

Appendix A - Localised Procedures

BEHAVIOUR POLICY	
Localised School Based Procedures	
School/Academy Name:	Liberty Academy
Principal:	Louise Beasley
Behaviour Lead:	Paul Fraser
Designated Safeguarding Lead:	Angie Drinkall
Implementation Date: <i>Inline with policy approval</i>	September 2025

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	<p>These can be awarded by staff in lessons or around school for students 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 students or staff, etc.</p> <p>These will add to their 'currency' and they will be able to order prizes from a menu through their tutor on a weekly, fortnightly or half-termly basis.</p>
Positive Postcard Home and Proud Friday	<p>These are sent home by staff for students who have done some fantastic work in their subject (subject postcards) or for students who have gone above and beyond in demonstrating the academy values (value postcards).</p> <p>Proud Friday recognises students that have performed with excellence within lessons and their learning.</p>
Extra-Curricular and Enrichment House Points	These are awarded when a student attends an extracurricular event/club or completes an enrichment activity.
Whole-School House Points	These are awarded when a student 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
<p>Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation, retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school. The school will endeavour to give parents prior notice when their child is being kept out of school hours for a sanction.</p> <p>Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements. Pupils will be encouraged to reflect on their behaviour.</p> <p>It is hoped that any low-level behaviour, when challenged, stops, as it is preventing others from succeeding and thriving; it disrupts learning and limits lesson delivery. Our expectations are clear: if there is a need to challenge behaviour, the student needs to modify their behaviour. Students may need support to do this, but should they not manage this, below is the overview of the escalation process.</p> <p>The School/Academy has an escalation process, identified by the code system. This is in place to enable all</p>

Sanctions System
Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy
<p>students to be treated fairly and ensure that all learning is effective. Please appreciate that whilst this is a staged process, some behaviour issues may result in some 'stages' not being considered, depending on the nature of the incident. There may also be exacerbating and mitigating circumstances that need to be considered.</p> <p>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.</p> <ul style="list-style-type: none"> • 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	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Edulink
P1 Whiteboard Warning	<p>In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive.</p> <p>Examples: low level disruption, shouting out, distracting others, lack of focus, refusal to comply, inadequate classroom work</p>	<p>Use prompts and cues to allow students to make the right decision. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is required. Praise when achieved or explain next steps</p>	<p>Log as P1 concern.</p> <p>Write student initials on the whiteboard</p>
P2 Formal Warning	<p>In class or out of lesson behaviour that negatively impacts on the student themselves, other students or staff being able to succeed and thrive, and results in reflection time being required.</p> <p>Examples: Repeat P1 behaviours,</p>	<p>Use prompts and cues as outlined above first. If this does not change behaviour then:</p> <p>Discussion: Outline behaviour which is unacceptable Outline behaviour which is</p>	<p>Log as P2 concern.</p> <p>Move seats within the classroom (where possible)</p>

Stage	Behaviour	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Edulink
	Persistent low level disruption	required and reminder of when this happened previously. Praise when achieved or explain next steps	
P3 Remove from lesson	Escalation of in class or significant out of lesson behaviour Examples: Repeat P2 behaviours, poor language, dangerous or unruly behaviours,	Use prompts and cues as outlined above first. If this does not change behaviour then: Discussion: Outline behaviour which is unacceptable Outline behaviour which is required and reminder of when this happened previously. Praise when achieved or explain next steps Reflection time during break/lunch time detention	Log as P3 concern. Call 'On-Call' using Edulink Log actions taken following the behaviour Class teacher to contact home the same day to discuss the issue with parents/carers
P4 Seclusion	Student will be placed into Seclusion Examples: verbal abuse, derogatory language, confrontational or aggressive behaviour (on more than one occasion or is a severe one off event). Truancy from lessons Refusal to follow a reasonable instruction from a member of staff (repeated refusal will be escalated appropriately)	Students will also be placed into the Seclusion Room for a period of time and work with a member of staff on a reflection task.	Inclusion Team to P4 concern. Log reasons for Seclusion Inclusion Team to contact home and inform parents
P5 Fixed-Term Suspension	Significant breach of Behaviour Policy Examples*:	Students may be suspended from school for a fixed period of time. If this occurs, a reintegration plan will be discussed and agreed prior	Inclusion Team to log as P5 Specific details around the incident

Stage	Behaviour	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Edulink
	<p>Bringing or using illicit substances on the school site (for example vapes, drugs, alcohol).</p> <p>Persistent Defiance</p> <p>Threatening or intimidating behaviour towards staff.</p> <p>Persistent bullying</p> <p>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.</p> <p>Any form of discrimination or discriminatory language</p> <p>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</p>	<p>to readmittance.</p> <p>Permanent exclusion is a potential consequence however, it would be a last resort.</p> <p>Pupils will be given the opportunity to reflect on the incident and encouraged show respect, compassion and forgiveness, through a discussion about the school's Christian values and the importance of living out these values in all areas of school and home life</p> <p>Other consequences would be considered first: Off-Site Direction (formally known as a Managed Move) Alternative Provision Local Governing Body Interview and any other appropriate intervention</p>	<p>to be recorded</p>
<p>P6 Permanent Exclusion</p>	<p>Unprovoked serious assault on a student.</p> <p>Bringing or using offensive weapons, or any item which could cause harm onto the school site.</p> <p>Aggressive, violent or unsafe behaviour which causes threat or</p>	<p>Students would be Permanently Excluded from school.</p> <p>The school would convene a panel of Governors to review the decision</p> <p>Other consequences would be considered first:</p>	<p>P6 logged</p> <p>School to arrange a Local Governing Body review meeting</p>

Stage	Behaviour	Consequences available: <i>Academy/School will decide on the appropriate consequence relevant to the event but proportionate to the stage and/or level of seriousness within the stage</i>	Record of event on Edulink
	<p>harm to others.</p> <p>Serious and unprovoked assault on another student</p> <p>Assault on a member of staff</p>	<p>Off-Site Direction (formally known as a Managed Move)</p> <p>Alternative Provision</p>	

Mobile Phones

Should a mobile phone be brought onto the school site it must be switched off (not just on silent) and remain in the student's bag. Phones/electronic devices brought into school remain the sole responsibility of the student. If a mobile phone is seen or heard, then it will be confiscated and passed to Student Services. The phone may be collected by the student at the end of the school day. In cases where there is repeated confiscation, parents/carers may be contacted to collect it. In line with DfE guidance, the school will not be responsible for any loss of damage to confiscated items on the school's premises.

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 earrings. Any body and facial piercings e.g. nose and tongue studs, will not be accepted. 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. it. 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.

Seclusion

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

Seclusion will be run in the follow 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 seclusion.
- If the pupil has an unsatisfactory day or refuses to attend Seclusion, this could result in a suspension.

Suspension / Reflection

Fixed term suspension may be used as an escalation of sanction where all other strategies have been unsuccessful.

Pupils who have been given a suspension must participate in a reintegration meeting along with parents/carers. This will provide an opportunity to discuss what happened, why it happened and next steps, as well as providing the pupil with an opportunity to resolve the issue. The pupil will then return to the school as a fresh start.

It may be that a pupil may move straight to a suspension or permanent exclusion. These instances will be discussed on an individual basis with the Principal.

The length of the suspension will depend on the severity of the behaviour. All incidents of this nature are discussed on an individual basis with the Principal.

All incidents deemed 'serious' are investigated thoroughly by the Inclusion Team and then discussed directly with the Principal (or Vice Principal in his absence). The decision to suspend is with the Principal, or the member of staff to whom this role has been delegated.

Once this decision has been taken, parents/carers should be contacted as soon as possible by email or telephone. Confirmation in writing should be provided, outlining the details of the incident and the length of the suspension. Please be aware that suspension letters are posted so there may be a delay in parents/carers receiving these.

Students who are suspended will be offered work to complete during their time away from school. Should parents/carers require any extra or specific work then they should make direct contact with their child's House Team.

A reintegration meeting should be organised as soon as possible, to take place before the pupil returns to the school. The meeting should be recorded (using the template in the Trust Suspension Policy) reviewing the reasons for the suspension, set targets and outlining any support that will be put in place by the school and the parent. This document then needs to be signed by all present.

Parents/Carers should be aware of the following triggers once a child accumulates a certain number of days suspension during one academic year (as outlined by the DfE):

- 15 days - Local Governing Committee Panel - attended by Pupil, Parent/Carer, Senior Leadership & a School Governor/Trust Representative.
- 45 days - As per DfE guidance the student may then be permanently excluded from school.