that receive these will be able to go to the front of the lunch queue this day.

Weekly recognition:

Visuals:
Internal TV Screens in the canteen and Reception which enable us to share successes, school news, events and faculty totals for attendance and recognition points.

Positive Postcards:
Each member of staff (teaching and non-teaching) will award at least 1 'Positive Post card' each week to give personally to a deserving pupil. The idea is that pupils feel proud of this recognition and take it home to share with their parents / carers. These will be monitored and tracked via the admin team.

Positive Phone call home:

Each staff member should make 1 positive phone call home weekly.

AM nomination:

Each AM group will nominate a pupil who has done something special that week. These nominations will be displayed in the pupil newsletter. They will be entered into a draw each week for a small prize.

Fortnightly:

Principals breakfast

The 15 pupils who gain the most recognition points over a fortnight will be invited to the Principal's breakfast. Or a nomination will be taken from the teaching staff to recognize achievement/progress from pupils.

Termly Recognition:

Celebration Assemblies:
These will be led with the faculty AP and coordinators based on the following: Attendance, Recognition Points, Subject Awards and Progress Awards. These assemblies will include levelled certificates given to pupils who hit certain Aspirational points thresholds.

Letter of commendation:

The pupils with the most recognition points in each year group will receive a letter of commendation from the Principal.

Wall of Excellence:
To have a piece of personal best work displayed on 'The Rivers Campus Wall of Excellence' a teacher or another member of staff must nominate the pupil's work. The pupils will then receive 20 recognition points and the work will be displayed for 6 weeks . Each department will have a display board that is updated termly to recognise pupil's accomplishments.

End of Year:

Faculty Rewards Trip/ Event:
All Faculty competitions will finish at the end of the school year. The winning faculty will win the Faculty Cup. There will be a series of Faculty competitions throughout the year which will contribute to this cup!

Academic Mentoring:

- AMs will share weekly aspiration points with pupils and celebrate these achievements with them.

End of academic year

- Top 50 pupils in each faculty will win a prize for the most recognition points, this prize will be decided by SLT and the pupil leadership team at the start of each academic year.
- End of year assemblies to award the following:
- Reward for 100% attendance and improved attendance
- Reward for most recognition points
- Trophy and reward the Faculty with the best attendance
- Trophy and reward the Faculty with the most recognition points
- Trophy and reward the overall Faculty Champions
- Aspiration awards for: Self Worth, Engagement and Purpose

Parents will be notified via school communication if their child receives a recognition point.

Roles and Responsibilities:

Teaching Staff:
- Staff should issue achievement points
- Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves
- Staff should award positive postcards home
- Make positive phone calls home

CTL'S / Coordinators:

- Check that all staff apply consistently, in line with guidance and procedure, when giving recognition
- Lead on displaying pupils 'personal best work' in subject areas
- Lead on termly celebration assemblies

SLT:

- Send home congratulatory letters when appropriate
- Send home Principal Commendation Certificates as appropriate

Reward Point Triggers - Termly:

Points	**Praise**
50	Praise Phone call home by Academic Mentor
70	Postcard Home by Academic Mentor
90	Postcard Home by Coordinator
100	Postcard Home by Faculty AP

5.2 Sanctions:

Sanctions are needed to respond to inappropriate and unacceptable behaviour and to deter further negative behaviour and ensure that all Pupils receive the clear message that the Rivers Campus is focused on learning and creating a calm, purposeful and aspirational environment. A range of sanctions including detentions for minor behaviour incidents, Internal Exclusion and External Exclusion for serious behaviour incidents are deployed appropriately. The use of these is monitored carefully.

Staff will:

- Use de-escalation strategies, such as: moderating tone/volume of voice, body language and facial expression, being aware of personal space and using non-verbal cues.
- Give Pupils time to be reasonable, to think about and respond to an instruction or warning.
- Use praise and acknowledgement to positively reinforce high expectations.
- Use common language to manage any pupil behaviour that does not meet campus expectations (Chance, Choice, Consequence).
- Ensure that the uniform policy/dress code is applied.
- Use strategic seating to support behaviour for learning.
- Follow pupil behaviour advisories where relevant.
- Record Pupils who are late to the lesson on Arbor.
- Record all incidences of behaviour which are not in line with our expectations on Arbor.
- Use the reward system to recognise, motivate and engage pupils.

Pupils who fail to comply with a teacher's chance, choice, consequence will be removed from the lesson and placed in the learning zone where they will complete their class work or equivalent work. The learning consultant will explain to the pupil the reason for removal and the teacher will ensure they visit the Pupils in their Campus Detention.

Campus Detentions

- Campus Detentions can be triggered by pupil behaviour in lessons, on the corridor or at break time.
- These detentions are triggered if a pupil fails to comply following the teacher's use of Chance, Choice, Consequence.
- These are daily centralised detentions.
- These take place after school and can be given for class, corridor or break time behaviour.
- Staff should log the Campus Detention and reason on Arbor.
- The Behaviour Manager will run a report and send a text message to parents.
- Campus Detentions logged before 2pm will be sat on the same day; after 2pm they will be sat the following day.
- Pupils who get one Campus Detention in the day will receive a 60 minute detention.
- A second log of a Campus Detention in a day will trigger a 90 minute detention and the pupil will be isolated for the rest of the day, Pupils will complete work in this time.
- Teachers are expected to visit the detention to speak to the pupil and have a restorative conversation that outlines why the pupil did not meet the Campus's expectations and what they will do to ensure they meet the expectations going forward.
- During the detention Pupils will be warned about any conduct that does not meet the appropriate standard using Chance, Choice, Consequence.
- Failing the detention will result in a 90 minute CampusDetention the following day.
- Failing a 90 minute Campus Detention will result in a day's internal exclusion until 4:30pm the following day.
- Failing a Break 1 detention will result in a 60 minute Campus Detention at the end of the same day.
- Truancy is not acceptable and will result in immediate isolation.

Campus Detentions will be given to Pupils who failed to correct their behaviour despite being given the opportunity to through Chance, Choice, Consequence by staff. To ensure consistency, the following examples are given for guidance. These are intended to be examples only, and the list is not intended to be exhaustive. **(Please note those marked with an asterisk trigger an automatic** Campus **Detention, without use of chance, choice consequence language).**

Outside of lesson	**Inside lesson**
Defiance to a member of staff	Persistent Defiance
Inappropriate behaviour (For example, physical contact with other Pupils)	Refusal to complete work
Play fighting	Removal from a lesson once in the day
Taking food out of the canteen	Persistent disruptive behaviour

Throwing water	Failure to move seat for teacher
Swearing*	Not completing personal best in lesson
Inside campus building at break without authorisation	Bringing in fizzy or energy drinks
Talking during PPE (In hall) Persistent uniform infringement ***Rudeness to Staff**** ***Truancy****	Talking or inappropriate behaviour during Fire Drill Talking during an assessment ***Refusal to hand over fizzy or energy drinks**** ***Lateness to lessons****
Kicking balls over fences on purpose	***Swearing in classroom****
Causing disturbance at break*	***Lateness to school****
Sight of mobile phone*	***Sight of mobile phone****

Truancy

- A pupil is classed as truanting if they are over 10 minutes late to their lesson or leave the lesson without written permission or without being escorted by a member of staff.
- Truancy will result in immediate isolation for the rest of the day till 4.30pm.

Mobile phones and earphones/airpods

- Should always be switched off and out of sight.
- Will be confiscated immediately if seen (even if not switched on/not in use) or heard.
- Will be placed in the Rivers Academy or SSWL safe and a parent or other named contact on Arbor must collect this.
- Refusal to comply following Chance, Choice, consequence = Isolation until 4.30pm same day and parent meeting at which a final warning will be given on being allowed to have a phone/airpods on site.

Appearance and Equipment

The Campus believes in high standards and has the highest expectations in every aspect of its operation.

Pupils and staff are expected to take pride in their appearance, this aims to develop high levels of self-worth and belonging. The campus aims to give all pupils the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. Pupils are expected to work hard and to achieve their individual best academically, to develop skills relevant to modern society and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society. A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and command a sense of respect. The campus aims to prepare pupils for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The campus has a uniform policy which helps to enhance the purposeful and successful climate within the campus. Our uniform policy promotes professionalism and ensures safety which also ensures that pupils are fully focused on learning as opposed to other distractions.

The campus uniform provides pupils and their families with many positive advantages, because uniform:

- Diminishes the social exclusion of pupils based on what they are wearing - Places stronger focus on academic performance
- Reduces family tension as pupils do not have to compete with their peers for the latest trends in clothes
- Creates an atmosphere of teamwork
- Encourages pride in personal appearance and of the campus
- Promotes safety, particularly through making it easier to identify strangers - Increases self-esteem and reduces peer pressure
- Is cost effective to parents in the long run
- Makes pupils ambassadors for the campus in the local community Pupils are expected to wear full campus uniform on the way to and from the campus

Break 1 Detention

- These will be used for uniform and equipment infringements and last for 20 minutes and for Lateness to the campus (30 Minutes):
  - Lack of equipment
  - No Planner
  - Borrowing uniform
- These will take place break 1 the same day and logged by the Academic Mentor or duty team.
- Failure to attend this break 1 detention or lateness to it will result in an on the day 1 hour Campus Detention.
- These will take place in the Academy Hall or an alternative location during exams or agreed alternative location for Space Studio pupils.

Punctuality

Pupils' punctuality to the campus and lessons is very important, in order to maximise every learning opportunity and to ensure a smooth start to each lesson. Any pupil who is late to a lesson or the campus will be issued with a 30 minute late detention. Each week, pupils who are not punctual to lessons will be discussed.

Campus Detentions for lateness

- Late to the campus - 30 minutes - this will take place at break 1 in the Academy's Hall or agreed alternative location for Space Studio pupils.
- Arriving at the Campus after 9:30am with an appropriate reason will result in a 60 minute detention.

These take place at the end of that day:

- Late to lesson (once in a day) - 30 minutes.
- Late to lesson (twice in a day) - 1 hour After School.
- More than two lates in a day - isolation and 90 minutes.

Campus Detentions for Pupils on report

- Less than satisfactory x1 - 30 minutes.
- Less than satisfactory X2 - 1 hour.
- Less than satisfactory X3 - 90 minutes.
- Lost report / failure to report to staff at agreed place and time - isolation and 90 mins next day.

Internal academy based suspension:

Pupils receive an internal academy based suspension for:

- Uniform infringements that cannot be resolved.
- Triggering a 90 minute Campus Detention (remainder of the same day if triggered before 2pm; the following day if after 2pm).
- Pre-arranged internal suspension.

Pupils can be internally suspended (8.30am until 4.30pm) in the Isolation Zone from 1 day to 5 days. If a pupil is internally suspended the Faculty AP/Coordinator must call home the day before to notify parents/pupils. The pupil must report to reception upon arrival.

In certain cases, before making the decision to internally suspend a pupil, it may be necessary for the campus to undertake a thorough investigation of the incident, including allowing the pupil to give his/her version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise).

On the day prior to the internal exclusion the Behaviour Manager will:

- Will collate a list of pupils who will be placed in the Isolated.
- Staff will provide work for the pupils in the Isolation Zone.
- The Behaviour Manager will send a school comms message to the family confirming the internal suspension and the reason for the sanction.
- The internal suspension will be noted on the pupil's file.

The internal suspension process:

- A pupil who is internally suspended must arrive at the Rivers Academy or SSWL reception at 8.30

a.m with a parent so that expectations can be set

- The pupil will be reminded about expectations for the day and then settled into the Isolation Zone.
- The pupil will sign a behaviour contract and complete a reflection sheet.
- The pupil should be visited by the AM/Deputy Coordinator, Coordinator or AP during the day.
- If a pupil breaks the Isolation Zone contract of behaviour, they will either receive an additional day or receive a fixed term suspension dependent on the nature of the behaviour.
- The pupil is provided with work by his/her teachers during the inclusion which is collected by the Behaviour Manager and delivered to the teacher by the pupil receptionist

Re-admittance:

At the end of the day (3pm – 4.30pm):

- The Coordinator should liaise with the Behaviour Manager about the pupil's conduct during the day.
- The Coordinator should speak to the pupil individually about their sanction. · The Coordinator should place the pupil on report to them for a week.

Fixed term suspension

The campus complies with the DfE exclusion guidelines: *Exclusion from maintained schools, Academies and pupil referral units in England.* Updates to the guidance will be applied. This document covers Year 7 to Year 13.

Before making the decision to issue a fixed term suspension, the Campus will ensure that a thorough investigation has been carried out, including allowing the pupil to give his/her version of the events both orally and in a written statement, seeking witness evidence and, where available CCTV footage. Consideration will be given to any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours will also be taken into consideration.

No pupil will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal campus day. At the point of suspension, a letter will be sent home both by hand (when the pupil is on site) and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parents of the pupil informing them of the suspension. All suspensions will be recorded on the Campus Suspension Database and on the pupil's file. The Chair of the Regional Board will be informed on the day of a permanent exclusion.

7.3 Misconduct

Misconduct is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Uniform infringement

7.4 Serious Misconduct

Serious misconduct is defined as:

- Persistent breaches of the Campus Code of Conduct
- Any form of bullying

- Sexual harassment and assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Coughing at, sneezing at and spitting at any person
- Wilful and repeated transgression of protective measures in place to protect public health
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Child-on-child abuse
- Inappropriate use of social media or online technology
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Vape Pens and Cigarettes
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offense, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Not all major incidents will lead to an exclusion, with every case being assessed on an individual basis

7.4 Serious misconduct which may lead to the most serious consequences, which includes permanent exclusions:

Physical and verbal abuse

Actual or threatened violence against another pupil or a member of staff will not be tolerated. No pupil/parent/carer has the right to use verbal or physical abuse to any member of the campus, which reserves the right to refer incidents of violence or aggression to the police.

Drugs and alcohol

Possession, use or sale of drugs and/or alcohol in the campus or community is completely unacceptable and may result in a permanent exclusion.

Weapons

Possession or use of knives (or other items which could be used as weapons or to cause harm) is completely unacceptable and may result in a permanent exclusion.

Persistent disruptive or defiant behaviour

Any pupil who repeatedly misbehaves is doing so persistently. Whereas individual instances of this behaviour may not be serious as 'one off' incidents, when done repeatedly, they are very disruptive to effective teaching and learning. A pupil does not need to repeatedly be told to change their behaviour by different members of staff. If the behaviour continues it can lead to permanent exclusion. Defiance is the refusal to accept the authority of others. At Rivers
Campus pupils are expected to follow instructions from adults with thought and care. If they are persistently defiant, Pupils will face serious consequences (potentially an Internal Exclusion or External Exclusion).

Malicious Allegations

Allegations of abuse by staff will be taken seriously. Rivers Campus will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

The campus will take serious action against anyone who is found to have made malicious accusations against its staff. Such actions by a pupil would be likely to result in permanent exclusion. (DfE advice on Behaviour 21st April 2011)

Please refer to our CP and Safeguarding Policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Criminal Behaviour

Criminal behaviour outside the campus is a matter for the police to investigate and the campus would not impose a behaviour sanction for this behaviour, unless the police have decided not to pursue the matter as a criminal investigation or there is a clear link to misconduct on campus premises or in exceptional circumstances, it is not tenable under Health and Safety for the child to return to campus .

Child on Child Abuse

We take a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known

as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element) including measures to prevent child-on-child abuse and the response to incidents of such abuse.

At Rivers Campus we will use PSHE, Academic Mentoring and targeted interventions to tackle cases of child on child abuse.

7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the Campus , such as on a Campus trip or on the bus on the way to or from the campus.

Out of campus behaviour Sanctions may be applied where a pupil has misbehaved off-site when representing the campus, such as on a Campus trip or when using public transport on the way to or from the Campus. There may be times when pupils will need to be challenged on their behaviour when not representing the Campus, this will include their general behaviour in the local community whether in the locality, to and from the Campus, or further afield e.g. on Campus visits. All staff have the authority to challenge pupils whose behaviour is unacceptable or who break the Campus rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in the campus and certain behaviour outside of the campus, including but not restricted to the following:

- Taking part in any Campus organised or campus related activity
- Travelling to and from the Campus
- Taking part in inappropriate behaviour whilst wearing Campus uniform
- Behaviour which could have repercussions for the orderly running of the Campus
- Behaviour which poses a threat to another pupil or member of Campus staff
- Behaviour toward other people, which is related to their involvement with the Campus E.g. Bullying/including Cyber Bullying of another pupil outside of campus hours

Appendix 1: Screening, searching, use of reasonable force and confiscation powers screening and searching

Principals/Headteachers (or 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.

Common law power to search pupils **with their consent** for any item. Consent can be provided verbally. The specific items which can be searched for without consent are provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. (https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf) This includes "any item banned by the campus rules which has been identified in the rules as an item which may be searched for.

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

A search should only be conducted if the member of staff has reason to believe that the pupil has a prohibited item (see list below). The search can include a search of a bag and a request to the pupil to turn out their pockets. A refusal to cooperate can result in an appropriate disciplinary sanction.

Only the Principal or a member of campus staff authorised by the Principal (Vice Principal - Sunita Khara & David Booth), Assistant Principals - Sian Llywellen and Joe Williams and the Director of Safeguarding - Christine Franklin), can undertake the search of a pupil with a witness (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 there 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.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the Campus's Safeguarding policy and the Campus's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Campus may refrain from searching,

unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The Campus should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search **is not required.**

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The Principal and authorised staff are allowed to search a pupil and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item.

Such items are:
Knives or weapons
Alcohol
Tobacco (including vapes and other liquid electronic smoking materials)
Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
So-called "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

- Stink bombs / water bombs
- Mobile phones, headphones or smartwatches
- Electronic devices which can be heard or are visible
- Aerosol
- Bandanas, masks or anything which could be utilised to conceal identity. Masks worn for health /medical purposes are allowed
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

The campus can confiscate any items found during a search that they consider harmful or detrimental to the campus environment. The campus can also screen pupils with a hand-held device even if they do not suspect the pupil of having prohibited items. Pupils who refuse screening or searching may be refused entry onto the campus site. For additional advice and guidance, please refer to the DfE's guidance on searching, screening and confiscation. We as a campus follow this guidance.

Confiscation powers
A member of staff can confiscate items in the following circumstances:

Staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so.

Following a 'with consent' search, where it is reasonable, any item found can be confiscated, retained or destroyed, except any item constituting a weapon must be passed to the police and any item which may be required as evidence for a criminal offense should be passed to the police.

Following a 'without consent' search, any prohibited item or any evidence in relation to an offense can be seized.

Weapons, suspected stolen items, pornographic images and controlled drugs should be delivered to the police, unless there is good reason for not doing so e.g. low value items such as a pencil case may be dealt with by confiscation and return to the owner. If the police do not intend to investigate, any items returned to the campus can be disposed of as the campus sees fit.

Images found on electronic devices can be deleted, unless they may be evidence of a criminal offense, in which case the device should be passed to the police. Alcohol, fireworks and tobacco items may be retained or disposed of. Images found of staff or other Pupils on phones will be deleted and a sanction will be applied.

The campus will inform parents and carers if following a search, alcohol, illegal drugs or potentially harmful substances are found. The campus will also inform parents and carers if any items are passed to the police. The campus will not seek consent from parents prior to a search being carried out.

Any complaints about searching and confiscation of items should be dealt with through the normal complaints procedure.