

Appendix A - Localised Procedures

BEHAVIOUR POLICY	
Localised School Based Procedures	
School/Academy Name:	Liberty Academy
Principal:	Louise Beasley
Behaviour Lead:	Erica Papaglimis
Designated Safeguarding Lead:	Angie Drinkall
Implementation Date: <i>Inline with policy approval</i>	August 2026

Introduction

In line with our Trust-wide **Behaviour Policy**, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

This policy and localised procedures are underpinned by our schools vision and values.

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The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@lib.hlt.academy

Rewards System	
Relates to item 4.2 in the Trust Behaviour Policy	
Positive Achievement Points	Criteria
Liberty Stamps	These can be awarded by staff in lessons or around school for pupils demonstrating the academy values, e.g. a great answer to a question asked, superb class contributions, being helpful in or out of a lesson, supporting other pupils or staff, etc. These are stamped onto a reward card, which is cashed in with tutors when pupils reach a full card. There is a weekly draw for pupils to enter their reward cards into.
Positive Postcard Home and Proud Friday	Subject postcards are sent home by subject staff and logged on the pupils' Edulink record. Y11 pupils are awarded with Y11 specific postcards. Proud Friday recognises pupils that have performed with excellence within lessons and their learning.
Extra-Curricular and Enrichment House Points	These are awarded when a pupil attends an extracurricular event/club or completes an enrichment activity.
Whole-School House Points	These are awarded when a pupil represents the academy at a school event or does something extraordinary outside of school.

Sanctions System
Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy
We use supportive and proportionate disciplinary measures not only to maintain a calm and focused learning environment, but also as a vital opportunity to identify underlying barriers to learning and implement the support needed. In line with local school and academy Behaviour Procedures, any response to inappropriate behaviour is designed to be constructive and balanced. Reasonable measures may include the confiscation, retention, or disposal of a pupil's property (in agreement with parents and carers where appropriate), or reflective sessions held during break, lunch, or after school. The school will always endeavour to provide parents and carers with prior notice if a pupil is required to stay outside of normal school hours. In alignment with the Equality Act 2010, the academy ensures that reasonable adjustments, individual needs, and strict proportionality are thoroughly considered at every stage of the behaviour framework. Decisions are made in accordance with academy systems, with staff carefully evaluating each child's unique circumstances, including their age, Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, or specific medical and religious requirements. Rather than applying a rigid system, the school treats sanctions as flexible, fair, and proportionate processes, allowing staff to modify responses or adapt reflection sessions so that no pupil is unfairly disadvantaged. Throughout this process, pupils are consistently encouraged and guided to reflect on their choices, helping them understand the impact of their actions on others, identify any personal barriers to learning, and develop positive, long-term habits.

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

The school views low-level disruptive behaviour not merely as a compliance issue, but as a potential signal that a pupil is facing an unaddressed barrier to their learning. Because disruption limits lesson delivery and prevents others from thriving, our expectations for behaviour are clear. When behaviour is challenged, staff focus on uncovering the root cause of the issue. The primary goal is to provide the pupil with the targeted support and adjustments they need to successfully modify their behaviour and engage fully with their education.

When a pupil struggles to adapt despite this support, the academy utilises a structured escalation process identified by a clear code system which provides pupils with the chance to modify their behaviour at an early stage. This framework is designed to ensure all pupils are treated fairly and that learning remains effective for everyone. While this is a staged process, the school maintains the flexibility to bypass certain stages depending on the nature and severity of an incident. In all cases, staff will thoughtfully consider any mitigating or exacerbating circumstances to ensure the most appropriate and supportive outcome.

All lessons should start promptly, it is expected that all lessons will start on time. This is the formal start to the lessons and must be followed in all classrooms.

- Pupils should arrive at their lessons on time and enter their classroom as they are greeted by their teacher at entrance to the classroom (where possible)
- Pupils should sit in the seating plan devised by the teacher.
- Pupils must sit in silence while the register is taken.
- At the end of the lesson all pupils will pack away.
- When instructed by the teacher, all pupils will stand in silence behind their chairs and wait to be dismissed by the teacher.

Stage	Behaviour	Record of event on Edulink
At every stage, staff will actively support the child to modify their behaviour before any escalation occurs. To ensure clarity and fairness, staff will explicitly outline both the unacceptable behaviour and the required positive behaviour. When the pupil successfully achieves the required standard, their progress will be recognised with praise. If the behaviour continues, staff will clearly explain the next steps and available support, giving the pupil every opportunity to adapt before moving up the framework.		
P1 Whiteboard Warning	Any behaviour that negatively impacts the ability of the pupil themselves, other pupils, or staff to succeed, learn, and thrive. Examples: low level disruption, shouting out, distracting others, lack of focus, refusal to comply, inadequate classroom work.	Log as a P1 concern. Write pupil initials on the whiteboard.
P2 Formal Warning	In class or out of lesson behaviour that negatively impacts on the pupil themselves, other pupils or staff being able to succeed and thrive, and results in reflection time being required. Examples: Repeat P1 behaviours, Persistent low level disruption	Log as P2 concern. Move seats within the classroom (where possible).
P3 Lesson removal	Escalation of persistent in-class disruption or significant out-of-lesson incidents. Examples: Repeat P2 behaviours, poor language, dangerous or unruly behaviours.	Log as P3 concern. Call 'On-Call' using Edulink

Stage	Behaviour		Record of event on Edulink
			Log actions taken. Class teacher to contact home the same day to discuss the issue with parents/carers.
P4 Reflection	● Pupils may be placed into reflection for severe or persistent incidents. ● Examples include verbal abuse, derogatory language, or confrontational and aggressive behaviour (whether occurring on more than one occasion or as a severe one-off event). ● Truancy from lessons. ● Refusal to follow a reasonable instruction from a member of staff (repeated refusals will lead to reflection and progressive escalation).	Pupils will also be placed into the Reflection Room for a period of time and work with a member of staff on a reflection task.	● Log as P4 concern. ● Log reasons for reflection. ● Learning Managers to contact home and inform parents.
P5 Fixed-Term Suspension	Significant breach of Behaviour Policy Examples include: ● Bringing or using illicit substances on the school site (for example vapes, drugs, alcohol). ● Persistent Defiance ● Threatening or intimidating behaviour towards staff. ● Persistent bullying ● Bringing or using offensive weapons, or any item which could cause harm onto the school site. Aggressive, violent or unsafe behaviour which causes threat or harm to others. ● Any form of discrimination or discriminatory language ● Damage to school property - This may also result in the parents/carers having to reimburse the school for the cost of repair. This may also be referred to the police	Pupils may be suspended from school for a fixed period of time. If this occurs, a reintegration plan will be discussed and agreed prior to readmittance. Please see the suspension/reflection section below.	● Inclusion Team to log as P5 ● Specific details around the incident to be recorded
P6 Permanent Exclusion	● Unprovoked serious assault on a pupil. ● Bringing or using offensive	● Pupils would be Permanently Excluded from school. ● The school would convene a panel	● P6 logged ● School to arrange a Local Governing

Stage	Behaviour	Record of event on Edulink
	weapons, or any item which could cause harm onto the school site. • Aggressive, violent or unsafe behaviour which causes threat or harm to others. • Serious and unprovoked assault on another pupil • Assault on a member of staff	of Governors to review the decision • Other consequences would be considered first: • Off-Site Direction (formally known as a Managed Move) • Alternative Provision

Mobile Phones

The academy operates a strict mobile-free environment to ensure distraction-free learning and enhance pupil well-being. Upon arrival at the academy, all mobile phones must be switched off and securely locked inside a provided Yondr pouch, where they must remain throughout the entire school day. Pouches are automatically locked upon entry to the academy and released at the end of the school day.

To maintain the integrity of this learning environment, strict measures are in place for non-compliance. If a pupil is found with a mobile phone outside of their Yondr pouch, or is found in possession of prohibited items intended to bypass the system (such as magnets, pliers, or other tools), an automatic half-day suspension will be issued. The timing of the suspension is structured as follows:

- Discovered during the morning session: The pupil will serve a same-day afternoon (PM) suspension.
- Discovered during the afternoon session: The pupil will serve a next-day morning (AM) suspension.

Following a Yondr-related suspension, the mandatory reintegration process may be conducted over the telephone with parents or carers to ensure a swift resolution. Upon their immediate return to school, the pupil must report directly to a designated member of the Pastoral Team to ensure their mobile device is securely locked inside their pouch in front of staff. Any ongoing defiance or refusal to comply with these expectations will result in a progressive escalation of disciplinary sanctions.

The Yondr pouch remains the responsibility of the pupil while in their possession. If a pupil deliberately tampers with, defaces, or damages a pouch, parents or carers will be invoiced £15 to cover the exact cost of a replacement. Until the replacement fee is settled, the pupil will be required to hand their mobile phone into the main school office every morning, where it will be stored safely in a secure locker until the end of the day.

Hair

Extreme hairstyles or colour are not acceptable. If colour is being used on hair it must be a natural colour. (Colours such as blue, red, purple etc are not acceptable).

Jewellery

If jewellery is worn it must be limited to a watch and one set of stud earrings. Any body and facial piercings e.g. nose and tongue studs, will not be accepted and piercings can not be covered with plasters. These items will be confiscated and pupils can retrieve items from Student Services at the end of the school day. Sanctions will be issued for repeat behaviours. In line with DfE guidance, the school will not be responsible for any loss of damage to confiscated items on the school's premises.

Nails

For health and safety purposes nails should be of a short, safe length.

Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a break/lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers but the school will endeavour to make contact with parents/carers where possible to discuss the incident.
- After school detentions will be no longer than 60 minutes in duration.

Reflection

- When reflection is used as a sanction, this will be decided upon by the Pastoral Team and parents/carers will be informed about this at the school's earliest opportunity.

Reflection will be run in the following way:

- The pupils will not communicate with other pupils.
- Pupils will work in silence.
- Pupils will sit at allocated work desks.
- Pupils will have the opportunity to access food from the canteen, this will be brought to them.
- Pupils will follow the same behaviour processes as mainstream lessons.
- If the day is unsatisfactory, they may have to repeat their period of reflection.
- If the pupil has an unsatisfactory day or refuses to attend reflection, this could result in a suspension.

Pupils representing the academy at sporting events

- The following conditions apply in order for pupils to represent the academy at sporting events:
- 90% attendance for 2 weeks before match
- 100% punctuality in mornings and to lessons
- No suspensions in ½ term of the match
- No more than 5 Phase 3's in the week before the match (sustained over 2 weeks)

Suspension / Reflection

A fixed-term suspension may be implemented as an escalation of sanction when all alternative preventative strategies and universal support measures have been exhausted. All incidents deemed serious are investigated thoroughly by the Inclusion Team and discussed directly with the Principal (or the Vice Principal in their absence). The final decision to suspend rests with the Principal or their formally delegated representative. While suspension is a progressive measure, a pupil may move directly to a suspension or permanent exclusion for critical incidents. Each case is reviewed on an individual basis by the Principal, with the length of the suspension determined strictly by the severity of the behaviour.

Once a decision to suspend has been made, parents and carers will be contacted as soon as possible via

telephone or email, followed by formal written confirmation. This written notification will outline the specific details of the incident and the exact duration of the suspension. To avoid any potential delay with postal communication, direct electronic contact remains our immediate priority. Throughout the suspension period, the academy ensures that the pupil's education continues; academic work will be proactively provided for the child to complete at home. If parents or carers require any additional or specialised curriculum work, they are encouraged to contact their child's House Team directly.

During the suspension period, pupils will be asked to complete a Reintegration Reflection Form. This purposeful tool is designed to capture the pupil's voice, helping staff closely analyse the root causes of the incident and identify any underlying, unmet needs. By reviewing this form, the academy can discover hidden barriers to learning, including those linked to Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, or wider behavioural challenges, so they can be proactively addressed.

A vital component of this process is the mandatory reintegration meeting, which must be organised as soon as possible and take place before the pupil returns to school. Attended by the pupil, their parents or carers, and academy staff, this meeting provides a structured opportunity to discuss the incident, review the pupil's reflection form, address any underlying barriers, and establish definitive next steps. Using the standard template outlined in the Trust Suspension Policy, the meeting will be formally recorded to review the suspension, set progress targets, and map out the specific support plan being implemented by both the school and home. Once agreed, this document is signed by all present, allowing the pupil to return to school with a true fresh start.

In accordance with statutory guidance from the Department for Education (DfE), parents and carers must be aware of the following legal cumulative triggers within a single academic year:

- **15 Days of Suspension:** A formal Local Governing Committee Panel meeting will be convened. This mandatory panel is attended by the pupil, parent/carer, members of the Senior Leadership Team, and a School Governor or Trust Representative to evaluate the behaviour plan and implement higher-level interventions.
- **45 Days of Suspension:** This represents the absolute legal maximum limit for suspensions in a single school year. Under DfE regulations, if a pupil accumulates more than 45 days, the academy may proceed with a permanent exclusion.