



The Cornerstone Academy

The best in everyone™

Part of United Learning

POLICY NAME:	Behaviour Policy
POLICY TYPE:	Cornerstone

DATE RATIFIED:	Autumn Term 1 2025
DATE FOR NEXT REVIEW:	Summer Term 2 2026
REVIEWED EVERY 1/2/3 YEARS:	Yearly

NOTES:



UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	TBC	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2024	Owner:	Kim Stray
Date of next school level review:	Summer Term 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Summer term 2024. Review Summer Term 2025
School policy ratified by Local Governing Bodies	Autumn Term 2025
Implementation of Group Policy	Sept 25

UNITED LEARNING TRUST
The Cornerstone Academy

September 2025

BEHAVIOUR POLICY



Behaviour Policy

Expectations

This policy sets out the expectations of behaviour at The Cornerstone Academy to ensure that all students and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to bring out the 'best in everyone'.

This policy also enables teachers to comply with the teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy has been developed in keeping with the following legislation and guidance for schools in relation to behaviour, safety and welfare.

- Education Act 1996.
- School Standards and Framework Act 1998.
- Education Act 2002.
- Education and Inspections Act 2006.
- Education Act 2011.

This policy also acknowledges the Academy's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

Acronyms used in this policy:

AHOY - Assistant Head of Year

HOY – Head of Year

AP - Assistant Principal

SENco – Special Education Needs Co-ordinator

VP - Vice Principal

SLT – Senior Leadership Team

BAP – Behaviour Action Plan

TAC - Team around the Child

TAF – Team around the Family

At The Cornerstone Academy we aim to:

- Have all students in lessons during learning time.
- Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment.
- Have fairness and equal opportunities for all students and for all students to feel supported to learn in an inclusive environment.
- Develop a positive learning environment with high expectations, clear routines and boundaries.
- Ensure that students feel good about their learning and have a good level of self-esteem.
- Develop good, healthy citizens who are honest and proud of their school community and beyond.
- Develop a culture of positive achievement where students celebrate their own achievements and that of their peers.
- Encourage students to take responsibility for their learning and to work towards aspirational goals.
- Ensure that parents and carers are communicated with regarding the behaviour policy.



In order to achieve our aims, we will:

- Ensure a rigorous learning environment is offered to all students by delivering quality first teaching through a structured and challenging curriculum.
- Recognise that all individuals have potential and value all achievements.
- Provide stimulating lessons that are effectively differentiated with appropriate use of resources.
- Have clear structure and procedures for ensuring fair and consistent consequences are applied at all times by all staff.
- Ensure that rewards are clearly defined, issued and celebrated.
- Ensure staff are positive role models for students, leading by example.
- Encourage student responsibility, including involving them and their parents in their own learning and try to resolve conflict using a restorative approach.
- Continue to involve the students in making decisions for the school.
- Implement an effective behaviour support and mentoring system, including the effective use of tutor time.
- Offer support to all members of the school, build effective teams of staff and ensure good communication.
- Promote healthy lifestyles and healthy choices, including physical and mental health.
- Provide appropriate training and resources to all staff so they are equipped implement the behaviour policy fairly and consistently.
- Ensure there are clear routines for success to promote a positive and orderly environment for learning, such as lineup.
- Prioritise learning time by reducing the amount of time spent out of lessons unnecessarily, through clear systems and procedures.

Policy Implementation

Student Responsibilities

All students should follow **The Home School Agreement**. This explains the basic tenets which we expect students to follow as The Cornerstone Academy students. The Charter states:

At the start of the day, we should...

- Always be prompt and punctual.
- Always come equipped and ready to learn.
- Always come with a positive attitude.
- Take pride in our uniform and wear it with pride.

We will learn best if we...

- **Listen** to our teachers and staff at the school.
- **Be silent** when the teacher is talking
- **Try** our best – strive to achieve.
- **Ask** for help if we need it.
- **Be proud** of our progress.

We all have a responsibility to...

- Attend school daily.
- Be in the right place at the right time doing the right thing.
- Show mutual respect to peers and staff.



- Make sure others can learn without distraction.
- Understand and respect other people's views.
- Follow the instructions given.

Parent/Carers have a responsibility to

- Agree to and reinforce The Cornerstone Academy's expectations on behaviour as outlined in this policy and the Cornerstone Charter.
- Support and sign the Home-School Agreement at the beginning of every academic year.
- Attend parents' evenings to monitor the progress of their child.
- Ensure structure and routine at home supports and fosters the importance of independent learning.
- Attend meetings to discuss behaviour on return from a fixed term suspension or as requested following a number of internally managed behaviour incidents.
- Alert the tutor of any circumstances which might trigger a decline in behaviour for learning.
- Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with students' medical needs.

Teaching staff responsibilities

Securing good behaviour is central to learning and teaching and vice-versa. High standards of teaching and clear expectations of learners will promote improved behaviour, whilst improved behaviour will promote and support effective learning.

It is an expectation of all teaching staff to:

At the start of the lesson:

- Anticipate the bell, be at line up first to meet and greet students in a positive manner.
- Take ownership of the area outside their classroom.
- Follow the seating plan they have constructed for their class.
- Establish routines in class to promote learning
- Register the class. If a student arrives late, apply a light touch sanction such as making up the number of minutes they have been late.
- Set homework according to the homework timetable. Record it in their teacher's records and ensure students have recorded it in theirs.
- Regularly reward pupils through the issuing of house points, positive phone calls, raffle tickets and any other method of rewards that the academy uses.

During the Lesson:

- Plan lessons with due regard for the different abilities and needs of all students.
- Catch the students being good and thank them for their behaviour.
- Use the reward system regularly and intensively being clear about what the student is being rewarded for, remembering that all students need recognition.
- Use displays in their classrooms and corridors to celebrate achievements and promote a love of learning.
- Give positive instructions.
- Show enthusiasm and enjoyment in their role.
- Demonstrate their teacher presence through projecting a confident, relaxed manner.



- Respond to students in ways which help them to learn social skills by avoiding confrontation and giving them the opportunity to put the situation right.
- Use the Cornerstone Charter and 3Cs (Chance, choice, consequence) to give expectation reminders.
- Put all behaviour incidents on Arbor the same day and contact parents to discuss if a removal from lesson happens.
- Follow up any incidents of behaviour outside of the classroom in line with this policy.

AHOY and HOY staff responsibilities

- To always ensure adherence to policies and procedure.
- Work closely with parents where behaviour creates disruption to the learning environment.
- Identify and create effective support plans for pupils who are building up negative behaviour incident points due to low level poor behaviour.
- To celebrate students who have positive attitude to learning, behaviour and progress scores.
- To celebrate the year group, tutor group and individual successes.
- To meet with student and families following fixed term suspensions.
- To investigate incidents which could result in Room 28, external suspensions or cluster suspensions and report to the Head of Year any students whose behaviour persistently disrupts learning at the academy.
- To co-ordinate with the Head of Year to ensure that all barriers to learning, including attendance, punctuality and behaviour are monitored regularly, and support is put in place in a timely manner including ensuring external referrals are made for appropriate support.
- To provide agreed programme of support and intervention for identified students, including timely and effective use of Inclusion Plans, Behaviour Action Plans (BAPs) and the use of the school's behaviour graduated response.
- To liaise with the Assistant Principal (Behaviour) and the Vice Principal (Inclusion) over appropriate interventions.
- To support the effective, safe and positive running of the school through daily duties.

All members of SLT Responsibilities

- To always ensure adherence to policies and procedure by themselves and all staff.
- To support the effective, safe and positive running of the school through daily duties.
- To monitor students on red (SLT) report to them and feedback progress to Assistant Head of Year/ Head of Year.
- To work closely with students and families of pupils who are most at risk of permanent exclusion, ensuring the support is robust and consistent.
- To meet with students and parents following fixed term suspensions.
- Have a presence at transitional parts of the day including but not limited to, the beginning of the day, the end of the day and line ups.

The Physical Environment

It is a clear expectation and entitlement that:

- All classrooms will provide a safe, clean, stimulating and informative learning environment.



- All classrooms will be left in a safe, clean and tidy state at the end of each lesson by both students and staff.

Building an Academy ethos and sense of identity through positive relationships, participation and recognising and rewarding success

- Staff as role models and interact well with students who feel valued and respected.
- Positive relationships are generated through staff and student feelings safe and comfortable in each other's company.
- Staff greet/acknowledge students at the beginning and end of the lesson/day.
- Students are provided opportunities to take on leadership roles and to recognise and feel part of the Academy e.g. Role of Prefects, Sports Leaders, Student Council Representatives, Representing the school at external competitions (sporting and non-sporting), acting as hosts on Parents and Open Evenings and any other associated activity.
- Students are exposed to a highly developed and committed character curriculum.
- Students are provided with opportunities to learn about the world outside of their community and visit places as part of the schools offer to them.
- Regular opportunities to celebrate success are created including assemblies, tutor times and communication home.

Behaviour Expectations

Graduated Approach

The academy has a graduated response to dealing with behaviours that fall short of the academy's expectations. They may include but are not limited to:

Level	Intervention suggestion
1	Priority mentor meeting (To take place in the next 5 days): <ol style="list-style-type: none"> 1. Specific SMART targets relating to removing barriers with a short review time. 2. Subject teacher meeting with student and teacher. 3. Teacher removal of barriers such as requesting a seat change, joining homework intervention. 4. Positive report card to improve self-esteem. 5. Only if absolutely necessary. Green report to tutor. Follow the reporting procedure. 6. Contact with home.
2	Green report to tutor if it is for separate incidents/ separate lessons. Follow the reporting procedure. OR If entry to Room 28 is from the same subject the subject teacher meets with the student to remove barriers to learning. Subject report following the meeting. Subject teacher report to the teacher. Teacher to communicate actions with parents.
3	Yellow progress report to AHOY. Meeting with student and communication home. 3 week review with AHOY.



4	Yellow progress report to the HOY . BAP started. Parent met with regular reviews. Parent signs outreach referral agreement to support outside agency referrals. SENCo approached, to see if any other support is available.
5	(Red) SLT Report to Assistant Principal (AP). AP/HOY to hoHOY Bi-weekly review meetings with parent and student.
6	(Red) SLT report to VP/Principal. Biweekly meetings with parents. If no improvement then meeting with LGB can be requested. Referral to Education Entitlement Board.

Prohibited items and searches

Powers to Search

Searches without Consent

The Principal and staff authorised by them have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the student may have a prohibited item i.e. a dangerous or banned substance or object or any other item which might pose a serious risk to the safety of that student and/or others.

Prohibited items (the possession of which will be subject to sanctions) are:

- Knives or other weapons.
- Imitation knives or weapons
- Alcohol.
- Illegal drugs.
- Prescription drugs which have not been issued to that student and which they should not be in possession of.
- Over the counter medicines which, on balance of probability, it is inappropriate for the student to be in possession of 'Legal' highs such as those containing methoxetamine, synthetic cannabinoids and 5 and 6 APB (but not exclusively restricted to these).
- Stolen or missing items.
- Tobacco, smoking paraphernalia and E-Cigarettes/ Vapes.
- Lighters.
- 'Energy Drinks' such as those containing caffeine, taurine or other, similar ingredients.
- Fireworks.
- Pornographic materials, whether printed or stored electronically.
- Any other article which a member of staff reasonably suspects has been or is likely to be used to Commit an offence or cause personal injury or damage to another person or property.

The Education Act also enables teachers to search for any banned item including items which could disrupt the classroom such as iPods and phones.



A student's possessions (any goods over which the student has or appears to have control such as a bag) may be searched. Force should not be used when conducting a search.

When a search is required, there will be two members of staff present. The member of staff leading the search will provide a statement of the search and the reasons for it. The person carrying out the search must be the same sex as the student and the student's possessions may only be searched in the presence of the student themselves and the other member of staff.

Searches with consent

The search may be carried out on the school premises or where the member of staff has lawful control of the student. The search may only be carried out by the Principal or by a member of staff who has been authorised by the Principal to carry out the search; The Principal, any member of SLT, an Assistant Head of Year or Head of Year, with SLT permission.

Extent of search

Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outer clothing. The Police will always be called if an intimate search is required as they have the legal powers to do so. The safeguarding policy should be referred to should this be required.

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

Confiscation of articles

The Academy's staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so e.g., believes it has been or could be used to cause harm, to disrupt teaching or break the school rules. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

Disposal or retention of articles confiscated from students

Confiscation is lawful as a disciplinary penalty. The academy reserves the right to confiscate any item of students' property which has been, or it is suspected might be used to:

- Commit an offence.
- Cause personal injury to any person, including himself or herself.
- Cause damage to property.
- Prejudice the maintenance of good order either during a lesson or otherwise.

Confiscation may be for any period, or the property may be disposed of. If the confiscation falls within this behaviour policy and is reasonable, the person confiscating is not liable in respect of the confiscation, the disposal or any damage or loss arising. The Academy will follow statutory guidance issued by the Department for Education when deciding what to do with a seized prohibited item.



Drugs

The Academy is committed to the health and safety of its stakeholders and will make every effort to safeguard their well-being. The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents, over the counter and prescribed medicines, e-cigarettes (vapes) and illegal drugs.

The Academy will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item or substance, whether legal or illegal. If the Academy finds any illegal substances, they will always be handed over to the police. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

Additional sanctions may be applied if deemed necessary.

Parental involvement

Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Bullying Behaviours/Racial/Homophobic/Hate incidents

Bullying behaviour is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying behaviours will not be tolerated at the academy.

Incidents of bullying behaviours, racial or homophobic nature will be recorded and monitored separately in keeping within the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim, and such incidents will be reported to stakeholders as appropriate. *Please see our separate Anti-bullying policy.*

Reminders and Consequences

Detentions – Study Zone including SLT

All detentions are to be held from 3-4pm Monday to Friday, with SLT study zone being until 4:30pm on a Friday. Students can be issued a Study Zone for incomplete homework. Where possible advance notice is given of study zones being allocated. The changing of study zones is not standard practice and will only be done in exceptional circumstances. An automatic message is sent home to the primary guardian following the assignment of a study zone detention. Consideration is to be taken to:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents is not a consideration as long as the child has a means to get home safely.



All staff can issue detentions. The permitted times for detentions are:

- any school day when the student does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

If a lunch-time detention is appropriate staff must allow a reasonable time for the child to eat, drink and use the toilet.

SLT study zone takes place on a Friday until 4:30pm with a member of Senior Leadership Team. Failure to attend these will result in an escalation to room 28 the following school day.

Detention: use of loss of social time

Punctuality is a life skill that we promote and teach. When poor punctuality is witnessed the following consequences will be followed. Students who are late to lessons (5 minutes or more, or who leave their line up line), will be placed into room 28 for truancy. The student will follow the guidelines as laid out by the internal isolations section of this policy.

Students who are late to school (after 8:30) will be set a break and lunch time detention, in line with the school's attendance policy., there is an internal escalation for repeated behaviours of this kind.

Students who are not fully equipped, as detailed on the school's website **will** be subject to a break or lunch time detention.

The 3 Cs

Steps of Control	Example of Behaviour	Action to be taken	Responsibility
Chance: a gentle reminder	A student has gone-off task or is distracting another student.	A look or gesture A quiet word or warning	Class teacher
Choice: Do the right thing	The student does not respond to the initial warning, or there is another distraction to the learning later in the lesson.	A clear warning that if the student continues to choose this behaviour, they will be choosing to have a consequence. State the required outcome from the student. A reasonable interval of time should be given to allow the student to improve their behaviour.	Class teacher



an investigation.

- The uniform/ non-uniform policy is not adhered to.
- School detentions are not attended, this could include, but is not limited to; study zones, SLT study zone, late detention, middle leader detention
- Truancy from lessons.
- If behaviour displayed by the student has brought the school into disrepute.
- If behaviour displayed by the student prevent the safe and effective running of the school.
- The student has been suspended and is awaiting a reintegration meeting to ensure previous behaviour are properly addressed.

Ensuring students learning is prioritised

- Students who are removed from lessons purely for disrupting the learning of the classroom (3C's are used within the learning environment including study zone) will remain in room 28 for the minimum amount of time possible. This response is negated should a more serious behaviour such as those listed above is seen.

3C's received	Tutor time	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Exit room 28	End of break	End of break	End of Period 4	End of lunch	End of the day	End of the day	End of break following day

Cluster Suspensions

A cluster suspension is a system whereby other schools within the United Learning Cluster can support behaviour in each of their schools by offering to "host" students in their internal isolation room. The schools that apply to this policy are Avonbourne Girls and Boys and Glenmoor and Winton. Transport can be arranged to support the attendance to Cluster suspensions.

Students can be informed that they are to attend a Cluster Suspension if:

- They have not adhered to the rules and boundaries in place in room 28, or individual isolation.
- They have breached the behaviour policy in such a way that this would be a reasonable response.
- They demonstrate repeat behaviours.
- At the discretion of the SLT team.

Parents will be notified of a Cluster suspension and attendance is monitored.

Should a student not attend a Cluster suspension their non-attendance could be recorded as an unauthorised absence, or a suspension could be considered at the Principal's discretion in line with the exclusions policy.

Cluster suspensions can be used as a sole response to an incident, or in tandem with other consequences as outlined in this policy.



Cluster suspension expectations:

- The student is expected to attend the hosting school, via transport methods agreed by the School and a Parent/carer.
- The uniform policy is adhered to.
- The rules of the host school's isolation room is adhered to, in line with their behaviour policy.

The Exclusions Policy should be referred to in conjunction with this section.

Mobile Phones

Mobile phones are not permitted to be used during school hours, inside the school premises under any circumstances. They are not permitted to be used during break /lunch in the inside or outside areas of the school. Mobile phones must remain in student's bags and turned off/on silent.

Mobile phones must be handed into reception if seen and collected at the end of the day. Repeat offences will lead to escalation including phones having to be handed in at the beginning of the day. Mobile phones will be held until after any after school detention or power hour.

The use of mobile phones to record a pupil or member of staff without their consent will be taken as a breach of privacy of the person and a breach of the mobile phone use detailed above. Consequences for breaching this expectation will be treated on its merit and in line with the behaviour policy. Confiscation of items as detailed in this policy will be followed. Sharing of any recordings taken without consent will be taken extremely seriously and outside agency support could be requested i.e. police involvement if the sharing of this video were to occur. Any videos of the person would be expected to be deleted in a timely manner.

The following guidance can be referred to in line with this policy. [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/mobile-phones-in-schools-february-2024.pdf)

Verbal abuse towards staff and other students:

Our staff and students have the right to work in a respectful environment. The Cornerstone Academy will not tolerate swearing or inappropriate language.

Possible consequences: (Non exhaustive)

- Room 28.
- Phone call home
- A fixed term suspension
- A cluster suspension
- Written apology
- Restorative meeting with staff or student.
- Lunch time detention
- Placed on report

Non-compliance of uniform:



Failure to follow the correct uniform expectations (please see website)

[Uniform](#) | [About Us](#) | [The Cornerstone Academy](#)

May result in the following sanctions.

- Room 28 until the uniform discrepancy is rectified
- Phone call home
- A fixed term suspension
- A cluster suspension
- Placed on report
- Items confiscated and placed in student/ main reception until the end of the day

Truancy:

Truancy is defined as not being in the expected place at the expected time.

Truancy may result in the following sanctions.

- Room 28 until the uniform discrepancy is rectified
- Phone call home
- A fixed term suspension
- A cluster suspension
- Placed on report
- Risk assessment
- Removal of any adjustments that are taking the student outside of the classroom (adjustment would now only be in the classroom).

Malicious accusations against staff

The Cornerstone Academy will always investigate and take appropriate actions against any member of staff who abuses children, or who threatens the safety of children. However, the academy takes false, mischievous or malicious allegations seriously. We will act to protect staff against whom malicious allegations have been made (refer to DfE Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff', 2012). Staff will endeavour to understand what the motivation for the false accusation was and take appropriate action if required. In serious cases, fixed term or permanent exclusion may apply, and referral to the police if there are grounds for believing a criminal offence may have been committed.

The power to discipline beyond the school gate

This policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or



member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying and cyber bullying.

Rewards

It is recognised that to promote a positive environment in school students will receive regular rewards as well as consequences. House points are the main form of recognition for students demonstrating the core values of Cornerstone. House points are awarded for positive behaviours such as the following:

- Attendance.
- Punctuality.
- Effort.
- Contribution in class.
- Attitude and behaviour.
- Helping someone.
- Creativity.
- Participation in a school club.
- Representing Cornerstone.
- Demonstrating the Cornerstone Values

Outside The Classroom

- Staff may award a student for positive behaviours such as holding a door open, being a role model in their appearance or behaviour etc.

Education with Character

- The Cornerstone Academy holds the value that there is more to a good education than purely academic success and aims to develop character, compassion and service through the curriculum to incorporate values and opportunities for students to develop Enthusiasm, Ambition, Determination, Respect, Creativity and Confidence.
- Students can achieve Education with Character Bronze, Silver, Gold, Platinum and Star Level awards by participating in activities to show each of these characteristics, gaining merits and sustaining good attendance.

Prize-Giving:

- Pride of Cornerstone is where the Academy's top performers (based on our core values, achievement/progress data and tutor/teacher nominations) are invited to receive prizes.
- Reward Assemblies. The Academy will reward students termly based on attendance, rewards gained, attitude to learning, behaviour and homework recognition.
- Cornerstone Card celebrations. Students are to be recognised for constantly achieving the positives as shown Appendix E.

Use of social media

This relates to all forms of social media, for both school purposes and personal use that may affect the school, students or staff in any way.



Social media must not be used to

- damage the school or its reputation, even indirectly
- defame school staff or any third party
- harass, demonstrate bullying behaviours or unlawfully discriminate against staff, other students or third parties
- make false or misleading statements
- impersonate staff, other students or third parties
- express opinions on the school's behalf
- use school logos or trademarks.

Any misuse of social media will be reported to relevant parties and may include parent/ carers, police and Safer School Community Police as relevant. Any misuse of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, students must be kept safe from terrorist and extremist material and suitable filtering within school will be in place. Further advice and referrals may be made to the MASH@police

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable><https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline and order to the school. Parents/carers will be informed and a report made to the Principal via CPOMS.

Where the use of force, i.e., restrictive physical intervention has been used more than once with a student and starts to become a foreseeable risk, staff will write a Behaviour Response Plan and share this with parents/carers.

Exclusions and suspensions

To ensure good order and behaviour for learning, it may be necessary to exclude/suspend students from the premises for a fixed term or permanently. Exclusions and suspensions are the ultimate sanction. The decision to exclude/suspend is the Principal's alone or in his/her absence, the designated teacher in charge. The decision to exclude/suspend will be made after a review of the evidence available and will be on the balance of probabilities and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Please see the separate Exclusion Policy



Investigations and records

Incidents of students' misbehaviours and actions taken are recorded electronically on Arbor. The Progress and Inclusion teams monitor reported incidents taking actions and making referrals to SLT and other stakeholders as appropriate.

Appendix A – Reasonable adjustments to the behaviour policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale: The Cornerstone academy is a fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle. This could apply to the requirements of the use of the toilet during lesson time for medical reasons, or the need for students to have mobile phones on them for medical reasons.

Appendix B: Home School Agreement

Aims

At The Cornerstone Academy we seek to provide the best possible education for all students by encouraging and fostering the highest standards of learning, behaviour, attendance and character development. We wish to offer students all available opportunities for personal success and fulfilment by providing a caring environment in which each individual feels secure and able to reach their full potential. To support this the home school agreement is signed, agreed to and honoured by all parties.

Agreement

The Academy will-

- Value, respect and care for your child's safety and happiness.
- Contact parents and carers to share their child's successes.
- Communicate with clarity, mutual respect and in a manner that fosters a successful working relationship with parents and carers.
- Provide a balanced, thorough, well sequenced curriculum for all students.
- Ensure all classrooms have disruption free learning with teachers who teach an engaging and challenging curriculum which meets the needs of every student.
- Set, assess and monitor homework and provide facilities for students to do homework in school.
- Provide at least two academic reports per academic year.
- Provide a variety of opportunities for students to develop their character and demonstrate strong values.
- Have a clearly stated, and published behaviour policy, that is understood and taught to students through the behaviour curriculum.
- Contact and work closely with parents and carers if a concern emerges with attendance or behaviour.



Principal: _____

The Parents and Carers – I/we will –

- Recognise the achievements and successes that are communicated and engage in the life of the Academy.
- Attend parents' evenings to ensure robust and accurate conversations around your child's academic and holistic progress is shared on a regular basis.
- Communicate with clarity, mutual respect and in a manner that fosters a successful working relationship with staff at the Academy.
- Ensure my child attends the Academy every day by 8.25am.
- Engage with and accept support should any concerns regarding behaviour, attendance or learning arise.
- Support my child in the completion of homework and encourage other opportunities for home learning and character development.
- Alert the Academy in a timely manner of any concerns or events that might affect my child's learning, behaviour or attendance.
- Support all Academy policies and guidelines.
- Ensure my child is dressed smartly, in full uniform and fully equipped every day.

Parent/Carer signature _____

The student – I will -

- Attend the Academy every school day.
- Arrive by 8.25am daily.
- Wear the correct uniform with the Academy logo with pride ensuring uniform is correct and neatly presented.
- Always represent the Academy in a positive way, being role models and demonstrating TCA values at all times.
- Develop my personal character by taking part in life outside of the classroom and participating in extra-curricular clubs, I will do this through completing my Education with Character Passport.
- Have a positive attitude to learning, ensuring that there is a strong engagement with the subject being taught and demonstrating clearly the level of your understanding through completing all work required.
- Complete all homework and engage with revision to the best of your ability and by the set deadline.
- Respect the Academy environment, keep it clean and litter free.
- Follow the Academy's behaviour policy, be polite and helpful to others, this can be found on the school website.

Student signature _____



Appendix C: Detentions- Study Zone

Where possible advance notice is given of study zones being allocated. The changing of study zones is not standard practice and will only be done in exceptional circumstances.

The following guidance will be followed regarding detentions:

- A break time detention should be for a maximum of 15 minutes.
- If giving a lunchtime detention, staff must allow the student time to eat their lunch.
- Communication is sent in advance of an after-school study zone/detention
- In no instances is parental permission required; school are informing parents as a courtesy.

The detention flowchart in Appendix C will be followed should a student fail to attend

Appendix C – Repeat offences

Repeat offenders may be given the following sanctions:

- Room 28
- Phone call home
- A fixed term suspension
- A cluster suspension
- Placed on report

Appendix D – Report Structure

Behaviour reports are used to help students reflect on their choices, receive support, and make positive changes. They are a structured way to ensure that students, staff and families work together to promote positive behaviour.

Report Levels and Colours

The level of the report is indicated by the colour for the report.

Report Colour	Purpose	Monitored By
Green	Early concerns and daily monitoring by tutor.	Tutor
Amber	Yellow report to middle leaders when reaching level 3 or 4 within the graduated behaviour approach.	Assistant Head of Year Head of Year
Red	Red report to a senior leader when reaching level 5 or 6 within the graduated behaviour approach.	Assistant Principal Vice Principal Principal

How the Report System Works

1. Starting the Report

- Report issued after behaviour concern raised and stuck into planner.
- Targets agreed with student
- Parents contacted and

2. Daily Monitoring



- Student carries report to each lesson.
- Teachers tick whether the student has met the targets within each lesson
- Monitoring member of staff checks report and

3. Review

- Review meeting held with student at tend of the report
- Next steps agreed with student and discussed with parents.
- If targets are not met, the student may be moved to a higher-level report for increased support. Parents will be contacted at this stage.

Appendix E – Reward Structure

Students are recognised and celebrated for demonstrating our academy values through a clear and structured rewards system. This includes House Points (HP), milestone awards, and values raffle tickets.

House Point – Reward System

Staff are encouraged to reward students frequently and consistently to reinforce positive behaviours and recognise individual contributions across the academy. Examples of rewards and suggested number of house points are given below.

Reward Reason	House Points
Demonstrating the academy's value within a lesson.	1 HP
Positive Phone Call from a teacher.	1 HP
Representing the Academy	2 HP
Outstanding Homework	1 HP
House Competitions Participation	1 HP

House Point – Milestones and Awards

Milestones awards are formally acknowledged and celebrated every term through year group assemblies, where students receive certificates and rewards.

Milestone	Total HP	Award
Tutor Award	25 HP	Certificate
Assistant Head of Year Award	50 HP	Certificate
Head of Year Award	100 HP	Branded Pencil
SLT Award	150 HP	Branded Pen
Bronze Award	200 HP	Bronze Pin Badge
Silver Award	300 HP	Silver Pin Badge
Gold Award	400 HP	Gold Pin Badge
Platinum Award	500 HP	Platinum Pin Badge



Values Raffle Tickets

Students who go above and beyond in demonstrating academy values may receive Values Raffle Tickets. These are regularly given during raffle ticket weeks. These raffle tickets are entered into a raffle draw at the end of each term, with winners selected before and celebrated during the termly reward assemblies.

Date of this review:	Autumn Term 1 2025	Review Period:	Yearly
Date of next review:	Summer Term 2 2026	Author:	K.Stray
Type of policy:	Cornerstone		
Approval By Principal: Mr C Phillips			

