Behaviour for Learning Policy

Introduction

Garstang Community Academy (GCA) is committed to nurturing a culture of high expectations, mutual respect, and purposeful learning. To help students Grow, Care and Achieve **Together**.

- We are fully prepared for the school day with the correct uniform and equipment
- We arrive to lesson on time so that we can take advantage of all the learning opportunities
- We try our hardest in all our lessons ensuring we achieve rewards for our classwork and our contributions to class discussions

- We use kind language and care for everyone in our community
- We are tolerant, respectful and kind, accepting the beliefs and opinions of others
- We take pride in our school, equipment and resources ensuring there is a positive, predictable learning environment

- We strive in every lesson to achieve our goals and celebrate each others successes
- We become involved in extracurricular activities
- We will use student voice to share our thoughts and make positive changes to the school community

This Behaviour for Learning (BfL) Policy sets out the principles, strategies, and expectations that underpin behaviour that supports learning. It aligns with statutory guidance and DfE recommendations and places learning at the heart of all behaviour management.

This policy is written in accordance with:

- DfE: [Behaviour in Schools (2022)](#)

- DfE: [Searching, Screening and Confiscation (2022)](#)

- DfE: [Exclusion from maintained schools, academies and pupil referral units in England (2017)](#)

- DfE: [Use of Reasonable Force (2013)](#)

- DfE: [Keeping Children Safe in Education (KCSiE)](#)

1. Aims

- To promote a climate where excellent behaviour supports high-quality teaching and learning.

- To develop students who take responsibility for their actions and understand how their behaviour impacts their learning and that of others.

- To ensure consistency of response and high expectations from all staff.

- To maintain a safe, inclusive, and respectful learning environment.

2. Core Behaviour for Learning Principles

- All students have the right to learn.

- All staff have the right to teach.

- Positive relationships are central to effective learning.

- Behaviour management is a shared responsibility.

3. Expectations for Learning

Students are expected to:

- Arrive on time and be fully equipped for learning.

- Engage with lessons actively and respectfully.

- Follow instructions first time.

- Take pride in their work and maintain focus.

- Treat peers, staff, and the academy environment with respect.

- Use technology responsibly in line with the Acceptable Use Policy.

4. Rewards and Recognition

The academy has high expectations of our students and will promote and celebrate excellent and improved behaviour by students through a rewards system that is consistent and meaningful to students.

Our school reward system is ClassCharts award points, which create awards for progress, attendance, most improvement, rewards experiences and communication home based on data collection. This is due to be reviewed with students and staff during the academic year 2025-2026.

In addition, all teachers are expected to provide, where appropriate

- Praise
- Positive verbal feedback to the student and parent

The following is a list of other ways we celebrate and reward success:

- Displaying students' work both in school and on the academy website
- Positive letters/postcards home to parents/carers.
- Recognition in assemblies (e.g. Star Learners).
- Positions of responsibility including Student Leaders.
- Additional opportunities and responsibilities for high-performing students.

The school will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

5. Consequences

Behaviour that disrupts learning will be addressed promptly using the Stage Actions of Response:

Behaviour for Learning System within the classroom

Positive Praise - Reward

STAGE 1 - Reassure

Teacher identifies the behaviour and revisits the expectation with the student

STAGE 2 - Remind (-1)

Teacher to clarify expectation and logs the behaviour on ClassCharts for low-level disruption (LLD)

STAGE 3 - Reinforce (-3)

**Teacher reinforces expectations
Teacher logs reinforce on ClassCharts and an automated break-time detention is given**

STAGE 4 - Re-engage (-4)

Teacher logs Lesson Support and also an after-school detention for 45 minutes on ClassCharts. Teacher to contact home and log the call on Bromcom

STAGE 5 - Reflection and SLT Detentions for one hour (-5)
**Inclusion Team or teacher logs sanction on ClassCharts
A meeting is held in the academy with parents/carers and logged on Bromcom
Time for reflection in AIR or suspension. Intervention Completed**

All incidents will be logged using Classcharts. Restorative conversations are expected following incidents.

Detentions

Detention Type	When?	Duration	Location	Staff Responsible
Stage 3	Breaktime	15 minutes	C4	Year Leaders
Missed/Incomplete Homework	Breaktime	30 minutes	Subject Areas	Subject Department Staff
Lunchtime AIR	Lunchtime	30 minutes	AIR	Behaviour Manager
Sparx Catch Up	Lunchtime	30 minutes	C4	Maths Department
Stage 4	After School	45 minutes	AIR	Behaviour Manager
Standards Infringement	After School	60 minutes	AIR	SLT
SLT	After School	60 minutes	AIR	SLT

Support
- Classroom interventions - moving seats/forms/other side of the year group if required.
- Increased intervention from Form Tutor and Year Leader.
- A student may be assigned to one of our Pastoral Managers.
- Counselling/mentor/Life Coach/SHINE.
- A student may be referred to our Learning Support Team.
- Family support if the student does not want support from the academy. However, the academy will continue to monitor the student.
- If the incidents are of a bullying nature, the student may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.
- Risk assessment - this could apply to both the victim and perpetrator.
- Support with external agencies.

Preventative measures

- Access to identified Trusted Adults staff such as Form Tutor, Year Leader, Pastoral Manager, Learning Support Team, Assistant Headteacher (Behaviour and Attitudes), Deputy Headteacher (Inclusion) and Safeguarding Team.
- Easy method of reporting such as via a google form on the academy's website and using the email address indeedtotalk@garstang.fcat.org.uk .
- Staff are trained and have access to use CPOMS.
- Early Help Assessment to provide external agency support.
- Monitoring report cards for behaviour.
- Support information on services on the academy's website and provided before summer breaks to all pupils.
- Information in the academy's Headteacher newsletter.
- Assemblies, including a focus on National Anti-bullying week & Online safety, followed up in form group discussions during form time and GCA lessons.
- Information provided through discussions/content in GCA lessons on key themes
- Access to SHINE, Counsellor, Life Coach

- Staff Safeguarding training on identifying, reporting and recording child-on-child abuse.
- Daily, weekly and half termly tracking of behaviours using ClassCharts
- Daily Inclusion Team meetings

6. Uniform and Presentation

- Full, correct uniform must be worn at all times.

- Extreme hairstyles (0-1 cuts are not allowed) , excessive makeup, false nails/eyelashes, and piercings are not permitted.

- Uniform infringements will result in immediate intervention.

(See full [Uniform Policy](#) on the Academy's website for detail)

7. SEND and Reasonable Adjustments

The Academy will make reasonable adjustments to expectations where a student has additional needs. Staff will work closely with the SENDCo to ensure that behaviour support strategies are inclusive and effective.

8. Behaviour Outside the Classroom

All students are expected to:

- Move calmly and respectfully around the Academy.

- Interact positively during unstructured times.

- Represent the Academy well off-site and online.

All staff are responsible for challenging poor behaviour anywhere in the Academy.

9. Students' conduct outside the academy's gates

Schools and academies have the power to sanction students for misbehaviour outside of the academy's premises to such an extent as is reasonable.

Conduct outside the academy's premises, including online conduct, that the academy might sanction students for include misbehaviour:

- when taking part in any academy-organised or academy-related activity.
- when travelling to or from the academy.
- when wearing the academy uniform.

- when in some other way identifiable as a pupil at the academy.
- that could have repercussions for the orderly running of the academy.
- that poses a threat to another student.
- that could adversely affect the reputation of the academy.

10. Searching, Screening, and Confiscation

In accordance with DfE guidance, Academy leaders may search students where there are reasonable grounds, with or without consent, for prohibited items including:

- Weapons, alcohol, drugs

- Stolen items, fireworks

- Pornographic images, vaping devices

- Items banned by the Academy rules

See [Searching, Screening and Confiscation Guidance](#).

11. Use of Reasonable Force

Staff may use reasonable force to:

- Prevent injury or damage

- Remove a disruptive student from a lesson

- Maintain order

See [Use of Reasonable Force (DfE)](#)

12. Anti-Bullying and Prejudice-Based Behaviour

Bullying, including online abuse and discriminatory behaviour, will not be tolerated.

- All incidents will be logged and investigated.

- A staged approach with appropriate support and sanctions will be followed.

- Victims will be supported through pastoral systems.

Guidance referenced: [Preventing and Tackling Bullying (DfE)](#)

See further information in the [anti-bullying policy](#) on the Academy's website for detail.

13. Harmful Sexual Behaviour (HSB)

The Academy maintains a culture of vigilance and proactive intervention. Staff are trained in line with KCSiE and DfE guidance to respond to incidents promptly and appropriately.

Resources:

- [Sexual violence and sexual harassment between children in schools and colleges](#)

See further information in the [safeguarding and child protection policy](#) on the Academy's website for detail

14. Suspensions, Off Site Directions and Permanent Exclusions

The academy will use suspension, or permanent exclusion, if a student has seriously broken academy rules or internal seclusion (AIR - Academy Isolation and Reflection) has had limited impact or allowing them to stay in the academy would seriously harm their education or welfare, or the education and welfare of other students.

Suspension or permanent exclusion will only be used for serious breaches of the Behaviour for Learning Policy or for persistent breaches, including but limited to:

- Persistent disruption or defiance

- Violence or serious threats

- Possession of prohibited items

Only the Headteacher or Acting Headteacher can make the decision to suspend or permanently exclude.

Before deciding to suspend or permanently exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted.
- ensure that all the relevant evidence has been considered.
- give the student an opportunity to be heard.
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Following a suspension, a reintegration meeting will occur before the student returns to mainstream lessons. A parent/carer must be in attendance and a member of the SLT will conduct the meeting, alongside any additional professionals such as the SENDCo, when required.

The purpose of the reintegration meeting is for the student to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the reintegration meeting will arrange strategies in order to aid the student make positive choices.

To support your child with their behaviour, the academy can decide that your child will be educated somewhere else for a limited period. Your child could be educated at another school/academy or alternative provision setting. This could also include your child splitting time between two different locations. This should only be used when it is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.

15. Monitoring and Evaluation

- Behaviour data is monitored via Classcharts by SLT.

- Trends are analysed to inform interventions and training.

- The policy is reviewed annually by the Headteacher and Governors.

Last Reviewed: September 2025
Next Review: September 2026

For further information, please refer to the full suite of guidance documents available on the academy website or through the Department for Education.