

Good Behaviour Policy

1. Purpose

The Academy School aims to provide a calm, safe and supportive community in which all pupils, irrespective of their sex, gender identity, race, /ethnicity, religion or belief, sexual orientation or (dis)ability can learn free from disruption, where every member of the School feels valued and respected, and all pupils are fairly and consistently treated – please see the ‘Academy School Culture of Good Behaviour’ for greater detail of the ethos and approach of the School to the expectations regarding behaviour. In particular, this policy aims to outline the measures to be taken to encourage good behaviour and respect for others and to prevent all forms of bullying among pupils. This policy has been drafted with due regard to the advice issued by the Department for Education, including KCSIE and “Behaviour in schools 2024”.

2. Leadership and management

Our whole school approach to behaviour management requires the support and engagement of all members of the School community. Therefore, each member has a specific role to play in order to maintain high standards.

The Partnership Board will:

- Establish a culture that promotes excellent behaviour through the development of a whole-school approach to positive behaviour;
- Lead on the overall development, review and implementation of the School’s Behaviour Policy and practice;
- Ensure that the importance of behaviour management is given a high profile within the School community and that all staff understand the behavioural expectations and the importance of maintaining them;
- Liaise with the Advisory Board and parents to promote positive behaviour amongst pupils;
- Ensure behaviour management is embedded in staff induction and training programmes;
- Decide on sanctions for pupils who are in serious breach of the school rules or Code of Conduct; and
- Record, monitor and evaluate rewards and sanctions regularly, and adapt policies and procedures to meet the needs of the School community.

Teachers have additional responsibility for promoting and rewarding good behaviour as well as supporting pupils in their section of the School whose behaviour falls below the expectations set out in the Code of Conduct or breaches school rules. This means that they will:

- Recognise and reward positive behaviour through teacher recognition, communication to parents, acknowledgement in whole school assemblies, prize giving and the granting of privileges.;
- Lead restorative conversations and actions for the pupil(s) involved in behaviour that fails to meet expectations;
- Meet with pupils who have been issued sanctions by other staff members and discuss reflective work undertaken;
- Liaise with parents about sanctions as appropriate;
- Support pupils with reintegration following a period of suspension (temporary exclusion); and
- Support pupils with SEND or other additional needs to ensure that they are enabled to meet the School's behaviour expectations or that adaptations to expectations are made to support their needs.

All School staff must take responsibility for supporting the School's Behaviour Policy and promoting positive behaviour amongst pupils in all school settings. They will:

- Establish clear positive behaviour guidelines in their own classrooms;
- Model positive behaviour that is kind, respectful and orderly;
- Communicate the Behaviour Policy to pupils, especially those they have pastoral responsibility for (e.g. as a form tutor);
- Challenge pupils whose behaviour fails to meet the expectations established in the Code of Conduct or undermines the school rules or values;
- Have restorative conversations where appropriate;
- Issue sanctions as appropriate, and liaise with relevant pastoral staff regarding contact with parents; and
- Engage with induction training, Inset, and additional CPD sessions on behaviour management.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should:

- Be aware of the School behaviour standards, expectations, pastoral support, and consequence processes;
- Know that they have a duty to follow the School Behaviour Policy and uphold the school rules, and should contribute to creating a respectful and kind school culture;
- Be asked about their experience of behaviour and provide feedback on the School's behaviour culture; and

- Be supported to achieve the behaviour standards, including an induction process that familiarises them with the School behaviour culture.

Parents play a crucial role in helping schools develop and maintain good behaviour. To support the School, parents should:

- Get to know the School's Behaviour Policy and, where possible, take part in the life of the School and its culture;
- Reinforce the policy at home as appropriate;
- Raise any concerns about behaviour directly with the School while continuing to work in partnership with them;
- Support sanctions and restorative actions issued by the School; and
- Work with the School to support their child in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The School's whole school approach has been designed to meet the needs of all pupils in the School, including pupils with SEND, so that everyone can feel they belong in the School community and high expectations are maintained for all pupils. A positive behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

This policy takes account of the School's legal responsibility under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices; as well as those under the Children and Families Act 2014, which states that relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.

As part of meeting any of these duties, the School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

In a circumstance where a pupil with SEND behaves in a way which undermines the School's rules or Code of Conduct, the School will consider whether a pupil's SEND has

contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the School will refer to the Equalities Act and DfE guidance on behaviour in schools. It will be considered whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. The School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It will also be important for the School, alongside parents, to seek to try and understand the underlying causes of behaviour and agree whether additional support is needed.

3. School Rules

The School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils. Guidance and support for staff in these areas are covered in the induction programme and regular training.

In particular, pupils are encouraged to:

- Ensure the School is a safe, caring, and respectful environment where bullying and abuse is not tolerated
- Show respect to all members of staff, visitors and each other
- In class, make it possible for all pupils to learn
- Contribute with enthusiasm and to the best of their ability to all aspects of school life
- Treat the School buildings, school property and all personal property with respect
- Demonstrate self-control and courtesy when moving around the school site
- Promote the good reputation of the School and refrain from behaving in a way that brings the School into disrepute, including when outside School
- Wear the correct uniform at all times during the School's teaching day
- Take responsibility for their own actions and behaviour
- Adhere to the School Policies, in particular those related to behaviour such as Anti-Bullying
- Accept sanctions when given and engage positively with restorative or reflective exercises
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions

4. Bullying

Details of the School's measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying are included in the Anti-Bullying Policy.

They are based around the importance of preventing bullying by creating an orderly climate of respect within an inclusive community environment and by drawing on and

having and implementing an effective anti-bullying strategy. This includes aspects of school life such as:

- Rewards, sanctions and positive behaviour management
- Pastoral care system
- Effective supervision in and out of class
- Online safety and monitoring

They also build on the careful recording and monitoring of bullying, including enough detail to identify patterns and challenge bullying- particularly where it includes aspects of prejudice and discrimination or involves cyber-bullying.

5. Behaviour Management and Sanctions

It is important that where a sanction is given, the staff member issuing it explains the sanction and what was wrong with the behaviour to the pupil(s) involved. The School maintains a record of more serious sanctions and offences, such as bullying, and the disciplinary measures taken, such as detention or a temporary or permanent exclusion.

Sanctions may include, but are not limited to:

- Verbal warning
- Loss of privileges
- Meeting with a staff member
- Writing a letter of apology
- Acts of community service e.g. tidying a classroom
- Detention
- Temporary suspension
- Permanent exclusion

The School's system of sanctions is based on the principles that:

- They should be proportionate to the offence committed;
- They should be applied consistently, on an escalating scale that allows for further sanctions if needed;
- That communication between pupil, school and home ensures all parties are aware of what measures have been taken, and why; and
- That sanctions are recorded in a timely manner to ensure early identification of concerns thus, hopefully, preventing issues further down the line.

6A. Disruptive behaviour in the classroom

Where a pupil fails to participate in the class in line with the Code of Conduct/disturbs other pupils learning, the child shall be removed to the back of the classroom to continue the

lesson. In exceptional circumstances, should these measures not correct the misbehaviour, then the child shall be sent to the school office to complete the class tasks there under supervision and monitoring. The teacher, at the end of the class, will go to the child to:

1. Give instruction on any material missed by the child and where necessary to make arrangements for the class assignments to be completed in break times or after school; and
2. Discuss the pupil's misbehaviour and assess reasons and apply any sanctions as appropriate.

The Headteacher will be informed of the removal from the classroom and will consider underlying causes and any safeguarding issues.

The incident will be noted and data concerning the child's behaviour will be monitored, any patterns analysed, pastoral/academic support given and a consideration of further actions to be taken made. Parents should be informed of the incident. Should there be recurrent episodes, we will encourage parents to work with the school to correct the misbehaviour.

6B. Temporary and permanent exclusions

Exclusion from School, in accordance with the School's Terms and Conditions of the Parent Contract, can be a temporary withdrawal for a fixed term or a permanent exclusion. The School's procedures for dealing with temporary and permanent exclusions are mindful of the guidance "Behaviour in Schools 2024". The Headteacher may, at their discretion, require parents to remove or suspend a pupil from the School, if they consider that the pupil's attendance, academic commitment or behaviour (including behaviour outside school) falls below the standard which could reasonably be expected of them and in the absolute discretion of the Headteacher removal is in the School's best interests or those of the pupil or of other pupils.

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School:

- physical assault against pupils or adults
- verbal abuse of pupils or adults, threatening behaviour towards or malicious allegations against pupils or adults
- child on child abuse, including bullying or cyber-bullying
- involvement in nudes or semi-nudes (also referred to as 'Sexting') discrimination, harassment or victimisation online or in person (e.g. racism, homophobia, sexism)
- sexual misconduct
- drug and alcohol misuse
- damage to property
- theft

- any conduct that facilitates, encourages or makes possible, any of the offences listed above
- persistent disruptive behaviour
- persistent lack of punctuality
- serious breach of ICT Policy
- and any conduct that harms the reputation of the School

6C. Detentions

The School will use detentions as part of its behaviour management approach but only once other alternatives have proved to be unsuccessful. Detentions can occur after the school day in accordance with DFE regulations.

7. Sexual Harassment, abuse or violence

The school has a zero tolerance policy towards any form of sexual harassment, abuse or violence among pupils or staff.

- We ensure that our staff have appropriate knowledge of part 5 of Keeping Children Safe in Education and have good awareness of the signs that a child is being neglected.
- All pupils are fully supported to report concerns about harmful sexual behaviour, and they would be completely willing to address any concerns to their teachers, DSL/DDSL or school counselor.
- Our staff are confident and well trained in handling reports of sexual harassment, abuse or violence in line with DFE's guidance including children and those off school premises.
- All allegations are taken seriously, comprehensively reported and dealt with swiftly, and appropriately, and pupils are confident that this is the case.

8. Child on child abuse

Details of the School's measures to prevent and respond to incidents of child-on-child abuse are included in the Managing Allegations against Other Pupils Policy.

9. Banned items

Guidance issued by the Department of Education makes it lawful for the Headteacher (or staff authorised by the Headteacher) to search pupils for any item on the list below. Any staff who have been authorised to carry out searches on pupils will be appropriately trained in how to lawfully and safely search a pupil. It is good practice to ensure it is explained to a pupil why the search is taking place, how it will be done and where so that their agreement is informed. This will also allow the pupil to ask any questions that may help their understanding of the search. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the

pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner.

School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The DSL should be informed of all searches conducted, particularly those that raise a safeguarding risk. If an item from the prohibited or banned items list is found during a search; a referral may be made to Children's Social Care. The DSL will also review any safeguarding risk to others including pupils and staff.

Prohibited or banned items could include:

- Knives and weapons;
- Alcohol;
- Illegal drugs (or other substances that could be abused);
- Stolen items;
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence; or
 - to cause personal injury to, or damage to the property of any person including the pupil;
- Tobacco and cigarette papers;
- Vapes;
- Fireworks and/or smoke bombs;
- Pornographic images;
- Inflammatory material of a discriminatory nature e.g. sexist, racist, homophobic;
- Face masks, headwear or clothing that prevents an individual's identity being readily established;
- Any electronic equipment that could be used to breach the School's ICT Policy; and
- Any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the School or environs or to commit an offence, cause personal injury or damage to property.

The School, when exercising its search powers will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required should a pupil have a disability. Any search conducted by staff must take place on school grounds. All staff members completing searches must be the same sex as the pupil and have another member of staff present. The only exception to this is if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

If for any reason the police are present, they can request a strip search under the Police and Criminal Evidence Act 1984 (PACE) code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The School takes seriously the safeguarding of all pupils and staff, and as such would only contact the police in exceptional circumstances such as that which places the life of an individual or others at risk and when less invasive approaches have been exhausted. Unless there is an immediate risk of harm to the pupil and where reasonably possible, staff will inform a parent of the pupil that the police have been called in the search. The School is not required by law to do this, however, the School will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

The School will always provide after care support to any pupil subjected to a search whether an item is found or not. If an item is found, this may be a police matter, but will nevertheless be accompanied by a safeguarding process handled by the School which gives attention to the pupil's wellbeing and involves relevant staff, such as the DSL. Safeguarding will be at the centre of support following a strip search by police in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. After any search all pupils will be made to feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. The School will give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

10. Mobile Phones

The School prohibits the use of mobile phones during the school day and encourages parents not to provide a "smart" phone to their children. Should a child require a phone for the purposes of communicating to their parents on the way into and out of school the school recommends that they be provided with a non-smart phone and the child is required to hand in the phone at the beginning of the day.

Reviewed and updated by Andrew Sandars

August 2025

Academy School Culture of Good Behaviour

The Academy School's Behaviour Policy has been designed to encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. We aim to create a culture of respect based on the following: -

- **Please and thank you**
 - Please implies/summons respect.
- **Respect**
 - Respect starts with respect for oneself
 - Respect for oneself is for own body/health/spirit/looking after oneself physically, mentally, and spiritually. Then for possessions
 - For those around one
 - One's family, parents, siblings, peers, teachers, adults in the wider world, those in authority, subject to their discharging those responsible properly.

A culture of respect please:

The adults/teachers shall/should expect respect from their children through meeting entirely their responsibilities of care, education, affection, and commitments to their charge.

The children shall demand respect from the adults, teachers, through meeting their responsibilities regarding their learning, their focus and attention in lessons, their complete effort to their work and homework, their obedience to their teachers so long as their commitment to the children is intact.

A culture of appreciation:

- Thank you implies appreciation
- Thank you, while voiced from within, is an inward flow from the enormity of the universe – appreciation for our existence in this place and time.
- Appreciation for the democratic state that ensures our basic rights and expectations, freedom, freedom of thought and speech.
- Appreciation of our school community, the teachers and teaching, pupils and their learning, the 'family'
- Appreciation of pupils' own family and siblings and their friends.
- Appreciation of pupils' achievements and their development
- Appreciation (lastly- humbly) of themselves and their happiness, happy conditions, their potential and future.
- Humility – the completion of this circle.

Developing a philosophical and deep understanding of thank you and please will allow even better behaviour. The culture of mutual respect and appreciation adhered to allows for minimal formal rules. These rules are set out in the Behaviour Policy. BOS the following laws of governing human society are self-evident, evidentially enforced and CLEAR for our children. Freedom and privileges the children enjoy are removed through any failure of respect for the following: (the following which constitutes their duty.)

1) Themselves:

- Not learning
- Not working to standard, not meeting homework

2) Their Peers

- Foulness of language
- Physical abuse
- Failure to acknowledge another's space
- Bullying
- Rudeness spoken or in manner, or in mannerism

3) Their Teachers

- Behaving without due respect where respect is due
- Behaving with ill manners, or with lack of appropriate grace
- Making malicious accusations against school staff

4) Their School

- Lack of good manners on the street (good manners being all the culture of respect/appreciation)
- Behaviour likely to bring shame upon their school and themselves.

Bullying

- Failure to act to another supportively, with kindness;
- Deliberately seeking to gain personal advantage, psychological or physical through designating another; or
- Deliberately seeking to excite unhappiness or misery in another or diminutions of another's sense of confidence.
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Revised and updated by Andrew Sandars

August 2025