



Academy Policy

Behaviour Policy

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1. Introduction

1.1 This policy aims to:

- a) Provide a consistent approach to behaviour management
- b) Define what we consider to be unacceptable behaviour, including bullying
- c) Outline how pupils are expected to behave
- d) Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- e) Outline our system of rewards and sanctions

2. Legislation and Statutory Requirements

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

- a) Behaviour and discipline in schools
- b) Searching, screening and confiscation at school
- c) The Equality Act 2010
- d) Use of reasonable force in schools
- e) Supporting pupils with medical conditions at school
- f) It is also based on the special educational needs and disability (SEND) code of practice.

2.2 In addition, this policy is based on:

- a) 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
- b) 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.

3. Guiding Principles

- 3.1 The above aims will be best achieved in a relaxed, pleasant atmosphere where pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- 3.2 Boredom, lack of understanding, incorrect pitch of work and lack of progress are major reasons why some pupils misbehave.
- 3.3 The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school.
- 3.4 All members of staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of all pupils.

4. The School Rules

- 4.1 At Ambleside Academy we expect pupils to be polite and respectful, be sensitive to the needs of others and to not to take the law into their own hands. They are expected to follow the school rules:
 - a) We follow instructions first time
 - b) We are always honest and truthful
 - c) We wait our turn to speak
 - d) We keep our hands, feet, objects, unkind words and actions to ourselves
 - e) we always ask permission to leave the classroom

The school rules are displayed in each classroom and around the school.

5. Break Time Behaviour

- 5.1 All staff are responsible for all pupils in school. At break, duty staff must ensure that they are on the playground with their class before the others, to supervise pupils in a safe and appropriate manner. It is the responsibility of staff which work in each classroom to ensure there is a member of staff from their classroom with the children in their playtime zone. Assistant Principals will ensure that adequate supervision is available if all members of staff from that classroom are absent. Pupils should not be entering school corridors during break or lunchtimes.
- 5.2 At the end of break the duty teacher or teaching assistant will blow the whistle and all activity must cease. On the second whistle, the pupils should walk to their class lines where they will be met by their teacher or teaching assistant and led into the building in an orderly manner.
- 5.3 All staff must ensure that timings for breaks are adhered to and that they leave the staffroom or other location promptly to meet their classes.
- 5.4 Playtime incidents should be dealt with by the teacher or teaching assistant on duty and reported back to the class teacher as necessary. The class teacher will log any incidents reported onto Arbor. They will

also ensure parents are informed of incidents where necessary. If they feel the incident needs to be dealt with further, they will take it to their assistant principal or learning mentor.

6. Lunch Time behaviour

- 6.1 Pupils are fully supervised at lunch time by the mid-day supervisors, including two deputy senior mid-day supervisors and a senior mid-day supervisor. All staff will encourage good behaviour and adherence to the school rules during the lunch period and ensure pupils move around the school in an orderly manner.
- 6.2 The mid-day supervisors will reprimand pupils if their behaviour is unacceptable, they will record unacceptable behaviour in their book and inform the class teacher and the learning mentors.
- 6.3 In the event of seriously unacceptable behaviour, the mid-day supervisors will refer the matter to the senior mid-day supervisor who may refer the matter to a member of the senior leadership team.
- 6.4 The Principal is required to maintain good order and discipline during lunchtime. The Principal will withdraw a child to a quiet space if their behaviour is unacceptable and breaks our school rules. A child may also be suspended from school if they are violent, persistently defiant to staff, become a danger to themselves or others or are breaking our school rules. When this takes place, the local authority will also be informed, along with the chair of governors.

7. Moving Around the School

- 7.1 Any movement should take place in an orderly manner so as not to disturb others who are working.
 - a) Staff should ensure that pupils are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.
 - b) Pupils should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.
 - c) When a whole class is moving, the teacher should ensure the classroom is empty before proceeding - again no pupil should be unsupervised.
 - d) Pupils should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.
 - e) Members of staff should intervene if there are pupils in a class line who should not be together and position themselves so that the behaviour of all pupils can be monitored as they are moving.
 - f) Pupils should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Pupils should use appropriate entrances/exits and not return to the classroom unattended.
 - g) The corridor should only be used as a through route to get to the playground or the hall at lunchtime.
 - h) There should be no waiting or playing in entrance porches, toilets or doorways.

8. Pupils' Conduct Outside School

- 8.1 School staff may discipline pupils for misbehaviour when the pupil is taking part in any school-organized or school-related activity.
- 8.2 Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the community police.

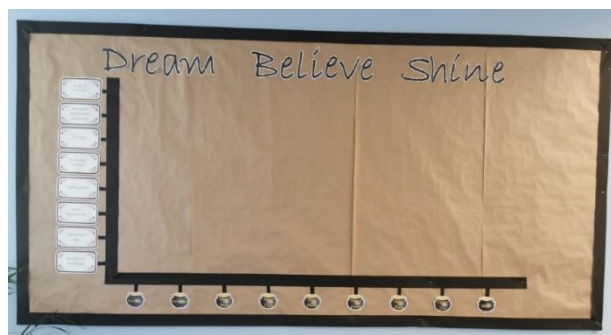
9. Anti-Bullying

- 9.1 Definition of Bullying
- 9.2 Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people, and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.
- 9.3 Ambleside Academy's definition of bullying is, 'the wilful, conscious desire to hurt, threaten, or frighten someone else. It is the repeated behaviour of an individual or group that intentionally hurts another individual or group, either physically or emotionally.'
- 9.4 Bullying is not the same as 'one-off' teasing or a falling out between friends. With bullying, there is a deliberate intention to hurt or humiliate another. There is a power imbalance, which makes it hard for the victim to defend themselves. It is usually persistent. Children are aware of the slogan 'STOP! Several Times on Purpose? Start Telling Other People'.
- 9.5 Occasionally, an incident may be classed as bullying even if it was an isolated event, if it fulfils all other descriptions of bullying. This possibility should be considered particularly in cases of cyber-bullying. If the victim might be endangered, then intervention is urgently required.
- 9.6 Bullying can be:
 - a) Emotional – being unfriendly, excluding, tormenting (hiding books, threatening gestures)
 - b) Physical – pushing, kicking, hitting, punching or use of any violence
 - c) Racist – racial taunts, graffiti, gestures
 - d) Sexual – unwanted physical contact or sexually abusive comments
 - e) Homophobic – focusing on the issue of sexuality
 - f) Transphobic – focusing on the issue of gender
 - g) Verbal – name calling, sarcasm, spreading rumours, teasing
 - h) Cyber – misuse of email and internet chat rooms, threats by mobile text messaging or calls, misuse of camera and video technology
- 9.7 Statutory Duty of Schools
- 9.8 Principals have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.
- 9.9 Implementation
- 9.10 The following steps will be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
 2. A clear account of the incident will be recorded and given to the principal/slt (member of the senior leadership team)
 3. The principal/slt will interview all concerned and will record the incident
 4. Class teachers and year group staff will be kept informed
 5. Parents will be kept informed
 6. Punitive measures will be used as appropriate and in consultation with all parties concerned
 7. Actions put in place to support will be monitored and reviewed over time to ensure concerns have been dealt with.
- 9.11 Pupils who have been bullied will be supported by the school:
1. Offering an immediate opportunity to discuss the experience with a member of staff of their choice
 2. Reassuring the pupil
 3. Offering continuous support
 4. Restoring self-esteem and confidence.
- 9.12 Pupils who have bullied will be helped by the school:
1. Discussing what happened
 2. Discovering why the pupil became involved
 3. Establishing the wrongdoing and need to change
 4. Informing parents or guardians to help change the attitude of the pupil

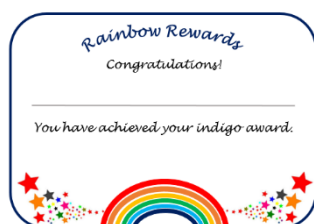
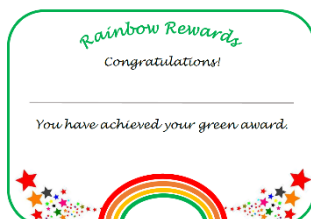
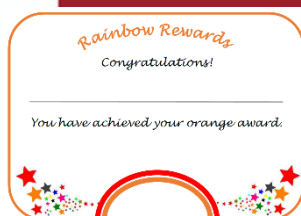
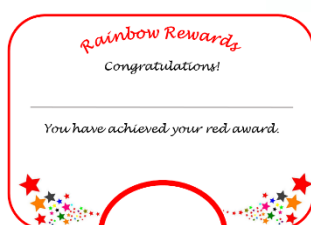
10. Rewards for Good Behaviour

- 10.1 Ambleside staff will use their judgement when rewarding pupils. Praise should be specific and so reinforce expectations. The whole school will follow our dream, believe, shine system:
- a) Each classroom has a dream, believe, shine chart with each child having their own individual golden coin. Staff will tell the children to move their coin up when they are making good choices. They move first to the cloud, then through each colour of the rainbow and then into the pot of gold which means they have reached shine.
 - b) Once the children reach shine, they are awarded a token which will go into a tube for their year group. Children will work as a team to try and fill the tubes, resulting in a year group prize.
 - c) Each time a year group fills the tube, they will be rewarded with a special certificate, and each reward will increase in value as it goes through. The number of rewards they have earned will be displayed behind the tubes, so children can see throughout the year. There are eight rewards for children to earn.



- i. Prize 1 – Playtime Fun (30 minutes)
- ii. Prize 2 – Non- uniform Day
- iii. Prize 3 – Sports Spectacular
- iv. Prize 4 – Gaming Hour
- v. Prize 5 – Movie and popcorn
- vi. Prize 6 – PJ Party
- vii. Prize 7 – Ice-cream and outdoor adventures
- viii. Prize 8 – Picnic in the park

d) Below are the certificates that the children will be awarded with then they fill the tube.



- e) For children with high level needs, who are educated in the enhanced provision, Dolphin Class, they have lollipop sticks to represent each coin up instead. Once they have achieved each of the colours, they get their token, which can be added to their own tube. Due to the reduced number of children, they will receive 6 tokens per shine.

Additional rewards for good behaviour are:

- f) Positive comments and gold highlighter on their work to show what they have done well
- g) A visit to the Assistant Principals, the Deputy Principal or the Principal
- h) Presentation of a certificate in the 'shine' assembly

- i) Stickers to reinforce positive behaviour
- j) Favorable comments on the pupil's annual report
- k) A comment, phone call or Class Dojo message to parents

11. Unacceptable Behaviour

11.1 Unacceptable behaviour disrupts teaching and the learning of others. Deliberate unkindness, refusal, persistent calling out, disobedience, disrespect and insolence are unacceptable. Any incident of racism or homophobic language is unacceptable and will be investigated by staff and recorded in the equality logbook located in the head teacher's office, in addition to recording on Arbor. Any behaviour which does not follow our school rules will be given a warning each warning results in a different sanction:

- a) Warning system:
- b) Verbal reminder (1 warning)
- c) Move to a different space in the room (2 warnings)
- d) Miss 5 minutes of break (3 warnings)
- e) Miss 10 minutes of break (4 warnings)
- f) 15 minutes in another class (5 warnings)
- g) 15 minute withdrawal (6 warnings)
- h) Withdrawal from classroom with learning mentors or the senior leadership team. (7 warnings)

11.2 The above warnings are tracked in class through a visual display, which is separate to the praise system. Children are then able to see which warning they are on, and what the consequence of that warning is. This is consistent across school.



- 11.3 Warnings are logged daily by the class teacher onto Arbor. Where children are violent towards staff or pupils, persistently refuse, verbally abusive to staff or children, effect the smooth running of the school and cause themselves or others to become unsafe, this will go beyond the warning system and a more serious sanction will be put in place from reflection time, withdrawal from usual classroom activity or suspension.

12. Withdrawal from School Activities

- 12.1 The Principal or a member of the senior leadership team will decide whether a pupil should be withdrawn from participation in any school visits, events or extra-curricular activities. It should be brought to the attention of the assistant principal for that year group if there are pupils who are demonstrating unacceptable behaviour and being considered for exclusion from visits, events or rewards. The assistant principal will then consult with the Principal or deputy principal as to whether a pupil should be withdrawn.
- 12.2 All unacceptable behaviour should be recorded on Arbor by teaching assistants, teachers, learning mentors, or a member of the senior leadership team. This record is used to analyse behaviour patterns and is also used as evidence during discussions with parents.
- 12.3 All accounts are also investigated, and logged on Arbor, after an incident has happened, and these accounts are used to make an informed decision on the sanctions/outcomes required based on what has happened.
- 12.4 All behaviour logs are monitored by the learning mentors and the senior leadership team and patterns of children, places, times of day are addressed to see if each week we can put any measure in place to support the children and prevent further warnings.

13. Behaviour Report

- 13.1 A pupil who's got to six warnings, or their behaviour is causing concern, may be placed onto behaviour report if members of the senior leadership team feel this is appropriate. This enables members of the senior leadership team to monitor these pupils more closely. Whilst on report, if the child receives a warning before their break that follows, they will miss this break. When on report, they must be shown to their assistant principal, or another member of the senior leadership team, at lunchtime and the end of each day.

14. Seriously Unacceptable Behaviour

- 14.1 Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated. For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.
- 14.2 In the event of a seriously unacceptable offence, the pupil can be immediately referred to the Principal or member of the senior leadership team.
- 14.3 The Principal and senior leadership team will use the following sanctions:
- a) Withdrawal from usual classroom activity

- b) Placing the pupil on to behaviour report
- c) Withdrawal of privileges
- d) Fixed term suspension
- e) In extreme cases, permanent suspension.

15. Withdrawal

- 15.1 When children have reached 6 warnings on the behaviour chart, they will be withdrawn from their classroom, and work elsewhere in school with either a learning mentor, or a member of the senior leadership team for a 15 minute period. During this time, they will be encouraged to reflect on their behaviours, including any causes for it, and the consequences of it.
- 15.2 If a child continues to misbehaviour and reaches 7 warnings or unacceptable behaviour such; fighting, absconding, persistent bad language, non-compliance to following school rules, bullying or racism, and then the child will be withdrawn from usual classroom activity. The length of time children spend in there is at the discretion of the senior leadership team or learning mentors.
- 15.3 The pupil's name and reason for this decision will be recorded on Arbor. Repeated refusal may result in a more serious sanction being put in place from withdrawal to exclusion.
- 15.4 Staff must log the behaviour on Arbor in line with the school's behaviour policy and sanction.

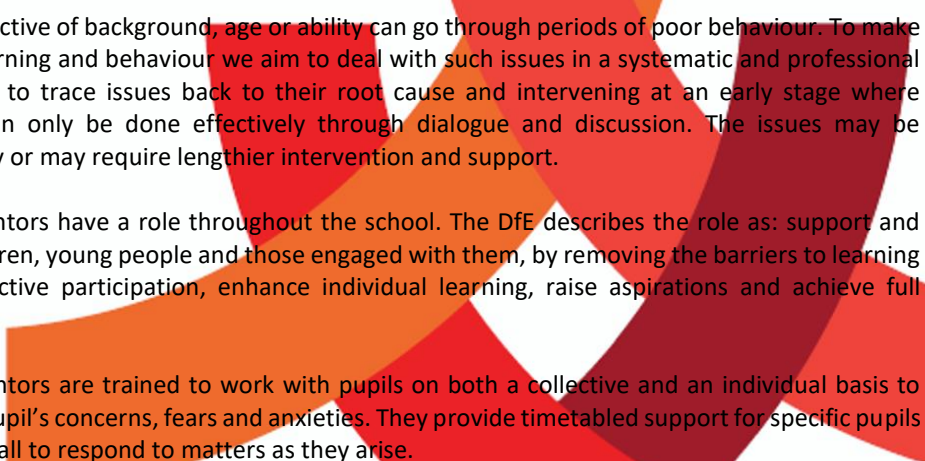
16. Internal Exclusion

- 16.1 The Principal or deputy will decide whether an internal exclusion is appropriate. If so, the pupil will be moved to a Learning Mentor's office or a senior leadership team office for a specified period. During this sanction, the pupil will be provided appropriate work and be supervised by an appropriate member of staff. They will be expected to work independently. As part of this penalty, the pupil will also have supervised break and lunch times away from their peers.

17. Supportive Strategies Plan

- 17.1 When a pupil is judged to be exhibiting prolonged and significant behavioural issues then a Supportive strategies plan will be drawn up. The plan identifies the difficulties the pupil has and the strategies which will be put in place to best help the child.
- 17.2 The plan is put into action by a combination of the class teacher, teaching assistant, learning mentors and members of the senior leadership team. The plan runs for several weeks or a half term depending on the child before it is evaluated to judge how effective it has been. The review may identify further actions required or it may identify that a plan no longer needs to be in place or that the same strategies need to remain in place. When the plan is reviewed the opinions of the pupil, parents, teacher and other staff are sought so that a clear overview of next steps is developed.

18. The Role of the Learning Mentors

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- 18.1 All pupils, irrespective of background, age or ability can go through periods of poor behaviour. To make an impact on learning and behaviour we aim to deal with such issues in a systematic and professional manner, seeking to trace issues back to their root cause and intervening at an early stage where possible. This can only be done effectively through dialogue and discussion. The issues may be overcome quickly or may require lengthier intervention and support.
- 18.2 The learning mentors have a role throughout the school. The DfE describes the role as: support and guidance to children, young people and those engaged with them, by removing the barriers to learning to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- 18.3 Our learning mentors are trained to work with pupils on both a collective and an individual basis to investigate the pupil's concerns, fears and anxieties. They provide timetabled support for specific pupils and are also on call to respond to matters as they arise.

19. Restrictive Physical Intervention and Risk Assessments

- 19.1 It may be necessary on occasion to use team teach techniques with a child who is causing harm to themselves or others. This can be either physical aggression towards pupils or staff or actions which will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through persuasion, diversion or instruction whenever possible.
- 19.2 Pupils who regularly engage in aggressive or destructive behaviour which may require restrictive physical intervention will have an individual handling plan or a risk assessment written for them. This plan outlines what are the main triggers for that pupil and the ways in which situations can be de-escalated.
- 19.3 It also outlines how restrictive physical intervention will be employed and the members of staff who will be involved. Every plan has several steps giving the pupil opportunities to disengage from the behaviour. Restrictive physical intervention is used as a last measure. The plan is shared with the parents and there is a requirement that all parties involved sign it.
- 19.4 The plan is reviewed regularly and changed if required. Risk assessments should be referred to by any member of staff working with those pupils particularly if there is a change to normal routine or an off-site visit is planned.
- 19.5 There are designated school staff who are trained to use Team Teach. These members of staff attend an annual training course and have an up to date understanding of what to consider whilst carrying out Team Teach techniques.
- 19.6 All members of staff are aware of who is trained in Team Teach and only these members of staff are called for once all other attempts at de-escalation have been unsuccessful.
- 19.7 All member of staff who are trained by Team Teach approach will be the members of staff who are called upon if RPI is need. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".
- 19.8 Staff trained in team teach at Ambleside Academy are Miss Johnson, Mrs Marsh, Mrs Jackson, Mrs. Callaghan, Mrs Sprake, Miss Warriner, Ms. Walters, Miss Dunford, Miss Blasdale, Mrs Anthony Miss Wishart and Miss Lees.

20. Use of Reasonable Force

- 20.1 All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom or around the school.
- 20.2 Trained staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent, for prohibited items which may include:
- a) Knives
 - b) Alcohol
 - c) Illegal drugs
 - d) Stolen items
 - e) Tobacco and cigarette papers
 - f) Fireworks
 - g) Pornographic images
 - h) Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.
- 20.3 Any search undertaken by staff must always be carried out by two members of staff.

21. Children who Run Away from School

- 21.1 Children should never be allowed to leave the premises during school time without the principal's permission. It is possible that on very rare occasions a pupil may leave the premises without the knowledge or permission of the principal.
- 21.2 If a pupil cannot be found by his/her teacher, the principal must be notified immediately and told when and where the pupil was last seen. Time is of the essence and prompt actions must be taken by all. Available staff will conduct a thorough search of the pupil's classroom, play areas, storage areas, toilets, the school building and the school grounds.
- 21.3 If the pupil is not found within a short period of time, the principal, deputy principal or assistant principal will take the decision to notify the parents that their child is missing and phone the police. Available members of staff will be directed to search in the immediate vicinity of the school. They will take a mobile phone or walkie-talkie with them and maintain regular contact with the school.
- 21.4 When the pupil is located, the principal must be informed at once. Police and parents will be notified.
- 21.5 If the absconding pupil can be seen, the adult should call after the pupil, or talk to them to try and persuade them to return to school safely. Under no circumstances should a member of staff attempt to physically restrain or grab the pupil unless the child is in immediate danger of hurting themselves, or about to put themselves in a dangerous situation e.g., by running onto a road. A member of staff should never put themselves at risk in this process and should not attempt to intervene without assistance unless it is an obvious emergency.

- 21.6 The principal or deputy Principal or assistant principal should investigate events leading up to the incident and take appropriate action.

22. Fixed Term Suspension

- 22.1 Decisions about fixed Term suspensions are made on a case-by-case basis. The circumstances, the severity of the misdemeanour, the pupil's prior behaviour history and any mitigating circumstances are all considered.

- 22.2 Should a pupil's behaviour be giving sufficient cause for concern that it has reached the attention of the principal and deputy principal, they consult:

- a) The behaviour logs on Arbor
- b) Account of the pupil involved
- c) Accounts from staff and other children in the event of a severe incident
- d) The fixed term exclusions already taken place
- e) The number of withdrawals and internal exclusions already taken place.

- 22.3 The decision to exclude a pupil from school for any period is never taken lightly. For this reason, the decision is taken following consultation between three of the following: the principal, the deputy principal, the assistant principal or the learning mentor. The judgement about whether to suspend a pupil, and for how long, is made considering:

- a) The severity of the misdemeanor
- b) The age of the child
- c) The child's behaviour history
- d) The appropriateness of the sanction
- e) prior sanctions e.g., number of prior internal or fixed term suspensions
- f) any mitigating circumstances or special educational needs

- 22.4 It should be noted that any severe incident which threatens the safeguarding of any pupil could result in a fixed term suspension, even if the pupil involved has no prior history of poor behaviour. Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made. The joint decision-making process includes a level of professional challenge to ensure pupils' advocacy and so support fairness and equality.

- 22.5 A fixed Term suspension may last up to 15 days in any term. The principal suspends a child by writing to the child's parents, the chair of governors, and to the Admissions and Exclusions department of the local education authority. This letter will state the number of days that the suspension will last and the reasons behind the decision and the time the suspension begins. Work is set by the class teacher for the child to complete during the suspension period.

- 22.6 If the pupil is suspended for more than 5 days, on the 6th day until the end of the suspension, alternative, suitable full-time education is provided by the school.
- 22.7 When the suspension ends, the pupil, parents/carers, learning mentor, and the assistant principal or deputy principal or principal meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. Following a fixed Term suspension, withdrawal or part-time attendance can be used, at the principal's discretion, as a step towards full reintegration until the pupil has demonstrated a sustained improvement in their behaviour and attitude.
- 22.8 Parents are expected to attend the reintegration meeting before a pupil can return to school after any Fixed Term suspension.

23. Permanent Suspension

- 23.1 In exceptional circumstances, the principal will inform the school governors that permanent suspension of a pupil should be considered.
- 23.2 Within 15 days of the notice to permanently suspend, a discipline committee, comprising three governors, meets with the family, the principal and a local authority representative to ask questions about the suspension and present any reports.
- 23.3 At the meeting, the governors will decide either to support the permanent suspension, informing the education officer that in their opinion the child should not return to Ambleside, or to instruct the principal to accept the pupil back into school.
- 23.4 During a suspension process, the child remains a pupil of Ambleside Academy until such time as the discipline committee confirms a permanent suspension. The school and the class teacher should continue to set and mark work for the pupil.

24. Stakeholder Roles

24.1 Role of all staff:

- 24.1.1 Develop an atmosphere where children are valued and promote high self-esteem
- 24.1.2 Ensure fairness and consistency in all approaches
- 24.1.3 Adhere to the policy
- 24.1.4 Complete the agreed school behaviour log records promptly
- 24.1.5 Ensure sanctions are consistently followed through
- 24.1.6 Report incidents and record appropriately
- 24.1.7 Ensure effective communication with parents
- 24.1.8 Complete a personalised wellbeing plan in collaboration with everyone involved with the pupil
- 24.1.9 Model positive behaviour at all times

24.1.10 Praise and reward good behaviour

24.1.11 Have clear, high expectations and routines for classroom organisation.

24.2 Role of the Principal and Governing Body:

24.2.1 Ensure procedure is consistent throughout the school

24.2.2 Ensure that the behaviour policy is being implemented by challenging inconsistency and those staff who fail to follow the behaviour policy

24.2.3 Monitor behaviour issues and act on any patterns or trends identified

24.2.4 Carry out all sanctions

24.2.5 Provide pastoral care for staff accused of misconduct.

24.3 Role of the Parent/Guardians:

24.3.1 Support the school in the implementation of the behaviour policy

24.3.2 Communicate with the school about any issues or concerns.

25. Equality Statement

- 25.1 All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, sexual orientation, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.