



Behaviour and Attitudes Policy

This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

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1. Behaviour and Attitudes - Policy principles

This policy sets out Plume Academy's aim to provide a disciplined and ordered community in which all children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe. Also, where every member of the academy feels valued and respected and all students are fairly treated and in a consistent manner. This policy particularly aims to outline the measures to be taken to encourage good behaviour and to prevent any form of bullying by and amongst our students. The Behaviour Policy also considers, and in many ways adheres to, the Department for Education's guidance, *'Behaviour and Discipline in Academies – Advice for headteachers and academy staff'* (January 2016) and also acknowledges the academy's legal duties under the *'Equality Act 2010'*. The policy should also be read in conjunction with the academy's following policies:

- Anti-Bullying
- Equality
- SEND Provision
- Rewards

1.1 Aims and objectives

The objectives of this policy are to promote good behaviour, self-discipline and all-round respect by:

- ensuring that all members of the Plume community - students, staff, parents/carers and trustees alike - understand their role in making exceptional contributions to the creation of a stimulating, caring and secure environment where students are encouraged to realise their potential in all areas of activity (See *Appendix 1, Home Academy Agreement, and Appendix 2, Plume College Student Agreement*).
- making clear the standards of behaviour and commitment that the academy expects from students (See *Appendix 1, Home Academy Agreement, and Appendix 2, Plume College Student Agreement*).
- encouraging students to adopt positive attitudes and values such as consideration, honesty and respect for themselves, others and their local and surrounding community.
- Plume Academy's moral purpose lies in **nurturing ambition**, **fostering respect**, **cultivating resilience**, and **strengthening the sense of community** by inspiring students to reach for their highest potential. (See Appendix 3, Character Education).
- setting out how the academy will acknowledge, praise and reward students when they reach these standards and thereby help them grow into responsible and independent members of the Plume community (See Rewards Policy).
- giving a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be provided with clear guidelines and expectations for improvement and issued with a proportionate and fair sanction.

1.2 Strategies to meet these objectives include:

- regular and systematic recording of positive achievement and negative behaviour data so that the appropriate and befitting actions can be taken as and when required.
- delivering and embedding a ¹Character Education approach (See *Appendix 3*).
- regular reinforcement of expected behaviour in assemblies, form group time, Personal Development work, social time and of course, lessons.
- consistent use of agreed, ratified and published policies and procedures by all staff.
- a clear rewards and sanctions system with clear lines of responsibility and escalation.
- regular provision for staff, students, parents/carers and trustees in the professional development of Behaviour for Learning (BfL).

¹ Character education focuses on teaching and fostering positive character virtues, values, and ethical principles in our students. The goal of character education is to help students develop essential qualities and behaviours that promote responsible and respectful citizenship, as well as personal and social growth.

1.3 Policy impact indicators:

- all members of the academy community make consistent contributions to ensure a safe, positive learning environment further evidenced by a typical atmosphere of respect and dignity.
- all lessons are orderly, and students are visibly enthusiastic about their learning.
- students show a mature attitude and display responsible behaviour at all times; in lessons, during break and lunchtimes, moving between lessons as well as in their individual journeys to and from the academy ensuring the students maximise their learning time.
- the Plume Academy environment is typically calm, orderly and considerate.
- there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. This can be directly evidenced via detentions, reflection room, suspension and permanent exclusion data.
- incidents of any type of bullying is rare due to better understanding and awareness of the different forms it can take, together with an expectation that all members of the community actively prevent it from occurring.
- student progress accelerates, and achievement and rewards increase.
- students are protected from radicalism and extremism.
- students display through their actions a clear understanding of the core British Values.
- staff, parents/carers and students have no well-founded concerns about student safety, personal development, behaviour or welfare.

1.4 Policy monitoring and evaluation methods:

**Full reviews will take place annually based upon termly monitoring and evaluation*

- staff feedback through surveys.
- student feedback through surveys, Student Voice, the Student Council, tutor group activities and Personal Development lessons.
- analysing data to highlight trends and patterns.
- analysis of lesson observation feedback.
- feedback from parents/carers of their perception of behaviour and safety through online surveys, questionnaires and Parent Voice meetings.

2. Policy Implementation

2.1 A consistent approach:

It is the duty of all members of staff to implement the systems within this policy to ensure consistency and ultimately, typicality. Such an approach will give all students a fair opportunity to be successful within a positive learning environment with absolutely no misunderstanding of what is expected of them in terms of their behaviour. This applies to both inside and outside of the classroom as well as travelling to and from the academy on a daily basis. Staff are expected to model the behaviour expected of them in all interactions with our students; the same is of course fully expected of our students.

2.2 Behaviour in lessons - a positive approach

It is important that students' achievement in lessons, with homework and whilst representing Plume Academy at sport, music, drama and community events is recognised through fair and consistent implementation of the rewards system (see *the rewards policy*). We must all strive to look for the positive and encourage students to recognise and embrace their individual strengths whilst valuing their own successes at the same time. By placing emphasis on the use of rewards as a means of raising levels of attainment and achievement, it will also act to encourage appropriate

behaviour, increasing students' self-esteem and creating a positive learning environment. Students are expected to engage in the 'maximising learning time' via the three steps taken by staff.

2.3 Home Academy Agreement and Code of Conduct

The aim of the agreement is to encourage shared responsibility between home and the academy so that each student achieves their personal best and in doing so, positively contributes to the Plume community. This agreement outlines the responsibilities of the partnership and the code of conduct to be adhered to by students and staff alike. It is to be signed by the academy, the student and their respective parent/carer.

2.4 Special Educational Needs and Disabilities

At Plume Academy, we are committed to fully including students with a range of Special Educational Needs and Disabilities (SEND) in all aspects of school life to maximise their progress and achievements. Students with learning and behaviour difficulties will receive support that can take several forms and be within normal lessons, via individual tuition or through withdrawal into smaller groups. Progress, including behaviour, is regularly assessed, monitored and reported to parents/carers through Individual Education Plans (IEPs) or One Page Profiles (OPPs). These also outline strategies for students and staff alike to follow to enable continued progress. Issues linked to learning and behaviour may need to be passed on verbally to some parents or carers who require support or for whom English is not their first language. This can take place through meetings arranged by the SEND Faculty or the relevant Head or Assistant Head of Year. If necessary, the academy can also arrange for a translation of conversations or necessary documentation. By fostering a collaborative approach among students, parents, and staff, we aim to create a supportive environment that empowers all students, particularly those with SEND, to thrive academically and socially while proactively addressing potential behavioural issues through tailored preventative strategies.

2.5 Mentoring

At Plume Academy, a positive approach to Behaviour for Learning is also encouraged through a needs-based system that enables every student to be mentored at the appropriate level by one of the following: their form tutor, a designated member of staff, their Head or Assistant Head of Year or an external, screened and validated agency/professional.

2.6 Transition

To maximise positive behaviours into Year 7, Plume Academy will plan, deliver and review a detailed transition programme each year. The transition programme will be tailored to ensure that students, parents and carers are able to become familiar with our Mill Road Campus, staff and the associated procedures.

Regular communication will be made with our incoming families with explicit routes clarified for parents and carers regarding communicating with the academy. The transition process will include Plume Academy staff visits to the Primary schools, Transition/Induction Days, regular letters and further visits or meetings where required, especially for students with additional educational needs or disabilities.

The transition from Mill Road to Fambridge Road Campus, and from Year 8 into Year 9, will also continue to be supported through transition days and an associated transition process.

Furthermore, through our transition coordinator they will ensure that the students moving from Year 6 into Year 7, Year 8 into Year 9 or Year 11 into Year 12 will be supported fully with the required pastoral, safeguarding and guidance needed to aid their transition between year groups.

2.7 Form group time

Tutor group time provides an opportunity to promote Personal Development, Behaviour and Welfare (PDBW). Not only is this an opportunity for individual mentoring to take place, it also provides an opportunity to implement social and emotional aspects of learning, and develop students Social, Moral, Spiritual & Cultural (SMSC) development. We look to promote "a comprehensive, whole-academy approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and

wellbeing of all who learn and work in Plume academy.” Furthermore, the academy utilises this to build positive relationships with students as a form tutor and ask that it remains a positive place, where students are given ample opportunity to ‘prepare’ for the day without challenge but support, positivity and reflective actions. Additionally, the academy leverages this approach to foster positive relationships between form tutors and students, ensuring that it remains a supportive environment. Here, students are provided with ample opportunities to 'prepare' for the day, receiving encouragement and support rather than challenges, along with opportunities for reflection.

2.8 Assemblies

Assemblies are also regularly used to support Personal Development, Behaviour and Welfare (PDBW) giving an opportunity for students to receive public recognition for their achievements, whilst also promoting and exploring Spiritual, Moral, Social and Cultural (SMSC) information and activities. Plume Academy will also endeavour to engage outside agencies, spiritual groups, community representation as well as students and key members of staff to support the delivery of assemblies.

2.9 Uniform

We encourage our students to take pride in their appearance and expect them to wear full uniform throughout the working day, including on the way to and from the academy (See Uniform Policy).

2.10 Behaviour outside of the academy working day

Students may be disciplined for any misbehaviour when the student is:

- taking part in any activity organised by Plume Academy;
- travelling to or from the academy; or
- wearing Plume uniform within a reasonable time both before and after the academy day ends.

Further consideration may also occur when a matter is brought to our attention that could:

- have repercussions for the orderly running of the academy;
- pose a serious threat to another student, a member of staff or a member of the public; or
- could adversely affect the reputation and integrity of the academy.

However, this would primarily involve collaboration with an external agency, such as the Police, where the academy seeks to work together with the Police to support and provide evidence for the sanction and outcome.

2.11 Anti-Bullying

Our vision

Plume Academy's moral purpose lies in nurturing ambition, fostering respect, cultivating resilience, and strengthening the sense of community by inspiring students to reach for their highest potential.

Our moral purpose

Through high quality teaching, we strive to prepare our students for successful futures, continually seeking to improve progress and attainment for all, and secure the highest levels of achievement appropriate to the individual learner.

We treat others with dignity, empowering them to overcome challenges and fostering a supportive environment. Plume Academy shapes well-rounded individuals with a strong moral compass who prioritise the wellbeing of themselves and those around them.

Plume Academy is also fully committed to working closely and in harmony with its diverse community. We aim to prepare students for life in modern world and to ensure that our academy ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We understand the role that our academy has in helping prevent radicalisation and supporting our students in developing a world view, recognising Britain’s place within it.

Any form of bullying has the potential to lead to serious harm to those who are subjected to it. Bullying can impact upon the futures and overall health and wellbeing of the individual(s) in question. It can also lead to affected students developing low self-esteem, poor attendance, a decline in academic performance, feeling very unhappy or even depressed.

1. Identifying Bullying

Students of Plume, Maldon’s Community Academy, have discussed and identified the key underpinning factors that constitute what bullying is and the negative impact this can have on the student(s) being bullied. By identifying what bullying is, all stakeholders are aware as to how their potential actions could be interpreted and how this could also impact those they have interacted with. Awareness of the types of bullying, the consequences and how to tackle it are addressed within a variety of ways within the academy, with a particular emphasis coming from the Personal Development Curriculum, within lesson and tutorial time. Students are encouraged to both recognise and report any form of behaviour with opportunities for their sharing of information to be confidential and subtle.

a. What is bullying?

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”

[Source: The Anti Bullying Alliance definition]

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can occur in many different forms and is more prevalent now than ever before with the strong hold that social media has upon our society and the young people growing up using it. Bullying has evolved from verbal and physical bullying to now being more frequently found on the screen of a mobile phone or via an email, text message or social media platform. Therefore, bullying is all around us and it is about the individual(s) taking responsibility for their actions via both technology as well as in person.

b. Types of bullying:

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) 	

<ul style="list-style-type: none"> • Homophobic/biphobic • Transphobic • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	<p>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</p> <p>Cyberbullying is the repeated negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online .</p>

c. **Bullying can be based on any of the following things:**

- Race (racist bullying)
- Religion or religious beliefs
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs and Disabilities (SEND)
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be accepted, and all incidents will be taken very seriously.

2. Reporting Bullying

A student who is being bullied

If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents whilst at the academy. This can be in the form of:

- reporting it to a teacher such as a form tutor, Assistant Head of Year (AHOY), Head of Year or any other member of staff
- report it to a Student Leadership Team member or Wellbeing Ambassador
- report via the website online 'report a bullying incident form'
- reporting bullying by emailing the appropriate Head of Year and Assistant Head of Year:

year7support@plume.essex.sch.uk
year8support@plume.essex.sch.uk
year9support@plume.essex.sch.uk
year10support@plume.essex.sch.uk
year11support@plume.essex.sch.uk
year12support@plume.essex.sch.uk
year13support@plume.essex.sch.uk

- call Childline to speak with someone in confidence via the number 0800 1111.

Reporting – Roles and Responsibilities

Staff

All academy staff, both teaching and non-teaching (for example, canteen staff, caretakers, librarians (LAIC), have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the academy's efforts to prevent bullying. If staff are aware of bullying, they should reassure the student(s) who appears to be the victim and inform a relevant member of the pastoral team.

Senior Leadership Staff

The Joint Heads of Academy and the whole Senior Leadership Team (SLT) have overall responsibility for ensuring that the Anti-Bullying is followed by all members of staff and that the academy upholds its duty to promote the safety and wellbeing of all young people in its care.

Parents and Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying in person, or by phoning or emailing the appropriate year group support email. Parents and carers are encouraged to communicate in an honest and open manner with the academy and are made aware that they are able to access all staff email addresses via the Plume website.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying amongst their peers. They should never be bystanders to incidents of bullying so if students witness bullying, they should always look to support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. Students who witness or are aware of bullying should always look to take positive and supportive action.

3. Responding to Bullying

When bullying has been reported, the following actions will be taken:

- written first account statements will be gathered from all the students named as being involved
- staff will record the bullying incident centrally on Arbor
- designated academy staff will monitor incident reporting forms and information recorded on Arbor analysing and evaluating the results
- designated academy staff will produce termly reports summarising the information which the Joint Heads of Academy will report to the Board of Trustees via the appropriate Key Indicator of Performance (KIP) Committee
- support will be offered to those who are the target of bullying from the pastoral team, from a Student Leadership team member, a Peer Mentor or through mediation and restorative activities.
- staff will proactively respond to the bully who may also require support from the pastoral team, Student Leadership team member, Peer Mentor or through mediation and restorative activities
- the staff involved will assess as to what stage parents and carers need to be involved
- students may require external support outside of the internal academy process. Therefore, if this is required, the respective pastoral leader will support the recommendation and application whilst completing the relevant checks with parent and carers as well as the student himself/herself of course. Agencies such as 'Kids

Inspire' and CAMHS may be used in the long-term to assist with the impact of bullying but this decision will be made on a case-by-case basis

- staff will also assess as to whether any other authorities (such as the Police or the local authority) need to be involved, particularly where actions take place outside of academy time.

Any incidents of bullying will need to be evidenced, statements written and a '*balance of probability*' conclusion reached. If the outcome of the incident is that the student accused has been found to have bullied or taken part in an act of bullying towards another student of Plume Academy, the Behaviour Policy will be referred to in terms of applying the appropriate sanction.

As with any incident of poor behaviour at the academy, the sanction guidance will be used, and the relevant Head of Year will seek confirmation from the respective Head of Campus to ensure that the correct decision is reached. Sanctions can increase in severity depending upon the number of offences a student may have been involved in regarding bullying. Also, students who repeatedly offend will be further reprimanded for their actions and punished accordingly. Serious one-off incidents will also be dealt with in the same manner and could, if deemed necessary, require the direct input from and decision by the Joint Heads of Academy.

Bullying Outside of the Academy

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of the academy. Bullying can take place on the way to and from the academy, before or after school hours, at the weekends, during the holidays or in the wider community. The nature of cyberbullying means that it can impact on a student's wellbeing beyond the academy day. Staff, parents and carers and students must remain vigilant to bullying outside of the academy and report and respond according to their responsibilities as outlined in this policy. Plume Academy creates a 'safe place' for students to report concerns, including incidents of bullying outside of the academy. The academy recognises that students are likely to seek support from Plume staff where incidents of bullying outside of the academy have occurred and the Pastoral Teams will be ready to support and action the appropriate referrals where required.

The Joint Heads of Academy has a specific statutory power to discipline pupils for poor behaviour outside of the academy premises (Section 89(5) of the Education and Inspections Act 2006.) Where bullying outside academy is reported to academy staff, it should be investigated and acted on, using the procedures in section 3 (above). This may include sharing information with other schools if the perpetrators are not from this academy. Incidents involving mobile phones and social networks may also be investigated if students and parents have followed initial guidance about age restrictions, blocking and reporting. The Joint Heads of Academy should also consider whether it is appropriate to notify the Police of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police should always be informed.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored on Arbor and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the Arbor behaviour log.

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored, with the Joint Heads of Academy regularly reporting incidents to the

Board of Trustees. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

4. Academy Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

- all students understand and uphold the key messages and concepts within the academy's tackling of bullying
- Personal Development lessons which include opportunities for students to be taught about different types of bullying and what they can do to respond as well as prevent it
- tutor time provides regular opportunities to discuss issues that may arise in class and for tutors to target specific interventions
- whole-academy and year group assemblies help raise students' awareness of bullying and derogatory language
- difference and diversity are celebrated across the academy through diverse displays, books and images. The whole academy participates in events including 'Anti-Bullying Week' and 'LGBT History Month'
- a designated member of staff in post such as a 'Whole Academy Mental Health Champion' to specifically facilitate awareness events, mental health & LGBTQ+ support and staff training.
- the academy values of equality and respect are embedded across the curriculum to ensure that it remains as inclusive as possible
- stereotypes are challenged by staff and students across the academy as and when required and without exception
- students are continually involved in developing academy-wide anti-bullying initiatives through consultation with groups for example via the democratically elected Executive Student Council and anti-bullying surveys
- also working with parents, carers and community organisations to tackle bullying where appropriate.

Training

The Joint Heads of Academy is responsible for ensuring that all academy staff, both teaching and non-teaching, receive regular training on all aspects of the anti-bullying agenda.

Monitoring and reviewing

The Joint Heads of Academy are responsible for reporting to the Board of Trustees (and the local authority where applicable) as to how the policy is being enforced and upheld. The Trustees are in turn responsible for monitoring the effectiveness of the policy via the respective KIP Committee and via in-academy monitoring such as learning walks, effective whole academy multiple daily duties and focus groups with students.

The policy is reviewed every 12 months in consultation with the whole academy community including staff, students, parents and carers and trustees.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via social media or messaging platforms), and is often motivated by prejudice against a particular person or group. For example, on the grounds of race, religion, gender, sexual orientation, sexual adjustment or because a child is adopted or has caring responsibilities. It might be motivated by actual or perceived differences between students. Bullying (and harassment

- see below) of any type will not be tolerated at Plume Academy and will be dealt with using the sanctions system for incidents occurring in lessons, at break and lunch times or whilst travelling to and from the academy.

When incidents occur outside of the academy's working day, for example bullying via social media sites, the academy will work in conjunction with and support of parents/carers and outside agencies where it is deemed necessary to do so. However, the academy recommends that if such unacceptable behaviour occurs outside of academy's working day, parents/carers should:

- contact the police if the situation pertains to be serious and/or persists
- stop their child from accessing/using the respective social media platform(s) until matters have been resolved or improves
- if there is a pathway to do so, report it through the individual social media platform's reporting channels.

2.12 Harassment

Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading humiliating or offensive environment for them. A single incident can amount to harassment and any incidents of harassment will initially be investigated and, if the ensuing evidence captured deems it necessary, dealt with by following the relevant academy sanctions procedures.

2.13 Mobile phones and associated smart technology

Please refer to Mobile Phone Policy.

2.14 Smoking, drugs, alcohol and substance abuse

The definition of a 'drug incident' is 'the suspicion or evidence of any situation or specific event involving a drug'. This could relate to a student, parent/carer or staff member. 'Drugs' refers to **all** drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs, legal high and vaping technologies.

Drug-related incidents could fit into the following categories:

- drugs or associated equipment are found on Plume Academy grounds
- a student is found in possession of unauthorised drugs or associated equipment
- a student is found to be supplying* an unauthorised drug on Plume Academy premises
- a student, parent/carer, or staff member is thought to be under the influence of drugs
- a staff member has information that the illegitimate sale/supply of drugs is taking place on Plume Academy grounds
- a student discloses that they or a family member/friend are using drugs
- a parent/carer discloses a concern about their child's drug use.

**Within the context of this policy, the term 'supplying' may be used to describe students sharing drugs, students being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use or students selling to other stakeholders.*

Incidents will always include the involvement of the police; Plume's Designated Safeguarding Leads and/if required local drug support agencies. The supplying and distribution of drugs at the academy may also lead to permanent exclusion.

Students will receive ongoing education about drugs in their Personal Development lessons with possible input from local drug support agencies. All confiscated 'drug' items will be securely held by the academy until collected by the police or dealt with via their clear and specific instructions.

The academy has invested in vape alarms to identify potential risk-taking behaviour and therefore maintain the safeguarding of our students and reduce the use of such smoking paraphernalia on the school premises. As highlighted

during assemblies, students who are found in the vicinity of the toilet area when the vape alarm is activated should expect to be searched. This is the fairest process to ensure our students are not placing themselves at unnecessary risk and whilst we appreciate student's may not have smoked/vaped, we have to ensure we adopt a clear, balanced and fair process and treat all equally until the search identifies which student is in possession of a vape and is likely to have activated the alarm by using it within the enclosed area.

As always, the staff work on a balance of probability, therefore, if a student is found in a toilet and to be the only member of the academy, in the toilets at the time the vape alarm were to activate, we would act on the balance of probability with our issuing of a sanction that is proportionate and fair to the incident and whether it has reoccurred.

2.15 Screening, searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive (DfE '*Searching, screening and confiscation – advice for schools*' updated July 2022).

The Joint Heads of Academy and staff authorised by them have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in paragraph 3, page 6 (DfE '*Searching, screening and confiscation – advice for schools*' updated July 2022) or any other item that the school rules identify as an item which may be searched for, this may include tobacco, vapes, vaping accessories, matches and lighters.

The Joint Heads of Academy and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs and stolen items. Parents/carers will of course be quickly informed if such items are found on their child. Any searches undertaken will take place with the minimum of two staff present, one of which will be the gender of the student (DfE '*Searching, screening and confiscation – advice for schools*' updated July 2022)

Staff leading on searches, where required, may well use a metal detector/wand to complete a search to ensure the safety and well-being of all stakeholders. (DfE '*Searching, screening and confiscation – advice for schools*' updated July 2022)

Please note that any student that refuses to be searched will be sanctioned for not complying with the expectations outlined above and furthermore, placing themselves and others at risk by not complying with the required search.

A student maybe at the risk of permanent exclusion should s/he be found with any weapons, Class A or B drugs or stolen items on them after being searched. Persistent offenders in relation to tobacco, alcohol and refusal to comply with these expectations will also be at risk of permanent exclusion.

The Joint Heads of Academy have delegated that the following senior members of staff and approved Level 3 Designated Safeguarding trained staff (e.g. Assistant Head of Years) the authority to lead on searches of students or their possessions where they suspect the student has certain prohibited items. These staff alongside another member of staff can lead on the search:

- Joint Heads of Academy – Mr Baster and/or Mrs Clark
- Deputy Head Teacher – Mr Stoneman
- Assistant Head Teacher and Mill Road Campus Lead – Mr Owen
- Assistant Head Teacher and Fambridge Road Campus Lead – Mr Meadows
- Assistant Head Teacher and Sixth Form Lead – Mr Hallam
- Assistant Heads of Year – Year 7-13

Definition of a weapon

Students are strictly prohibited from bringing weapons onto academy grounds or possessing them while on campus. Any student found in violation of this rule will face disciplinary consequences as outlined in the academy's Behaviour Policy. This could include sanctions like suspension, or even permanent exclusion, depending on the severity of the offense.

A weapon is any implement that is made, adapted or intended for an offensive purpose and can be used by a person to frighten, intimidate or cause physical injury to another person. Weapons², defined as anything designed or adapted to inflict harm, are forbidden. This includes, for example, knives (including pen knives and multi tools / Swiss army knife), nunchucks, blades, catapults, items capable of firing projectiles, fireworks, and noxious substances. The severity of the sanction will depend on the nature of the weapon, how it was used, and the intent of the student. If a weapon is found, the academy may contact the police, especially if it's a blade or knife.

2.16 The use of reasonable force (DFE 1 April 2026)

On the rare occasions when it becomes necessary, all Plume Academy staff have a legal power to use reasonable force to prevent a student from:

- committing a criminal offence
- injuring themselves or others
- causing serious damage to property
- seriously disrupting good order and discipline where there is an immediate risk to safety

This power is set out in Section 93 of the Education and Inspections Act 2006.

Plume Academy complies with the Department for Education statutory guidance "*Restrictive interventions, including use of reasonable force, in schools*" (December 2025, effective from 1 April 2026). This guidance applies to academies and places a strong emphasis on prevention, de-escalation, and the reduction of restrictive practices.

Reasonable force is defined as physical intervention that is proportionate, lawful, necessary, and used only to manage an immediate risk. It must always be the minimum force necessary, applied for the shortest possible duration, and must take full account of the age, vulnerability, special educational needs, disability, medical needs, and individual circumstances of the student involved.

The academy is clear that:

- the use of force is always a last resort
- restrictive interventions must never be used as punishment, for staff convenience, or to enforce compliance where there is no immediate risk
- seclusion must not be used as a disciplinary measure and may only be considered in accordance with statutory guidance, risk assessment, and safeguarding requirements

Staff are expected to use their professional judgement, training, and experience to anticipate, prevent, and de-escalate situations wherever possible. Positive behaviour support, restorative approaches, and reasonable adjustments for students with SEND are prioritised to reduce the need for restrictive interventions.

Where reasonable force or any other restrictive intervention is used:

- the incident will be recorded accurately and promptly, in line with statutory requirements
- parents/carers will be informed as soon as reasonably practicable, normally on the same day, unless doing so would place the child or others at risk
- a post-incident review will take place to consider the circumstances, the student's wellbeing, and any changes required to behaviour support or risk management plans

Arrangements are in place to ensure that:

- all staff understand their legal powers, responsibilities, and limits
- staff receive appropriate training in de-escalation and safe use of restrictive interventions
- practice is consistent with the academy's Child Protection Policy

At all times, staff at Plume Academy will act professionally and lawfully and will seek to protect the dignity, safety, and welfare of every student in their care.

2.17 Zero-tolerance approach to sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable and will not be tolerated at Plume Academy.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The academy has a zero-tolerance approach and will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and should never be tolerated inside or indeed outside any educational setting (This approach is in line with the KCSIE 2025 guidance and input). Any such behaviours will result in a serious sanction being issued no matter previous behaviour records to ensure that such behaviours are not condoned or accepted whilst students attend the academy.

The unacceptable behaviours that count as child-on-child abuse are outlined in part 5 of Keeping Children Safe in Education (KCSIE) 2025.

Child-on-child sexual abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers.
- Sexual violence and sexual harassment.
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we will not tolerate sexually inappropriate behaviour equally we will not seek to demonise anyone, instead we will seek to support and listen to all of the students involved in the incident. This will mean that the alleged perpetrator(s) will be offered support so that they can change their behaviour.

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our Child Protection and Safeguarding policy for more information as well as our Child-on-child Abuse Policy.

The response to each incident will be proportionate whilst also balancing the importance of safeguarding other students with the need to support, educate and protect the alleged perpetrator(s).

Importance of reporting the behaviour

Plume Academy seeks to create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easy for our students to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour. We thereby encourage our students to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is and we will address the concerns they have raised in line with Behaviour and Attitudes, Safeguarding and Child Protection policies.

Our students know we will:

- Take their safety and wellbeing seriously.
- Listen to them.
- Act on their concerns.
- Not tolerate or accept abuse.

Staff at the academy are very clear on the supportive and protective aspect of a 'zero-tolerance' approach to child on child abuse. We strongly believe that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need.
- Other people: by preventing it happening to someone else.
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life.

Promote appropriate sexual behaviours

The academy seeks to promote and ensure our students understand what good and healthy sexual behaviour means.

Our Relationship and Sexual Education (RSE) curriculum covers important areas such as:

- Consent.
- What respectful behaviour looks like.
- Body confidence and self-esteem.
- Healthy relationships.

Sexism

We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and students are encouraged to call out and/or report this behaviour. If students make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to e.g. a letter or phone call to parents] if the student refuses to apologise in the first instance.

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves.
- What we want the culture in our academy to be.
- How we will respond to this behaviour.
- How we will support the victim(s) and alleged perpetrator(s).

2.18 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy. This means misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips).
- Travelling to or from academy.
- Wearing academy uniform.
- In any other way identifiable as a student of our academy.
- Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the academy.
 - Poses a threat to another student or member of the public.
 - Could adversely affect the reputation of the academy.

2.19 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

Please note that students that make continual false allegations, if proven and supported by the investigating officers, will face the risk of serious consequences and sanctioning in line with our policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

3 Rewards at Plume Academy

3.1 Aims

This Rewards Policy outlines the principles, practices, and procedures for recognising and celebrating student achievement, effort, and positive contributions to the Plume Academy community.

This policy intends to develop a positive learning environment that aligns with our school values of Respect, Ambition, Resilience, and Community. It is designed to motivate students, promote positive behaviour, and reinforce the high expectations we have for all members of our school.

This policy aims to:

- Establish a clear and consistent framework for recognising and rewarding student achievement and positive behaviour.
- Provide a range of rewards that are meaningful and motivating to students.
- Ensure that all staff members are aware of and consistently implement the Rewards Policy.
- Involve students, parents, and the wider school community in the rewards process.
- Regularly review and evaluate the effectiveness of the Rewards Policy.

3.2 Roles and Responsibilities

Headteacher: Overall responsibility for the implementation and effectiveness of the Rewards Policy.

Senior Leadership Team (SLT): Monitoring the implementation of the policy, providing support to staff, and reviewing the policy regularly.

Heads of Faculty/Year: Ensuring that the Rewards Policy is consistently applied within their department/year group.

Teachers: Implementing the Rewards Policy in their classrooms, providing positive feedback to students, and nominating students for rewards.

Students: Taking responsibility for their own behaviour and learning and participating in the rewards process.

Parents/Carers: Supporting the school's Rewards Policy and encouraging their children to strive for excellence.

3.3 The Plume Values (ARRC)



The academy has key values that form our 'ARRC' of success. By incorporating these values and virtues, students can understand the importance of key personality traits that will aid their success in future choices, decisions or actions in the wider community. All our merits and awards are linked to the Academy's values:

Ambition – showing a desire to achieve a goal, target or end outcome to help them achieve their future goals, aspirations and targets both short and long term.

- Regularly attend extra-curricular clubs
- 100% attendance and 0 lates to school in a week
- Consistent effort demonstrated in lesson

Respect – showing regard for the feelings, wishes and rights of others in the academy.

- Completed classwork to a high standard
- Completed home learning to a high standard.
- Played an active part during the lesson

Resilience – showing the mental, physical and social skills to overcome challenges to enable them to achieve targets, goals and aspirations.

- Improved attitude to learning
- Persisted with a challenging task
- Demonstrated improved skill

Community – being appreciative and respectful of the local community both internally and externally to the academy grounds and going above and beyond to support the local community.

- Taken initiative to help staff
- Actively supported their peers
- Supported at an Academy event

Each reward will be accumulated and captured via the recording process on Arbor

3.4 Types of Rewards

Our academy has created a rewards level that celebrates the achievements of our students across the academic year.

Yearly

- Plume value awards
- Gold award
- Charity Award
- Attitude to learning award
- Subject Award
- Attainment Award

Termly

- Progress Award
- Behaviour for Learning Award
- Attendance Awards
- Pastoral Awards
- Plume Value Awards
- Top Merit Winners

Weekly

- Student of the week
- Scholar of the week
- Leader of the week
- Pioneer of the week

Further details can be found in Appendix 1.

3.5 Celebrating merits

In the daily life of the academy staff seeks to recognise achievement in the following ways:

- Merits awards using Arbor
- Regular use of words of encouragement and praise is important.
- Encouragement via prompt and positive marking of work.
- Displaying student work in classrooms and corridors.
- Letters home.
- Certificates home.
- Joint Heads of Academy awards (Gold Award)
- Positive phone calls home.
- Presentation of Sporting achievements: cups and trophies presented at Fambridge and Mill Road Campus assemblies.

At the end of each half term and term, our top achievers and merit loggers receive numerous awards and recognition. This takes the form of:

- Certificates
- Prizes
- Rewards Breakfasts
- Queue jumps
- The Annual rewards Trip.

The merit system allows staff and leaders to:

- Identify targeted supports groups.
- Intervene if necessary for target cohorts with appropriate evaluations and measures.
- Pass on congratulations - Celebrate success.
- Make positive parental contact.

The merit system encompasses all year groups (KS3-4) and is under termly review in accordance with student voice and whole academy policies.

3.6 Staff and Faculty Recognition

Whilst staff will have the capacity to complete and share rewards via the awarding of shared academy values, they will also be able to liaise and share bespoke feedback to students, parents and carers of the academy through the following communications:

- Positive phone calls home
- Emails sent from the subject teacher/faculty leader.
- Meetings with parents to outline achievement and successes.
- Entries in the 'Plume News' newsletter to recognise achievement and successes of students.
- Where appropriate, a story within our local community newspaper to capture the achievements and successes of a student/our students.
- Celebratory posts on the academy's social media platforms.

3.7 Year 11 Leavers Assembly

The Year 11 leavers' assembly is an academy invitational event celebrating the end of our students' secondary education and the beginning of their next chapter. It's a time to reflect on their journey, express gratitude, and wish them well for their future endeavours. The assembly will include presentations, speeches, performances, and videos. The assembly is an opportunity for both students and staff to say goodbye and acknowledge the students' accomplishments.

The Year 11 leavers' assembly typically involves:

- **Reflection and Appreciation:**

The assembly serves as a platform to acknowledge the students' achievements and the valuable experiences they've gained during their school years.

- **Farewell and Good Wishes:**

Staff and students share words of encouragement and well wishes for the students' future paths, whether they continue their education at Plume College, a college, secure an apprenticeship or enter the workforce.

- **Celebration:**

The assembly is an opportunity to celebrate the students' hard work and dedication, often including performances, speeches, and presentations.

- **Memorable Moments:**

The assembly is also an opportunity to create lasting memories through slideshows of photos, videos, and other presentations showcasing the students' time in school.

- **Transitions and Next Steps:**

The assembly also serves as a reminder of the transition students are about to make and the various pathways they might take after leaving Year 11.

Year 11 Leavers' Assembly – an invitation may be revoked:

There is no automatic right to attend the Year 11 Leavers' Assembly, and it is not a '*rite of passage*' therefore students must demonstrate exemplary behaviour leading up to the event to receive any invitation. Relevant members of the Senior Leadership Team (Mr Stoneman and Mr Meadows) and the Head of Year 11, reserve the right to revoke an invitation to the Year 11 Leavers' Assembly and prevent students from attending the event if they are involved in persistent breaches of the Behaviour Policy or Uniform Policy or consistently failing to adhere to the academy's Behaviour Policy. This includes persistent truancy [internal and/or external], non-engagement in lessons, poor attendance / punctuality, persistent uniform infringements and a poor behaviour for learning.

3.8 Year 11 Plume Prom Passport

The Year 11 Plume Academy Prom celebrates the end of our student's secondary education and rewards them for all their hard work leading up to the GCSE examinations as well as the ability to consistently demonstrate our core values, namely, Ambition, Resilience, Respect and Community. The Prom is part of the academy's annual rewards program and is an invitational event where students earn the right to be invited by completing their 'Passport to the Prom'.

The '*Passport to the Prom*' programme will be launched to student in the Autumn term of Year 11 and students are required to collect relevant award points, which help them work towards their milestones. A relevant letter will be

shared with Year 11 parents and carers in the Autumn term and provide more information on the programme and guidance on how students earn an invitation to this fantastic reward event.

Year 11 Plume Academy Prom – an invitation may be revoked:

There is no automatic right to attend the Year 11 Prom, and it is not a '*rite of passage*' therefore students must demonstrate exemplary behaviour leading up to the event to receive any invitation. Relevant members of the Senior Leadership Team (Mr Stoneman and Mr Meadows) and the Head of Year 11, reserve the right to revoke an invitation to the Year 11 Prom and prevent students from attending the event if they are involved in major breaches of the Behaviour Policy or Uniform Policy consistently fail to adhere to the academy's Behaviour Policy even if they achieve all milestones aligned in the passport. This includes non-engagement in lessons, persistently disrespectful behaviour, persistent truanting [internal and/or external], poor attendance / punctuality, persistent uniform infringements and a poor behaviour for learning.

If students do not attend their formal examinations and miss them without reason or medical evidence to support their absence, then their place to both the leavers assembly and/or the Year 11 Prom will be at risk and in accordance with the above guidance, could see the place of the student attending the events be revoked.

4 Sanctions at Plume Academy

Sanctions are designed to result in a positive impact upon student behaviour and ultimately, future learning. The system of sanctions available to teaching staff is part of an overall framework of support for students and should be regarded as only one aspect of the disciplinary procedures available. Repeated use of these sanctions towards individual students will prove counter-productive, since much of their value lies in their rarity. When students do begin to collect frequent reflections, other strategies should be considered, which in turn will help the student recognise the existence of a problem and assist them to overcome it. Form tutors and the students' respective Pastoral Leads should be informed of sanctions and be consulted regarding repeated difficulties so as to be able to respond on behalf of a student if, for instance, they are in difficulties in several faculty areas, or there is a pattern of misbehaviour.

As part of the fair and balanced sanction process, if a student repeatedly offends and persistently breaches our Behaviour Policy despite the clear advice and guidance given, they should expect to see an increase sanction for the same or similar offence. A repeated and persistent breach of academy's expectations may result in an increase in the number of days they attend their sanction or potentially a combination of two sanctions – such as a mixture of the Reflection Room and a suspension. This will be tiered and structured to ensure that students have an appropriate sanction that does not see them repeat offend and that it allows students to see the consequences of their actions and the repetition of behaviours. Students should expect that if they repeat offend there will be an increase in the severity of the sanction. For certain actions, there will be a reset of the sanctions at the end of each seasonal term.

4.1 Equality

Students have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Therefore, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or group of students. There is a relationship between the principles of our Equalities Policy and the sanctions system. Therefore, the existing mechanisms for dealing with racism and racial harassment within the Equalities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should never be used.

4.2 Academy Sanctions Process

Strike Card

Strike Card			Strike Card		
Strike	Date	Staff Initials	Strike	Date	Staff Initials
1			1		
2			2		
3			3		
4			4		
5			5		
Student Name:			Student Name:		

The student strike card is implemented to challenge uniform and missing equipment in the immediacy.

All students will start the day with a strike card, shared by a SLT or pastoral team member.

If a student is missing their strike card from the day before, they will be given a after school pastoral detention with their Head of Year.

If a student fills their card with five strikes, they will be given a detention after school with their Head of Year.

Any student that loses their card at any stage of the day, will be given a detention after school with their Head of Year.

Students are expected to always keep the strike card on them.

Classroom Chances

All staff and students are expected to adhere to the classroom sanctions.

As staff refer to the following and make it evidently clear that each step must be followed to ensure continuity and consistency to aid our students with varying needs and understanding of the academy expectations.

Please note that if a matter is required to be escalated due to the nature of the incident it may bypass the warning system.

IN CLASS BEHAVIOUR		
	Description of behaviour	Action to be taken
C1 – Chance	Failure to meet classroom expectations.	Verbal warning given to student
C2 – Consequence	Behaviour is now disrupting their learning and/or the learning of others: A. Failure to produce homework without good reason	Teacher will log on Arbor and issue a detention

+ 1	<ul style="list-style-type: none"> B. Poor presentation of work C. Mobile phone seen or heard and confiscated D. Inappropriate language used within school E. Consistent disruptive behaviour F. Misuse of technology G. Incorrect PE kit H. Eating food in lesson or chewing gum I. Failure to follow instructions of a staff member 	
C3 – Relocation + 2	<p style="text-align: center;">Behaviour continues to disrupt their learning and/or the learning of others:</p> <ul style="list-style-type: none"> A. Leaving the classroom without permission B. Serious or persistent disruption to learning C. Offensive language used and/or directed at another person D. Persistent lack of effort E. Persistent defiance of a staff member F. Breaching ICT policy G. Damage to school property 	<p style="text-align: center;">Student is sent to a relocation room and completes the work set and gives this back to the teacher at the end of the lesson.</p> <p style="text-align: center;">Student will be issued a 1hr faculty detention and will receive a phone call home.</p>

Detentions at Plume Academy

A detention can be set by the academy pastoral team or any member of staff via the Arbor platform we use and communicate to parents/carers and students accordingly within. They are issued on the premise of a tiered sanction or depending on the action, an increased sanction maybe implemented;

1. Head of Year/Teacher/Faculty or Subject Leader - 30 minute detention – at lunchtime
2. Head of Year/Teacher/Faculty or Subject Leader - 30 minute detention – after the academy day
3. Head of Year/Teacher/Faculty or Subject Leader - 50 minute detention – after the academy day
4. SLT member of staff - 1 hour 20 minute reflection – after the academy day

Any failure to attend the reflection could see an increase to the following level of reflection or if it is not the first instance of refusal to attend the sanction could increase beyond these steps – this will be evidenced, supported and investigated by the respective pastoral teams overseen by the Assistant Head Teacher and Campus Lead.

4.3 Reflection Room

If deemed necessary, and in relation to a serious behaviour incident, the academy may choose to place a student in our reflection room. This facility is provided at our Fambridge Road Campus only and students are provided with work and supervised by a member of staff for the entirety of a working day, however, due to the nature of an incident, the sanction may last for more than one day.

The reflection room is a serious sanction and students are only placed in the reflection room if they are deemed to warrant that level of sanction. Students will be given allocated time and intervention to ensure they reflect on their

conduct and enable them the opportunity to show the academy's values that are needed to be successfully reintegrated back into mainstream education.

A day in the reflection room may also need to be repeated if a student fails to successfully complete the day. If this proves to be the case, a half day suspension will occur in the first instance followed by the repeating of the original sanction applied.

In the Reflection Room, we have two supervisors, who will work with the Mill Road and Fambridge Road students at the Fambridge Road Campus. The expectations will be that they work in a KS3 and KS4 group in separate classrooms and they will be given time to reflect on their behaviours but also complete work that is relevant to their mainstream education timetable. The Mill Road Campus is not available for Year 7 or 8 students to complete their reflection. However, students may be located at the Mill Road Campus if an incident requires investigation or has occurred that day. Nonetheless, the final sanction will be administered at the Fambridge Road Campus, and parents/carers will be notified accordingly if there is a need to move between sites.

Objectives:

- to isolate potentially dangerous, defiant, anti-social or disruptive behaviour, thereby minimising the impact on the learning and wellbeing of other students as well as members of the academy's team of staff.
- to ensure students have the opportunity to reflect on their conduct and approach through specialist support and intervention from the reflection room lead and supervisor.
- to ensure there is a calm and secure environment for students who are not behaving appropriately to complete their regular timetable.

4.4 Suspension and Permanent Exclusion

There are two forms of exclusion from Plume Academy:

Suspension - For a notified period either as a 'cooling off' mechanism or as a step towards permanent exclusion. It is the parent/carers' legal duty to supervise the child for the first five days of a suspension. Parents/carers should be informed of a suspension by phone before receiving written formal notification within a 48 hour notice period (where possible). This can be a traumatic experience for parents/carers, so it is vitally important that an initial explanation of the reasons behind the decision is provided. A brief and balanced account of the incidents leading up to the fixed term suspension should be provided to the Joint Head of Academy, Mrs Clark, but such accounts should not include any prejudicial or emotive language or extraneous comments that relate to other members of the student's family. Where necessary, witness statements should be gathered as well as a version of events from the student themselves. The decision to exclude must be made on a 'balance of probabilities' in the light of the evidence, the seriousness of the breach and the effect upon the values of the academy

Permanent Exclusion - When all other avenues have been exhausted or because of a single serious breach of the agreed policy. Permanent exclusion is rightly rare but can be implemented in response to persistent disruptive behaviour or a one-off serious breach of the academy's behaviour policy. The academy may have identified students at risk of permanent exclusion. In this situation, it is highly likely that a package of support will have been offered to the student and their parent/carer. The aim is to make the student aware of their behaviour so that with the appropriate ongoing support, they can be helped to change it. Several strategies may be adopted and closely monitored by the student's Head of Year and respective Campus Lead. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a single serious breach needs to be considered against the wider interests of the Plume community.

Only the Joint Heads of Academy may exclude a student in line with statutory guidance, and permanent exclusions must be confirmed by a panel of the Board of Trustees. The decision may also be scrutinised by an Independent Review Panel should the respective parents/carers challenge the decision of the panel of Trustees.

Students may not be sent home during the day without parental/carer agreement.

4.5 Multi-Agency support for students who display continuous disruptive behaviour

Students who display continuous disruptive behaviour will of course be provided with ongoing internal support through intervention strategies that could include a reduced timetable or one-to-one support within the SEND programme. Depending on the age of the student, a period of work experience might also be incorporated into their timetable. The student may also receive mentoring with a designated member of staff or a member of staff from a working partner external agency.

4.6 Managed Moves

Plume Academy understands that a managed move is a measure that is taken to move one student to another school/education provider with the intention to make the move a permanent transfer of enrolment. This fresh start approach will result in a permanent placement dependent on behaviour, attendance and engagement during the trial period implemented via an offsite direction. We will endeavour to work collaboratively wherever possible with other local education providers to support students vulnerable through their persistent negative behaviour, poor attendance or lack of engagement with the academy.

4.7 Alternative Provision

Prior to permanent exclusion, students who have shown certain behaviour traits or engagement levels within the academy, it may be possible to offer a student alternative educational provision for a period of time to allow for significant improvement in behaviour. In the first instance we would complete a positive request for support to the local authority that leads on our local alternative provision facility which would see a student complete potentially a term or extended length of time at the provision. All information linked to the alternative provision offer would be outlined in a clear meeting or discussion beforehand so as to ensure all are stakeholders are aware of the provision available.

4.8 Offsite Direction

Short-term Education at a Partner School (STEPS arrangement)

A STEPS arrangement will be considered by the academy if the usual academic and social expectations within a mainstream class are deemed to be appropriate and achievable for this student at the time of planning.

- **Assessment of Appropriateness:** The decision to offer a STEPS arrangement will be based on the individual circumstances of each case, determined by key members of the pastoral team.
- **Criteria for Placement:** A STEPS arrangement may be deemed inappropriate if the academy assesses that the student is not currently meeting the necessary academic and social expectations required for a successful placement.
- **Inclusion Principles:** While a STEPS arrangement aligns with the principles of inclusion, the specific circumstances of each case will be weighed against the broader interests of the Plume community and the partner school.
- **Behavioural Strategy:** The STEPS arrangement will only be implemented as a behavioural strategy when it is considered appropriate and effective for the student's needs.

This structured approach ensures that all decisions regarding placements are made thoughtfully, prioritising both the student's individual needs and the overall well-being of the school community and partner school.

The academy uses three tiers of offsite direction (OSD) that will be utilised by the pastoral staff with the input of the academy's Deputy Headteacher for Behaviour and Attitude and the Joint Head of Academy, Mrs Clark.

The three tiers are as follows:

1. **A Sanction OSD** – means when an incident occurs, most likely a reoccurring incident of a similar nature to what has previously been shown, the student will be sanctioned with a period of time at another secondary school education setting and expected to complete that period of time at the receiving school. The work will be set and outlined clearly to the school and student, and they should attend in their school uniform during the hours stipulated in the sanction as well as taking a packed lunch to ensure they eat during the day. If a student/parent/carer chooses to not attend the sanction OSD the absence will be deemed unauthorised, and this will account towards any other absences which could result in attendance actions being taken.
2. **A OSD Offer** – the academy may decide as part of a PSP report or a behavioural plan, to offer a student and their family the opportunity to attend another school for a 6–12-week placement on an offsite direction. This would be where the student is dual registered with both us and the receiving school and over the course of the 6-12 weeks, the OSD would be reviewed and managed with the intention of making the placement at the receiving school a successful placement. With the OSD offer, this is subject to parent/carer acceptance and can be declined if that is thought to be in the best interest of the student and their child. At that stage the academy, would draw up a plan and next steps for the student to support their progress and reintegration into the academy. If a OSD was not successful and during the 6-12-week placement it is ended early or terminated by the receiving school at any stage, then the student would return to the academy but with relevant next steps to be added to support the previous behaviours but also to ensure the student is clear that their previous record for behaviour is not cleared.
3. **A OSD Directed** – if the academy takes the decision to direct a student on an offsite direction to another school, this is again permitted as per the Department for Education guidelines for Suspension and Permanent Exclusions, this will not be a choice of the parent/carer but be a ‘direction’ in an attempt to prevent permanent exclusion. Any student that is issued with a OSD directed, will be given clear understanding that their place at the receiving school during this time, could impact their future at the current school, Plume Academy. Therefore, it is of paramount importance that a student takes this opportunity to improve their conduct and behaviour, buys into the culture of the new receiving school and embraces the 6-12 week process as outlined in the ‘OSD offer’ as returning to Plume Academy/failing the OSD, will see a student at significant risk of permanent exclusion.

[DfE Suspension and Exclusions](#)

[DfE Behaviour in Schools](#)



Home/Academy Agreement

THE PARENT/CARER

I/WE WILL:

1. Ensure that my child comes to Plume Academy regularly on time and properly equipped.
2. Inform Plume Academy about any concerns or problems that might affect my child's work or behaviour.
3. Confirm that I have read the academy's policies from September 2025 – www.plume.essex.sch.uk/policies
4. Support the academy's policies and the academy's implementation of the policies
5. Support my child in all homework matters and other opportunities of home learning.
6. Attend all Parents' Consultation Evenings and discussions about my child's progress.
7. Maintain an active interest and encourage my child to participate in extracurricular clubs at Plume Academy.
8. Endeavour to manage all social media and cyber technology issues that manifest outside of the academy day via the appropriate external support agencies.

Signed: _____ Parent/Carer

THE ACADEMY WILL:

1. Have a clearly stated published, up to date and correctly ratified Behaviour Policy.
2. Listen to and respond in a 48 hour window, within the opening working hours of the academy, to any concerns a child and/or their parents/carers may have.
3. Provide a safe, caring and stimulating environments for all of our students to effectively learn in.
4. Maintain a rich, broad and balanced curriculum which meets the individual needs of every student.
5. Ensure that every student achieves the best possible standards of work and behaviour, as a valued member of the Plume Academy Family.
6. Utilise homework platforms (e.g Tassomai and Sparx) and send home regular updates of every students' work, progress and attainment.
7. Arrange annual parents' Consultation Evenings for every year group so that progress can be discussed in person.
8. Keep parents/carers informed about activities and events through newsletters, letters home, Arbor and information on the academy website.

Signed: _____ on behalf of the academy

THE STUDENT

I WILL:

1. Adopt a positive attitude and participate fully in the life of Plume Academy.
2. Attend Plume Academy regularly and on time.
3. Bring all the equipment and books I need every day.
4. Wear the Plume Academy uniform as required and take a pride in my appearance including on the way to and from the academy.
5. Do all my classwork and homework to the best of my ability
6. Be polite and helpful to others including whilst using the internet and social media both at the academy as well as at home.
7. Respect the Plume Academy environment and local and surrounding community.
8. Follow Plume Academy's Behaviour Policy and other policies in their entirety without question.

Signed: _____ Student

Appendix 2

Plume College - Student Agreement

The purpose of this “Agreement” is to clarify the expectations that the College has of its students and the way in which the College works with our students and parents/carers. Enrolling as a student in Plume College indicates that you agree to comply with the terms of this Agreement. It indicates the basis upon which a student enters the College and compliance with its terms is an essential condition for remaining a College student. Any student wishing to successfully proceed into Year 13 must fully and consistently comply with the conditions documented in the Student Agreement throughout Year 12.

1. GENERAL EXPECTATIONS

Students are young adult members of the College community, and it is the College’s aim to treat them as such. However, a mature approach by students to study and conduct themselves appropriately at all times is essential if this is to be possible.

It is generally the College’s aim to tackle any problems with the student first and to try to solve difficulties by discussion and agreement. However, we recognise that parents/carers are supporting students in their education, and if we are unable to resolve any problems speedily and effectively then parents/carers will be contacted. It is expected that students will pass on information (e.g. letters and newsletters) to their parents/carers and inform the College of any domestic changes (e.g. changes in address, contact details, etc.).

College students should arrive at lessons with the necessary equipment to complete the work, and with any preparation work set for the class completed. Students studying Level 3 courses should expect to get up to **4-5 hours’ preparation work/homework** per subject, per week. Students **MUST** also wear their **identity swipe card** at all times. The identity swipe cards are provided free to all students of the College, but if a student loses their identity swipe card they must replace it at a cost of £3.00. Please see Section 3, ‘Registration and Attendance’.

2. ACADEMIC PROGRESS

Staff at Plume College will aim to provide the highest standard of teaching and learning and support for our students. The College is dedicated to high standards of achievement. All staff will expect students to aim for the highest standards they are capable of achieving in order to meet or exceed their target grades. If any student shows that they will not follow the advice of their teachers or their tutor in this respect, then this will become a disciplinary issue (see Disciplinary Policy).

If a student is unable to reach the required standard for their course, they will discuss this with their teacher(s) and their tutor. When they have had a reasonable opportunity to demonstrate improvement, a meeting will be held with the student, their parent/carer, and the Head of College to discuss the issue and options available in terms of moving forward.

In the event that staff are absent, the College has a clear expectation that our students will show high levels of commitment to their studies and as such, learning will continue. The lesson will be used for structured independent study as stipulated by the specific subject area. The onus is on the student to take ownership of their learning and locate and complete the cover work set during that lesson. Failure to do so will be treated as a disciplinary issue within that subject area. Students must register with the College Office if a member of staff is absent.

3. REGISTRATION AND ATTENDANCE

The College day lasts from **8.55am – 4.15pm**, as some subjects run **period 6 lessons**. Students will be registered electronically in each lesson as well as for Tutor Group sessions. Students are expected to attend and arrive promptly to all of the lessons on their timetable (**including their tutorial sessions and compulsory study time**). Truancy and lateness will lead to students being dealt with through the College sanctions system. Students are expected to maintain a **minimum average attendance of 95%**. Students who consistently demonstrate a deliberate intent to miss lessons (truancy) and/or an unsatisfactory attitude to learning and/or poor behaviour may jeopardise their place at College and may not proceed into Year 13 or indeed complete Year 12.

Through the year there will be additional compulsory events which students must attend. For example, enrichment days or progression events. These events will be registered and will count towards attendance. Attendance will be monitored by the **College Team**.

A student will be withdrawn from their study programme and even lose their place at Plume College where they consistently truant lessons (including their Tutor Group sessions), and/or fail to engage in the intervention which is provided. Where this occurs, the student will be invoiced for their examination entry costs.

In line with DfE funding regulations, institutions can apply reasonable conditions of attendance in order to qualify for free examination entry. At Plume College, if a student's attendance falls below 90%, they may be asked to pay for their exam entries.

4. REPORTING ABSENCE

It is never acceptable for a student to miss a lesson without informing the College. If a student is to be absent from College, the student or parent/carer should telephone the College office on the first day of absence, preferably before 9am, to report the reason for absence and subsequent days after that too.

The correct procedure for reporting absence is to call 01621 879830. If a student is likely to be away for some time, the College office needs to be informed so that work can be sent home.

Examples of acceptable reasons for absence from lessons include:

- Illness (which renders you incapable of attending College)
- Educational visits and other activities organised by the College
- Attendance at University Open Days/Interviews for post-College employment/training

Examples of unacceptable reasons for absence from lessons include:

- Driving lessons
- Part-time employment
- Working on homework or coursework
- Medical appointments which could be attended outside of lesson time (Evidence required)

College students are permitted to leave College when they do not have lessons or compulsory study periods. However, students **MUST** swipe in and out of the building using one of the machines located on the ground floor. This is to ensure all students can be safely located in the event of an emergency. All College students will be issued with ID swipe cards and they are accountable for ensuring they are used responsibly at all times. Students and staff should all wear ID cards on a lanyard as this is a safeguarding issue and identifies students as members of our school community.

Please be aware the swipe machine outside the College office is purely for registration of compulsory study time (CST) and students must use it accordingly to ensure their attendance is recorded for CST sessions.

If students lose their ID swipe card, replacements are available from the College office at a small cost. If students lose or forget their ID swipe card, they must inform the Post 16 staff in the College office immediately as this is both a security and health and safety issue. A temporary card will be issued by the College office staff, however, students who persistently forget their card will be sent home to collect it.

Staff Absence: Staff absences for College students will not be disclosed as students will be expected to arrive to all lessons on time, register, collect and complete work independently during their timetabled lesson. In some cases, staff may, if absent, email work to students and their expectations for its completion. **Key Stage Five lessons will not be 'cancelled'**. The onus is on the student to be proactive and ensure they register for the lesson and complete work to the required standard and submit on time.

5. REPORTS AND CONSULTATION EVENINGS

Students are expected to attend Consultation Evenings with their parents/carers to enable the College to discuss and support their progress. For all students, progress reviews are a crucial part of the monitoring process. College students receive one Progress Review per half-term, one in the autumn and one in the spring term. Students also receive an Annual Overview Report at the end of Year 13, in the summer term. Consultation Evenings are held during the year and the dates of these are published in Plume News and on the College website. Parents/carers are strongly encouraged to attend with students as these evenings and the reports are important for communication between the College and home.

6. GENERAL BEHAVIOUR AND DRESS

All students will be expected to behave in a responsible manner, recognising that College students provide a role model for younger students in the academy. Respect and courtesy should be shown at all times by students both to each other and to staff

and visitors to the College and academy. Students must adhere to the **College Dress Code** and where necessary, ask for detailed guidance on what is, and is not, acceptable dress. This also includes guidelines for appropriate hair styling/colour.

For Health & Safety reasons, all facial piercings are regarded as unacceptable. College students should discuss these with the **Student Achievement and Progress Manager** before making arrangements to have visible body piercings to avoid any confusion and ensure compliance with the College dress code.

Year 12 and 13 students are allowed to use their mobile phones, but we ask that they are only used in the College area. If students use their phones in the main school building, they can expect to be asked to put them away by staff. Please note that mobile phones are also the responsibility of the student and the College/academy cannot take any responsibility for mobile phones or any other electronic devices.

7. HOLIDAYS DURING TERM TIME

Family holidays should be taken outside of term time. Permission to take a holiday during term time must always be sought before booking a holiday. Parents/carers must send an email directly to our Deputy Headteacher, Mr Stoneman to request authorisation. Any absence as a result of a holiday will be subject to the College catch-up policy.

8. PART-TIME JOBS

Whilst we accept that students have part-time jobs, a careful balance needs to be made between paid work and College work. A part-time job should not affect the completion of work or deadlines set by teaching staff. Please note that where timetabled, the College day lasts until 4.15pm, and so when securing part-time employment, students should ensure that the employer will not expect them to work before this time.

9. SMOKING/VAPING

The whole College site (both inside and outside the building) is a non-smoking/vaping site. It is equally unacceptable for students to smoke/vape just outside the College/academy boundary, and we ask students to be mindful of the image this creates. Students who do wish to smoke/vape off-site must ensure they do so out of the sight of the whole academy site.

10. DISCIPLINARY PROCEDURE

In most cases, problems can be resolved informally between a student and their tutor. There are four steps to the disciplinary procedure in the College:

Step	Attending	Action
Step 1 Low Level/one off incidents of inappropriate conduct/behaviour/effort <ul style="list-style-type: none"> Attendance drops below 90% Persistent instances of poor punctuality Concerns for Learnability 	<ul style="list-style-type: none"> Student Personal Tutor or relevant staff member 	<ul style="list-style-type: none"> First warning letter/persistent absence letter sent to student and parent/carer
Step 2 - Meeting with Student Achievement and Progress Manager (SAPM) <ul style="list-style-type: none"> Concerns about behaviour and conduct in lessons and/or in school/College areas. Failure to respond to attendance/punctuality warnings at Step 1 Significant concerns for Learnability 	<ul style="list-style-type: none"> Student Parent/carer SAPM 	<ul style="list-style-type: none"> Second warning letter sent to student and parent/carer Objectives set 3-week review Failure to meet objectives will result in escalation to Step 3
Step 3 - Meeting with Head of College <ul style="list-style-type: none"> Significant concerns about behaviour, academic performance, attendance (truanting), punctuality across a range of subjects. Failure to respond to sanctions/warnings at Step 2 	<ul style="list-style-type: none"> Student Parent/carer Head of College 	<ul style="list-style-type: none"> Final warning letter sent to student and parent/carer Objectives set 3-week review Failure to meet objectives will result in escalation to Step 4
Step 4 - Meeting with Joint Head of Academy <ul style="list-style-type: none"> Significant or repeated breaches of the College Agreement. Serious misconduct 	<ul style="list-style-type: none"> Student Parent/carer Head of College 	<ul style="list-style-type: none"> The Student Agreement is terminated. The student is asked to leave the College

<p>compromising the safety of staff and students and/or the reputation of the College.</p> <ul style="list-style-type: none"> • Failure to respond to warnings/sanctions at Step 3. 	<ul style="list-style-type: none"> • Joint Head of Academy 	<ul style="list-style-type: none"> • Eventual engagement of the permanent exclusion process. The right to appeal exists within this process
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At each step there are support and sanctions. However, a Step 4 incident may lead to the engagement of the permanent exclusion process and a student being asked to leave the College. Ultimately, students in the College are here by choice and if they refuse to conduct themselves appropriately, they are free to seek opportunities elsewhere at another college or in employment.

Where a student makes significant or repeated breaches of the Student Agreement, the Head of College may issue a warning letter. The warning letters are issued in the following way:

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the academy's behaviour policy, and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy. These procedures form part of the Student Agreement with the College and are in place to protect all members of the College. Most students have a very positive approach to learning and other aspects of College life, therefore, the number of students who have to be dealt with through these procedures remain extremely low.

11. USE OF COLLEGE AREAS

Plume College has five key areas for the exclusive use of College students: the Common Room, College Study Room, College One, College Coffee Shop and the College Library. These areas are one of the privileges of being in the College. Any abuse of these will be a disciplinary matter and will be dealt with according to the College Disciplinary Procedure. Students are expected to be respectful of the facilities provided and maintain these areas in a tidy and reasonable condition. No eating or drinking is permitted in the College Library or Study Room. Inappropriate behaviour within the College area, including the Common Room, will lead to withdrawal of these facilities for the students concerned.

12. COMPUTER SYSTEMS AND SECURITY: Each individual student is responsible for their use of the computer facilities and for the security of their user area. Any student who is unable to achieve this (for example by keeping their password secure) may be refused access to these facilities. Students are reminded that they are held responsible for any information sent from their ICT user account. Internet use should be confined to study related use only. We have the facility to monitor student access to internet material. Any student who misuses internet access will have this privilege withdrawn.

13. EQUAL OPPORTUNITIES: Plume is committed to providing equal opportunities regardless of gender, disability or ethnic background. Students are expected to treat everyone in a way which is consistent with this approach at all times.

14. VISITORS TO THE SITE: Students should not invite visitors to the site without permission from Mrs Clark or Mr Hallam. All visitors, including parents/carers, must sign in and out at our main reception and must wear a pass, issued by a member of the academy's reception team.

15. EXAMINATIONS

Students are reminded that, in line with Government policy, if they choose to withdraw from a subject or fail to fulfil coursework or assessments, or do not attend their exam sittings, they will be charged the relevant exam entry fees. It is not possible for the College or the Government to gain reimbursement from the exam boards for withdrawals after the final date for submission of entry deadlines has passed. If a student repeatedly fails to attend examinations students/parents/carers will be invoiced for the additional costs. **In line with DfE funding regulations, institutions can apply reasonable conditions of attendance in order to qualify for free examination entry. At Plume College, if a student's attendance falls below 90%, they may be asked to pay for their exam entries.**

Students are expected to behave impeccably during all examinations. They should arrive on time with their **ID swipe cards** and ensure they are appropriately dressed in line with the College Dress Code. In the event that a student does not meet these expectations, they are highly likely to face disqualification from all remaining examinations for that academic year. This decision will be made by the Head of College in association with the Examination Officer and after final input from the Head of Centre, Joint Head of Academy, Mrs Clark.

16. MEDICAL INFORMATION

Students are asked to notify Plume College of any specific medical needs and/or requirements. This information will be treated as confidential and recorded on their student file to ensure staff can provide safe and relevant support if they become ill whilst at College. Please ensure that staff in the College office are made aware of any medications, where relevant which are being taken by the student during the school day.

Student Agreement Formal Expectations

- ✓ *I understand that by enrolling on a Plume College course, I am agreeing to abide by the terms of this agreement.*
- ✓ *Any serious disciplinary issues whilst waiting to join the Plume College or after I have joined will result in the termination of this agreement.*
- ✓ *I recognise that in order to successfully progress into Year 13 I must fully and consistently comply with the conditions documented in the Student Agreement throughout Year 12.*
- ✓ *I understand this agreement and its contents.*

Character Education

The key virtues are (ARRC):

- Ambition – Respect – Resilience - Community

Additional virtues:

- Open-mindedness – Creativity – Honesty - Teamwork



Appendix 4

Our Academy's uniform

Our students will be continually encouraged to take great pride in their personal appearance and therefore, academy uniform must be worn at all times. We also ask for your support and cooperation to ensure our students' uniform standards remain as high as possible. Further details can be found in our Uniform Policy which can be found on our website www.plume.essex.sch.uk/policies.

Appendix 5

Toilet Usage at Plume Academy

Aims

- To maximise access to students' toilet facilities during the day to promote the health, wellbeing and learning opportunities of all students.
- To provide good quality toilet facilities throughout the academy.

Rationale: Why are we writing this additional sub-policy?

- The academy recognises that well-maintained toilet facilities where students feel comfortable and safe and have open access to throughout the school day, are essential for health, wellbeing, and learning.
- We value and respect our students and want them to be able to benefit from good provision and practice.

Objectives: What do we want to achieve?

- To ensure that this policy is both accepted and upheld by the whole academy community - school management, staff, students, governors, parents, site manager, and cleaning staff.
- To keep toilets open and available to students throughout the academy day. While students can use toilet facilities at break and lunchtimes if they need to, we ensure students have access at all times. We recognise that toilet needs are highly individual and do not conform to regimental timetables. At Plume Academy, to cut down on the need for students to leave lessons, we will provide regular and frequent enough toilet breaks (every 60 minutes during their transition between lessons).
- Students will be permitted to go to the toilet in the middle 30 minutes of the lesson, however, it will be noted and recorded at the front office at the Mill Road Campus to monitor toilet habits or concerns regarding student wellbeing and health. This information can then be shared with parents and carers to ensure that they seek the relevant medical support as required for the needs of the student.
- We recognise that some students only feel comfortable going to the toilet when others are not around and will allow children to use the toilet without adverse comment as long as this is not within the parameter of the first 15 minutes or indeed the last 15 minutes of a lesson.
- Students should seek First Aid cards or SEND cards if this is a diagnosed condition that means that the parameters of the first 15 minutes or last 15 minutes does not meet the needs of the individual student.

- To supervise the toilets at break and lunchtimes, if students perceive the need. If students assume this role, we will train and supervise them to ensure they carry out their duties correctly and do not restrict fellow students from using the toilets as and when they need to.
- To actively seek the views of the whole school community in relation to any concerns about toilet provision and access issues (ensuring a child friendly procedure for students to report deficiencies or problems) and to respond seriously to these and deal promptly with any problems highlighted by our students.
- To actively consult and involve the students in managing the toilets (via the School Council or establish a specific working group).
- To encourage students to respect the toilets and each other (via the School Council, in P.D lessons, in form-teacher discussion times)
- To regularly include toilet management issues in all appropriate School Council, staff and Board of Trustee meetings.
- To provide social areas to discourage toilets from being used for such purposes.
- To provide clear sanctions for students who misuse the toilets. For examples, students socially gathering in the toilet cubicles or having more than one student in a cubicle should expect that if found, they will be sanctioned accordingly.
- To implement and maintain annual reviews of the policy to monitor that it is being adhered to and remains relevant.

Notes

- This policy document was produced in consultation with students, parents and carers, academy staff and trustees.
- The academy actively supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day.
- At present, the 15 minutes at the start and end of the lessons, is in place at Fambridge Road Campus too until such time we review the use of the toilets as we hope that students respect the movement time that they have for using the toilets prior to the start of their next lesson.