



Christ Church Academy

Part of The Key Educational Trust

Behaviour Policy

(including Suspension and Exclusion)

2025-2027

Reviewed: September 2025

Review Date: September 2027

To be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: “I can do all things through Christ who strengthens me.”

[Philippians 4:13](#)

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Policy statement

It is a primary aim of Christ Church Academy that every member of the Academy community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on Gospel values of mutual trust and respect for all. The Academy's behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and to realise our Vision to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: "I can do all things through Christ who strengthens me."

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Instils the Christian values and vision of the Academy
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences." (The Whole Brain Child - Siegel. D., 2011)

Rules

The academy has 4 expectations:

- Ready "Be ready for every good deed" - Titus 3:1
- Responsible "Whatever you do, work heartily, as the lord and not for men" - Colossians 3:23
- Respect "Show proper respect to everyone" - Peter 2:17
- Resilient "I know that you can do all things" Job 42:2

Expectations and Actions

	Expectations	Consistencies
All pupils will	Be ready to learn at school. Act responsibly throughout the day. Show respect for themselves and towards others. Show resilience in all they do approaching challenges with a positive mindset.	Ready- Arrive on time, bring with them their classroom equipment and reading book. Wear their uniform correctly. Have a growth mindset. Be ready to advocate for others, to do good deeds. Responsible- Be a good learner by engaging in learning opportunities, put maximum effort into lessons and make positive behaviour choices. Respect- be kind to others, look after the environment and school property, follow staff instructions. Resilient – ask for support to be successful, embrace challenge, learning from mistakes, building on self-confidence.

All members of staff will	<ul style="list-style-type: none"> Positively reinforce good behaviour by reinforcing, encouraging and celebrating when pupils make positive behaviour choices and demonstrate our values. Use language that is consistent and calm. Use consistent consequences that are defined, agreed and applied at the classroom level as well as using established structures for more serious behaviours. 	<p>Refer to Ready, Responsible, Respect & Resilient - never ignoring learners behaving poorly.</p> <p>Build positive relationships- by greeting pupils in corridors, welcoming learners to their lesson, using visible recognition mechanisms throughout lessons and at break times that prevent sanctions and use language that is calm.</p> <p>Follow up- retain ownership and engage in reflective dialogue with learners that aims to return pupils to learning opportunities and prevent future.</p>
All middle leaders will	<p>Model-</p> <ul style="list-style-type: none"> A visible presence in the department to encourage appropriate conduct, <p>Support-</p> <ul style="list-style-type: none"> Support staff in building positive relationships with their pupils Encouraging staff to praise, reward and recognise <p>Monitor-</p> <ul style="list-style-type: none"> Use conduct data to target and assess interventions <p>Celebrate staff and learners whose efforts go above and beyond expectations.</p>	<p>Model the use of ready, responsible, respectful and resilient in their own conduct and expectations of pupils- never ignoring learners behaving poorly.</p> <p>Support staff in building positive relationships by supporting pupils in returning to learning, by support staff with conversations and sitting in on reparation meetings, through the use of relational practices and by encouraging the use of positive notes and positive phone calls.</p> <p>Identifying and targeting further training needs</p>
All Senior Leaders will	<p>Model-</p> <ul style="list-style-type: none"> Be a visible presence around the school site throughout the day. <p>Support-</p> <ul style="list-style-type: none"> Stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Provide opportunities for the sharing of good practice. Support teachers and middle leaders in returning pupils to learning 	<ul style="list-style-type: none"> Create opportunities to reinforce and model the school culture of "Ready, responsible, respectful and be resilient". This includes when meeting and greeting learners at the start and end of the day, during lesson changeover and throughout break and lunch- never ignoring learners behaving poorly. Joining conversations and meetings of staff with learners regarding their behaviours Implementing provision for learners whose behaviour has gone beyond the range of "ready, responsible, respectful, resilient"

	<p>Monitor-</p> <ul style="list-style-type: none"> • Use behaviour data to target and assess school wide behaviour policy and practice. • Review the provision for learners who view beyond the range of written policies. <p>Celebrate staff and learners whose efforts go above and beyond expectations.</p>	
All parents/carers will	<p>Ready- Ensure their child is ready for school</p> <p>Responsible- Encourage their child to take responsibility for their learning</p> <p>Respect- Model respectful behaviours towards others</p> <p>-support the school in encouraging their child to treat other pupils, staff and the environment positively.</p> <p>Resilient – support the school in encouraging their child to learn from mistakes</p>	<ul style="list-style-type: none"> • Ensuring their child is punctual and attends regularly • Ensures their child has the appropriate uniform and equipment • Supports their child with home learning • Takes an interest in what their child is learning at school and discuss this with them at home. • Supports their child in maintaining good behaviour and managing good choices. • Models respect by speaking politely to all pupils, staff and parents/carers. • Models respect by taking care of the school environment

Recognition and rewards

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards our staff understand that a quiet word of personal praise can be as effective as larger, more public rewards. The school also recognises the use of praise in developing a positive classroom atmosphere, particularly in developing positive relationships for those learners hardest to reach. All children need recognition for efforts made. Some of our children find it challenging initially to make well-formed choices and when they do it is imperative for the adult to make every effort to notice and celebrate when this happens.

Throughout the day staff praise and reward children for making positive choices and showing a positive attitude in a number of ways, such as:

- Verbal praise
- Emails/phone calls to parents/carers
- Achievement Points
- Directed to a member of the senior leadership team
- Praise postcards / stickers

Reward Points: Achievement Points

Each week achievement points are counted up. The pupil with the most points in their form group for that week is awarded the star of the week award, which accompanies a principal sticker and gives the pupil an early lunch pass. The pupil with the highest point in each year group are rewarded with a certificate and a prize at the end of each term. During the academic year those pupils with the highest number of points have additional prizes such as extra play time or entry into a draw for a prize.

Managing behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are on occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given "take up time" between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

30 second intervention – reminder of expectations

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Step 1: Warning and Reminder

A reminder of the expectations- Ready, responsible, respect, resilient. De-escalate and decelerate where reasonable and possible and take the initiative to keep things positive at this stage.

- pupil directed to make a positive action choice e.g. "I would like you to turn and face the board so you can see the information", instead of saying "I don't want you to distract others".

During step 1 Staff may use a range of strategies to encourage pupils to make positive choices these may include:

- Remind pupils of the ready, responsible, respect and resilient
- Agreed signals
- Short term targets

Step 2: Caution Connect

A clear verbal caution delivered wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

During step 2 Staff may wish to use strategies such as movement to another seat, time-out within the class or the learner is asked to speak to the teacher away from others to have a restorative conversation.

- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions.

N.B The time out can happen within a classroom but if outside the classroom then Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. This incident should then be logged on Bromcom.

Step 4: Interim Provision

If time out proves unsuccessful the learner will be asked to leave the room and work with the Head of Department or a senior/pastoral member of staff. This incident should then be logged on Bromcom. At this stage the learner will be issued with a 40-minute lunch time detention.

In the case of a refusal to leave the room the teacher should send another pupil to ask for support from SLT. (Appendix 1b) At this stage, the teacher will inform the form tutor and the parent/guardian, once the matter has been dealt with. It will also be recorded on the school BROMCOM system. The learner will work with the Head of Department or a senior/pastoral member of staff and be issued with a 40-minute lunch detention. At all times, in line with our Vision, every effort is made to provide an inclusive and restorative solution.

Step 5: Reparation

A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful then the teacher should call for the support from their head of department or the pastoral team.

Staff will always deliver sanctions calmly and with care. It is nobody's interest to confront poor behaviour with anger.

Serious Breach

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. If a child threatens, hurts or bullies another child, the class teacher records the incident and sends for a senior leader. If any behaviour is deemed threatening, dangerous or totally inappropriate, a Senior Leader should be sent for. In this case the senior leader may be sent for without any prior warnings. (Appendix 1b).

The monitoring of behaviour

Form tutors, the wider pastoral team, middle leaders and the Assistant Principal (behaviour and welfare) will regularly monitor the school BROMCOM system. A program of intervention will begin where a child makes repeatedly poor choices acting in a way that disrupts their own or the learning of others.

The form tutor (if concern raised in different curriculum areas) or middle leader will contact the child's guardian/carer to discuss the situation, with a view to improving the choices made by the child.

Those pupils who receive no behaviour points in a week will receive an additional 3 reward points.

Partnership stage

Where learners do not respond positively to this intervention and show progress towards agreed targets, Heads of Year and the Assistant Principal will implement the partnership stage. They will act as a personal learning coach who:

- Support and if necessary facilitate the reparation meeting between the member of staff and learner
- Develop an appropriate action plan with the learner
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if the conduct improves

The child's parents are contacted and an appointment is made with the aim of supporting the child's future choices.

All of these matters will be communicated to staff via the pastoral team and personalised support.

N.B. At this point, it is up to the discretion of the Senior Leadership Team to decide on the future consequences, which may include inclusion, suspension and in very rare cases permanent exclusion.

School Suspensions and permanent exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension, and the standard guidance (DfE, June 2012). We refer to this guidance in any decision to suspend a child from school. This guidance can be found at the following web address: <https://www.gov.uk/government/publications/school-exclusion> Only the Principal (or the acting Principal) has the power to suspend a child from school. The Principal may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently.

If the Principal suspends a child, they inform the parents immediately, giving reasons for the suspension. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed term suspensions beyond five days in any one term. Shorter term suspensions are reported to the governing body through the Principal's report. The governing body itself cannot either suspend a child or extend the suspension period made by the Principal.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, any representation by parents and the LA, and whether the child should be reinstated.

As the DfE guidance suggests "good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education".

A suspension in the DfE guidance is a suspension for a fixed period of time. This can occur when a pupil's choice in lessons or during social time result in the need for their removal from lessons and social time for a

designated length of time. Suspensions may be fixed term or, in exceptional circumstances, a permanent exclusion.

The purpose of the suspension:

- To make a clearly understood statement that certain behaviour choices are not tolerated within the Trust acceptable or tolerated.
- So that pupils and parents/carers/guardians understand their responsibility in terms of responding to serious disciplinary issues.
- To protect the educational and social well-being and/or safety of other pupils.
- To protect the well-being and/or safety of staff.

As a school we understand and recognise that suspensions cause disruption to pupils academic progress and learning and strive to use our behaviour policy and relational practices to support all pupils. In all but exceptional circumstances, suspensions will be limited to 5 school days. The length of any suspension will be the minimum that is judged as necessary to achieve the desired effect. Following any suspension there will be a re-integration meeting with the pupil and their parent/guardian/carer.

Behaviour likely to result in fixed term suspension:

- persistent and/or seriously disruptive behaviour.
- aggressive, abusive or threatening behaviour towards staff.
- confrontational behaviour/obscene language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language.
- serious vandalism.
- disruption in the local community.
- theft.
- repeated incidence of smoking.
- assault.
- carrying a potentially dangerous weapon/implement on the journey to or from the school.
- bringing a potentially dangerous weapon/implement onto the school site.
- behaviour likely to bring the school into disrepute.

A re-integration parent meeting will be held following a suspension, with a member of the Senior Team (Principal and/or Assistant Principal) and Head of Year. The purpose of this is to ensure all issues are resolved and a return to school will be successful. The student will then spend the remainder of that day in isolation.

In rare cases, we may have to consider a recommendation for Permanent Exclusion. Sometimes this will be for a significant isolated incident.

Behaviour likely to result in recommendation for Permanent Exclusion:

- physical assault upon a member of staff
- serious physical assault upon another student
- supplying a controlled substance
- use/possession/selling or distribution of a controlled/illegal substance
- possession of knives
- actual, intended or threatened use of a potentially dangerous weapon/implement on the school site.
- posing a serious and/or repeated health and safety risk

- repeated incidents of serious misbehaviour
- sexual misconduct
- criminal offences committed on the school site, whilst representing the school or whilst on the way to or from school
- or other serious reasons at a Principal's discretion.

Confronting all incidents and acting consistently when applying sanctions ensures the deterrent effect of our Behaviour for Learning Policy. We recognise that it is never the person themselves but always their actions, which have led to the sanction and relational practice techniques will be used to address situations where appropriate/possible. It is not possible to link a specific sanction to a particular offence in all cases. The specific circumstances of each offence must be considered when deciding upon sanctions.

Attachment

We are an attachment aware school, recognising that attachment may be an important influence on a pupil's academic success and wellbeing. All staff receive training on how the security of child-parent attachment has been found to influence a number of areas of child development that are extremely important in the school setting:

- self-regulation (controlling one's behaviour, sustaining attention, controlling emotions),
- willingness to take on challenges and persist in the face of setbacks,
- social competence with peers and aggressive behaviour.

Furthermore, teachers aim to build supportive relationships that have an attachment quality to them, and serve a function of creating a feeling in the child of safety and security. We understand that the quality or security of these relationships may influence the child's emotional wellbeing and engagement with learning.

Further reading

When the adults change everything changes- Paul Dix 2017

Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support – Bill Rogers March 2015

Children's attachment NICE quality standard October 2016 Attachment

Aware Schools (staff training):

https://docs.wixstatic.com/ugd/303f02_7af4026b0c6b42518ddf563f1412f397.pdf

Running the Room - The Teachers Guide to Behaviour – Tom Bennett (Sept 2020)

After the Adults Change – Achievable Behaviour Nirvana – Paul Dix (Mar 2021)

Restorative Practice – Mark Finnis – March 2021

Emotional Coaching with Children and Young People in Schools – Louise Gillbert – August 2021

Statutory guidance

This policy is written in conjunction with the legal guidance providing best practice advice for the academy.

- Screening, searching and confiscation guidance, July 2022
- The School Ofsted Framework and Evaluation Schedule, updated September 2024
- Inspecting safeguarding in maintained schools and academies, August 2021 (updated September 2023)
- Behaviour and Discipline in Schools, DfE April 2024
- Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement – statutory guidance DfE August 2024
- Keeping Children Safe in Education (Updated annually)

The school adoption of these policies is detailed in the appendices section of this document.

Monitoring and Review

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Appendices

Appendix 1- Removal from lesson

Alternative provision timetable

The school has in place an arrangement where staff support each other, if a learner needs to complete their work elsewhere. Alternatively, the school Behaviour support officer may be called to remove a child from the lesson. Should an incident involve a serious breach of the school rules a member of the school leadership team may be called to the incident.

Isolation

Where a child is placed in isolation they will be placed with the head of department, head of year or a member of the SLT or in the school isolation room, where their form tutor is teaching the pupil's class or year an interim classroom will be arranged. Exception to this include classrooms where practical lessons take place and the ICT suites. They will spend break and lunch time in the inclusion room/classroom or with a member of the senior leadership team. Their head of year will notify parents/carers. The behaviour support officer will also circulate a work collection for the period of Isolation. The work set will be independent in nature and have meaningful value e.g. No posters.

Appendix 2: Mobile technology and phones

Christ Church Academy promotes a calm and focussed environment that aims to avoid external distractions. Consequently, the use of mobile phones and other technologies (including Apple/smart watches) are not permitted during the school day. All phones and technology must be switched off and locked away in lockers. If a child forgets his/her locker key, the phone/technology must be taken to the school office where it will be stored securely until the end of the day. If a child is caught using a phone or technology during the day, it will be confiscated by a member of the Senior Leadership Team and placed in the school office until the end of the day. If the behaviour is repeated a parent may be called to collect the phone. There are very few exceptions to this rule, but children are permitted to take mobile phones to homework club. If a fixture or club is cancelled, children may also use their phones to inform parents if the school office cannot cope with the volume of calls. See mobile phone policy for further guidance.

Appendix 3: Uniform and Appearance

Uniform Standards

Whilst recognising that pupils may wish to be fashionable, staff and governors expect certain standards of dress and appearance to be adhered to. Uniform must be kept clean, worn tidily at school and on the way to and from school. We offer the following guidelines for parents/carers and ask for co-operation in maintaining the high standard of personal appearance we expect from our pupils. If a child despite support chooses not to follow the school uniform guidelines their form tutor will contact home, introducing consequences that help the pupil to make better choices regarding their appearance.

Support for parents

If a parent requires support in ensuring their child meets any of the uniform they should contact the school and their child's form tutor.

Hair, Make Up and Jewellery

Hair should be of a natural colour, and be kept smart and tidy. Haircuts should be a minimum of a number 2 grade cut. Fashion haircuts, such as steps, lines and shaved styles are not allowed. In certain lessons, long hair must be tied back for safety reasons. Large bows, slides, flowers or other similar fashion accessories are not permitted.

No jewellery should be worn, except a simple wrist watch. Smart watches should not be worn. Any watches/devices that cause a distraction or are inappropriately used during school hours will be confiscated.

Pupils are allowed to wear a single gold or silver small stud in each ear lobe only – these must be removed for PE lessons. No other piercings in the ear or nose piercings). Ear lobe spacers are not permitted to be worn in school. No other types of piercing are allowed.

Make up, false nails and nail varnish are not permitted at any time.

If your child arrives to school wearing jewellery/make up not in line with our policy they will be asked to remove them.

Shirts, Trousers, Shorts and Skirts

Skirts should be a modest length and no more than an inch above the knee. Long 'maxi' skirts, tight 'tube' skirts, 'stretchy' and 'skater-style' skirts are not permitted.

All trousers and shorts must be grey, of an appropriate tailored style, and not combat (with side pockets), tight fitting or 'skinny fit'. Fashion trousers, such as cords, jeans, canvas or jeggings, are not permitted. Trousers must not have any leg pockets. If a belt is worn, it must be black.

Shirts must be white and have a collar with a top button which should be properly fastened. They should not be fitted. Shirts should also be tucked in at all times. Ties should not be loose around the neck and should be a reasonable length.

If your child arrives to school wearing incorrect uniform they will be asked to borrow spare uniform.

Footwear

All pupils should wear flat black leather look shoes (not boots) which are fully enclosed. There should be no colours, nor should they feature any visible logos, silver tag on laces or motifs.

If your child arrives to school wearing incorrect footwear they will be asked to swap them for school pumps.

Appendix 4: Screening and searching pupils

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline (*as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4*) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be locked in the main office and returned to the rightful owner at the discretion of the Principal

and

- 2) Power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - vaping/e-cigarettes
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Appendix 5: The power to use reasonable force and other physical contact

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular July 2003, relating to section 93 of the Education and Inspections Act 2006: The Use of Force to Powers of Members of Staff to Use Force, Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Appendix 6: The power to sanction beyond the school gate

The school will encourage children to make positive choices about their own conduct in the local community and outside world. Pupils that make poor choices including the poor (non-criminal) actions or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, may have consequences imposed.

Teachers may use consequences for pupils making poor choices:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

In all cases the teacher can only put consequences into place for the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.