Chellaston Academy

Relationships Protocols

2026-2027

Policy Owner:	Mrs. D Eyre	Date of Adoption:	09/2025
Approved By:	Chellaston LGB	Date of Approval:	09/2026
Signed By:	D Leese	Date of Next Review:	09/2027

Revisions	
Date:	Notes:
09/2026	Change to year teams

Chellaston Academy adopts clear relationship protocols which underpins effective education; it is consistently and fairly applied. We encourage outstanding behaviour through a mix of high expectations, clear protocols and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the school understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens. Our relationships protocols are based on rewarding good conduct showing Integrity, care and or excellence which is our school values. Likewise, poor behaviour choices will be addressed. The emphasis is on choice – students are taught the consequences of their behavioural choices and are encouraged to take responsibility for it. Our relationships protocols are based on an inclusive approach to education, where we cater for the needs of all students as individuals and enhance equality of opportunity.

The protocols aim to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

These protocols are based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

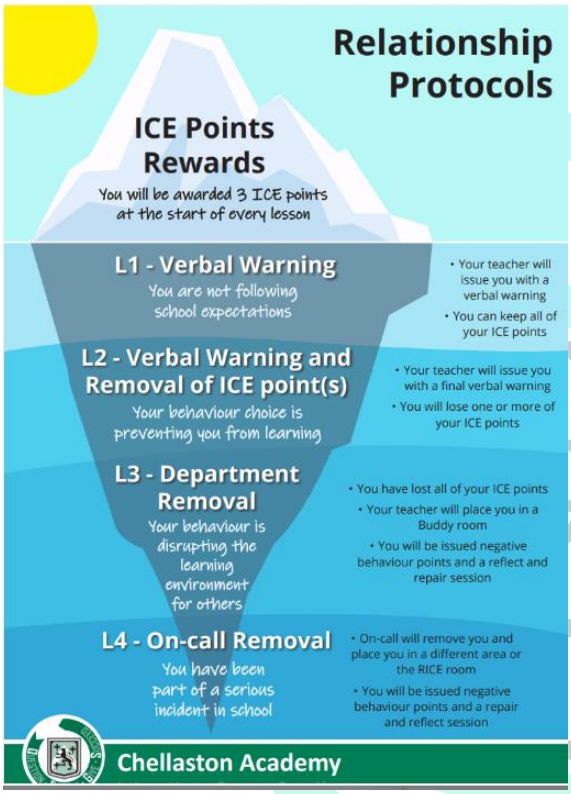
It is also based on the special educational needs and disability (SEND) code of practice and safeguarding policy.

In addition, these protocols are based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Definitions



At Chellaston Academy, students are expected to treat others as they would expect to be treated themselves, showing respect, consideration and courtesy to other students, staff, visitors and the community. Our school values of Integrity, Care and Excellence ensures that all students are able to focus on their learning in a safe and pleasant environment. These values should be followed whenever students are representing the school, including on the way to and from school, whether walking, cycling or using school and public transport.

If a student chooses not to show integrity, care and or excellence, then we will use our relationship protocols to issue a repair session with the student so that they are given the opportunity to explain and correct their behaviour. Students will also receive negative behaviour during these circumstances.

Bullying

Chellaston Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. Chellaston Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can create a safe, disciplined environment, where students are able to learn and fulfil their potential.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and Responsibilities

All stakeholders have a part to play in relation to promoting, encouraging, and expecting high standards of behaviour from our students.

As a first port of call, we encourage all students to go to their Coach if they have any worries or concerns. We also strongly encourage all parents to contact their child's Coach in the first instance if they have any concerns or would like to discuss something.

Aside from our Coach, we also have a large dedicated pastoral team who will work to support students in all areas. Our pastoral team is as follows:

Mrs D Eyre – Deputy Headteacher - Pastoral d.eyre@chellaston.derby.sch.uk

Mrs L Horvath – Assistant Headteacher – Student wellbeing l.horvath@chellaston.derby.sch.uk

Miss L Jones – Assistant Headteacher – Personal Development l.jones@chellaston.derby.sch.uk

Y7 team:

Head of Year 7 – Mr Burton b.burton@chellaston.derby.sch.uk

Deputy Head of Year 7 – Ms Byrne n.byrne@chellaston.derby.sch.uk

Y8 team:

Head of Year 8 – Mrs Haywood s.haywood@chellaston.derby.sch.uk

Deputy Head of Year 8 - Miss Dennett s.dennett@chellaston.derby.sch.uk

Y9 team:

Head of Year 9 – Mrs Dow d.dow@chellaston.derby.sch.uk

Deputy Head of Year 9 – Ms Saccone f.saccone@chellaston.derby.sch.uk

Y10 team:

Head of Year 10 – Ms Baylis s.baylis@chellaston.derby.sch.uk

Deputy Head of Year 10 – Mr Roome b.roome@chellaston.derby.sch.uk

Y11 team:

Head of Year 11 – Mr Moran e.moran@chellaston.derby.sch.uk

Deputy Head of Year 11 – Mrs Coulson j.coulson@chellaston.derby.sch.uk

Sixth form team:

Head of Sixth form – Mrs Grimwood k.grimwood@chellaston.derby.sch.uk

Deputy Head of Sixth form – Mrs Tivey meredithtivey@chellaston.derby.sch.uk

The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also review our relationship protocols in conjunction with the headteacher and monitor their effectiveness, holding the headteacher to account for its implementation. Each

term the governing board will receive a formal report of the positive or behaviour displayed during that term.

The Headteacher

The headteacher is responsible for reviewing and approving our relationship protocols.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



Staff (including SENDCo)

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect your class to arrive on time and with the correct equipment. Meet them as they enter the room and insist on an orderly entry. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive, welcoming, and using names.
- Be clear about the 'best start to learning' i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a data driven seating plan for every classroom.
- Teachers should take the register as close to the start of the lesson as possible.
- Follow 'Learning & Teaching Policy and Guidance'.
- Teachers should insist students work in a way that allows others to learn without disruption.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor.
- To foster good relationships with parents, keeping them well informed of their child's progress and behaviour, and responding to parent enquiries within 48 hours where reasonably possible.
- Modelling positive behaviour and building positive relationships
- Always showing unconditional positive regard
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

All staff will be provided with termly behaviour management training from the Care and Guidance team.

Middle Leaders (Heads of department or responsibility holders) and the wider Pastoral team will initially support staff in responding to behaviour incidents. The senior leadership team will support staff in responding to behaviour incidents where needed.

In addition to these, appropriate and acceptable behaviour can be taught in the following ways:

- Through the Year 6-7 induction process.
- Through the assembly schedule.
- Through co-curricular activities and social events.
- Through encouraging high peer expectations.
- Through consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner.
- Through adherence to classroom routine.
- Through regular contact with parents/carers.
- Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the code of conduct and rules for learning.
- Through discussions and activities during Coaching circle time and the PSHE cycle.
- Through the student's coach.

Parents

Parents are expected to:

- To make their children aware of appropriate behaviour in all situations.
- To encourage independence and self-reflection.
- To show an interest in all that their child does in school.
- To foster good relationships with the School.
- To alert the School as soon as there are any concerns.
- Support their child in building effective relationships
- To support the school's relationship protocols
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

Pupil Code of Conduct

The role of the student

Classroom Expectations:

- Enter your lessons calmly and on time, ready to learn.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers and follow their instructions.
- Display Resilience and Ambition by trying your best at all times.
- Present your work neatly, taking pride in the appearance of your work.
- Be Polite and Respectful to all.
- Complete and hand in all your homework on time.
- In practical subjects, obey the safety rules at all times.

Outside the Classroom Expectations:

- Enter and leave school sensibly, showing consideration for other pedestrians and road users.
- Wheel your bicycle when on the school grounds and always wear a helmet on the road.
- Walk sensibly and on the right in corridors and on the stairways.
- Help keep the school site and surrounding community tidy by not dropping litter; use the bins provided.
- Always walk in the school building in a low energy, calm, sensible and quiet manner.
- Always demonstrate respect and consideration for the school building and its contents.

Social time expectations

It is important that all students and staff can experience a calm and pleasant environment during social times. During these times, all students are expected to adhere to the following expectations:

- Consume food only in the designated eating areas should not be consumed in any other area.
- Hot plated food purchased in a Dining Hall should be consumed in the Dining Hall.
- Designated social areas include all the main halls in buildings, Main, C, F and D, the courts, outdoor playground areas and the school field (summer term only). Students should not congregate in corridors, stairwells, doorways, or other access areas.
- Students should conduct themselves in a sensible, calm, quiet and low energy manner during social times, showing consideration to others at all times.
- Mobile phones are not permitted during social time. Mobile phones will be confiscated if seen by a member of staff.

- Energy drinks should not be consumed on the school premises and will be confiscated if seen.
- Students are not permitted to smoke, vape or become involved at any time with illegal substances.

Persistent failure to respect social time expectations may lead to a student being isolated during these times.

Rewards and Sanctions

I.C.E. points

In addition to having a relationships protocol for, we have also fully implemented and embedded a new reward system here at Chellaston Academy. At Chellaston Academy we recognise how important it is to praise and reward our students as much as we can and we wanted our system to reflect our school values – Integrity, Care and Excellence.

Our system works as follows – Each morning, every single student will receive 18 I.C.E points (3 per lesson and circle time) by their Coach during circle time. Students then will gain the opportunity to receive further I.C.E points throughout the school day for showing additional acts of Integrity, Care and Excellence.

Students are then given opportunities to 'spend' these points in our reward shop, purchasing vouchers such as 'queue jump passes', 'book café tokens', items of stationary and other prizes.

In addition to this, we will also host termly reward days/events as well as other reward incentive activities throughout the year.

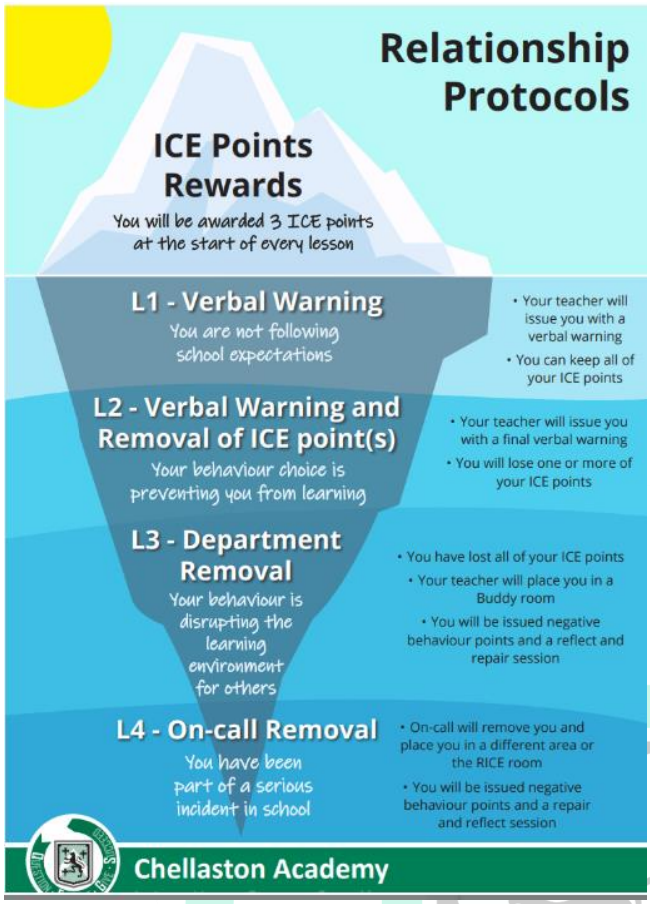
Parents will receive communication via Go for Schools notifying them of their child's I.C.E point total and activity.

Relationship protocols

Our Relationship protocol system has been designed to encourage reflection and reparation between students, staff and learning.

Every lesson, each student is awarded 3 I.C.E points for showing Integrity, Care and Excellence – these are issued by the Coach or Personal Development teacher each day. Throughout each lesson students then have the opportunity to receive more I.C.E points or to lose I.C.E points if they fall short of our expectations.

The following protocols are to be followed if a child fails to meet expectations:



Verbal Warning – A teacher will issue a verbal warning to a child who is failing to meet expectations. At this point they can keep all of their I.C.E points

L2 – Verbal Warning and a removal of I.C.E points

L3 – On call has been requested as the student is disrupting the learning environment for others. Students will lose -20 I.C.E. points at this point

L4 – On call Removal – The student has been part of serious disruption or a serious incident and needs to be removed from the lesson and placed in either the R.I.C.E room or placed with a Senior Team Year link. Students will lose -30 I.C.E points at this stage.

Uniform

If a student arrives to school in incorrect uniform, for example:

- No tie
- A hoody instead of a blazer/no blazer/no school jumper
- Excessive makeup/nails/piercing
- Wearing an inappropriate length skirt or type of skirt (pleated only)
- Wearing leggings
- No Lanyard
- Trainers not shoes (no bubble accepted on a shoe)

If a student does not arrive in the correct uniform and chooses not to attend our uniform swap shop before school to correct this, they will be issued with an orange uniform card, a social detention on that day and minus 30 points.

If a parent/carer contacts in advance to state the uniform issue, students will be issued with a red 'coach aware' card.

Reports

It may be appropriate to place a student on report for a fixed period.

Green Report

- A Coach initiates: usually after receiving several incident reports of poor behaviour
- The Coach explains to the student why it has been decided that it is necessary to put them on Green Report, the aims, and the daily routines of the system
- 1, 2 or 3 targets are agreed with the student in order to help them improve their behaviour
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break and lunchtime each day the student brings the report to show the Coach
- It is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days, then the student comes off report.
- If targets are clearly not being met, then Coach recommends the student being put onto Amber Report.
- Failure to produce the report in school on 2 or more occasions will result in a session in the RICE room.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. As an academy, we deem this as bringing the school into disrepute and as such the students will receive minus 100 behaviour points.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Reparation session

Students will be issued a repair session if they receive an L3 or L4 from a lesson and the relationship cannot be repaired at that point.

- Failure to meet expectations

- Disruption of others or the environment
- Removal from a lesson or social area

A reparation session will take place between the student and the member of staff who has issued the L3 or L4. The session will run for a minimum of 10 minutes and a maximum of 30 minutes. During this time, the student most reflect on the incident that took place, must attempt to repair the relationship, and then must catch up on any work missed when removed from the lesson.

If a student refuses to attend a reparation session, they will be issued one further opportunity to attend – failure to attend for a second time will result in some time being spent in the R.I.C.E room until the session can take place.

R.I.C.E room (Reflection of Integrity, Care and Excellence)

Placement in R.I.C.E is used when a student is unable to follow expectations in the mainstream school environment. A student who is placed into the R.I.C.E room, will be escorted to the room, instructed on their seat, will then hand their mobile phone or any other electronic devices to the R.I.C.E leader. Whilst in the R.I.C.E room, the student class teachers will set appropriate work for them which they will complete with support from the supervising member of staff. They will also spend part of this time discussing the reason for their being placed into R.I.C.E and agreeing a way in which to move forward. Students will be allowed comfort breaks, but these will be scheduled at different times to the rest of the school. Students will have their food delivered to them form the canteen, they will not be able to take part in social time.

Possible reasons for placing a student in R.I.C.E may include:

- An incident involving prejudice
- Fighting
- Persistent poor behaviour
- Extreme poor behaviour

On occasions, it may be necessary to place a student in R.I.C.E pending investigations into an incident. This should not be confused with an internal exclusion.

To exit the R.I.C.E room, a student must complete a repair conversation with the stakeholders involved in the incident they have been placed in the R.I.C.E room for.

Fixed Term Suspensions and Behaviour Support Programme

A suspended student is not allowed to come into school or its vicinity for a fixed number of days. Parents will always be contacted by phone where possible and then by letter. In most circumstances a readmission meeting will be arranged with the Deputy Headteacher or another member of the Senior Leadership Team, SENCo and Year team – this meeting will take place before a student is readmitted. On these occasions we ask that parents are accompanied by their child, so that we can

discuss the incident and the plan on how best to move forward, issue support where needed and complete a Behaviour Support Plan before he or she returns.

Suspension is only used for grave breaches of discipline, such as aggressive behaviour or language towards a member of staff, premeditated attack on another student, serious theft, vandalism or bringing drugs into school. A decision to suspend will always take into account the students previous behaviour record. The length of the exclusion will depend on the particular circumstances of the incident. It is the responsibility of parents to ensure that during a suspension period, students remain at home and do not, under any circumstances, come into the vicinity of the school during the period of suspension.

No student will normally be given more than three fixed period suspensions. Before returning to school from a third suspension, we ask parents and child to meet with a Senior Governor, the Headteacher and Deputy Headteacher (Behaviour) to discuss future behaviour. Any further serious misbehaviour may result in permanent exclusion or a managed move to an alternative school.

The behaviour of a student outside school can be considered grounds for a fixed term suspension.

Possible reasons for a fixed term suspension may include:

- An assault on another student
- An incident related to illegal substance or the possession of an illegal substance
- Carrying a weapon
- Sexually inappropriate behaviour
- Vandalism
- Verbal abuse of staff or students
- Theft
- Malicious allegations towards a member of staff
- A homophobic or racist incident
- Persistent bullying
- Misbehaviour in an internal suspension
- Extreme poor behaviour which might include defiance and/or insolence
- Any other incident deemed appropriate by the Headteacher

Protocol for fixed term suspensions

- The Year Team Leader, in collaboration with the Deputy Headteacher (Behaviour), will make a recommendation for exclusion based on the following information:
- A written account of the incident by the student concerned

- Documented details of the incident provided by the staff concerned
- Written statements from adults or any other students involved in, or witnesses to, the incident – these should be done as soon after the incident as possible and attributed, signed and dated.
- The Headteacher will make a decision regarding whether the incident requires an external exclusion and how long this should be.

Permanent Exclusion

The Head Teacher may decide that permanent exclusion is necessary:

1. In response to serious breaches of the school's relationship protocols;

2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

"A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort" (DCSF Guidance)

There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. serious actual or threatened violence against another pupil or a member of staff

2. sexual abuse or assault

3. supplying an illegal drug

4. carrying an offensive weapon

The behaviour of a student outside school can be considered grounds for a permanent exclusion.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour on their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Our relationships protocols will be reviewed by the headteacher and chair of the local governing board every 12 months. At each review, the protocols will be approved by the headteacher and the chair.

Links with Other Policies

This Relationship policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- SEND policy
- Smart Device Policy

Appendix 1 - Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Our relationship protocols are understood by pupils and staff
- The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.