EAST SUSSEX SKILLS ACADEMY

Behaviour Policy

Updated October 2026

Signed by:			
Matt Jacobs	Principal	Date:	October 2026
N/A	CEO	Date:	N/A

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Rationale and Context

East Sussex Skills Academy is a school and, as such, requires clear and consistent expectations that enable staff and students to maintain high standards of behaviour, attendance, conduct and achievement. However, the Academy offers more than a traditional school experience. Our vision is to prepare young people for successful progression into further education, apprenticeships and employment through a curriculum that combines vocational learning, academic study and meaningful work-related experiences.

At the heart of our approach are the Academy values of **Ready, Respectful, Positive and Proud**. These values underpin all aspects of school life and provide a shared framework for the attitudes, behaviours and personal qualities that students need to succeed both during their time at the Academy and in their future pathways.

Students are encouraged to be **Ready** to learn and engage, **Respectful** towards others and their environment, **Positive** in their approach to challenges and opportunities, and **Proud** of their achievements, conduct and contribution to the school community. Through consistently promoting these values, staff support students to develop the confidence, resilience, independence and professionalism that are valued by colleges, training providers and employers alike.

The Academy's values are embedded across all lessons, vocational programmes, enrichment activities and work experience placements. They provide a consistent basis for recognition, support, mentoring and target-setting, helping every student to understand their strengths, reflect on their development and make successful transitions into Post-16 education, apprenticeships and future employment.

Context of the Policy

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- special educational needs and disability (SEND) code of practice.
- Preventing bullying - GOV.UK (www.gov.uk)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Equality Act 2010

The school has a responsibility to protect students under the 2010 Equality act. Students cannot be discriminated against in terms

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The policy will be applied only in terms of behaviours referred to within in the policy.

Fundamentals

These are the non-negotiable foundations of practice at East Sussex Skills Academy. They reflect the Academy's commitment to creating a safe, respectful and aspirational learning environment that prepares students for successful progression into further education, apprenticeships and employment. Our expectations are underpinned by the values of **Ready, Respectful, Positive and Proud**.

- Students are expected to demonstrate the behaviours and attitudes associated with being **Ready, Respectful, Positive and Proud**. Staff will support students in developing these qualities, but students are expected to take personal responsibility for their actions, choices and conduct.
- The language of our school values will underpin daily life at East Sussex Skills Academy. Student achievements, strengths and areas for development will be discussed through the framework of being **Ready, Respectful, Positive and Proud**. Where students do not meet these expectations, appropriate behaviour support and intervention processes will be implemented.
- Students are expected to meet the Academy's standards for appearance and presentation. This includes wearing the correct uniform and, where applicable, appropriate vocational clothing and personal protective equipment (PPE) within specialist learning environments.
- Staff will model the values of being **Ready, Respectful, Positive and Proud** in all interactions with students, colleagues, parents, carers and external partners. Positive relationships, mutual respect and personal responsibility will be consistently demonstrated by all members of the school community.
- Students are ambassadors for East Sussex Skills Academy and are expected to uphold the Academy's values at all times. This includes while travelling to and from school, on educational visits and work experience placements, within the local community, and when using social media or other forms of electronic communication.

Key Policy Features

The East Sussex Skills Academy Values

At East Sussex Skills Academy, our values of Ready, Respectful, Positive and Proud underpin all aspects of school life. These values provide a clear framework for the behaviours, attitudes and learning habits that support success both in school and in future education, training and employment.

Students are expected to demonstrate the following values in every lesson, around the school site, during educational visits and work experience placements, and when representing the Academy within the wider community.

Ready

Students are expected to arrive on time, attend regularly and be fully prepared for learning. This includes wearing the correct uniform, following instructions promptly and demonstrating a willingness to engage in learning opportunities.

Respectful

Students are expected to show respect towards staff, peers, visitors, the wider community and the learning environment. This includes using appropriate language, demonstrating good manners, listening to others, valuing different perspectives and taking responsibility for their actions.

Positive

Students are expected to approach learning with a positive attitude and demonstrate resilience when faced with challenge. They should engage actively in lessons, accept feedback constructively, contribute to learning activities and strive to make progress.

Proud

Students are expected to take pride in their work, behaviour, appearance and achievements. They should seek to produce work of a high standard, represent the Academy positively and contribute positively to the school community.

Monitoring and Recognition

Students' demonstration of the Academy values will be considered by teaching staff in every lesson and through wider school activities. Achievement against the values will be recognised using the following descriptors:

- **Exceeding Expectations** - The student consistently demonstrates the selected value throughout the lesson and goes above and beyond what is expected. They model positive behaviours, attitudes and engagement for others and make an exceptional contribution to the learning environment.
- **Meeting Expectations** - The student demonstrates the selected value throughout the lesson. They engage appropriately, follow expectations and contribute positively to learning with minimal prompting or support.
- **Working Towards Expectations** - The student demonstrates some aspects of the selected value but requires reminders, prompts or support during the lesson to consistently meet expectations.
- **Expectations Not Met** - The student does not demonstrate the selected value consistently during the lesson despite reminders, support or intervention from staff.

Rewards and Support

Students at East Sussex Skills Academy are expected to regularly meet or exceed expectations. Students who consistently demonstrate the values of being Ready, Respectful, Positive and Proud will be recognised through the Academy's rewards systems and opportunities for celebration outlined further below.

Where students are working towards expectations or expectations are not met, staff will provide appropriate support, intervention and guidance through the Academy's behaviour procedures, ensuring that all students are supported to make positive improvements.

Staff Modelling and Promotion of Academy Values

Staff at East Sussex Skills Academy have a responsibility to model, promote and reinforce the Academy values of **Ready, Respectful, Positive and Proud** in all aspects of school life. Through their interactions, expectations and conduct, staff play a key role in creating a culture where students can thrive academically, socially and personally.

To support this, staff should:

- Be ready to greet students positively at the start of lessons and learning activities.
- Always use respectful and professional language, including when challenging behaviour or addressing concerns.
- Build positive relationships with students, listening to concerns and supporting them to make positive choices.
- Plan and deliver engaging lessons that promote participation, achievement and high expectations.
- Ensure classrooms and learning environments are organised, welcoming and conducive to learning.
- Adhere to the Academy's expectations regarding professional conduct and appearance.
- Encourage students to take pride in their work, effort and achievements.
- Maintain high expectations of attendance, punctuality, behaviour and engagement.
- Meet deadlines and ensure communication with students, families and colleagues is timely and professional.
- Engage positively with professional development and continuously develop their practice.
- Work collaboratively with colleagues to support the Academy's vision, values and improvement priorities.
- Demonstrate positive citizenship within the school community and act as role models for students both on and off site.
- Take a flexible and solution-focused approach when supporting students and resolving challenges.

Behaviour Support Plans

Every student at East Sussex Skills Academy has an individual Behaviour Support Plan (BSP). The purpose of the BSP is to provide staff with a clear understanding of the student's needs, behaviours and the strategies most likely to support positive outcomes.

Behaviour Support Plans are developed using information gathered from a range of sources, including previous educational settings, parents/carers, Academy staff and, where appropriate, the students themselves. They are intended to support staff in planning effectively for students and responding consistently when concerns arise.

Each Behaviour Support Plan identifies:

- Known triggers or barriers that may impact a student's behaviour or engagement.
- Expected behaviours and presentation during periods of regulation, early warning signs, escalation and crisis.
- Strategies and approaches that have been identified as effective in supporting the student.
- Recovery and reintegration approaches following incidents of dysregulation or significant behaviour concerns.
- Key staff and professionals involved in supporting the student.
- Any relevant pastoral, SEND, wellbeing or safeguarding considerations.

All staff are expected to familiarise themselves with the Behaviour Support Plans of the students they teach and use this information to inform their planning, interactions and behaviour management approaches.

Behaviour Support Plans are formally reviewed at least every two terms. However, they may also be updated at any time following significant incidents, changes in presentation, new information being received, or emerging support needs. This ensures that staff have access to the most accurate and relevant information to support students successfully and maintain the Academy's values of Ready, Respectful, Positive and Proud.

Supporting Students to Meet Expectations

Whilst students are expected to take responsibility for demonstrating the Academy values, staff have an important role in supporting students to make positive choices and successfully engage with learning.

Where a student is not demonstrating the values of being **Ready, Respectful, Positive or Proud**, staff should seek to intervene early and consistently:

- The first response should be a calm, clear reminder of the expected behaviour and the relevant Academy value.
- If further intervention is required, staff should provide an individual reminder, reinforce expectations and offer support to help the student re-engage successfully. Where appropriate, seating plans or classroom organisation may be adjusted.

- Where behaviour continues to prevent learning, a restorative conversation should take place. Staff should clearly explain the impact of the behaviour, reinforce expectations and outline any consequences or next steps in line with the Academy's behaviour procedures.
- Where necessary, behaviour concerns should be escalated through the Academy's tiered behaviour systems so that appropriate support and intervention can be provided.

Professional Behaviour Management Strategies

Positive relationships and effective classroom practice are central to maintaining high standards of behaviour. Staff are encouraged to use a range of professional strategies to support student engagement and participation, including:

- Positive praise and recognition.
- Appropriate humour.
- Non-verbal cues and reminders.
- Low-key redirection.
- Tactical ignoring of low-level attention-seeking behaviours where appropriate.
- Use of peer support and positive role models.
- Restorative conversations.
- Tactical seating and classroom organisation.
- Clear routines and consistent expectations.

The primary purpose of behaviour management is to maximise student engagement, participation and learning. All interventions should seek to help students re-engage with learning, demonstrate the Academy values and achieve their full potential. Whilst behaviour procedures provide a framework for escalation when required, the Academy's aim is always to keep students learning, participating and succeeding.

Behaviour Support and Escalation Framework

At East Sussex Skills Academy, behaviour is managed through a graduated support and escalation framework which promotes positive relationships, accountability and consistency. The purpose of the framework is to maintain a calm, safe and purposeful learning environment whilst supporting students to demonstrate the Academy values of **Ready, Respectful, Positive and Proud**.

The Academy adopts a **relational, restorative and proportionate approach** to behaviour management. Staff are encouraged to build positive relationships, address concerns at the earliest opportunity and support students to make positive choices before behaviour escalates. Where behaviour continues to impact learning, a clear escalation pathway provides additional support and intervention.

The Academy recognises that behaviour is a form of communication. Whilst students are expected to take responsibility for their choices, some students may require pastoral intervention, support and guidance rather than solely a behavioural response. Staff will therefore seek to understand the causes of behaviour, whilst maintaining clear and consistent expectations.

Tier 1: Classroom Staff Ownership

The classroom teacher, supported where appropriate by Learning Mentors, is responsible for the initial management of behaviour within lessons. Most behaviour incidents should be successfully addressed at this stage through effective classroom practice, positive relationships and consistent routines.

This should be done through use of the professional management strategies outlined above.

The aim of Tier 1 is for the student to successfully re-engage with learning as quickly as possible and for relationships to remain positive.

Tier 2: Behaviour Mentor Support

Where Tier 1 strategies have not been effective, Behaviour Mentors may be requested to provide additional support. Behaviour Mentors operate as a proactive intervention service and are not a substitute for effective classroom management.

Support may include:

- On-call assistance.
- Behaviour coaching and regulation support.
- Facilitating short-term or long-term removals.
- Check-ins and mentoring.
- Restorative conversations.
- Support for reintegration into lessons.

The aim of Tier 2 is to enable the student to return successfully to learning whilst minimising disruption to others.

Tier 3: Head of Year and Operational Behaviour Lead Support

Where concerns persist despite Tier 1 and Tier 2 interventions, or where a student's needs require a more coordinated response, support may be escalated to the **Head of Year** and/or the **Operational Behaviour Lead (OBL)**.

At this stage, consideration is given not only to the student's behaviour but also to any underlying pastoral, emotional, wellbeing, attendance or safeguarding factors that may be contributing to their difficulties. The Academy recognises that some students require pastoral intervention and support rather than solely a behavioural response.

The **Head of Year** will provide pastoral oversight and may:

- Review patterns of behaviour, attendance and engagement.
- Coordinate and monitor Behaviour Support Plans.
- Liaise with parents, carers and external agencies where appropriate.
- Facilitate restorative meetings between students, staff and families.
- Identify underlying barriers to success and coordinate appropriate support.
- Monitor students identified as requiring additional pastoral intervention.
- Work alongside safeguarding, SEND and attendance teams to provide a joined-up response.

The **Operational Behaviour Lead** may:

- Coordinate behaviour interventions and support strategies.
- Review the effectiveness of previous interventions.
- Support staff in implementing behaviour management processes consistently.
- Oversee internal interventions, reflection sessions or alternative provision where appropriate.
- Support reintegration following significant behaviour incidents.

Where appropriate, the Head of Year and OBL will work together to ensure that both the pastoral and behavioural needs of the student are addressed. This may include a combination of support, intervention, mentoring, restorative practice and appropriate consequences.

The aim of Tier 3 is to identify and address the root causes of repeated behaviour concerns whilst maintaining high expectations and enabling the student to successfully engage with learning and school life.

Tier 4: Senior Leadership Team (SLT)

Tier 4 represents the highest level of behaviour escalation within the Academy and is reserved for the most serious incidents or situations where previous interventions have not secured improvement.

Senior Leaders may:

- Lead investigations into serious incidents.
- Review existing support plans and risk assessments.
- Authorise extended internal isolation.
- Implement Fixed-Term Suspensions where appropriate.
- Determine further sanctions, interventions or support strategies.
- Coordinate multi-agency involvement where necessary.

The aim of Tier 4 is to safeguard students and staff, maintain high standards across the Academy and provide opportunities for reflection, support and a successful fresh start.

The Principles Behind Escalation

At every stage, staff should seek to:

- Build and maintain positive relationships.
- Use restorative approaches to repair harm and rebuild trust.
- Apply consequences fairly, consistently and proportionately.
- Help students understand the impact of their behaviour on themselves and others.
- Support students to successfully return to learning at the earliest opportunity.

The Academy recognises that sanctions alone rarely secure lasting behaviour change. Therefore, consequences will be accompanied by relational and restorative practices that help students develop responsibility, self-regulation and positive behaviour for the future.

Student Behaviour Support and Intervention Processes

Behaviour support at East Sussex Skills Academy consists of both short-term responses to individual incidents and longer-term interventions designed to support students who are finding it difficult to consistently demonstrate the Academy values of **Ready, Respectful, Positive and Proud**.

Short-Term Removal

If a student continues to struggle to meet Academy expectations after clear reminders and support from the classroom staff, they may be asked to step outside the classroom for a restorative conversation with the teacher. A Learning Mentor or Behaviour Mentor may provide support where appropriate.

The purpose of the conversation is to:

- De-escalate the situation.
- Support the student to regulate and reflect.
- Reinforce the relevant Academy value(s).
- Clarify expectations for a successful return to learning.
- Encourage the student to re-engage positively with the lesson.

Where the student responds positively and engages with the support provided, they should return to the lesson as soon as possible. Where concerns continue, further intervention may be required through the Tiered Behaviour Support Framework.

Long-Term Removal from a Lesson

Where a student is unable to successfully re-engage in the lesson, or where their behaviour continues to have a significant impact on the learning environment, they may be removed from the lesson and supported by a Behaviour Mentor/HoY/OBL.

The student will be supported in an alternative setting to regulate, reflect and prepare to re-engage positively with their learning. The purpose of a long-term removal is to provide the student with the opportunity to regain control, access appropriate support and successfully return to learning, either during the same lesson where appropriate or in the next lesson. Regulation may be achieved through completing work in a quieter environment, engaging in a restorative conversation with a member of staff, participating in targeted support from a Behaviour Mentor, or simply having time and space away from the classroom. Wherever possible, students should continue with their learning during this time; however, staff should prioritise successful regulation and reintegration. Repeated removals from lessons may result in additional behavioural or pastoral support being implemented, including intervention from the Behaviour Team, Head of Year and/or meetings with parents/carers.

Behaviour and Pastoral Support System

The Behaviour and Pastoral Support System provides a structured framework for students who require additional support to consistently demonstrate the Academy values of **Ready, Respectful, Positive and Proud**.

The Academy recognises that some students require pastoral intervention and support rather than solely a behavioural response. As such, intervention plans may address behaviour, attendance, emotional wellbeing, social relationships, SEND needs and other barriers to success.

Students may be identified for support through:

- Class Charts data.
- Behaviour referrals.
- Attendance concerns.
- Pastoral concerns.
- Safeguarding concerns.
- Teacher referrals.
- Parent/carer concerns.

In addition, student needs and concerns are reviewed through weekly triangulation meetings involving the **Designated Safeguarding Lead (DSL)**, **SENCO** and **Behaviour Lead**. These meetings enable the Academy to consider behaviour, safeguarding, attendance, wellbeing and SEND information collectively, ensuring that students receive the most appropriate intervention at the right time. This may include behavioural support, pastoral intervention, safeguarding measures, SEND provision or a coordinated multi-agency response where required.

Behaviour Interventions

Behaviour interventions may be implemented by Behaviour Mentors, Heads of Year or the wider Pastoral Team and may include:

- Planned regulation breaks.
- Walk-and-talk interventions.
- Check-ins.
- Mentoring sessions.
- Restorative meetings.
- Movement and regulation activities.
- Social skills interventions.
- Emotional literacy support.
- Small-group pastoral interventions.

Identification for Behaviour and Pastoral Support

Student behaviour and engagement are monitored through **Class Charts** and reviewed through a **fortnightly whole-school behaviour report**. This report is used to identify students who may benefit from additional behavioural or pastoral support and ensures that intervention is timely, consistent and informed by evidence.

The report uses students' positive and negative Class Charts data to calculate an overall engagement score. Students are expected to maintain a minimum of **75% Green** over each two-week monitoring period, demonstrating that they are consistently meeting the Academy's expectations and values of **Ready, Respectful, Positive and Proud**.

Where a student falls below **75% Green** over a fortnightly reporting period, they will be identified for **Monitoring**. This initial stage is intended to provide early intervention, support and guidance before concerns become embedded. During this period, the student will receive additional oversight from their Tutor, Learning Mentor, Head of Year or other appropriate member of staff.

If, following the Monitoring period, the student continues to achieve below **75% Green** for a further two weeks, they will automatically progress to a **Stage 1 Behaviour Report**. At this point, more formal targets, monitoring and support strategies will be implemented to help the student successfully demonstrate the Academy values and re-engage positively with school life.

The Academy recognises that behaviour data provides only part of the picture. When reviewing students for intervention, consideration will also be given to attendance, safeguarding, SEND, wellbeing and pastoral information to ensure that the most appropriate support is identified and that students receive either behavioural intervention, pastoral support, or a combination of both, as required.

Trigger Points

Stage	Threshold
Monitoring	Below 75% Green over a fortnightly reporting period
Stage 1 Behaviour Report	Remains below 75% Green following two weeks of Monitoring
Stage 2 Behaviour Report	Unsuccessful completion of Stage 1
Stage 3 Intensive Support Plan	Unsuccessful completion of Stage 2

This graduated approach ensures that students are identified early, supported appropriately and given every opportunity to achieve success through the Academy values of **Ready, Respectful, Positive and Proud**.

Initial Support and Monitoring

Where concerns first emerge, students may be placed on an informal support programme led by their Tutor, Learning Mentor or Head of Year.

This support period will normally last for two weeks (10 attended days) and may include:

- Regular check-ins.
- Target setting.
- Coaching and mentoring.
- Parent/carer communication.
- Classroom support strategies.
- Monitoring of attendance, behaviour and engagement.

The aim of this stage is early intervention and preventing escalation wherever possible.

Stage 1 Behaviour Report

If concerns continue despite Initial Support and Monitoring, the student will be placed on a Stage 1 Support Report.

This stage will typically last for **10 attended school days** before review.

The student's Tutor will meet with the student to agree up to three personalised targets linked to the Academy values of:

- Ready
- Respectful
- Positive
- Proud

Targets will be monitored through Class Charts and reviewed regularly throughout the reporting period.

Parents/carers will be informed of the support plan and the strategies being used to help the student succeed.

Prior to the report beginning, the SENCO and Behaviour Team will review any classroom strategies that may support the student's success. These will be communicated to teaching staff and, where appropriate, recorded within the student's Personalised Learning Plan (PLP) and their Behaviour Support Plan (BSP).

To successfully complete Stage 1, students should demonstrate sustained improvement against their agreed targets and show positive engagement with the support provided.

Minimum expected is 75% Green Class Charts and an average of 2 out of 3 report targets met.

Stage 2 Behaviour Report

If a student does not make sufficient progress at Stage 1, they will move to Stage 2 Behaviour Report.

This stage will typically last for **15 attended school days**.

The student's **Head of Year** will oversee this stage and meet with the student, parent/carer and a representative from the student's commissioning school to agree revised or additional targets.

At this stage consideration will be given to whether behaviour concerns are linked to wider pastoral needs. Appropriate interventions may include:

- ELSA support.
- Social Skills programmes.
- Behaviour mentoring.
- Attendance support.
- Emotional wellbeing interventions.
- Safeguarding support where appropriate.

Teaching strategies and reasonable adjustments will be reviewed and shared with relevant staff.

At the conclusion of Stage 2, the Head of Year will consult with the Behaviour Lead regarding the student's progress and determine whether the student has successfully completed the programme or requires further support.

Minimum expected is 75% Green Class Charts and an average of 2 out of 3 report targets met.

Stage 3 Intensive Support Plan

Where significant concerns remain following Stage 2, students may be placed on a Stage 3 Intensive Support Plan.

This stage will typically last for **20 attended school days** and will be overseen jointly by the **Assistant Headteacher responsible for Behaviour**.

A meeting will take place involving:

- The student.
- Parents/carers.
- Relevant Academy staff.
- The commissioning school.
- Other professionals where appropriate.

The purpose of the meeting will be to:

- Review previous interventions.
- Identify barriers to success.
- Agree a coordinated support plan.
- Establish clear targets linked to the Academy values.
- Clarify expectations and next steps.

Additional interventions may be implemented where appropriate, including pastoral, SEND, attendance, safeguarding or external agency support.

Teaching strategies and support plans will be reviewed, updated and shared with staff.

At the conclusion of the support period, the Assistant Headteacher responsible for Behaviour will review progress and determine the next steps in consultation with the Headteacher and any relevant external partners.

Where placement reviews are necessary for commissioned students, decisions will be informed by the student's engagement with the support offered, their progress against agreed targets and the Academy's ability to meet their needs successfully.

Behaviour Support Plans

Every student at East Sussex Skills Academy has an individual **Behaviour Support Plan (BSP)**. The purpose of the BSP is to provide staff with a clear understanding of the student's needs, behaviours and the strategies most likely to support positive outcomes.

Behaviour Support Plans are developed using information gathered from a range of sources, including previous educational settings, parents/carers, Academy staff and, where appropriate, the students themselves. They are intended to support staff in planning effectively for students and responding consistently when concerns arise.

Each Behaviour Support Plan identifies:

- Known triggers or barriers that may impact a student's behaviour or engagement.
- Expected behaviours and presentation during periods of regulation, early warning signs, escalation and crisis.
- Strategies and approaches that have been identified as effective in supporting the student.
- Recovery and reintegration approaches following incidents of dysregulation or significant behaviour concerns.
- Key staff and professionals involved in supporting the student.
- Any relevant pastoral, SEND, wellbeing or safeguarding considerations.

All staff are expected to familiarise themselves with the Behaviour Support Plans of the students they teach and use this information to inform their planning, interactions and behaviour management approaches.

Behaviour Support Plans are formally reviewed at least every two terms. However, they may also be updated at any time following significant incidents, changes in presentation, new information being received, or emerging support needs. This ensures that staff have access to the most accurate and relevant information to support students successfully and maintain the Academy's values of **Ready, Respectful, Positive and Proud**.

Sanctions

Detentions

Detentions are used to reinforce the Academy values of **Ready, Respectful, Positive and Proud**, support reflection on behaviour and ensure that lost learning or disruption is addressed appropriately.

Whilst detentions form part of the Academy's behaviour systems, they should be used alongside restorative approaches that help students understand the impact of their choices and make positive changes moving forward.

The Academy operates a centrally managed detention system overseen by the **Behaviour Team**, consisting of the **Behaviour Mentors** and **Operational Behaviour Lead (OBL)**. Centralised detentions ensure consistency, appropriate supervision and effective monitoring of student behaviour across the school.

The member of staff issuing the detention remains responsible for addressing the behaviour concern with the student and should undertake a restorative conversation at the earliest appropriate opportunity. This conversation should seek to:

- Reinforce the relevant Academy value(s).
- Help the student understand the impact of their behaviour.
- Provide an opportunity for the student to reflect on their actions.
- Clarify expectations moving forward.
- Support the student in successfully re-engaging with learning.

The following detention sanctions may be used:

Detention Type	Duration	Issued By
Break Detention	10 minutes	Teaching Staff
Lunchtime Detention	10 minutes	Teaching Staff
After-School Detention	30 minutes	Teaching Staff
After-School Detention	45 minutes	Teaching Staff
After-School Detention	45 minutes	Head of Year
After-School Detention	60 minutes	Senior Leadership Team

Detentions should be proportionate to the behaviour displayed and take account of the student's age, individual needs and previous support that has been provided.

Where learning has been disrupted or work has not been completed to an appropriate standard, students may be required to use detention time to complete outstanding work.

Failure to attend a detention without an acceptable reason may result in escalation through the Academy's Tiered Behaviour Support Framework. This may include intervention from the Behaviour Team, Head of Year or Senior Leadership Team, alongside communication with parents/carers where appropriate.

The purpose of detention is not solely to sanction poor behaviour, but to support students in consistently demonstrating the values of being **Ready, Respectful, Positive and Proud**, enabling them to engage positively with learning and the wider school community.

Internal Isolation

Internal isolation may be used when a student's behaviour escalates to a level where they are unable to engage safely or positively within the normal classroom environment, or where their behaviour is significantly disrupting the learning of others.

It provides a structured, supervised and supportive alternative to a Fixed-Term Suspension (FTS), allowing students to remain within the school environment whilst being temporarily removed from their usual classroom setting. This provides an opportunity for students to reflect on their behaviour, regulate their emotions and take responsibility for their actions whilst maintaining access to education.

Internal isolation is intended to be both a consequence and a restorative intervention. It allows staff to address behaviour concerns and any underlying factors, reinforce expectations and establish strategies to support a successful return to learning.

The use of internal isolation should be proportionate to the behaviour displayed, appropriately supervised and supported by clear expectations regarding reintegration into lessons and school life.

Internal isolation will normally be overseen as part of Tier 3 or Tier 4 intervention and may involve collaboration between the Head of Year, Operational Behaviour Lead and Senior Leadership Team.

Fixed-Term Suspension

The Academy is committed to using relational, restorative and supportive approaches to behaviour management wherever possible. However, there may be circumstances where a Fixed-Term Suspension (FTS) is necessary.

Fixed-Term Suspensions will usually be considered where:

- A student's behaviour presents a serious risk to the safety or wellbeing of themselves or others.
- There has been a significant breach of the Behaviour Policy.
- Previous interventions and support strategies have not secured sufficient improvement.
- The Academy has exhausted reasonable strategies to support the student within school.

Fixed-Term Suspensions should normally be for the shortest reasonable period and will be followed by a formal reintegration meeting involving the student, parent/carer and relevant school staff.

During the reintegration meeting, a Reintegration and Improvement Plan (RIP) will be completed and stored on the student's record. The purpose of this process is to support a successful return to school and reduce the likelihood of future incidents.

Whilst Fixed-Term Suspensions may follow previous behaviour interventions and escalation through the Tiered Behaviour Support Framework, they may also be issued immediately for serious incidents including:

- Acts of violence or physical aggression.
- Targeted discriminatory language or behaviour.
- Serious bullying, harassment or intimidation.

- Behaviour that places the health, safety or welfare of others at risk.
- Possession, use or distribution of prohibited substances, including vaping, smoking or illegal drugs on site.
- Significant criminal damage to buildings, equipment or property.
- Serious breaches of safeguarding expectations.
- Behaviour that significantly disrupts the safe operation of the school.

The decision to suspend a student will only be made by the Headteacher or an authorised member of the Senior Leadership Team and will be carried out in accordance with current statutory guidance.

Recording and Monitoring Behaviour

Accurate recording of behaviour enables the Academy to identify patterns, target support effectively and celebrate students who consistently demonstrate the Academy values.

All staff are expected to record behaviour incidents, positive recognition and relevant interventions using the Academy's agreed systems.

Class Charts will be used to:

- Record positive behaviours and achievements.
- Record behaviour incidents and sanctions.
- Monitor progress against behaviour targets.
- Identify trends and support needs.
- Inform rewards, interventions and support planning.

CPOMS will be used to record:

- Significant behaviour incidents.
- Safeguarding concerns.
- Serious behaviour referrals.
- Physical intervention records.

Rewards and Recognition

At East Sussex Skills Academy, we believe that recognising and celebrating positive behaviour is just as important as addressing behaviour concerns. Our reward systems are designed to encourage students to consistently demonstrate the Academy values of Ready, Respectful, Positive and Proud, whilst recognising effort, progress, attendance, achievement and contributions to the wider school community.

Class Charts Rewards

Students receive positive points through Class Charts for demonstrating the Academy values, engaging positively in lessons and going above and beyond expectations.

These points can be exchanged in the Academy Reward Shop for a range of items. Rewards are reviewed and updated regularly but may include:

- Vouchers and gift cards.
- Sports equipment.
- Technology accessories, including ear pods and portable speakers.
- Fidget and sensory resources.
- Personal care and wellbeing items.
- Hobby and interest-based rewards.

Students are encouraged to save and manage their points, allowing them to work towards higher-value rewards over time. This helps reinforce positive choices, delayed gratification and personal goal setting.

Fortnightly Engagement Recognition

Every fortnight, behaviour and engagement data is reviewed through the whole-school behaviour report process.

Students who achieve 95% Green or above during the fortnightly reporting period will receive an Engagement Certificate in recognition of their positive attitudes, behaviour and engagement with learning.

Students receiving an Engagement Certificate will also receive additional reward points through Class Charts.

Student of the Week

Each week, staff nominate students who have demonstrated the Academy values, made exceptional progress, shown resilience or made a positive contribution to school life.

One student from each year group will be recognised as Student of the Week and presented with a certificate during assembly.

Students receiving this award will also receive additional Class Charts reward points.

End of Term Reward Trips

At the end of each term, the Academy rewards students who have consistently demonstrated exceptional engagement and commitment to school life.

The top five students in each year group will be invited to participate in a reward trip.

Selection is based upon a combination of:

- Attendance during the term.
- Class Charts engagement data.
- Consistent demonstration of the Academy values.
- Positive contribution to the Academy community.

The purpose of these trips is to recognise sustained excellence rather than isolated achievement and to celebrate students who consistently contribute positively to the Academy.

Personalised Reward Plans

The Academy recognises that some students may require additional motivation, encouragement or support in order to achieve success.

Where appropriate, individual students may be offered a Personalised Reward Plan. These plans are typically short-term and may be used to:

- Support students on Behaviour Reports.
- Encourage improvement in attendance, punctuality or engagement.
- Reinforce specific behavioural targets.
- Support students returning from suspension, internal isolation or periods of absence.
- Recognise personal progress against individual goals.

Personalised Reward Plans will be agreed with the student and may involve daily, weekly or milestone-based rewards linked to specific targets and outcomes.

Celebrating Success

Our rewards systems are designed to ensure that all students have opportunities to be recognised for their achievements. By celebrating success regularly and consistently, we aim to foster a culture where students take pride in their behaviour, attendance, effort and achievements, and are motivated to demonstrate the values of being Ready, Respectful, Positive and Proud every day.

Anti-Bullying

The School's strategies in terms of anti-bullying are covered in a separate Anti-Bullying policy which should be read in conjunction with this policy.

Screening and Searching

The school will work within the current DFE Advice on Searching and Screening within schools.

What the law allows:

• East Sussex Skills Academy can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

• East Sussex Skills Academy has a statutory power to make rules on pupil behaviour and our duty as an employer to manage the safety of staff, pupils and visitors enables us to impose a requirement that pupils undergo screening.

• Any member of East Sussex Skills Academy staff can screen pupils.

• If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

• This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

The school can also carry out searches for items prohibited on the school site. These items include illegal drugs, and any substance not stored in line with the school administration of drugs policies. This also includes firearms (including replica and BB guns) and knives and bladed articles.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

- Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Responsibilities

East Sussex Skills Academy SLT will be responsible for monitoring use of the policy, and disseminate it effectively to all staff and allied agencies. They will also be responsible for monitoring its use on a day to day basis, and ensure training is effective and allows all staff equitable access to the policy. All staff will be expected to follow the policy, and to use it appropriately in all engagement with students.

Updated by A. Hawkins (Assistant Headteacher): October 2026