

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.

Appended to this policy is the 'Academy School Culture of Good Behaviour', which provides 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.

The School recognises that behaviour and safeguarding are closely linked. Serious, repeated or unusual behaviour may indicate that a pupil is experiencing harm, abuse, exploitation, online harm, mental health difficulties or other unmet needs. Behaviour such as bullying, harmful sexual behaviour, misogynistic conduct, sexual harassment, discriminatory language or conduct, online abuse, AI-generated abuse, serious violence or threatening behaviour may therefore be treated as a safeguarding concern and will be managed in accordance with the School's Child Protection Policy.

This policy has been drafted with due regard to the advice issued by the Department for Education, including Keeping Children Safe in Education (KCSIE)2026 and "Behaviour in schools 2024" and should be read alongside the School's Anti-Bullying Policy, Child Protection Policy, Managing allegations against other pupils policy and ICT policy.

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 Good 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 to analyse trends to inform practice and early intervention, 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 this policy 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;
- Where appropriate, 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 and discuss reflective work undertaken;
- Liaise with parents about behaviour concerns and 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 Good 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 Good 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 set out in this policy 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;
- Understand their responsibility to follow the School's Good 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 promptly and 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.

The School recognises that 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 have difficulty understanding or processing a verbal instruction. It does not necessarily follow that every incident of misbehaviour is directly attributable to a pupil's SEND, and each incident will be considered on its individual facts.

This policy takes account of the School's legal responsibility under the Equality Act 2010 to make reasonable adjustments to avoid substantial disadvantage to a disabled pupil; 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, where reasonably practicable, anticipate likely triggers of misbehaviour and put in place appropriate support to prevent difficulties arising. Any such 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 falls below the School's rules or expectations, the School will consider whether, and to what extent, a pupil's SEND has contributed to the behaviour before making a decision. In considering this, the School will consider whether the pupil understood the rule or instruction and whether the pupil was able to regulate or manage their behaviour at that time.

The School will also consider whether reasonable adjustments need to be made to its response, including to any sanction imposed, having regard to the pupil's disability and individual needs.

In all cases, the School will seek to adopt a fair and proportionate approach, balancing the need to maintain appropriate standards of behaviour with its duties to support pupils with SEND. Where appropriate, the School will work in partnership with parents and relevant professionals to understand the underlying causes of behaviour and to agree appropriate support and intervention.

3. School Rules

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

In particular, pupils are expected to:

- Ensure the School is a safe, caring, and respectful environment where bullying, harassment and abuse are not tolerated
- Show respect to all members of the school community, including staff, visitors and each other
- In class, behave in a way that makes it possible for all pupils to learn, including listening attentively and following instructions in class

- 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 or online (including group chats, social media, gaming platforms, image-sharing, AI-generated content)
- Take responsibility for their own actions and behaviour
- Adhere to the School Policies, in particular those related to behaviour, safeguarding and anti-bullying
- Accept sanctions when given and engage positively with restorative or reflective exercises
- Avoid any conduct which undermines the safety, wellbeing or dignity of others, or the orderly running of the School
- Not engage in misogynistic, sexist, homophobic, racist, transphobic, ableist or otherwise discriminatory language or conduct, whether in person or online.

4. Bullying

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

The School's approach to bullying is 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:

- The consistent application of rewards, sanctions and behaviour management strategies
- A strong pastoral care system
- Effective supervision of pupils in and out of class
- Education and monitoring in relation to online safety

Incidents of bullying will be taken seriously, recorded and monitored appropriately, with sufficient detail to identify patterns of behaviour and to inform early intervention.

Particular attention will be given to incidents involving prejudice, discrimination or online behaviour.

Where bullying behaviour is identified, it will be addressed in accordance with the School's Anti-Bullying Policy and, where appropriate, may be treated as a safeguarding concern under the School's Child Protection Policy.

5. Behaviour Management and Sanctions

It is important that where a sanction is given, the staff member issuing the sanction clearly explains the nature of the behaviour, why it was unacceptable and the purpose of the sanction to the pupil(s) involved. The School maintains a record of serious behaviour incidents and sanctions.

Sanctions will be applied on a proportionate and graduated basis, taking into account the nature, seriousness and context of the behaviour, as well as the individual circumstances of the pupil.

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;
- That incidents and sanctions are recorded in a timely manner to ensure early identification of concerns and patterns thus, hopefully, preventing issues further down the line; and
- In applying sanctions, the School will have regard to any relevant safeguarding considerations and, where applicable, the needs of pupils with SEND.

6A. Disruptive behaviour in the classroom

Where a pupil fails to participate in the class in line with accepted behaviour and/or disturbs other pupils' learning, the member of staff will address the behaviour promptly and proportionately.

In the first instance, this may include strategies such as refocusing the pupil, issuing a warning, or adjusting seating arrangements. Where appropriate, the pupil may be moved within the classroom or, if necessary, required to continue their work in an alternative supervised setting.

Following the lesson, the member of staff will:

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;
2. Discuss the pupil's misbehaviour with the pupil, ensuring that expectations are understood;
3. Consider any underlying causes or contributing factors; and
4. Apply appropriate sanctions and/or restorative measures in line with this policy.

The Headteacher will be informed where behaviour is more serious, repeated, or gives rise to concern, and will consider whether there are any underlying factors, including safeguarding considerations or additional support needs.

The incident will be recorded in accordance with School procedures. Behaviour will be monitored, any patterns analysed, pastoral/academic support given and a consideration of further actions to be taken made.

Parents will normally be informed of the incident at an appropriate stage. Should there be recurrent episodes, we will encourage parents to work with the school to address the behaviour and support the pupil.

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 DfE 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 behaviour constitutes a serious breach of the School's rules or expectations, where allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others, or if the pupil's attendance or academic commitment falls below the standard which could reasonably be expected of them. Any decision to exclude will be taken by the Headteacher, at their discretion, following consideration of the circumstances of the case.

In reaching a decision, the School will consider all relevant factors, including the nature and seriousness of the behaviour, the context in which it occurred, the pupil's previous

behaviour, and any relevant safeguarding considerations or additional needs (including SEND).

The School will seek to ensure that decisions are fair, proportionate and consistent, and that appropriate records are kept of the incident and the decision-making process. Parents will be informed of any exclusion in accordance with the School's procedures.

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, threatening behaviour, or intimidation towards or against pupils or adults, including malicious allegations
- child-on-child abuse, including bullying or cyber-bullying
- the creating, sharing or possession of indecent images such as nudes or semi-nudes
- 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 or repeated breaches of the School's policies and expectations
- persistent lack of punctuality
- serious breach of ICT Policy
- and any conduct that harms, or is likely to harm, the reputation of the School

6C. Detentions

The School may use detentions as part of its behaviour management approach, where it is reasonable and proportionate to do so. Detentions may be used as a response to behaviour which falls below the School's expectations, including where other strategies have been unsuccessful or where a more immediate sanction is appropriate.

Detentions may take place during the school day or after the school day.

Where a detention is issued, the pupil will be informed of the reason for the detention and the expectations for future behaviour.

The School will consider the individual circumstances of the pupil, including any additional needs or safeguarding considerations, when deciding whether a detention is appropriate.

Records of detentions will be kept in accordance with the School's behaviour recording procedures.

7. Use of Force

The School will always seek to manage behaviour through preventative and de-escalation strategies. However, there may be circumstances where it is necessary for staff to use reasonable force to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence; or
- causing serious damage to property or serious disruption to the good order of the School.

Any use of force must be reasonable, proportionate and necessary in the circumstances, taking into account the pupil's age, understanding and any additional needs, including SEND.

The School recognises that the use of force is a serious intervention. Staff will seek to avoid its use wherever possible and will only use the minimum force necessary to achieve the intended outcome.

Any incident involving the use of force will be recorded in writing as soon as practicable after the event. The record will include the nature of the incident, the action taken, and the rationale for the use of force.

The School will consider whether any incident involving the use of force gives rise to safeguarding concerns and will inform parents in writing and/or refer the matter to the DSL.

8. 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.

The School recognises that sexual harassment and sexual violence may constitute child-on-child abuse and will be managed in accordance with Part 5 of *Keeping Children Safe in Education* 2026 and the School's Child Protection Policy.

Staff receive appropriate training to understand, recognise and respond to such behaviour. Pupils are supported and encouraged to report concerns to a member of staff, the DSL, DDSL or Headteacher.

All concerns and allegations will be recorded, considered carefully and responded to promptly, fairly and proportionately. The School will take appropriate action to safeguard

all pupils involved, including providing support to those affected and addressing the behaviour of the pupil(s) responsible.

Where appropriate, the School will involve parents and/or external agencies, including the police or children's social care. Any decision to do so will be made on a case-by-case basis, having regard to the safety and wellbeing of the pupils involved.

9. Child on child abuse

The School recognises that children may abuse other children, and that such behaviour may constitute a safeguarding concern. Child-on-child abuse can take a number of forms, including bullying (including cyber-bullying), physical abuse, sexual harassment, sexual violence, and harmful online behaviour.

All incidents or allegations of child-on-child abuse will be taken seriously and dealt with promptly, fairly and in accordance with the School's Child Protection Policy.

Pupils are supported and encouraged to report concerns, and staff will act on all reports in line with the School's safeguarding procedures, including referral to the DSL where appropriate.

The School will take a balanced approach, ensuring that appropriate support is provided to any pupil affected, while also addressing the behaviour of the pupil(s) responsible.

Further detail on the School's procedures for managing allegations against other pupils is set out in the Managing Allegations Against Other Pupils Policy.

10. Banned items

Guidance issued by the Department for 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 (but are not limited to):

- 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 its 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 the 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.

11. 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. He or she can collect it at the end of the day. If a child does not hand in the phone at the beginning of the day then the school can confiscate the phone for a period the school determines to be appropriate, typically for a week for a first offence.

Reviewed and updated by Andrew Sandars

August 2026

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 responsibilities 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.

Revised and updated by Andrew Sandars

August 2026