


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 Schedule 1 of the Independent Academy Standards Regulations 2014.

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.

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.

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 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.

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. 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 and/or Pastoral Support Plan and/or Provision Map will 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 special educational needs policy 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.

2.1 Pupils

The Academy expects all of its 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 those listed in section 2.1.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The Academy

asks that pupils carefully read and then sign a **home-Academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. Any other school policies mentioned in this document can be accessed via our school website or from 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:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including “legal highs”
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules as set out in section 4

2.2 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 **home-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 your child is at Academy on time, appropriately dressed, rested, and equipped – will encourage your 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 handed to the class teacher on arrival and collected at home time. They may not be used at Boston Pioneers Academy.
- 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)
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances

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. If they need medication they can go to the school office where a phone call home will be made.

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.

Mrs Robinson and Miss Houlden (School Administrators) oversee the administration of medicines in school. 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.

In order to help prevent bullying, the Academy takes a range of pro-active measures including annual NSPCC 'Speak out, stay safe' workshops and specific units of work delivered as part of our PHSE and computing curricula.

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 Academy operates using the following disciplinary measures:

Unconditional Positive Regard

Unconditional Positive Regard is a technique that is used widely across schools to ensure all children receive 'no matter what' response to behaviour. Positive Regard ensures that all children understand that regardless of their actions, we, as staff, will respond in an appropriate manner that meets their individual needs.

Positive Regard promotes that each day is a new day, each session is a new session and after each episode of negative behaviour there is an opportunity to then show positive changes. To support this, we encourage all members of our school community to use a restorative practice approach

Restorative Conversations & Beyond

Implementing the Positive Regard approach enables us to support all learners who find it difficult or who are not yet able to communicate their needs appropriately.

We use 'The 4 R's approach to dealing with incidents of poor behaviour. This approach is proven to be one of the best ways to support learners who are struggling to communicate.

The 4 Rs are as follows:

- **Regulate** – we must help the child to regulate and calm their fight/flight/freeze response;
- **Relate** – we must relate and connect with the child through an attuned and sensitive relationship;
- **Reason** – we can support the child to reflect, learn, remember, articulate their actions and be reassured that we are there, always;
- **Repair** – we must then check back in with the child after the restorative conversation to ensure the relationship with the child is still solid and the mutual respect and care is still there.

Phase 1: Regulate and Relate (Tell me what happened, how did you feel?) During this phase, it is our role to allow the child time to calm and reflect on the incident that occurred. We will ensure that we show empathy, kindness and compassion to every child in this phase, using open-ended questioning in a non-judgemental manner.

Phase 2: Reason (What did you need? What could you have done differently?) During this phase, it is our role to help students identify the cause of the incident occurred. We will continue using open-ended questioning to help the child identify what the unmet need was, or the trigger for the behaviour that occurred. This is then a time where discussions about how the child could respond to triggers next time they occur will be had. Our role is to model and explain what could improve their response in the future if the child is still developing their reasoning skills, as they may not know how to best respond to situations yet, dependent on their social and emotional stage of development.

Phase 3: Repair (How can we work together to repair this? What are your next steps?) During this phase, we as facilitators of the restorative conversation, will pose questions that facilitate reflection and repair. The goal of this phase is to help the child begin to understand how their actions could impact on their own well-being or others. We will then support them as they create a plan to fix any damaged relationships their original action may have caused. It is then the role of everybody involved to come together and share in forgiveness.

If we begin to notice a child struggling to follow our behaviour principles, we intervene swiftly to ensure there is opportunity to rebuild and repair the behaviour. We implement individual behaviour plans for learners who are struggling, tailored to their interests and give them opportunity to achieve. Learners who are finding following our principles particularly challenging may need frequent daily check-ins with a member of the Leadership Team or Pastoral Team to further support them. Our whole team is committed to ensuring every child is able to flourish, and will do their utmost to support every child to display positive behaviour.

Our approach to supporting our learners' behaviour revolves around our belief in Positive Regard, 'time in' and rewarding positive behaviour when appropriate. On occasion, there may be time where some appropriate sanctions are put into place to correct some behaviours. However, at Boston Pioneers Academy, we acknowledge that there is **no one size fits all** approach to behaviour as every child is unique.

- All children will receive one reminder to follow our behaviour principles, then a warning to remind them will follow if the behaviour continues. If this is not enough to correct the behaviour being displayed, consequences will be used fairly and only when appropriate, as we wholly believe in Positive Regard as our strategy to support behaviour. When consequences are put in place, they still follow our approach of restorative practice.
- The next step in this approach is that of 'time in'. 'Time in' is a simple behaviour strategy that ensures even when children are finding something difficult and begin to show unwanted behaviours, that we will still be there to care, listen and understand their needs. 'Time in' is always supervised by an adult to ensure the child in 'time in' is not having reflection time alone. To support our children in school consistently, we have a set pathway we follow to respond to any behavioural incidents.
- If a child begins to display some low-level disruptions in class, they will be offered 'time in' in their class. This is time for them to sit in the reflection area in each classroom, usually with a timer, taking time to reflect on their actions and create a plan to make a different choice next time. 'Time in' is supervised by an adult in the classroom, to ensure the child is still reassured that the behaviour they have displayed can be changed and has not damaged the relationship with the adults in the classroom.
- The next step in our support system is 'time in' offered in another classroom. This is the next step of reflection, again supervised by an adult, but outside of the child's own classroom to ensure they understand that the behaviour they displayed cannot be displayed in their classroom again. 'Time in' will be given for an appropriate amount of reflection time. The adult in charge of the 'time in' will then have a restorative conversation before the child returns to their classroom.
- The final step in our support system is 'time in' with a Pastoral lead or, following this, a member of the Senior Leadership Team. (Head, Deputy or Assistant Head). This will only take place if the first two steps have been used as an intervention but have not been effective or in the case of **extremes of behaviours**, such as deliberate physical violence where learners will be allowed to be sent straight to time in with a member of the pastoral team or SLT with the preauthorisation of an SLT member.

- We strongly believe these steps followed correctly will enable all children to restore and repair any behaviour that has occurred. However, if these interventions are not effective and poor behaviour continues, a meeting will be held with parents to develop an IBP (Individual behaviour plan) as this could put their child at risk of an internal inclusion, fixed term suspension or a permanent suspension.
- It is extremely rare that a combination of the above would not diffuse a heightened behaviour situation. However, if this has not been possible then the head teacher may, in extreme circumstances, consider a suspension in line with the Trust's Exclusion Policy.

During unstructured times (breaks and lunches), the following procedures will be followed:

- All children will receive one reminder to follow our behaviour principles, then a warning to remind them will follow if the behaviour continues. If this is not enough to correct the behaviour being displayed, consequences will be used fairly and only when appropriate, as we wholly believe in Positive Regard as our strategy to support behaviour. When consequences are put in place, they still follow our approach of restorative practice.
- The next step in this approach is that of 'time in'. 'Time in' is a simple behaviour strategy that ensures even when children are finding something difficult and begin to show unwanted behaviours, that we will still be there to care, listen and understand their needs. 'Time in' will take place at the 'time in' table on their respective playgrounds. The minimum time for 'time in' is 10 minutes,
- The next step in our support system is 'time in' in one of their year group classrooms during breaktime or in the reflection time room during lunchtime. 'Time in' will be given for an appropriate amount of reflection time. The adult in charge of the 'time in' will then have a restorative conversation before the child returns to their class.

Note: Every incident of 'Time In' must be logged on the school's behaviour management system (Ed: Gen) by the person dealing with the incident and parents notified at the end of the school day by the class teacher.

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 a Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. It is up to Academies to decide whether it is an appropriate occasion to report the use of force to parents.¹

Such serious incidents involving the use of force will also be ²recorded by the Academy. See *Trust 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 at the start of each lesson*, 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 with the Academy Logo
- A white formal shirt (Not a polo shirt)
- Mid-grey trousers or a Pioneer Tartan Kilt
- A Pioneer Purple Blazer (Optional)
- A Pioneer Grey and Purple Tie
- Formal, black school shoes (Not trainers)

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

¹ This mirrors the DfE advice on reasonable force (2013). However, section 93A of the Education and Inspections Act 2006 will make reporting any use of force to parents mandatory (in the context of maintained schools). This provision is not yet in force and no enactment date has been announced. Nevertheless, schools may consider it good practice to always notify parents of any instances where reasonable force has been used against a pupil.

For PE pupils need to bring:

- A plain black or navy tracksuit
- A Pioneers T-shirt with the Academy logo
- Trainers or plimsols
- Plain black or navy shorts

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.

Make up is not permitted in school.

Logos shaved into hair and brightly coloured hair dye is also not permitted.

The Academy uniform should be worn by all pupils in year *Reception* through to year *6*. Pupils who come in without the correct Academy uniform on will usually be provided with second hand items to borrow until parents/carers deliver the correct uniform to the school office.

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 work experience, 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 it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

The team at Boston Pioneers Academy believe 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’ (token system) which we use within the Academy to reward good behaviour and work

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:

- Separating the alleged perpetrator from the victim and another 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.

Support will be provided to the reported victim and abuser. 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.](#)