Boston Pioneers Academy Behaviour Policy

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Boston Pioneers Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of Academy time and premises. It extends to all members of our Academy community. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their Academy years.

The policy is based on the good practice outlined in DfE guidance on Behaviour in Schools (2024) and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

1. Aims

Boston Pioneers Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Standards of behaviour

2.1 Academy

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

Behaviour expectations are explicitly taught and regularly reinforced so that all pupils understand what is expected of them. Expectations are communicated through whole-school assemblies, PSHE lessons, class discussions, daily interactions with staff, visual displays, and regular reminders within lessons and around the school. Expectations are revisited at the start of each academic year and whenever necessary. All staff are responsible for consistently modelling, teaching, and reinforcing the school's behaviour expectations.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the Academy curriculum and

reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the Academy.

Positive behaviour is recognised through ClassDojo, where pupils earn points that are converted into reward currency each term to spend in the school rewards shop. Behaviour incidents are recorded on the school's MIS: Ed:gen. Significant incidents automatically alert senior leaders and behaviour data is monitored regularly by the Senior Leadership Team to identify patterns and trends. Where a pupil's behaviour consistently falls below the Academy's expectations, concerns are initially reviewed by the SENDCo, recognising that repeated behaviour may indicate unmet needs.

We use a range of strategies to support behaviour choices when it appears that a pupil may require more than those that are part of the daily practice of following the Academy code of conduct. These include, but are not limited to:

- ✓ 'Catch them being good' - praise and use of our reward strategy to promote good behaviour
- ✓ Distraction and diversion to alter the pathway a pupil is choosing
- ✓ Individual behaviour plans (IBPs) drawn up in conjunction with the class teacher, wider school support team and parents / carers.
- ✓ A therapeutic approach such as 'The Friends' programme or Lego therapy may be used to 'teach' positive choices.
- ✓ Pastoral support plans (PSPs) which takes an IBP to a more detailed level and may in due course include the involvement of the Behaviour Outreach Support Service (BOSS) and/or other outside professionals.
- ✓ Behaviour Improvement Plan (BIPs) may be drawn up by the school and BOSS to create a combined, targeted approach from a range of therapeutic and specialised starting points.
- ✓ In conjunction with BOSS, an external placement at a specialist provision setting may be sought, the aim of which being to break a behaviour cycle and offer a 'fresh start'.
- ✓ In extreme circumstances, fixed-term suspensions may be required – such action is detailed in our separate exclusions policy.

Parents and carers will be kept informed of both positive achievements and behaviour concerns. Behaviour data and trends are reported termly to the Trust as part of the Academy's monitoring arrangements.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support. This could include:

- Pastoral mentoring and regular check-ins with a trusted adult.
- Emotional literacy, nurture or social skills interventions.
- Individual behaviour support plans with personalised targets and strategies.
- Adaptations to the classroom environment or curriculum to meet identified needs.
- Access to a calm or regulated space when required, supported by an adult.
- Time-limited withdrawal from class activities to support regulation before returning to learning.
- Small group or 1:1 interventions to develop self-regulation, emotional resilience and positive behaviour.
- Early Help support and partnership working with parents/carers.

• Referral to, and collaboration with, external agencies such as the Behaviour Support Service or other relevant professionals where appropriate.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan or Pastoral Support Plan may be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Academy's SEN Information Report for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

2.2 Pupils

The Academy expects all pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as *pastoral support programmes*. Academy work and homework should be well presented, completed to a high standard, and handed in on time. The Academy asks that pupils carefully read and then sign a H**ome-Academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

All policies referred to within this document are available on the Academy website: Boston Pioneers Academy - Policies & Key Documents. Paper copies can also be obtained, free of charge, by contacting the school office.

Under no circumstances will illegal or inappropriate items be tolerated in Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- Use or threat of use of an offensive weapon or prohibited item(s)
- Abuse against sexual orientation and gender identity including bullying
- Abuse against disability including bullying
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult

- Bullying
- Alcohol related
- Cyber bullying or threatening behaviour online
- Damage to property
- Use of mobile phone
- Vaping related
- Smoking related
- Theft
- Misandry behaviour
- Misogynistic Behaviour
- Harmful sexual behaviour
- Racist abuse including bullying
- Found to have brought a weapon or prohibited item(s) into school
- Sexual Misconduct
- Drug related
- Persistent or general disruptive behaviour-low level disruption
- Persistent or general disruptive behaviour- challenging behaviour
- Misbehaviour outside of school

2.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the H**ome-Academy agreement** to indicate that they will respect and support the Academy's behaviour policy, including ensuring appropriate use of digital equipment and the authority of the Academy staff. Building Academy life into a natural routine- ensuring that their child is at Academy on time, appropriately dressed, rested, and equipped – will encourage their child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the Academy with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

3. Academy rules that apply at all times to all members of the Academy community

At Boston Pioneers Academy, we believe wholly in our core values of **Resilience, Excellence, Ambition, Care and Honesty** and weave these into every aspect of school life.

Each value is visited each term and reinforced through assemblies and daily teaching to ensure that every pupil understands what our ethos entails. **Our Academy's S.T.A.R. rules reflect these values.**

Be a S.T.A.R:

S – Show Respect

- Treat others the way you want to be treated.

T – Take Responsibility

- Look after your things and our environment

A – Always Try Your Best

- Have a go, even when it's hard.

R – Ready to Learn

- Arrive on time, with a positive attitude.

The following items are not allowed in Academy under any circumstances:

- Alcohol and drugs including "legal highs"
- E-Cigarettes, Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind or instruments/substances intended to be used as weapons
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones, if required by pupils who walk to and from school, must be switched off and handed to the class teacher on arrival and collected at home time. They may not be used at Boston Pioneers Academy.
- Unauthorised electronic or recording devices
- BB guns, air guns, toy guns
- Anything with a blade
- Anything designed to look like a weapon
- Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3.1 Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs
Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs
Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in Academy.

Medication
We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the 'Supporting children with medical needs' policy.

The administration of medicines in school is overseen by the Academy's administrative team. Any medication brought onto the school site must be handed to the school office, where it will be signed in and accompanied by a completed parental consent form detailing the required dosage and time(s) of administration.

All medicines will be stored securely in accordance with the school's Supporting Pupils with Medical Conditions Policy and administered by authorised staff as directed. A record will be maintained of all medicines administered during the school day.

The Academy is not obliged to administer non-prescribed medication or medication that can reasonably be taken outside of school hours. Parents/carers should discuss the timing of medication with their healthcare professional to determine whether doses can be arranged around the school day

Further information can be found in the Academy's Supporting Pupils with Medical Conditions Policy, available on the school website or from the school office on request.

Our SENDCo, Mrs Lilley will discuss and create an individual healthcare plan for all children who need specific, regular care.

3.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Boston Pioneers Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim

- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

The Academy takes a proactive approach to preventing and tackling bullying by ensuring pupils understand what bullying is, how to recognise it, and how to seek help.

As part of this approach, pupils take part annually in NSPCC *Speak Out, Stay Safe* workshops, alongside specific units of work delivered through the PSHE and Computing curricula. These sessions support pupils to develop positive relationships, understand respect and inclusion, and learn how to stay safe both in person and online.

The Academy recognises that bullying can take place in a variety of forms, including cyberbullying. Pupils are taught about responsible online behaviour, digital safety, and how to report concerns when using technology and online platforms.

5. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.
Boston Pioneers operates using the following disciplinary measures:

We recognise that behaviour is a form of communication and staff will always seek to understand the underlying need or trigger. Staff are expected to adopt a "connect before correct" approach, recognising that pupils are more likely to respond positively to guidance and correction when they feel safe, understood and valued. We refer to this as unconditional positive regard.

However, positive regard does not mean that inappropriate behaviour is ignored. Where behaviour does not meet Academy expectations, consistent and proportionate responses will be used to help pupils understand the impact of their actions and make positive choices.

All staff will use a restorative approach when responding to behaviour using the following principles:

- **Regulate** – support the child to become calm and ready to reflect.
- **Relate** – maintain a positive, respectful relationship with the child.
- **Reason** – help the child understand what happened, why it happened, and what could be done differently.
- **Repair** – support the child to put things right and rebuild relationships.

Staff will follow the Academy's agreed Behaviour Response Pathway consistently:

Step 1 – Reminder (Choice)
The pupil receives a clear reminder of the expected behaviour and the opportunity to make a positive choice. Key phrase: 'What should you be doing?'

Step 2 – Warning (Chance)
If the behaviour continues, the pupil receives a clear warning and is reminded of the consequence of continuing the behaviour. Key phrase: 'If you are choosing to continue to…You are choosing to…'

Step 3 – 'Time In' in base classroom (Consequence 1 – Loss of 10m playtime)

If the behaviour does not improve, the pupil will complete a supervised period of 'time in' within their classroom reflection area (immediately). This provides an opportunity to regulate, reflect on their behaviour, and plan how to make a better choice; followed by a restorative conversation held during the next break time (10 minutes of breaktime lost). This response is appropriate for repeated low-level behaviours where reminders and warnings have not resulted in a change of behaviour.

Examples may include:

- Repeated talking, calling out, or distracting others during learning
- Refusal to follow a reasonable instruction
- Deliberately not engaging with learning
- Low-level disruption during transitions
- Minor disrespectful comments or unkind language
- Repeated failure to meet uniform, equipment, or preparation expectations

Step 4 – 'Time In' in another classroom plus 15m of play lost (Consequence 2)

Where classroom 'time in' has not been successful, the pupil may complete time in another classroom. This will be followed by a restorative conversation held during their next break (15 minutes loss of play).

This response is appropriate where Stage 1 interventions have not been successful, or where behaviour has a greater impact on learning, relationships, or the wider school environment.

Examples may include:

- Continued disruption following classroom reflection time
- Persistent refusal to follow adult instructions
- Significant disruption to the learning of others
- Arguing with or challenging adults in an inappropriate manner
- Deliberate unkindness towards another pupil
- Swearing, inappropriate language, or offensive comments
- Deliberately damaging or misusing school property
- Repeated incidents of poor behaviour across the school day
- Leaving the classroom or designated area without permission
- Behaviour that prevents others from feeling safe, respected, or able to learn

Step 5 – Pastoral/SLT Support (immediately), followed by a minimum loss of full lunchtime (Consequence 3)

Where behaviour continues despite previous interventions, or where an incident is of a serious nature, the pupil may be referred to a member of the Pastoral Team or Senior Leadership Team.

This response is used for serious incidents, repeated behaviours despite previous interventions, or behaviours that present a risk to safety, wellbeing, or learning.

Examples may include:

- Deliberate physical aggression towards another person
- Fighting or intentionally hurting another pupil
- Threatening behaviour or intimidation
- Bullying behaviours, including cyberbullying
- Serious or repeated discriminatory language or behaviour

- Deliberate damage to property
- Behaviour that places pupils or adults at risk
- Leaving the school site or attempting to abscond
- Persistent refusal to follow reasonable instructions following support and intervention
- Serious incidents involving unsafe behaviour
- Any behaviour deemed by a member of SLT to require immediate escalation

A member of the Pastoral Team or Senior Leadership Team will support the pupil immediately to regulate, reflect, and repair. Pupils will have a restorative conversation during the next lunchtime play. Parents/carers may be contacted (where appropriate), and further support or an Individual Behaviour Plan may be considered.

Some behaviours are considered serious enough to bypass the staged approach and may result in immediate involvement from the Pastoral Team or Senior Leadership Team. These include behaviours that compromise the safety of pupils or staff, cause significant harm, or seriously disrupt the Academy community.
All responses will be followed by a restorative approach to ensure pupils understand the impact of their behaviour and are supported to make positive changes.

Removal from the classroom (Consequence 2/3) is a serious measure and will only be used when a pupil's behaviour is preventing learning, significantly disrupting others, or presenting a risk to safety. Removal from the classroom will always be recorded and monitored by leaders to identify patterns and ensure appropriate support is in place.

Break and Lunchtime Behaviour

The same principles and expectations apply during unstructured times. Staff will use the same reminder and warning system, followed by appropriate consequences where behaviour does not improve. For lower-level incidents, pupils may complete supervised 'time in' at the playground reflection area for a minimum of 10 minutes. Where further support is required, pupils may complete time in within a year group classroom (morning break) or the reflection space (lunchtime break), followed by a restorative conversation before returning to play or class.

Individual Behaviour Support Plans

Where a pupil's behaviour consistently falls below Academy expectations, (for example multiple Consequences at Stage 3), staff will work with the pupil, parents/carers, and relevant staff to identify barriers and provide appropriate support. This may include an Individual Behaviour Plan (IBP), regular check-ins with pastoral staff, and involvement from the SENDCo where behaviour may indicate unmet needs.

The Academy recognises that some pupils require additional support to develop self-regulation and positive behaviour habits. Interventions will be personalised to support each pupil to succeed.

Suspension and Permanent Exclusion

Suspension or permanent exclusion will only be considered in response to serious breaches of behaviour expectations or where other strategies have been unsuccessful. Any decision to suspend or permanently exclude a pupil will be made in line with the Trust Exclusion Policy.

Mobile Phones

The Academy follows the Department for Education guidance on mobile phones in schools. Pupils are not permitted to use mobile phones during the school day. Where pupils bring a mobile phone onto site, it must be switched off and stored in

accordance with the Academy's agreed arrangements (handed to class teachers for safe storage). Any misuse of mobile phones will be managed through the Academy's behaviour procedures.

5.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves)."

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;

- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

5.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

Boston Pioneers Academy does not encourage the use of force, and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e. on an Academy trip.

Following significant incidents involving the use of force, the Academy will speak to the parents concerned and also be recorded by the Academy. See T*rust Use of Reasonable force and Physical Intervention Policy.*

6. Attendance

Regular attendance at Academy is required by law, and Boston Pioneers Academy takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the Trust **Attendance Policy and the Academy specific Attendance Procedures.**

7. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

- A grey jumper/cardigan with the Academy Logo
- A white formal shirt or polo shirt
- Mid-grey trousers or a Pioneers Tartan Kilt
- Formal, black school shoes (Not trainers)

During the warmer weather, pupils have the option to wear a lilac checked dress or mid-grey formal school shorts.

For PE pupils need to bring:

- Plain black shorts or tracksuit bottoms (no logos)
- A Pioneers T-shirt with the Academy logo
- Black or white trainers
- Their school jumper/cardigan can be worn over their t-shirt in cold weather

On health and safety grounds, we do not allow children to wear jewellery in our Academy. The exceptions to this rule are religious items of jewellery; stud earrings in pierced ears (one stud per ear); and wrist watches (not smart watches). These items of jewellery must be removed for PE activities or parents must cover their children's ears with plasters on the days they have PE. Hair accessories are to be small and plain grey, black or purple. For health and safety reasons, long hair must be tied back when required (for example, during practical lessons or physical education).

Make up and nail varnish is not permitted in school.

Logos shaved into hair, brightly coloured hair dye and extensions and or coloured braids are also not permitted.

The Academy uniform should be worn by all pupils in EYFS through to year 6. Pupils who come in without the correct Academy uniform will have a phone call home requesting parents to bring in the correct uniform. Repeated incidences of failure to wear the correct uniform may result in further sanctions (including exclusion) being applied.

8. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose sanctions for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The Academy will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the Academy/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the Academy or the pupil was taking part in any Academy-organised or Academy-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the Academy or might be expected to act as an ambassador for the Academy.

9. Rewards policy

Boston Pioneers Academy believes that children who make positive choices, consistently follow the school rules and contribute successfully to the school community deserve to be rewarded. The following list (which is not exhaustive) are just some examples of how we do this:

- Verbal praise
- Special comments or stickers in their book, alongside their work
- Stickers or certificates issued in class or in an assembly
- Phone calls home – 'Sunshine Calls'
- Weekly & Termly Awards Assemblies
- The opportunity to share their work or describe their special achievement to a member of the school's senior leadership team
- Dojo rewards (10 dojos = 1 purple coin – see below)
- The issuing of 'Pioneers Pounds'- The physical 'currency' which we use within the Academy to reward good behaviour and work: purple coins and gold stars (10 purple coins = 1 gold star)

10. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may include

These measures may include:

- Separating the alleged perpetrator from the victim and other child/children who may be affected by the alleged behaviour.
- Ensuring that the victim(s) and any other child/children who may be affected by the alleged behaviour feel(s) supported, including by appointing a trusted member of staff (a 'critical friend') with whom they can speak if they have existing concerns, or if there are any future developments which cause them concern.
- Providing the alleged perpetrator with a "safe story" to explain their behaviour/restrictions to someone who does not know about the risk assessment or that aspect of it.

The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

11. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

This policy will be reviewed annually.