



BELLE VUE GIRLS' ACADEMY

BEHAVIOUR POLICY

Issued: September 2026
Last Reviewed: September 2026
Next Review Due: September 2027

Section 1: Overview

Belle Vue Girls' is a popular academy with a reputation for high educational standards, excellent pastoral care, and our inclusive ethos. We provide an exceptional educational experience for all, empowering our students to become confident learners, confident communicators, and confident future citizens, and we are committed to breaking barriers so all our young people can thrive and achieve.

1.1 Policy Statement / Vision

This policy should be read in conjunction with other academy and trust guidance, for example the Safeguarding, Mental Health, Anti-Bullying, Online Safety, and Attendance policies.

We are committed to providing an exceptional educational experience for all, empowering our young people to become **confident learners, confident communicators, and confident future citizens**.

We are driven by ambition, aspiration, and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

Confident and empowered, our learners become happy, successful and independent young people. They are compassionate, respectful, resilient and responsible citizens, with positive personal strengths which guide their conduct. They are academically, socially, culturally and emotionally fulfilled and ready to become the leaders and change makers of tomorrow.

1.2 Vision and Values

Our Commitment to Our Learners

Our academy is a positive and supportive environment where all learners thrive. We have high expectations, clear boundaries and consistent routines. We work as a team to develop confident learners, confident communicators, and confident future citizens. We are committed to providing an exceptional educational experience for every student.

Commitment 1 Securing Excellent Attendance	Commitment 2 Creating a Safe, Calm, and Happy Environment	Commitment 3 Delivering an Exceptional Quality of Education	Commitment 4 Providing Enriching and Life-Changing Opportunities	Commitment 5 Developing an Exceptional Staff Team
Because every student is entitled to fully access the education, opportunities and experiences school provides. No student should miss out.	Because every student is entitled to learn in a school which is safe and happy, where all are valued and where difference and diversity is celebrated.	Because every student is entitled to a high-quality curriculum, consistently high-quality teaching and assessment, and feedback which supports progression.	Because every student is entitled to a high-quality personal development, enrichment and CEIAG programme which prepares them for a successful future	Because every student is entitled to learn in a school where all staff, regardless of role, are fully committed to our vision to provide an exceptional quality of education for all
Everyday Matters	Every Interaction Matters	Every Lesson matters	Every Opportunity Matters	Everyone Matters
We ensure all students and families understand that good attendance is essential for wellbeing and academic success. We apply the attendance strategy robustly and routinely and have proactive and positive relationships with families.	We have high expectations of all, consistent routines, and positive relationships, creating a safe, happy and inclusive school environment where all can learn, achieve and be successful.	We have an ambitious curriculum, consistently high-quality teaching, and rigorous assessment, underpinned by positive relationships and consistent routines for learning: every subject, every teacher, every student, every lesson.	We ensure all students access a high-quality age-appropriate personal development programme, a broad range of enrichment opportunities and personalised CEIAG guidance.	We ensure all staff are clear about how their role contributes to delivering on our commitment. Our positive staff culture is underpinned by great relationships, professional respect, and an appreciation that when we work as a team, we have the greatest impact. Staff wellbeing is central to our approach.

Making the Biggest Difference: Breaking Barriers, Securing Success

1.3 Policy Aims and Principles

The main aims of this policy are:

- To ensure that the behaviour of pupils and the associated behaviour policy reflect the vision and ethos of the school
- To provide a **consistent, fair, and predictable approach** to behaviour management throughout the school
- To outline **how pupils are expected to behave** and the **attitudes and characteristics** we expect them to develop
- To promote a **culture of praise and recognition** that motivates students to meet high expectations
- To help pupils develop **self-esteem, self-discipline, accountability, and ownership** of their behaviour
- To outline our system of **rewards and sanctions** and encourage a healthy balance between rewards and sanctions to encourage and support positive behaviour
- To ensure that a clear behaviour strategy is shared with, and understood by, all members of the school community
- To summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- To ensure that the school takes a measured, proportionate and responsible action in response to instances of poor behaviour
- To take account of the needs of all pupils, including the more able, the disaffected and those with learning difficulties or disabilities
- To ensure all pupils work in a safe environment **free from disruption, harassment, or bullying** of any form, including cyber bullying, prejudice-based or discriminatory bullying
- To ensure that school leaders **visibly and consistently support all staff** in managing behaviour
- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life
- To develop young people who are able to take their place in society as confident and responsible citizens

1.4 Legislation and Statutory Requirements

This policy is based on statutory guidance and advice from the **Department for Education (DfE)**, including:

- Behaviour in Schools (February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Searching, Screening and Confiscation at School
- The Equality Act 2010.
- Use of reasonable force and other restrictive interventions guidance
- Supporting pupils with medical conditions at school.

It is also based on the latest Keeping Children Safe in Education guidance, Special Educational Needs and Disability (SEND) Code of Practice and the Children and Families Act 2014.

In addition, this policy is based on DfE guidance explaining that academies should publish their behaviour policy and **anti-bullying strategy** online.

1.5 Links with Other Policies

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

- BDAT MAT Behaviour Statement & Expectations
- Exclusions and Suspension Policy

- Restrictive Intervention Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Attendance Policy
- Anti-Bullying Policy
- Mental Health Policy
- SEND Policy
- Relationships & Sex Education Policy

1.6 Monitoring Arrangements

This policy is reviewed annually by the Headteacher, and the Local Governing Body to ensure its implementation and effectiveness.

The Headteacher is responsible for nominating an Assistant Headteacher to be responsible for developing and implementing the behaviour strategy. The Headteacher & Assistant Headteacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher and Assistant Headteacher will ensure that the school collaborates with partners in the Bradford Behaviour & Attendance Collaborative (BAC).

1.6.1 Senior & Middle Leaders are responsible for:

- Ensuring that the behaviour policy is implemented consistently and fairly in the classroom & around school
- Monitoring the use of sanctions and rewards in the faculties; in particular, identify any member of the faculty who is implementing sanctions frequently, which may indicate a need for support
- Supporting staff in responding to serious behaviour incidents

1.6.2 Staff

Staff are responsible for:

- Implementing the Pupil Behaviour Policy fairly & consistently
- Modelling positive behaviour
- Applying the Reset and Reflect Strategy to support students

Monitoring includes the analysis of:

- Behaviour incident data (positives and negatives) via systems like SIMS and Class Charts
- Attendance, suspension, and permanent exclusion data
- The use of removal from classrooms and isolation
- The use of seclusion and restrictive intervention

1.7 Relationships and Positive Framing and Strategies to Support Behaviour

Relationships are at the heart of how we manage behaviour at Belle Vue Girls' Academy through mechanisms such as forums, parents' evenings and questionnaires we will regularly gather feedback from parents and families.

All parents/carers sign a home-school agreement, which outlines rules students are expected to adhere to and how home can support school with making sure these rules are following and any sanctions are completed.

Staff may use a range of proactive strategies to promote positive choices, assume success and avoid potential conflict (*this list is not exhaustive*):

Strategy	Description
100% Strategies	Teachers and adults use Set for Success to ensure students have clarity of expectations
Set for Success	We work together to create a safe, calm and happy school environment. We expect students to: • Meet the expectations • Follow the routines • Be respectful and be responsible • Demonstrate the competencies and attributes
Making the Biggest Difference: Breaking Barriers, Securing Success	Our Commitment to Our Learners: • Commitment 1 Securing Excellent Attendance - Everyday Matters • Commitment 2 Creating a Safe, Calm, and Happy Environment - Every Interaction Matters • Commitment 3 Delivering an Exceptional Quality of Education - Every Lesson matters • Commitment 4 Providing Enriching and Life-Changing Opportunities - Every Opportunity Matters • Commitment 5 Developing an Exceptional Staff Team - Everyone Matters
Reset and Reflect	If there are barriers to success, we identify them and support students to Reset and Reflect, so that they can overcome the barriers and be successful

1.8 Roles and Responsibilities

1.8.1 The Local Governing Body

The governing body is responsible for approving and monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

1.8.2 The Headteacher

The Headteacher is responsible for reviewing and recommending this Behaviour Policy to the Local Governing Body.

The Headteacher is responsible for nominating an Assistant Headteacher and a Senior Leader to be responsible for developing and implementing the behaviour strategy.

The Headteacher, nominated Assistant Headteacher and Senior Leader will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher, Assistant Headteacher and nominated Senior Leader will ensure that the school collaborates with partners in the Bradford Behaviour & Attendance Collaborative (BAC).

1.8.3 Senior & Middle Leaders

Senior & Middle Leaders are responsible for:

- Ensuring that the behaviour policy is implemented consistently and fairly in the classroom & around the school
- Monitoring the use of sanctions and rewards in the faculties; in particular, identifying any member of the faculty who is implementing sanctions frequently, which may indicate a need for support
- Supporting staff in responding to serious behaviour incidents

1.8.4 All Staff

Staff are responsible for:

- Implementing the Behaviour Policy fairly and consistently.
- Modelling positive behaviour
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Providing a personalised approach to the specific behavioural needs of particular pupils – individual circumstances must be considered when identifying the appropriate sanctions (e.g. SEND, SEMH, ACEs) and reasonable adjustments made where necessary
- Recording behaviour incidents on Class Charts using the appropriate categories, on Serious Incident Forms, and on CPOMS (where the behaviour is also a safeguarding concern)
- Treating pupils and each other with respect
- Challenging any inappropriate behaviour within the school, regardless of the location or time of day.
- Ensuring that reconciliation takes place following any sanctions and prior to the next lesson

1.8.5 Parents/Carers

- Support their child in adhering to the pupil code of conduct and reinforce the policy at home as appropriate
- Send their child to school each day, on time, fully equipped according to the requirements outlined in the Set for Success and school website and ready to learn
- Use the Class Charts & Parent Sway to ensure home-school communication is strong
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the pastoral manager promptly
- Accept that the behaviour of the pupil is their responsibility
- Accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school
- Be involved in any meetings, and other communication, to plan strategies to support the school and to assist the young person in improving their behaviour
- Treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication
- Monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected

Where a parent/carers has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

1.8.6 Students

Students are expected to:

- Treat all members of the school community, including visitors, with respect at all times, including when online
- Follow the behaviour policy and expectations at all times
- Behave in an acceptable way which allows learning to take place
- Engage appropriately in reconciliatory conversations with teachers and other staff, displaying a polite and respectful attitude at all times
- Be responsible for creating a safe and enjoyable learning environment, including by observing the school rules relating to mobile phones and devices at all times
- Report unacceptable behaviour to a member of staff
- Arrive at school ready to learn; on time, fully equipped and wearing correct uniform as defined in the student planner
- Act as a good role model for other students
- Respect the school environment
- Be responsible for their own behaviour within the local community in a way that ensures the positive standing of the school with local residents, including when travelling to and from school

1.9 Definitions

Misbehaviour is defined as (*not exhaustive*):

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- A lack of engagement/effort leading to the non-completion of classwork or homework.
- Poor attitudes shown towards learning or towards others, including those exhibited online.
- Not wearing correct uniform.
- Failing to meet the school expectations by not demonstrating one or more of the core values of the expectations

Serious Misbehaviour is defined as:

- Repeated breaches of the academy rules (i.e. through accumulation of behaviour codes)
- Repeated failures to meet the school expectations
- Breaches of the mobile phone policy
- Persistent defiance
- Any form of bullying, including cyber-bullying
- Child-on-child abuse
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes/vapes)
- Racist, sexist, homophobic or other discriminatory or derogatory language/behaviour
- Serious breach of the Online Safety and Acceptable use of ICT Policy
- Possession of any prohibited items. These are:
 - Weapons, eg knives (including replica or 'look-a-like' weapons)
 - Alcohol
 - Energy drinks/fizzy drinks
 - Sweets and/or chewing gum
 - Illegal drugs
 - Stolen goods
 - Tobacco products, e.g. cigarettes or e-cigarettes/vapes

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury
- Pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

For detailed information on **child-on-child abuse**, please refer to the latest Keeping Children Safe in Education guidance as well as the academy's Safeguarding & Child Protection Policy.

Section 2: Behaviour Expectations & Procedures

2.1 Code of Conduct and Expectations

Pupils come to school to learn. We have a commitment to the highest standards of behaviour, and all pupils are regularly reminded about the basic expectations that underpin Belle Vue Girls' Academy.

Every member of our community has the right to work in a calm, safe, healthy and clear environment, and enjoy a friendly, pleasant atmosphere where they never feel threatened, so everyone is able to concentrate and learn without distractions.

Pupils have the right to be regarded as responsible, worthwhile members of the Belle Vue Girls' Academy.

To help ensure these rights are realised, the following principles contained in our Code of Conduct must be adhered to. The expectations also cover **online behaviour, behaviour within the community and when travelling to and from school**, where relevant. Pupils are expected to:

- Strive to have excellent attendance and be punctual and well equipped so that lessons can start on time and run smoothly
- Co-operate with teachers, listen and follow instructions so that the learning of the whole class is not affected
- Be well organised with homework recorded, completed and handed in on time so that learning can continue without time being lost
- Work hard to complete all tasks to a high standard
- Move around the academy in a calm, quiet and considerate manner, treating the buildings and property with respect
- Be polite and show respect to fellow pupils
- Always wear the correct uniform
- Know and then follow, without question, the procedures laid down in the event of a fire or other emergency
- Uphold the good name of the academy when moving around in the local community.
- Reflect on their conduct and accept sanctions when given
- Report any concerns to a member of staff in a timely manner

2.2 Recognition & Rewards Positive Behaviour System - Positive behaviour and attitude to learning will be recognised with:

- Regular praise
 - Recognition of exceptional work and demonstration of the BVGA Characteristics through the use of reward points on Class Charts
- Award assemblies and celebratory events
- Presentation of certificates and vouchers linked to the reward points system and demonstration of the Belle Vue Girls' Academy Characteristics
- Letters, phone calls to parents

- Special responsibilities/ privileges such as some student leadership roles
- Recognition via the academy
- Display of student work in classrooms and corridors
- Invitations to attend extra-curricular activities

2.2.1 Negative Behaviour: Tiers and escalation of sanctions

Where conduct fails to meet our expectations, the school uses inclusive bespoke support through the Reset and Reflect strategy designed to give students choices to rectify their behaviour.

2.2.2 Classroom Expectations

Classrooms are places of learning where every student has the right to be educated without disruption. Students must follow established **learning routines**, such as the "Do Now" activity on entry, sitting in their designated seat, and following instructions the "first time, every time".

Pupils must follow: [Set for Success Expectations and Routines](#)

Classroom Misbehaviour will be sanctioned using Class Charts and the Reset and Reflect strategy.

2.2.3 Code of Conduct: Out of Class/Corridor Behaviour Expectations

Pupils must:

- Meet the expectations
- Follow the routines
- Be respectful and be responsible
- Demonstrate the competencies and attributes

Out of Class Misbehaviour will be sanctioned in the following stages:

Late to school Late to lessons x 2 a day Incorrect uniform, incorrect equipment, No lanyard and jewellery codes x 5 in a week Behaviour in lessons Behaviour at social times	After School Reset 1 (2:50 – 3:30) KS3: 40 minutes reading KS4: 40 minutes revision Conversation with Pastoral Manager to support reset Phone call home
10 codes in a week Lesson removal failed Internal truancy, walked out of lesson Any behaviour concerns outside of lessons/out of bounds, breaks or corridor	After School Reset 2 (2:50 – 3:50) 10 codes in a week on report to the PM/AL Daily reflection task, setting goals and targets to support reset Conversation with Pastoral Manager Phone call home
Refusing to follow the school behaviour policy as above and not accepting consequences	Bespoke approach to support Reset and Reflect Reflection worksheet to be completed with pastoral manager

Refusing removal room, external truancy, serious incident reporting after investigation	Phone call home
Banned items Verbal abuse/violence towards staff or students Persistent truancy Discrimination Bullying Damage to phone pouch	Reflection room Bespoke approach in response to incident to support reflection and reset Additional: Behaviour Placement Off Site Direction Suspension

2.2.4 Serious Incidents

Instances of behaviour defined as a 'serious' will be addressed on an individual basis. The following list is not exhaustive but is intended to illustrate the types of behaviour and actions which may be taken:

Serious behaviour including (for example):	Sanctions:
Physical assault against a pupil	As above the list is not exhaustive but may result in: Off Site Direction - A period of Offsite-Direction for a longer period at alternative provision, or at another school with the intention of a managed move being the final outcome A period of Suspension or short-term Off-Site Direction Suspension Permanent Exclusion NB: Sanctions do not necessarily progress through the stages, any of the above stage of sanction can be applied to any of the behaviours listed and will be done so on a case by case basis. The Headteacher can move to permanent exclusion directly for the most serious of offences.
Physical assault against an adult	
Verbal abuse/threatening behaviour against a pupil	
Verbal abuse/threatening behaviour against an adult	
Dangerous behaviour	
Damage to property	
Serious/persistent defiance	
Serious/persistent disruption	
Discrimination against a protected characteristic	
Malicious allegation	
Sexual Misconduct/assault	
Possession of illegal substance	
Bullying	
Vaping/smoking	
Possession of a banned item	
Inappropriate use of ICT	
An accumulation of persistent 'out of class misbehaviours' and/or 'Serious Incidents'	

There will be circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These may include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse/assault or harassment of any kind of staff or students
- Producing or sharing material; digital or otherwise, which is inappropriate or which risks the safety or wellbeing of others
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion (KCSIE 2025)
- Carrying an offensive weapon
- Purposely tampering with or setting off the fire alarm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition, the Headteacher, as a last resort, may also issue a permanent exclusion to pupils who display persistent disruptive behaviour.

The decision to permanently exclude a student is never taken lightly.

2.2.5 Off-Site Behaviour

The DfE guidance [School suspensions and permanent exclusions](#) states that “A pupil’s behaviour outside school can be considered grounds for a suspension or permanent exclusion.”

We have the same high expectations for all of our pupils whilst outside school. Appropriate sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/walking on the way to or from the school. Inappropriate behaviour online whilst off school site, such as cyber bullying or the sharing of inappropriate content, may also result in sanctions imposed by the school and/or the police.

Conduct outside the school premises, including online conduct, that the school may sanction pupils for might include misbehaviour (*not exhaustive*):

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Pupils will be sanctioned appropriately and proportionately using the defined school sanctions.

Where an incident occurs in the community with no direct link to the school—such as events that happen outside of school hours, not on the journey to or from school, and not involving students in uniform - the school will support the appropriate external agency managing the situation, typically the police. In such cases, the school may submit a *Safer Schools Police Referral* to assist with the investigation.

The school will not issue sanctions to students for incidents that fall outside its jurisdiction, as these matters are the responsibility of law enforcement. Instead, our focus will be on providing appropriate support to any students affected, particularly those who may be victims, while they are in school.

2.3. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil’s SEND. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

When managing the behaviour expectations of pupils with SEND, the school considers the following:

- our duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school’s policies or practices;

- under the Children and Families Act 2014, we have a duty to use our ‘best endeavours’ to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and we co-operate with the local authority and other bodies at all times

As part of meeting the duties set out above, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- reasonable adjustments to the classroom sanctions system (through clear strategies shared on ‘pupil learner plans’ with teachers)
- all pupils and staff will be supported to understand reasonable adjustments
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism
- making reasonable adjustments to sanctions, such as providing additional processing time before the sanction is issued, providing extra notice, providing different sanction spaces, adjusting the duration of sanctions, planning movement breaks during sanctions
- extending the timeline before exclusion is considered, working within statutory guidelines

2.4 Pupil Voice

Pupils will be asked about their experience of behaviour and provide feedback on the school’s behaviour culture to help support the evaluation, improvement, and implementation of the behaviour policy.

2.5 Persistent Behaviour Incidents

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Pupils whose behaviour is persistently challenging will accumulate a high number of negative behaviour points. At each behaviour monitoring phase detailed above, key professionals in the school will discuss a plan of support for the pupil. The school’s special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Interventions from our internal alternative provision, which involves withdrawing pupils from some timetabled lessons to enable them to be supported in their learning in a smaller, nurturing environment, may be considered at this point.

If, despite the support being put in place, the pupil continues to show poor behaviour, the school reserves the right to direct a pupil offsite to another place of learning or issue a permanent exclusion. See the [BDAT Alternative Provision Statement](#) for further information.

2.5.1 Removal from Lessons/Reflection Room

Reflection Room involves a pupil being removed from mainstream lessons and educated in a supervised, quiet setting, for a specific period of time as a disciplinary sanction. The use of this sanction, detailed in Section 2.2.3 and 2.2.4, is used to sanction serious incidents and behaviours as per the policy.

We ensure that pupils are kept in Reflection Room for no longer than necessary, and that their time spent there is used as constructively as possible - students complete work that aligns with the curriculum areas they are timetable for that day. Students' welfare needs and reasonable adjustments in line with learner plans, are considered with regular toilet breaks planned into the day, and students taken as a group to the canteen for their lunch, to provide them with break from the Reflection Room.

Students who receive repeated Reflection Room sanctions will be discussed by the pastoral team to consider if further support is necessary.

2.5.2 Expectations while in Reflection Room

The Reflection Room has been designed to provide students with a quiet space to re-focus and de-escalate. The primary goals are to promote accountability, support their return to the classroom and ensure minimal disruption to academic progress.

Students are expected to follow the normal Belle Vue Girls' Academy expectations whilst in the Reflection Room. In addition, they must:

During their time in the Reflection Room, students will be provided with work to complete, with a focus on keeping pace with content in Core Subjects as a priority. Students at Key Stage Five will use the time to work independently on their chosen subjects. Work provided will align with the curriculum plans for students' year group to prevent gaps in learning from developing or growing.

Students who fail to meet the expectations while in internal Reflection Room will be addressed using the Reset and reflect Strategy allowing them the opportunity to rectify their behaviour:

2.5.3 Behaviour Placements, Off-Site Direction (OSD) and Managed Moves

Where a student is highly disruptive, has multiple instances of times in the Reflection room, suspended repeatedly or where there is a serious incident, the student may be directed to another school's isolation or provision for a "**step-out" or behaviour placement** to avoid suspension or to provide a fresh start. This is a short-term temporary measure, where a student is educated at another school or provision with the intention to improve their behaviour.

Some students find it difficult to conform to our expectations and may benefit from a fresh start at another school. The placement of students at other schools is done through the process of an **Off-Site Direction**. During this time, a student remains on the roll of Belle Vue Girls' Academy but attends another local school for a period of time. The period of time usually last for 12 weeks, but schools may decide to extend or reduce this period.

Where these placements are successful, the hosting school can choose to take the student onto their roll on a permanent basis with the support of the student's parents. This is known as a **Managed Move**. If the placement is not successful, the student may return to Belle Vue Girls' Academy where further interventions and support will be considered.

Within BDAT we will also consider a MAT Transfer whereby a permanent transfer to another BDAT school may be offered if this is deemed appropriate.

2.5.4 Alternative Provision (AP)

For students at risk of exclusion, the school may utilise its own internal, or an external, Alternative Provision (e.g. Link Academy, Empower), These provisions provide a smaller, nurturing environment where students receive targeted support to help them eventually reintegrate into mainstream lessons.

All BDAT schools follow the principles defined in the BDAT Alternative Provision Statement which is available on request.

2.6 Maintaining Safety and Use of Legal Powers

2.6.1 Mobile Phones/Devices

Mobile phones now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter, snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of pupils in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in society; however, bullying using a mobile phone represents a significant challenge for schools to manage.

Research has found that learning, safeguarding and social behaviour improve drastically when students are fully engaged with their teachers and other students, without the distraction of mobile phones.

Belle Vue Girls' Academy uses a secure phone pouch system that stores a phone during the school day. Every student is required to place their phone in a secure pouch when they arrive at school. Students will keep their phones in their bag and will not be able to use them until their pouch is opened at the end of the school day. Pupils are responsible for their pouch and therefore their secured phone during school hours.

Any pupil who fails to turn their mobile phone off and store it in their school bag while on the school site will have their phone confiscated, parents will be notified and there will be a sanction in place.

Compliance with the Policy

Where any student fails to comply with the daily practices around placing mobile phones into pouches, refuses to follow school policy whilst on the school site will have their phone confiscated, parents will be notified and there will be a sanction in place.

Where a student is seen to be deliberately damaging their phone pouch, sanctions will be applied in line with our Behaviour Policy and a replacement pouch will be expected to be purchased by parents at a charge of £9.00.

The DFE issued 'searching, screening and confiscation' guidance in 2022. This advice underpins the and supports our behaviour policy. Page 6 of the behaviour policy outlines that there are times we will undertake a search for 'prohibited items' and page 5 states that a mobile phone/electronic device is considered a prohibited item.

Paragraph 57, page 17 of the Searching, Screening and Confiscation guidance makes it clear that staff can search and confiscate any prohibited item.

Page 20 of the Searching, Screening and Confiscation guidance makes it clear that, consistent with Section 91 of the Education and Inspections Act 2006, schools have the power to confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so. The fact that Immanuel College

have identified a mobile phone\electronic device to be a prohibited item means that the confiscation is both reasonable and lawful. As such, a member of staff is protected from any liability for loss or, or damage to, any item they have confiscated as long as they have acted lawfully.

This policy has been developed in consideration of:

- DfE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Keeping Children Safe in Education 2025
- DfE guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022)

Sixth form students should only use their mobile phone in the Study area. Existing phone policy expectations of 'not seen or heard' will continue to apply for all Yr12 and Yr13 students unless they are in their study area.

2.6.2 Use of Seclusion and Reasonable Force

The following guidance is taken from DfE (2026) Use of reasonable force and other restrictive interventions guidance which states that in some circumstances, all staff may use reasonable force to prevent or stop a pupil from –

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

This includes the use of seclusion – a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Please refer to Belle Vue Girls' Restrictive Intervention Policy for further information.

2.6.3 Searches and Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. The school does not need your child's consent to search them if they think your child has prohibited items, including:

- a. weapons, e.g. knives (including replica or 'look-a-like' weapons)
 - b. alcohol
 - c. illegal drugs
 - d. stolen goods
 - e. tobacco products, e.g. cigarettes or e-cigarettes/vapes
 - f. to commit an offence, or any article that the member of staff reasonably suspects has been or is likely to be used: I. II. to cause personal injury
 - g. pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity
 - h. fireworks
 - i. anything that has been, or is likely to be, used to cause injury or commit an offence
- Also
- j. energy drinks/fizzy drinks
 - k. sweets & chewing gum

l. Mobile/phones & electronic devices where there is reason to believe they have been used on school site (See section 2.10)

The Designated Safeguarding Lead will be informed of any searching incidents where the member of staff conducting the search has reasonable grounds to suspect a pupil is in possession of a prohibited item listed a-i above.

We will also confiscate any item which is harmful or detrimental to school discipline. (This included mobile phones and other electronic devices). These items will be returned to pupils after discussion with senior 20 leaders and parents, if appropriate. If these items are confiscated for a second time, only parents/carers may collect them.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Parents should always be informed of any search for a prohibited item on the DfE list above (items a – i) that has taken place, and the outcome of the search as soon as is practicable. These searches will be recorded on CPOMS.

Parents may be informed if a search took place for additional items prohibited in the school's behaviour policy, if appropriate.

NOTE: The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

2.6.4 Malicious Allegations

Where a student is found, through investigation, to have made a **malicious allegation** against a member of staff, the Headteacher will take decisive disciplinary action in accordance with this policy.

2.6.6 CCTV

Belle Vue Girls' Academy reserves the right to use **CCTV** for the purpose of maintaining discipline, managing behaviour, and ensuring the safety of the school community.

2.6.7 Police

Belle Vue Girls' Academy may involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, we will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Belle Vue Girls' Academy is a member of the Safer School's Police Partnership with West Yorkshire Police. This means that a Safer Schools Police Officer works in school and collaborates with our teachers, other education services and related agencies in identifying, supporting and working with children and young people, particularly those at risk of becoming a victim, being exploited, radicalised, offending behaviour or social exclusion.

Further information about the SSP can be found here:

<https://data.parliament.uk/DepositedPapers/Files/DEP2009-1366/DEP2009-1366.pdf>