



Behaviour Policy

Responsible post holder	Headteacher
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1. Introduction

East Sussex Academy is part of the London South East Academies Trust (LSEAT) and provides Alternative Provision for pupils in Years R–11 with a range of social, emotional and mental health and underlying needs and/or have been Permanently Excluded or require specialist support to avoid being Permanently Excluded. Our role is to deliver a school experience that is safe, structured and emotionally supportive, enabling pupils to access learning and develop the social and emotional skills required for future success and to thrive.

Many of our pupils have experienced disruption or difficulty in previous educational settings, and their behaviour is often an expression of underlying needs, emotions or vulnerabilities. The policy therefore reflects our commitment to responding to challenging behaviour with understanding, consistency and predictability, while also maintaining high expectations for conduct and engagement.

Our school values promote and create an environment where all students can flourish every day. We promote our values as: Thrive; Teamwork, Honesty, Resilience, Inspire, Value and Engage.



Staff at East Sussex Academy recognise the importance of strong, respectful relationships with pupils. These relationships form the foundation of our behaviour approach. Staff are expected to respond calmly, apply boundaries consistently and engage pupils through relational practice, while also providing opportunities for reflection and restoration.

This policy outlines the school's expectations, systems and responses to behaviour, and describes the support available to pupils as part of our wider SEMH and thrive approach. It should be read alongside the Trust's Safeguarding, Anti-Bullying, Suspension, Positive Handling and Teaching and Learning policies.

The Equality Act 2010 underpins the ethos of this policy. The school acknowledges that reasonable adjustments may be necessary for individual pupils to ensure fairness and equality of access.

2. Principles of Behaviour Management

The behaviour approach at East Sussex Academy is rooted in the belief that all pupils can thrive and develop positive behaviour with the right support, structure and relational consistency. Behaviour is understood as a communication of emotional state, experience or need, and the school's role is to help pupils build self-regulation and self-understanding while ensuring that learning can take place safely.

The school prioritises positive reinforcement, encouragement and praise over consequences alone. Staff are encouraged to recognise and celebrate improvement and effort, however small, and to use these moments to strengthen motivation, resilience and self-belief. Although consequences are sometimes necessary, they are applied proportionately and always accompanied by a clear explanation of expectations and opportunities for support. The purpose of any consequence is to promote learning, accountability and restoration, rather than punishment.

The behaviour approach also places significant emphasis on consistency. Pupils benefit from clear routines, predictable responses and stable boundaries. Staff are supported to respond in a calm, measured manner and to apply strategies identified in pupils' Behaviour Support Plans and Additional Needs Plans. The quality of the relationship between staff and pupil is central, and staff are encouraged to use curiosity, empathy and understanding in their interactions.

3. Behaviour Expectations

East Sussex Academy sets high expectations for conduct, safety, engagement, and personal responsibility. Pupils are expected to follow staff instructions, speak respectfully to others, move safely around the building, participate in learning to the best of their ability, and treat property with care. These expectations are taught explicitly during induction, reinforced daily by staff, and displayed throughout the school within our values.

The behaviours we cultivate are not only about maintaining a safe and productive school environment: they are essential life skills. Pupils are supported to develop respect, self-discipline, accountability, and the ability to navigate social and professional relationships, all of which are vital for success beyond school. By consistently meeting expectations, pupils learn the self-regulation, resilience, and social awareness necessary to thrive in further education, employment, and wider society.

The school recognises that pupils may experience difficulties in meeting expectations due to their underlying needs. Where this occurs, staff provide additional guidance, reminders, regulation opportunities and use a range of de-escalation strategies support to help pupils return to a calm and focused state. Consistency, fairness, and relational awareness remain key features of the school's approach, ensuring that every pupil gains the skills and understanding they need to succeed both in school and in the real world.

The school also recognises that younger children need a more co-regulation approach and therefore rewards and consequences differ at Primary and Secondary whilst achieving the same aims (**Appendix 1 – Primary; Appendix 2 – Secondary**).

4. Recording, Monitoring and Responding to Behaviour

The school uses CPOMS to record significant or serious behaviour incidents. These records allow pastoral and behaviour staff to identify patterns, adjust support plans and ensure that pupils receive the intervention they require. Staff work closely with parents and carers to address concerns, and the school may involve external agencies where appropriate and SEMH support providers.

Pupils are only sent home if they are physically unwell, unable to remain in school safely, or if the Headteacher has authorised a suspension. Suspensions are used as a last resort and only when all other interventions have been exhausted or when the safety of the pupil, staff or other pupils cannot be maintained. A suspension will always be followed by a restorative meeting to minimise the chance of further incidents and allow all involved to reflect and repair.

Patterns of behaviour are analysed in depth termly with the information used to inform changes that may need to happen. Reminder 3s and physical interventions are discussed weekly with adjustments made to individual student provision.

5. Restorative Practice and Reparation (Reflect and Repair)

Restorative practice is central to behaviour management at East Sussex Academy. Following an incident, pupils are supported, age and developmentally appropriately, to explore what happened, consider the perspectives of others and identify what they could have done differently. Restorative conversations help pupils repair relationships, rebuild trust and move forward. Reparation may involve verbal or written apologies, repairing damage, completing missed work or undertaking tasks that support the school community.

6. Suspensions and Post-Suspension Process

Where behaviour is serious or persistent, the Headteacher may authorise a suspension. A structured reintegration process follows each suspension, beginning with a meeting led by senior leaders. The purpose of the process is to address underlying issues to remove barriers, ensure appropriate support is in place and set clear expectations for the pupil's return. See LSEAT suspension policy for more information.

7. Bullying and Discrimination

East Sussex Academy is committed to providing a safe, supportive and respectful environment in which all pupils can learn, develop and form positive relationships. The school does not tolerate bullying, discriminatory behaviour or harassment in any form. We recognise the significant impact that negative peer interactions can have on a young person's emotional wellbeing, sense of belonging and engagement with learning. For this reason, concerns relating to bullying are treated with urgency and sensitivity and are always investigated in full.

The academy understands that bullying behaviours often emerge from unmet emotional needs, poor social skills or difficulties in managing relationships. While these underlying factors are considered in our response, they do not excuse the behaviour. Pupils are supported to develop empathy, understand the impact of their actions and learn alternative ways to interact with others. Staff approach incidents using a trauma-informed mindset, but maintain firm boundaries and consistent consequences to protect the wellbeing of all pupils.

Bullying Intervention Stages

To ensure that bullying is managed effectively, East Sussex Academy uses a clear Bullying Intervention Stages framework. This structure allows for early intervention, close monitoring and prompt escalation where the behaviour becomes persistent, targeted or harmful. Each stage of the ladder reflects increasing seriousness and ensures that all incidents receive an appropriate response. Movement between tiers is based on a combination of frequency, severity, intent, impact and the pupil's response to intervention **(See Appendix 3)**

8. Off-Site Behaviour

The safety and welfare of pupils remain a priority at all times, including when pupils are travelling to and from school. If a pupil leaves the school site without permission, parents will be contacted immediately and staff may follow at a safe distance where appropriate.

Should a pupil abscond from school, they will be given time to reflect on this. On return to school they will time in The Burrow (Primary) or Thrive Centre (Secondary) for an age appropriate amount of time. Depending on the circumstances, further consequences may include a suspension in line with the school's behaviour policy. Pupils who abscond will also be removed from participation in outdoor learning and any other off-site activities until further notice with their risk assessment reviewed. If the pupil remains missing or there are concerns for their safety, the police may be contacted.

Behaviour in taxi transport is monitored through communication with providers, and unsafe behaviour may result in consequences or alternative arrangements.

The school expects pupils to behave responsibly and respectfully during all educational visits and off-site activities. Staff provide clear expectations prior to trips, and any incidents will be addressed in line with the school's behaviour policy. Serious or repeated breaches of conduct off-site may result in exclusion from future trips or activities, in addition to other appropriate consequences.

9. Rewards

East Sussex Academy places significant emphasis on recognising and celebrating positive behaviour, effort and personal development. The school understands that pupils with underlying needs often require encouragement, affirmation and clear evidence that their progress is seen and valued. For this reason, our reward systems are woven into daily practice and play an essential role in shaping a positive school

culture. Staff are encouraged to notice the small steps pupils take toward improvement, as these moments build confidence, strengthen relationships and reinforce engagement with learning.

Positive behaviour is acknowledged in many forms throughout the school day. Staff routinely offer verbal praise, either quietly to individuals or publicly within lessons, to acknowledge effort, kindness, engagement or perseverance.

In addition to moment-to-moment praise, communication with parents and carers forms an important strand of the school's rewards approach. Many pupils benefit enormously from hearing that positive feedback has been passed on to home, and staff may make supportive phone calls, send emails or pass messages through the pastoral team when a pupil has distinguished themselves. These communications strengthen the partnership between home and school and assure families that their child's successes are recognised and valued.

A weekly celebration assembly takes place every Friday. Senior leaders will present certificates to pupils who have demonstrated positive behaviour, strong attendance, engagement in learning, acts that reflect the school's values or contributions that have supported their peers and the wider school community. The Headteacher's Award is presented weekly to a pupil who has demonstrated exceptional conduct, effort or achievement, and this recognition has become a valued tradition within the school. The Friday celebrations not only highlight individual success but also reinforce the collective belief that positive behaviour and achievement are central to the culture of East Sussex Academy.

Recognition is not limited to structured events or formal systems. Staff also make use of spontaneous praise, encouragement and acknowledgement. A pupil who has struggled earlier in the day but makes a conscious effort to turn things around will be recognised for that progress. Likewise, pupils who show empathy, respect or resilience are often celebrated in the moment. These smaller interactions help to build a climate in which positive behaviour is seen as the norm rather than the exception.

The overarching aim of the rewards system at East Sussex Academy is to ensure that every pupil, regardless of their starting point, feels that their efforts and achievements are seen and valued. By embedding affirmation into daily practice, maintaining consistent celebration of progress, and providing incentives that are meaningful to pupils, the academy creates an environment in which positive behaviour is understood, appreciated and encouraged. Over time, this approach supports the development of intrinsic motivation and helps pupils build the confidence and emotional skills necessary to succeed both within and beyond the school.

Primary (see Appendix 1 for more information) - As well as consistent and regular verbal recognition of behaviour and values, children may also earn 'pom poms' to put in the school value jars. This is a collective approach so when the jar for each value is full, the whole school gets a reward. Poms-poms can be given by any member of staff.

Children also have a weekly individual Success Log where they will get a sticker for demonstrating the behaviour expectations in each session. From these stickers students earn points which can then be 'spent' in the reward shop at the end of the week.

Key trusted adults will regularly review these with the children to reinforce the values and behaviours they are demonstrating whilst also supporting with the values and behaviours that they are finding more difficult.

Secondary (see Appendix 2 for more information) - Carrot Rewards are used as one of the school's primary recognition systems, enabling staff to award points electronically for positive behaviour, academic engagement or contributions to the school community. These rewards accumulate over time, giving pupils a sense of achievement and providing a tangible measure of their progress. Staff are strongly encouraged to celebrate recognition as immediately as possible, ensuring that pupils make a clear connection between their actions and the positive acknowledgement that follows.

In addition to the above for secondary pupils, the school offers half-termly reward experiences for pupils who meet behaviour and engagement criteria. These reward trips may involve visits to leisure facilities, outdoor activities, restaurants, sports sessions or other enrichment opportunities. The criteria for these events are clearly communicated so that pupils understand how their behaviour across the term influences their access to these experiences. These trips provide powerful incentives for pupils to sustain positive behaviour and offer opportunities for them to build confidence, practise social skills and create positive memories outside the classroom.

10. Attendance and Punctuality

Regular attendance and punctuality are essential for pupils' academic and emotional development. The school encourages and supports good attendance and monitors patterns closely. Concerns are addressed early through pastoral conversations, attendance plans and parental engagement. Attendance is recognised and rewarded Termly.

11. Prohibited Items in School

To keep everyone safe and maintain a calm learning environment, certain items are not allowed on school premises or at school-related activities.

Items not permitted:

- Weapons or weapon-like items
(including knives, sharp objects, replica weapons)
- Illegal substances
(including drugs, alcohol, vapes, cigarettes, e-cigarettes)
- Fireworks, lighters, or matches
- Offensive or inappropriate materials
(including pornography or extremist content)
- Stolen items

- Items intended to cause harm, disruption, or fear
- Aerosols or sprays not required for medical use
- Energy drinks (if restricted by school policy)
- Electronic devices used without permission or in breach of school rules

What happens if a prohibited item is found:

- The item will be confiscated and destroyed or parents/carers can collect if appropriate
- Parents/carers may be contacted
- The incident will be recorded
- Sanctions will be applied in line with the behaviour policy
- Serious incidents may involve external agencies

Our Approach:

- Safety and wellbeing come first
- Items are dealt with calmly and fairly
- Support and education are used alongside sanctions where appropriate

12. Searching, Screening and Confiscation

The school follows LSEAT's Searching and Screening Policy. Staff may search pupils with consent for any item, and authorised staff may search pupils without consent when they have reasonable grounds to suspect possession of a prohibited item.

As part of our safeguarding and safety measures, pupils may be subject to a security screening upon entry to the school or during specific situations where a search is deemed necessary. This screening includes:

- Use of a walk-through metal detector
- Use of a handheld electronic scanning wand to detect prohibited items
- A follow-up pat-down search, conducted by staff, if the scanner indicates a possible item or if staff have reasonable grounds to continue the search
- Staff will also search bags

All searches will be carried out respectfully, by trained staff, and in accordance with statutory guidance and the school's safeguarding policies. Wherever possible, searches will be conducted by staff of the same sex as the pupil and with an appropriate witness present.

Certain items, such as vapes, cigarettes, lighters, weapons or controlled substances, sweets, or any drinks that are **not** water will be confiscated and disposed of, retained for collection by parents, or handed to the police depending on the item and circumstances.

13. Positive Handling

Where a pupil is at risk of harming themselves, others or property, or is significantly disrupting the good order and safety of the school, staff may use physical intervention as a last resort. Staff undergo regular approved training linked to this. All interventions

must be necessary, proportionate and in line with training and policy. Every incident is recorded on CPOMS and parents/carers are informed if there has been physical intervention or a student has been secluded.

Staff will have the opportunity to debrief following physical interventions.

14. Responsibilities

<u>Trust Board:</u>	Monitors the effectiveness and fairness of the behaviour policy.
<u>Headteacher:</u>	Ensures consistent application across the school and takes appropriate action where the policy is breached.
<u>SLT:</u>	Support staff and pupils in managing incidents, providing guidance and maintaining a safe environment.
<u>Behaviour Staff:</u>	Support staff and pupils in managing incidents, providing guidance and maintaining a safe environment.
<u>All Staff:</u>	Responsible for modelling positive behaviour, teaching expectations and responding calmly and consistently to incidents.
<u>Parents and Carers:</u>	Encouraged to work in partnership with the school to support behaviour and learning. Put in consequences when school equipment/environment has been damaged (monetary or other)

15. Review

The behaviour policy is reviewed annually and updated in consultation with staff, pupils, parents and the Trust in order to ensure it remains effective, fair and reflective of school needs.

16. Uniform

East Sussex Academy expects all pupils to wear the school uniform to promote a sense of identity, pride, and consistency, supporting a calm and focused learning environment. Uniform standards are also designed to prepare pupils for expectations in the wider world, where professional and practical dress codes often apply.

Pupils are only permitted to wear black jogging bottoms that are not cuffed at the bottom and feature extremely minimal or no visible branding. Trainers must be completely black. Other items of East Sussex Academy uniform - including polo shirts, shirts, jumpers, and P.E. tops - are fully acceptable and should be worn as intended. We recognise that some students will need adaptations based on SEND and reasonable adjustments will be discussed with students and parents/carers.

Staff will monitor uniform compliance daily, and pupils who do not adhere to these expectations will be expected to change into appropriate uniform on arrival at school. The student cannot go to their class until they are in correct uniform and will stay in a designated area to complete learning. Parents/carers will be contacted to discuss any difficulties. Ensuring consistent uniform helps pupils develop routines, understand expectations, and prepares them for future professional environments.

APPENDIX 1

Primary Behaviour System

The Primary age part of the school uses an approach where behaviours have clear consequences. These are designed to help pupils feel safe, learn new behaviours and repair relationships. All responses prioritise co-regulation, adult support and developmentally appropriate reflection. Pupils are never left to manage consequences alone and are supported to return successfully to learning.

Our school values are shown through our behaviour and positive thinking about ourselves and the world around us

Behaviour Expectations

- I am kind with my words and action
 - Applies to the following not being used:
 - Swearing
 - name calling or insulting words/actions e.g. middle finger
 - racist, sexist, misogynistic language
 - threatening language
 - kicking, hitting, spitting, biting, throwing, pushing, etc
 - touching others without permission
 - Inappropriate touching
- I follow instructions
 - Applies to the following:
 - Ignoring what they have been asked to do
 - Complying but in an inappropriate way
 - Verbal refusal
 - Leaving class without permission
 - Answering back and constant negotiation
 - Not leaving the class when asked
- I complete my learning
 - Applies to the following:
 - Not starting work
 - Refusal to take part
 - Work completed is not at the standard expected
 - Damaging work
- I help to look after the school
 - Applies to the following:
 - Breaking equipment
 - Damaging school resources and environment e.g. kicking walls/windows/doors
 - Ripping down displays/trying to force open display cabinets
 - Taking others property
 - Throwing objects

- Not tidying up
- Graffiti
- Damaging others work

Implementation of Behaviour Expectations

Expectations are shared at the beginning of each day with reminders throughout the day. Staff use a consistent response to behaviour using agreed phrases.

Reminder system

Rule not being followed but student is safe and not disrupting others:

- Reminder 1: Student reminded of rule they need to follow and why. Adult to support following the rule
- Reminder 2: Student reminded of rule they need to follow and why. Told that 1 more reminder will mean leaving class
- Reminder 3: Student leaves class with adult and goes to most appropriate space

If a student is being unsafe or is causing disruption to others' learning then it is straight to Reminder 3 and Behaviour Team are called. The student will be taken to the most appropriate space where co-regulation and restorative conversations will be supported.

Spaces

Burrow

- Following a reminder 3, a student goes to the Burrow for 30minutes where they will be expected to complete learning. They will also have the opportunity to discuss the behaviour and have a restorative conversation. Key adults in the Burrow will also support students to regulate if this is needed.
- After 30 mins, the student is supported to return to class by the Behaviour Team
- For each Reminder 3, students will spend 10mins at the next break/lunchtime in the Burrow where they will be supported to develop future regulation strategies w

Den

- This space is used preventatively for soft starts, focused check ins, focused time with trusted adults.

Nook

- This is the central atrium space that can be used for students to have a supported movement break or access sensory breaks

Calm cabin and Sett

- These 2 spaces are used if a student is showing highly disruptive or unsafe behaviours. Key adults will support students in these spaces if safe to do so or will be visible to the student outside of the room offering reassurance and are available when the student is ready.

- Following time in the Calm Cabin or Sett, the student may spend time in the Burrow or with a trusted adult to fully co-regulate and discuss the behaviour.

Success Log

The day is split into 10 sessions. At the end of each session students will get the following:

1 reminder or less in the session – Gold star (2 points)

2 reminders in the session – Silver star (1 point)

3 reminders – no stars plus time out of class (see Flow chart) to reflect on behaviour with an adult

At the end of the week points are added up and students can 'spend' these in the reward shop or 'bank' the points for a greater reward.

Student Reflection

Students reflect on behaviours with trusted adults as needed throughout the day.

The Restorative Flipbook will be used as a visual support.

Structured reflection on behaviour happens daily with Class Teacher or TA.

At the end of the week the Success Log is put into the students' folder and a copy sent home.

Staff Reflection

Staff will regularly reflect on Behaviour success in their class and their part in changing what is potentially not working as well. This could be a particular rule for the whole class or a rule that an individual is finding difficult to follow.

Where safety is a concern e.g. at break time, an individual response to behaviour may be needed e.g. alternative break time.

APPENDIX 2 Secondary Behaviour System

The Warning System

The Secondary age part of the school uses a three-stage warning system which provides pupils with clear opportunities to change their behaviour before further action is taken. This system is designed to be simple, consistent and predictable so that pupils understand both the expectations placed upon them and the implications of their choices.

Warning Level	Description	Examples of Behaviours	Actions Taken
Warning 1	Issued for initial low-level disruption or disengagement.	- Calling out - Not following instructions first time - Inappropriate language (not targeted) - Disrespect - Moving around without permission - Interrupting lessons - Inattentive/avoidant behaviour - Minor property damage	Verbal reminder of expectations and School Values; opportunity to regulate, reflect, and re-engage.
Warning 2	Issued when behaviour continues or escalates beyond Warning 1.	- Repeated refusal to follow instructions - Persistent talking over staff - Continued disruption - Offensive language - Refusal to complete work - Ongoing defiance - Behaviour affecting learning/safety	Clear signal of seriousness; warns that next step is removal from lesson.
Warning 3	Issued for persistent or serious behaviour requiring removal. Can be immediate if risk or severe disruption occurs.	- Verbal abuse at staff/pupils - Threatening/intimidating behaviour - Targeted/repeated swearing - Serious property damage - Unsafe actions - Physical aggression/attempted assault - Inciting conflict - Severe disruption - Continued refusal to engage after repeated requests	Pupil removed to Thrive Centre; incident recorded; after school catch-up session (or higher sanction if severe); restorative work follows.

Warning 3

A Warning 3 is issued when behaviour persists despite the previous two stages or when a pupil engages in behaviour serious enough to necessitate immediate removal from the classroom. Staff have full discretion to issue a Warning 3 without first giving a Warning 1 or 2 when the behaviour poses a risk to others, demonstrates significant defiance, severely disrupts the learning environment, or involves aggression, threats, intimidation or damage.

Behaviours that may result in an immediate Warning 3 include: verbal abuse directed at staff or pupils, threatening or intimidating behaviour, targeted or repeated swearing at others, serious or deliberate damage to property, unsafe actions that put any person at risk, refusal to cease behaviour that has already been identified as unsafe, physical aggression or attempted assault, inciting conflict, or behaviour that substantially disrupts the good order of the school. Staff may also issue a Warning 3 immediately for continued refusal to engage in learning that follows repeated requests to do so, particularly when the refusal is deliberate and disruptive.

Once a Warning 3 has been issued, the pupil is removed from the classroom and taken to the Thrive Centre for the remainder of the lesson. The removal is intended to restore safety, protect learning for others and provide an opportunity for the pupil to regulate in a quieter, supervised environment.

After School Catch-Up Sessions following Warning 3

A Warning 3 automatically leads to an after school catch-up session (10 Minutes per Warning 3), unless a higher sanction is warranted due to severity. In some instances such as a pupil refusing to complete work but not disrupting the classroom environment, the pupil will be issued a Warning 3 but will be asked to remain in the classroom.

The incident is recorded and followed up with support and restorative work.

By embedding professional discretion within a clear framework, the warning system at East Sussex Academy ensures that both consistency and flexibility are maintained. Pupils understand the structure, yet staff can adapt their responses to the needs, risks and context of each individual situation. This balance allows the school to maintain a calm, safe and purposeful environment while still acknowledging the underlying needs of our pupils.

Claim Card System

The Claim Card system provides pupils with an opportunity to earn back a portion of their catch-up session time.

Feature	Details
Purpose	Allows pupils to earn back time from catch-up sessions through positive actions

Feature	Details
Value per Card	5 minutes deducted from catch-up session
Maximum per Day	3 Claim Cards (15 minutes total)
How to Earn	- Exceptional effort in class - Supporting a peer - Completing work to a high standard - Demonstrating resilience and turning the day around - Engaging constructively after Warning 3
Not Eligible For	- Playfighting - Lateness - Unsafe conduct - Sessions carried over from previous day

Claim Cards are intended to promote recovery, reflection and positive change. They emphasise that poor behaviour does not define a pupil and that pupils always retain the capacity to improve their day. However, Claim Cards cannot be earned for behaviours such as playfighting, lateness or unsafe conduct, as these require different types of intervention and do not align with the purpose of the system. Claim Cards cannot be earned for catch-up sessions carried over from the previous day.

The Thrive Centre

The Thrive Centre is a central element of East Sussex Academy's behaviour and support system. It provides a calm, structured and supervised environment where pupils can regulate, reflect and re-engage with learning when their behaviour escalates beyond what can be managed within the classroom. The Thrive Centre also serves as the designated space for internal suspensions, ensuring that pupils remain onsite, supported and engaged in purposeful work while the school addresses the behaviours that prompted their removal.

Whenever a pupil receives a Warning 3, they are immediately referred to the Thrive Centre by a member of staff. On arrival, pupils are offered time to settle, regulate and prepare to discuss the incident. Staff working in the Thrive Centre are trained in SEMH and Thrive practice and provide a supportive but firm structure that encourages pupils to think about what happened, what contributed to the behaviour, and what they might do differently next time. A period of reflection or restorative work is completed before pupils move on to academic tasks. Classwork missed during the incident is completed in the Thrive Centre, or alternative work is provided to ensure continued engagement with learning.

The Thrive Centre is deliberately not designed as a punitive space. Its purpose is to provide time, space and support for emotional regulation, behaviour recovery and restoration of relationships. Staff in the Thrive Centre work closely with pupils to rebuild trust, address misunderstandings and prepare them for a successful return to lessons. Where appropriate, restorative conversations with teaching staff or peers are facilitated before reintegration.

The Thrive Centre is also used for internal suspensions, which may be issued when behaviour requires a higher level of intervention and supervision but does not necessitate an external suspension. Pupils on internal suspension follow a structured timetable for the duration of their time in the Thrive Centre. This includes academic work, targeted behaviour intervention, regular check-ins with pastoral staff and opportunities to reflect on the behaviours that led to their removal from lessons.

Pupils are expected to comply with instructions and meet the expectations of the Thrive Centre at all times. Further refusal, or behaviour in the Thrive Centre that prevents staff from maintaining a safe and calm environment, may lead to additional consequences in line with the school's behaviour policy, including escalated catch-up sessions or consideration of internal suspension or external suspension.

The Thrive Centre ensures that behaviour incidents are addressed promptly and constructively. It supports emotional stabilisation, maintains continuity of learning and provides a consistent framework for reflection, accountability and the restoration of relationships: core principles that underpin the academy's thrive approach

After-School Catch Up Sessions

After-school catch-up sessions are a key part of East Sussex Academy's behaviour management system and are designed to ensure pupils understand the consequences of serious or repeated misbehaviour. All after-school catch-up sessions are 30 minutes in duration.

Immediate After-School Catch Up Sessions Following Warning 3:

If a pupil is referred to the Thrive Centre after receiving a Warning 3 but refuses to attend, they will automatically receive a 1-hour after-school catch-up session. Pupils may claim back a maximum of 15 minutes for each individual offence using the Claim Card system.

Accumulated Warning 3s or Behaviour Minutes in a Day:

Pupils who accumulate four Warning 3s or 40 minutes of Warning 3 behaviour within a single school day will also receive a 1-hour after-school catch-up session. Pupils may claim back a maximum of 15 minutes for each individual offence using the Claim Card system.

Accumulated Warning 3s in a Week:

Pupils who receive seven Warning 3s within a school week will automatically receive a 1-hour after-school catch-up session. No Claim Card time can be earned for this catch-up session. The weekly total of Warning 3s resets every Friday.

Behaviour in the Thrive Centre:

If a pupil is referred to the Thrive Centre and fails to behave appropriately while in the Thrive Centre, this will result in a 1-hour after-school catch-up session. Pupils may claim back up to 15 minutes for this offence using Claim Cards. Pupils are expected to follow all instructions and engage in a calm, reflective manner to restore their readiness to learn.

Discretionary Use of After-School Catch-up sessions:

The Senior Leadership Team (SLT) have discretion to issue 1-hour after-school catch-up sessions for other serious behaviours or breaches of school expectations, even if they do not involve the Thrive Centre or Warning 3 system.

Catch-Up Session Triggers

Trigger	Duration	Claim Card Allowed?
Refusal to attend Thrive Centre after Warning 3	30 mins + 30 mins	Yes (up to 15 mins per offence)
4 x Warning 3s OR 40 mins of Warning 3 behaviour in one day	1 hour	Yes (up to 15 mins per offence)
7 x Warning 3s in one week	1 hour	No
Poor behaviour in Thrive Centre	30 mins	Yes (up to 15 mins)
Serious behaviour (SLT discretion)	30 mins + 10 mins Warning 3	No

Summary:

After-school catch-up sessions are used to:

- Reinforce the seriousness of refusing support or direction.
- Address repeated or escalated serious behaviour within a day or week.
- Provide clear, consistent consequences while supporting pupils to reflect on and improve their behaviour.

Parents are contacted on the day of the catch-up session, and pupils are expected to complete the 30 minute or 1-hour catch-up session on the same day. This system ensures accountability, fairness, and clarity, and helps prepare pupils with the self-discipline and responsibility they will need to succeed in real-life situations.

Refusal to engage with or attend after-school catch-up sessions automatically results in the pupil attending The Thrive Centre for 1 lesson and to repeat and complete the catch-up session from the following day. If the catch-up session is still unsuccessful then the pupil will attend 2 lessons in The Thrive Centre and to repeat and complete the catch-up session. If this continues then catch-up sessions are increased to 1 hour.

APPENDIX 3 Bullying Intervention Stages

Stage	Description	Key Actions
Stage 1 – Initial Concern and Early Response	Concern about unkind behaviour, relational conflict, or possible bullying is first raised. Behaviour may not yet be deliberate or repeated. Focus is on education and prevention.	• Meet with pupils involved • Record incident on CPOMS • Restorative conversation where appropriate • Parents may be informed • Emphasis on repairing harm and early intervention
Stage 2 – Confirmed or Repeated Bullying Behaviour	Behaviour confirmed as harmful, repeated, or deliberate. Requires closer monitoring.	• Meeting with Anti-Bullying Lead • Restorative session • Contact parents/carers • Additional classroom/social-time support • Formal monitoring and pastoral check-ins
Stage 3 – Persistent Bullying or Significant Harm	Bullying persists despite intervention, escalates, or severity warrants serious consequence.	• Formal behaviour meeting with SLT and parents • Targeted intervention plan (mentoring, emotional regulation, social skills) • Time in Thrive Centre • Formal restorative conference • Review victim's support plan • Possible consequences (catch-up sessions, loss of privileges)
Stage 4 – Serious Bullying, Harm, or Failure to Improve	High-level concern: significant harm, resistant to intervention, severe behaviour (threats, harassment, hate-based conduct).	• Senior behaviour review meeting with SLT and parents • Behaviour Support or Risk Reduction Plan • Extended Thrive Centre use • Multi-agency involvement (Early Help, Police) • Possible suspension (Headteacher decision)

Stage 5 – Critical Stage / Persistent or High-Risk Bullying	Most serious level: repeated harmful conduct across stages or single high-risk incident.	• Headteacher leads multi-agency review • Full provision review (support, timetable adjustments, alternative arrangements) • Statutory processes (police involvement) • Continued tailored support for victim
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Recording, Monitoring and Communication

Every bullying incident, regardless of stage, is logged on CPOMS, enabling ongoing monitoring, pattern identification and coordinated follow-up. The bullying log is reviewed frequently by the Behaviour Team and Senior Leadership Team to ensure early identification and timely action. Parents of both parties will be communicated with at all stages where appropriate.

Restorative work is central throughout the staged process, reflecting the school's commitment to repairing harm, teaching empathy and supporting emotional growth. However, the safety and wellbeing of the victim always remain the priority, and restorative approaches are never used where they may cause further harm.

APPENDIX 4
Posters (Secondary)

BEHAVIOUR WARNING SYSTEM

Supporting Positive Choices and Learning for All

Teamwork • Honesty • Resilience • Inspire • Value • Engage

WARNING 1

Low-Level Disruption



- ✓ Calling out
- ✓ Not following instructions
- ✓ Disrespect
- ✓ Minor misbehaviour

Action: Verbal Reminder & Reflection

WARNING 2

Continued Disruption



- ✓ Repeated defiance
- ✓ Persistent disruption
- ✓ Offensive language

Action: Clear Warning - Next Step: Removal from Lesson

WARNING 3

Serious Behaviour



- ✓ Threatening or abusive behaviour
- ✓ Unsafe actions
- ✓ Severe disruption

Action: Removed to Thrive Centre & After-School Catch-Up

IMPORTANT MESSAGE



Warnings are to help you make better choices.
Reflect, Improve, Succeed!

Live the Values • Respect Learning • Take Responsibility



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Catch Up Sessions Poster

CATCH UP SESSIONS

Restoring Positive Behaviour After School

Teamwork • Honesty • Resilience • Inspire • Value • Engage



WARNING 3 BEHAVIOUR

When a Catch Up Session is issued, it is because of:

- ✓ Persistently ignoring warnings in class
- ✓ Disrupting learning or causing safety concerns
- ✓ Directed abusive or unsafe behaviour
- ✓ Not completing work without reasonable excuse

After-School Catch Up: 30 Minutes (or higher sanction if required)



THE CONSEQUENCES

- ✓ 30 minutes after the end of the school day
- ✓ No phones; relevant work will be completed
- ✓ Incident and pupil reflections recorded

RESTORATION: SHOWING VALUES

 If there was **Conflict**: How could you respond better next time?
 If there was **Disruption**: How could you focus better on learning?
 If there was **Defiance**: How can you make better choices in future?

 Teamwork
  Responsibility
  Integrity

Reflect, restore, and plan to live the **Values**:

 Teamwork
  Responsibility
  Integrity

IMPORTANT MESSAGE

Use your Catch Up Session to reflect, reset, restore, and move forward in a positive way.

Live the Values • Respect Learning • Take Responsibility

EAST SUSSEX
ACADEMY

Claim Cards Poster



CLAIM CARDS

Earning Back Time with Positive Actions

Teamwork • Honesty • Resilience • Inspire • Value • Engage

CLAIM CARD SYSTEM	
PURPOSE 	✓ Allows pupils to earn back time from Catch-Up Sessions through positive actions
VALUE PER CARD	➔ 5 minutes deducted from Catch-Up Session
MAXIMUM PER DAY	➔ 3 Claim Cards (15 minutes total)
HOW TO EARN 	✓ Exceptional effort in class ✓ Supporting a peer ✓ Completing work to a high standard ✓ Demonstrating resilience and turning the day around ✓ Engaging constructively after Warning 3 
NOT ELIGIBLE FOR 	✗ Playfighting ✗ Lateness ✗ Unsafe conduct ✗ Sessions carried over from previous day



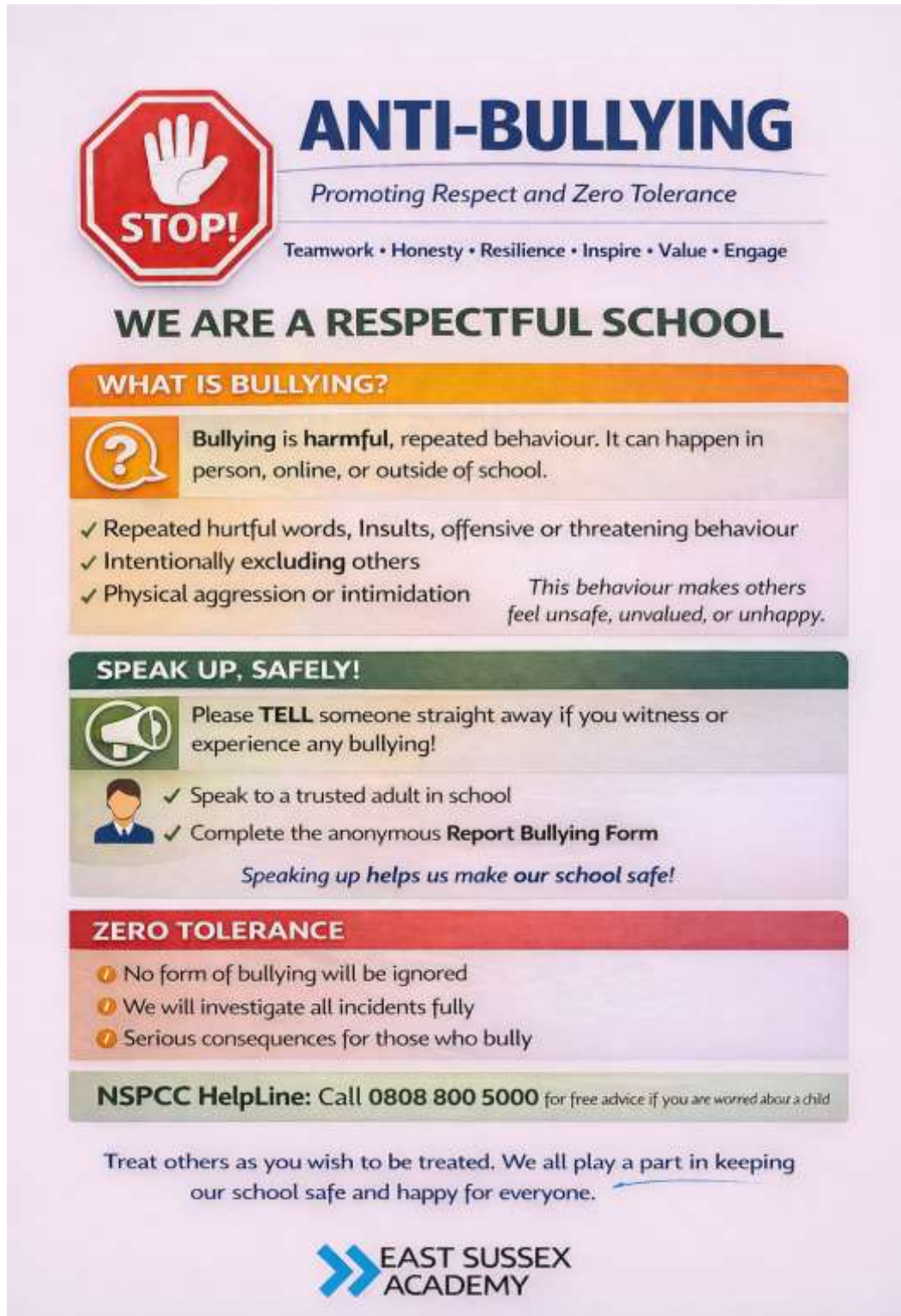


Teamwork Responsibility Integrity



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Anti-Bullying Poster



The poster is titled 'ANTI-BULLYING' in large blue letters. To the left is a red octagonal stop sign with a white hand icon and the word 'STOP!'. Below the title is the tagline 'Promoting Respect and Zero Tolerance' and a list of values: 'Teamwork • Honesty • Resilience • Inspire • Value • Engage'. The main heading is 'WE ARE A RESPECTFUL SCHOOL'. The first section, 'WHAT IS BULLYING?', features a question mark icon and defines bullying as harmful, repeated behaviour. It lists three types of bullying: repeated hurtful words, intentional exclusion, and physical aggression. A note states that this behaviour makes others feel unsafe, unvalued, or unhappy. The second section, 'SPEAK UP, SAFELY!', features a megaphone icon and asks students to tell someone if they witness or experience bullying. It lists two actions: speaking to a trusted adult and completing an anonymous report form. A note states that speaking up helps make the school safe. The third section, 'ZERO TOLERANCE', features a red background and lists three points: no form of bullying will be ignored, all incidents will be fully investigated, and there will be serious consequences for bullies. The poster also includes the NSPCC Helpline number and a closing statement: 'Treat others as you wish to be treated. We all play a part in keeping our school safe and happy for everyone.' The East Sussex Academy logo is at the bottom.

ANTI-BULLYING

Promoting Respect and Zero Tolerance

Teamwork • Honesty • Resilience • Inspire • Value • Engage

WE ARE A RESPECTFUL SCHOOL

WHAT IS BULLYING?

 **Bullying is harmful**, repeated behaviour. It can happen in person, online, or outside of school.

- ✓ Repeated hurtful words, Insults, offensive or threatening behaviour
- ✓ Intentionally **excluding** others
- ✓ Physical aggression or intimidation

This behaviour makes others feel unsafe, unvalued, or unhappy.

SPEAK UP, SAFELY!

 Please **TELL** someone straight away if you witness or experience any bullying!

- ✓ Speak to a trusted adult in school
- ✓ Complete the anonymous **Report Bullying Form**

Speaking up helps us make our school safe!

ZERO TOLERANCE

- 🔥 No form of bullying will be ignored
- 🔥 We will investigate all incidents fully
- 🔥 Serious consequences for those who bully

NSPCC HelpLine: Call **0808 800 5000** for free advice if you are worried about a child

Treat others as you wish to be treated. We all play a part in keeping our school safe and happy for everyone.

EAST SUSSEX
ACADEMY