



Behaviour Policy

For secondary and primary mainstream schools

Last review date:		July 2026	
Next review date:		September 2027	
Statutory Policy:		Yes	
Date	Version	Reason for change	Source
01.07.26	V6	Statutory Change (subject to Board approval)	J Newsome

To be read alongside all relevant Matrix Academy Trust policies and procedures including Child Safeguarding, Anti-Bullying, E-Safety, Use of Control and Reasonable Force, Attendance, ICT Acceptable Use, Complaints and Equality and Diversity

1. Purpose

- 1.1 The central principle of our behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage pupils to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.
- 1.2 All Academies in the Matrix Academy Trust aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn**. Our behaviour policy rests on a set of shared values in each of our academies (see appendix B).
 - The right of all members of the academy and wider community to be treated with dignity and respect
 - The right of all members of the academy and wider community to work in a clean, well-resourced, and well-cared for physical environment
 - The right of all members of the academy and wider community to be always safe and secure from any threat to their personal well-being
- 1.3 On admission to each of the academies, all parents/carers and pupils sign the "Home-School Agreement" which encompasses our shared values and agree to support the academy in this regard. (see appendices).
- 1.4 In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept responsibility for their actions.
- 1.5 All members of the school and wider community are responsible for fostering a culture of belonging, care and dignity.

2. Standards for Behaviour

2.1 The Trust's behaviour policy sets out and clarifies the responsibilities within our Academies. All staff will receive training with regards to behaviour systems and policy. On induction (including in-year admissions) and throughout their time at the Academy, pupils receive clear instruction with regards to expectations, positive behaviour and learning routines/modes.

2.2 The policy relates specifically to the following areas of academy life and pupil behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Pupil's responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with academy in terms of uniform, appearance and expectations
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of academy life

Effort and commitment towards the development of positive social and working relationships with staff and pupils in Academy, and in the community

2.3 The Academy Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively in support their lifelong learning
- Encourage pupils to work hard, show effort and persistence with work which is difficult
- Develop pupils social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each pupil's happiness and emotional and physical well-being, and ensure the highest standards of personal achievement for all

2.2 Pupils may be disciplined for any misbehaviour where a child is:

- Taking part in any academy organised or academy related activity
- Travelling to and from academy
- Wearing Academy uniform
- In some other way identifiable as a pupil at the academy
- Brings the academy into disrepute through inappropriate use of social media/online platforms
- Brings the academy into disrepute through inappropriate actions in the community

2.4 Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy

3 Expectations

3.1 To support the positive conduct of behaviour in and around the academy we have set out some key expectations for pupils and staff. These are outlined in each Academies learning routines/modes (appendix A).

3.2 Classroom Expectations for Pupils:

- Arrive at academy and at lessons on time
- We enter our lessons calmly and ready to learn
- We listen and respond both appropriately and respectfully when an instruction is given
- We try our best at all times.
- We are polite and considerate to all; we respect each other.
- Sit where you are told to sit by the teacher or any other member of the Academy staff
- Wear full academy uniform correctly in lessons and including on the way to and from the academy
- Use ICT appropriately and responsibly
- Uphold the values of the academy

3.3 Outside the Classroom Expectations for Pupils:

- We represent the academy and behave accordingly in a way that reflects our school's values
- Lead by example, with older pupils being good role models for younger pupils in the academy
- We respect the academy environment
- We move around the academy with consideration for the safety of others
- We are polite and considerate to everyone
- We drink and eat only in designated areas

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

3.4.1 Be positive; welcoming

3.4.2 Expect the class to arrive on time and with correct equipment. Meet pupils outside the room and insist on an orderly line. Ask pupils to enter the classroom and sit down quickly and quietly

3.4.3 Respond to behaviour incidents in a way that is consistent, proportionate and fair

3.4.4 Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs

3.4.5 Use restorative and trauma-informed practices

3.4.6 Make reasonable adjustments where necessary

- 3.4.7 Have a seating plan for every class. Teachers need to decide where pupils sit, to ensure maximum learning and minimum distraction
- 3.4.8 Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done
- 3.4.9 Teachers need to insist pupils work in a way that does not disturb others
- 3.4.10 Expect pupils to participate by either using 'hands up/cold calling', but not shouting out
- 3.4.11 Pupils should stay in their seats unless the task they are working on requires movement
- 3.4.12 At the end of lessons, teachers should ensure pupils are following the expectations for the end of lesson routines
- 3.5 Staff in our academies should follow the behaviour referral flowchart for each school (see appendices) in order to seek further support should a pupil's behaviour not meet the expectations as outlined in the behaviour policy.

4 Restorative Practices

- 4.1 Pupils should be taught about the consequences of their actions and a key way of achieving this is teaching the pupil to "make things right" after a major behaviour incident
- 4.2 This can either be in terms of repairing physical damage or the emotional damage on others
- 4.3 Pupils should be taught to feel better when they have "made things right"
- 4.4 There is an expectation that damage to property is either repaired or the school will be reimbursed
- 4.5 Apologise to individuals that were hurt by the interaction if appropriate and the pupil feels able to do this
- 4.6 Staff will support pupils in reflecting and learning from breaches of the school behaviour policy so to avoid future repeats of behaviour

5 Pupil Referrals

- 5.1 All referrals regarding a pupil's behaviour should contain the following information:
 - 5.1.1 Pupil name(s) and Form Group(s) of those involved in the incident
 - 5.1.2 Date and time of the incident
 - 5.1.3 Clear outline of the incident
 - 5.1.4 Any actions taken so far
- 5.2 All referrals should be written in a formal manner and should be a factual record of the incident. They should not contain any personal opinions.
- 5.3 Following the referral, the relevant member of staff (Head of Department / Faculty Leader / Head of House / Phase Lead / Senior Leadership) should advise the referrer of the action taken and outline any sanctions awarded. They should also advise of any supportive measures offered.

5.4 Heads of House will copy the relevant members of Leadership into correspondence where they feel appropriate.

5.5 All information regarding sanctions imposed must be recorded on the school's internal systems.

6 Persistent Disruptive Behaviour

6.1 Persistent disruptive behaviour that impacts upon the learning of other pupils within our Academies will not be tolerated and may result in permanent exclusion.

7 Children with Special Educational Needs and/or Disabilities (SEND)

7.1 Academies with good behaviour cultures will create calm environments which will benefit all pupils, especially those with SEND, enabling them to learn. Our Academies are fully aware of their legal duties with regards to children with SEND needs and reasonable adjustments are always in place as an anticipatory measure for pupils with a known disability

7.2 In line with the SEND Code of Practice (2014) we follow a graduated approach to supporting pupils with SEND which is overseen by our SENDCO

7.3 In applying the behaviour policy, staff will consider if a child's SEND need was a contributing factor to their behaviour although it does not follow that every incident of misbehaviour will be connected to a child's SEND need

7.4 Please note that this policy applies to pupils in our mainstream primary and secondary schools only (including those in any specialist resource provision)

7.5 Due to the need for a highly personalized approach based on pupil need, there is a separate Behaviour Policy for the special school in the Trust

8 Rewarding Positive Behaviour

8.1 Here at Matrix Academy Trust, we believe that the most effective approach to creating a positive ethos is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements. The Academy aims to develop a culture of respect, both personal and to others. Through this we expect pupils to aspire to their personal best in all aspects of their Academy career

8.2 Our Academies will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behavior and work

8.3 As part of our reward system, effort, achievement and good behaviour at our Academies are recognised by a variety of means, including the following:

8.3.1 Positive praise – in lessons and in the Academy and wider community for positive contributions and academic progress

8.3.2 Positions of responsibility – within Academy for pupils who show themselves to be positive role models

8.3.3 Progress Praise Certificates and Prizes – awarded for academic achievement and attendance in line with our progress report cycle (three times per year)

8.3.4 Year 11 Prom – where invitation to attend is based on good behaviour, attendance to Academy and positive progress made in lessons

8.3.5 Faculty trips and offsite visits – across the Academy year in support of curriculum learning

9 Sanctions

9.1 Our Academies will use a range of sanctions and provisions in response to misbehaviour and to encourage good behaviour.

These may include:

- 9.1.1 Verbal reprimand and reminder of the expectations of behaviour
- 9.1.2 Setting of written tasks
- 9.1.3 Loss of privileges
- 9.1.4 Detention (see below)
- 9.1.5 School based community service
- 9.1.6 Regular reporting for behaviour monitoring including early morning reporting; scheduled uniform and equipment checks
- 9.1.7 Internal removal from classrooms (reflection zones)
- 9.1.8 Inclusive pastoral provisions
- 9.1.9 Suspension
- 9.1.10 Permanent exclusion

Staff will determine the appropriate sanction to be given

This list is not exhaustive

10 Detentions

- 10.1 Our Academies operate a detention system as outlined in the appendices.
- 10.2 Parents/Carers will be notified by app notification or note in the pupil planner if the detention set will be longer than a 20-minute period. Attendance to detentions will be monitored by House offices. Notification will be provided to Parents/Carers if a detention has not been attended. The detention will be reset for the next school day.

11 Isolations, Suspensions and Permanent Exclusions

- 11.1 Matrix Academy Trust follows the DfE guidance on suspensions and permanent exclusions:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England July 2026

- 11.2 The Headteacher alone has the right to suspend and permanently exclude a pupil. In the absence of the Headteacher, this responsibility will be undertaken by the Deputy Headteacher.
- 11.3 The Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.
- 11.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.
- 11.5 Suspensions and Isolations are used:
 - 11.5.1 As a sanction for inappropriate behaviour
 - 11.5.2 To remove a child from Academy to protect other children and or/staff
 - 11.5.3 To ensure learning continues for other pupils
 - 11.5.4 To reinforce the high standards of the Academy

11.5.5 To improve a pupil's behaviour

11.6 Suspension is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to suspension is isolation, where pupils are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a pupil and pupils are expected to serve their full time in isolation successfully.

11.7 Suspension from the Academy is most effective when:

11.7.1 Pupils are excluded to work at home (work will be provided)

11.7.2 Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period. Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

11.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a pupil, it may not be possible to avoid permanent exclusions.

12 Return from Suspension Meetings

12.1 When pupils return to the Academy following a fixed-term suspension, a return from suspension meeting will take place. In this meeting, the Head of House and a member of the Senior Leadership will represent the Trust Board and talk to the pupil and his/her parents/carers about the seriousness of the incident.

12.2 The pupil will be expected to give an undertaking that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the pupil's needs (see appendices) Strategies and support to help the pupil improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. Following the return from suspension meeting the pupil will also have a meeting to discuss the reasons for the suspension and how the targets set will be achieved.

13 Permanent Exclusion

13.1 A permanent exclusion of a pupil may be considered:

13.1.1 In response to a serious breach or persistent breaches of the Academy's behaviour policy; and

13.1.2 Where allowing the pupils to remain in the Academy would seriously harm the education or welfare of the pupils and/or others in Academy

13.1.3 The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion, however in exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends or a permanent exclusion may be issued to begin immediately after the end of the suspension

14 Off Site Directions (OSD) and Managed Moves

14.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies may be directed another educational provider for a period of time to improve their behaviour. This is known as an off site direction.

14.2 An off site direction to another education provider may be considered if:

- 14.2.1 A pupil who persistently fails to follow the Academy's behaviour policy, despite intervention/support already outlined
- 14.2.2 A pupil is involved in a serious breach of the Academy rules and their actions have put the safety of staff and/or other pupils at risk
- 14.2.3 A pupil has incurred multiple fixed-term suspensions and/or isolations
- 14.2.4 A pupil who is at risk of permanent exclusion.

14.3 During the period of off-site direction the pupil might be in alternative provision on a part-time schedule with continued mainstream schooling or full-time for a limited period. The pupil will be dual-registered and the placement will be regularly reviewed.

14.4 The Trust will nominate a member of the central school improvement team to review these

14.5 Parents/carers will be given two school days notice of an off site direction

14.6 A managed move is a process that leads to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.

14.7 Managed moves will be considered if:

- it is strictly in the child's best interest
- voluntary and agreed by all parties (both schools, the relevant LA (s) and the parents/carers)
- offered as part of a planned intervention
- preceded by information – sharing between the current school, receiving school and supported by an effective integration strategy

14.7.1 Managed moves will be fully compliant with statutory guidance i.e. there will be no trial period and will not override a school's in year admission process

15 Child on Child Abuse

15.1 The Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. All Academies within our Trust are **'Listening Schools'** and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

15.2 Child on child abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

15.3 If an allegation of child-on-child abuse does occur, the Academy will:

- 15.3.1 take it seriously
- 15.3.2 act as quickly as possible to establish the facts
- 15.3.3 record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- 15.3.4 provide support and reassurance to the victim
- 15.3.5 make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- 15.3.6 ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- 15.3.7 consider an internal or fixed term suspension in cases of repeated child on child abuse or a serious incident of child-on-child abuse.

15.4 All staff are aware of their safeguarding responsibilities as set out in the Trust's Safeguarding Policy and 'Keeping Children Safe in Education' 2025.

16 Separation of pupils for safeguarding purposes

16.1 In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

17 Allegations about a Member of Staff

17.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Senior Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- 17.1.1 A fixed term suspension for the pupil will be imposed.
- 17.1.2 The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member

- 17.1.3 of staff concerned.
Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
- 17.1.4 If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

18 Power to without consent

18.1 Matrix Academy Trust schools use the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

18.2 Legislation allows Headteachers and staff they authorise to search pupils without consent if it is believed that a pupil has brought into Academy any prohibited item(s).

- 18.3 Any searches of pupils for prohibited items will be recorded.
- 18.4 Prohibited items that will be subject to confiscation could include such things as:
 - 18.4.1 Knives and weapons;
 - 18.4.2 Alcohol;
 - 18.4.3 Illegal drugs;
 - 18.4.4 Stolen items;
 - 18.4.5 Any article that the 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 property of; any person (including the pupil).
 - 18.4.6 An article specified in regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
 - 18.4.7 E-cigarettes and Vape pens
 - 18.4.8 Energy drinks
 - 18.4.9 Stolen items.
 - 18.4.10 Mobile phones and other electronic devices (see section 20 below).

The list is not exhaustive

- 18.5 Prohibited items that are subject to an age restricted ban (e.g. vapes/nicotine inhaling products; high caffeine energy drinks; alcohol etc) and are not suitable for police collection will be destroyed.
- 18.6 Where a pupil is experiencing an adverse reaction and staff have concerns about the substance contained in an item, it may be retained and sent for testing.
- 18.7 Academies have a **zero tolerance** to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the Academy or wider community will be confiscated and the police may be involved. The permanent exclusion of a pupil will be considered.
- 18.8 It **MUST** be noted that any pupil bringing **illegal drugs, knives or weapons onto school site will be permanently excluded**. The Academy will

automatically contact the Police in any drugs related incident

- 18.9 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.
- 18.10 Our ability to discipline pupils and maintain an orderly and safe environment in Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in the Academy safe. Parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.
- 18.11 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. **Any prohibited items that are confiscated may be disposed of at the Academy's discretion.**
- 18.12 The Headteacher and Designated Safeguarding Lead will be informed if there are reasonable grounds to suspect possession of a prohibited item.
- 18.13 If a pupil refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).
- 18.14 Please note that medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs on their person in Academy.
- 18.15 Mobile phones that have been confiscated will be searched in order to ensure that there is no inappropriate material on there that might compromise the reputation of the Academy or well being of a pupil.
- 18.16 Where cyberbullying is suspected to involve the sharing of explicit, indecent, or intimate images of children, staff must not view, copy, or distribute the image. Schools will contact the police to be advised of next steps.
- 18.17 Matrix Academy Trust recognises and supports the right of pupils to wear **mandatory** articles of their faith, subject to reasonable safety parameters. For example:
- Pupils may wear headscarves that are plain black and securely tied
 - Pupils may wear a kirpan as an article of their Sikh faith. The kirpan must be worn discreetly under clothing, secured so it cannot be exposed or unsheathed. The blade of the kirpan must be no longer than 5cm. **Kirpans can be checked by the school at any point.**

3 Use of restrictive interventions (including reasonable force and seclusion)

- 19.1 Please refer to the Matrix Academy Trust policy on this. Our academies' policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#).

20 Mobile Devices

- 20.1 We inform parents and carers that Matrix Academy Trust Schools are **NO MOBILE PHONE SITES** for Years 7-11. This also includes any other mobile

Commented [JN1]:
added from Chair directive made last year and Phil Wood input this year

Trustees to decide if put into the policy

one of the Heads wants the following added: if a pupil wears a Kirpan in school, the parents should make the school aware - I'm not sure if parents have to do this ...can Trustees decide please

or electronic devices such as tablets, smart watches/glasses and digital cameras. If a pupil's phone is seen or heard, before, during or after the Academy day, it will be confiscated immediately and will be stored away.

Our procedures, should a pupil bring their mobile phone into Academy, are clearly outlined in our letter to parents which can be accessed on the Academy website. (see appendices) Please also refer to our Mobile Phone Procedure flow chart (see appendices).

- a. This prohibition stance ensures that mobile phones and other smart devices with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) are not used throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.
- i. Mobile phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, child on child abuse and data protection issues with regard to inappropriate capture or distribution of images of pupils or staff.
- ii. Mobile phone use can render pupils or staff subject to cyber child on child abuse.
- iii. Internet access on mobile devices using cellular data cannot be filtered by the Academy.
- iv. They can undermine classroom discipline.
- b. The exception to this will be where mobile phone use allows pupils to manage their medical condition effectively (for example pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar level).
- c. Members of the Sixth Form are permitted to carry mobile phones on their person. However, no Sixth Form pupil is allowed to have their mobile phone on show if they are on the Academy's main site or in the presence of younger pupils.
- d. This is in line with 2026 DFE guidance on the Use of Mobile Phones in Schools

21 Social Media

- a. The use of social media has become increasing popular. However, its use should be age appropriate and safe for all.
- b. As such the Academy ask that pupils:
 - o Not join any social networking sites if they are below the permitted age.
 - o Tell their parents if they are using the sites, and when they are online
 - o Be aware how to report abuse and inappropriate content
 - o Not access social media on school devices, or on their own devices while they're at school
 - o Not make inappropriate comments (including in private messages) about the school, teachers or other pupils

- Must not set up fake social media accounts on staff or any other pupils at the school

22 Roles and Responsibilities

- Creating a safe environment is essential for effective learning and ensures that all pupil's rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

- Headteachers will:**

- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff
- Ensure that all new staff are inducted clearly into the school's behaviour culture
- Ensure that the school leadership team is highly visible to all children
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the Progress Review panel and Trustees on request.
- Liaise with the Local Authority and Matrix Trust to ensure that best practice is shared effectively.

- Members of the Parent Advisory Forum will:**

- Support the Headteachers.
- Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.
- Liaise with the Local Authority to ensure that the best advice is available and that the school policy is in line with both National and Local guidelines.

- Pastoral Team will:**

- Be proactive in promoting and maintaining high standards of behaviour within the Academy.
- Ensure that the school behaviour policy is followed.
- Lead on training of staff.
- Support staff in the management of behaviour and discipline.
- Head of House will investigate fully and decide on the action required. Head of House will take appropriate action of any intervention/prevention strategies /programmes.
- Celebrate good behaviour.
- Communicate with and update parents about their child's behaviour.
- Log all incidents on pupil file.
- Liaise with external agencies, the Local Authority and Matrix Trust as appropriate.

- Staff will:**

- Maintain a calm and safe environment for all pupils both in their own classrooms and around the Academy.
- Take a proactive approach to managing behaviour.

- Model expected behaviours and develop positive relationships with pupils.
- Adhere to the Academy's behaviour policy and escalate as appropriate.
- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the Head of House of any concerns/incidents and any actions taken.
- Comply with the Academy's recording systems.

f. **Pupils will:**

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow Academy rules and expectations as outlined in the Behaviour Policy
- Report any incidents of poor behaviour to their Head of House / Form Tutor / Prefects / Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Pupils must recognise that being a "bystander" is not acceptable, and understand that our Academies are 'Telling Schools'.

g. **Parents/Carers will:**

- Support the behaviour policy.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.
- Maintain appropriate conduct on the academy site.
- Maintain appropriate conduct on social media platforms about the academy.

Appendix A - 🏠 Primary Home–School Agreement

School Commitment

At Bloxwich Academy, we aim to provide a happy, safe, and inclusive environment where every child and member of staff is encouraged and supported to reach their full potential.

To achieve this, we will:

- Provide a broad, balanced, and high-quality curriculum that meets your child's needs.
- Encourage your child to be polite, kind, and respectful to others at all times.
- Set, mark, and monitor appropriate homework in line with our Homework Policy.
- Keep you informed about your child's progress and any concerns affecting their learning or behaviour.
- Provide a written progress report on your child.
- Be welcoming to parents and carers, and offer opportunities to engage in school life.
- Communicate regularly about school activities, events, and initiatives.
- Use rewards and sanctions consistently to maintain a caring and supportive environment and to promote high standards and achievement.

Signed (Headteacher) _____

Parental / Carer Commitment

As a parent/carers and partner in your child's education, I/we will:

- Ensure my child attends school regularly and on time.
- Ensure my child wears the correct school uniform and brings any required equipment.
- Inform the school promptly about any absences and the reasons for them.
- Avoid taking holidays during term time.
- Encourage my child to use social media responsibly and safely.
- Support my child in completing homework and handing it in on time.
- Inform the school of any concerns or issues that may affect my child's learning or behaviour.
- Attend progress meetings and any other relevant discussions about my child's welfare and development.
- Communicate respectfully with school staff and support the school's values and reputation.
- Encourage my child to follow the school's Reward Scheme and Code of Behaviour.
- Support the school's Online Learning Policy and Code of Conduct.

Signed (Parent/Carer) _____

Pupil Commitment

Please read and discuss this with your child.

As a pupil at Bloxwich Academy, I agree to help my parents and the school by:

- Showing respect for myself, others, and school property.
- Attending school regularly and arriving on time.
- Wearing my uniform correctly and bringing the equipment I need.
- Following the school's Reward Scheme and Code of Behaviour.
- Completing homework to the best of my ability and submitting it on time.
- Representing the school positively, both in and out of school.
- Being kind and considerate to others.
- Working hard and trying my best in everything I do.
- Never bringing any illegal or dangerous items into school.
- Following the school's expectations and Code of Conduct when learning online.

Signed (Pupil) _____

Appendix B

Behaviour Flowchart Bloxwich (Primary Phase)

Class Teacher to deal with the behaviour in class using the Good to be Green system and flow chart (Addendum B).



If the **Class Teacher** cannot deal with and deescalate the behaviour, then the Teacher should involve the **Year Leader**



If the **Year Leader** cannot deal with and de-escalate the behaviour, then they should involve the **AHT Behaviour Lead**.



If the **AHT Behaviour Lead** cannot deal with and de-escalate the behaviour, then they should involve the **DHT or HT**.

Appendix C Primary Phase



Good to be Green Behaviour System “Be the best you can be!”



At Bloxwich Academy, we follow the **Good to be Green Behaviour System** to promote consistency, fairness, and high expectations across our school. The **Good to be Green rules** are shared with all children and displayed in every classroom and around the school.

Our Good to be Green Rules

We work and play by these values:

- We are kind, polite, helpful, and aware of others' feelings.
- We listen carefully to others without interrupting.
- We look after our own belongings and respect other people's things.
- We try our best, work hard, and learn from our mistakes.
- We treat others the way we would like to be treated.
- We always tell the truth.

Good to be Green System

- All children begin each day on **green**.
- If a child displays negative behaviour, a member of staff will first speak to them quietly, encouraging them to stop and think about their choices.
- If the behaviour continues, the child is reminded again and warned that a **yellow card** will follow if it persists.
- Continued negative behaviour results in the green card being swapped for a **yellow card**, serving as a reminder to make positive changes. Referring a pupil to discuss behaviour with their year lead or a '**Stage 1**' call for SLT maybe made at this stage. (see Appendix d)
- If the behaviour still does not improve, the yellow card is swapped for a **red card**. A '**Stage 2**' call maybe made at this point.
- **Each yellow or red card carries a consequence** (see Sanctions below).
- In certain serious cases, a **red card may be given immediately**. A '**Stage 3**' call maybe made at this stage.



Rewards

We believe in **celebrating and encouraging good behaviour**. Rewards play an important role in helping children understand that positive choices are valued.

At Bloxwich Academy, we reward positive behaviour through:

- Verbal praise – both private and public
- **House Points / Class Dojos**
- Stickers and certificates
- **Good to be Green time** (for remaining green all week)
 - *(In some cases, part of this time can be earned back depending on the behaviour and reflection shown)*
- Half-termly and termly reward events
- **Good to be Gold** certificates and stickers
- Reward time

Sanctions

Stage 1 – Yellow Card

- Given after two reminders for low-level disruption.
- Each yellow card results in **5 minutes lost** from Good to be Green time.
- Examples of behaviour that may lead to a yellow card include (but are not limited to):
 - Talking while an adult is speaking
 - Not listening or following adult instructions
 - Shouting out
 - Disrupting others
 - Wasting time
 - Being uncooperative
 - Mistreating equipment

Stage 2 – Red Card

- Given if negative behaviour continues after a yellow card.
- Results in:
 - Loss of all Good to be Green time
 - Additional consequences (e.g. loss of play or lunchtime)
 - The red card is logged, and **parents/carers may be informed** depending on the severity.
- Examples of red card behaviour include:
 - Escalation of yellow card behaviours
 - Throwing or damaging equipment
 - Showing disrespect
 - The use of obscene words to offend
 - Hurting others

Stage 3 – Repeated Incidents

If yellow/red cards are issued frequently:

- Parents will be contacted and invited to discuss ongoing concerns.
- A **Target Success Chart** will be implemented, tracking behaviour each session (including break and lunch).
- The child may be referred to the **Assistant Headteacher (AHT) for Behaviour** for mentoring and support.

Stage 4 – Behaviour Plan (IBP)

If behaviour does not improve:

- The **Assistant Headteacher (AHT)** will meet with the child and parents/carers to create an **Individual Behaviour Plan (IBP)**.
- The Deputy Headteacher will monitor behaviour while the plan is in place.

Stage 5 – Serious or Ongoing Issues

- If no improvements are made or behaviour worsens, the **Headteacher** becomes involved.
- A meeting with parents/carers will be arranged.
- A referral to external support agencies may be made.

- The Headteacher will also be involved in any **one-off serious incidents** or if a child fails to meet IBP targets.

Note: The full flowchart for these stages (Appendix D) is displayed in every classroom. The responsible staff members are clearly indicated. All details are also available to parents on the school website.

One-Off Serious Misdemeanours

These may result in **immediate red cards**, and in serious cases, **exclusion**. Examples include (but are not limited to):

- Stealing
- Racism
- Bullying
- Physical aggression
- Verbal abuse or swearing at staff
- Attacking staff
- Smoking
- Throwing furniture

Incidents that happen **outside of school** but **affect school relationships or the school's reputation** may also be treated as serious.

A record of all serious incidents and follow-up actions will be kept.

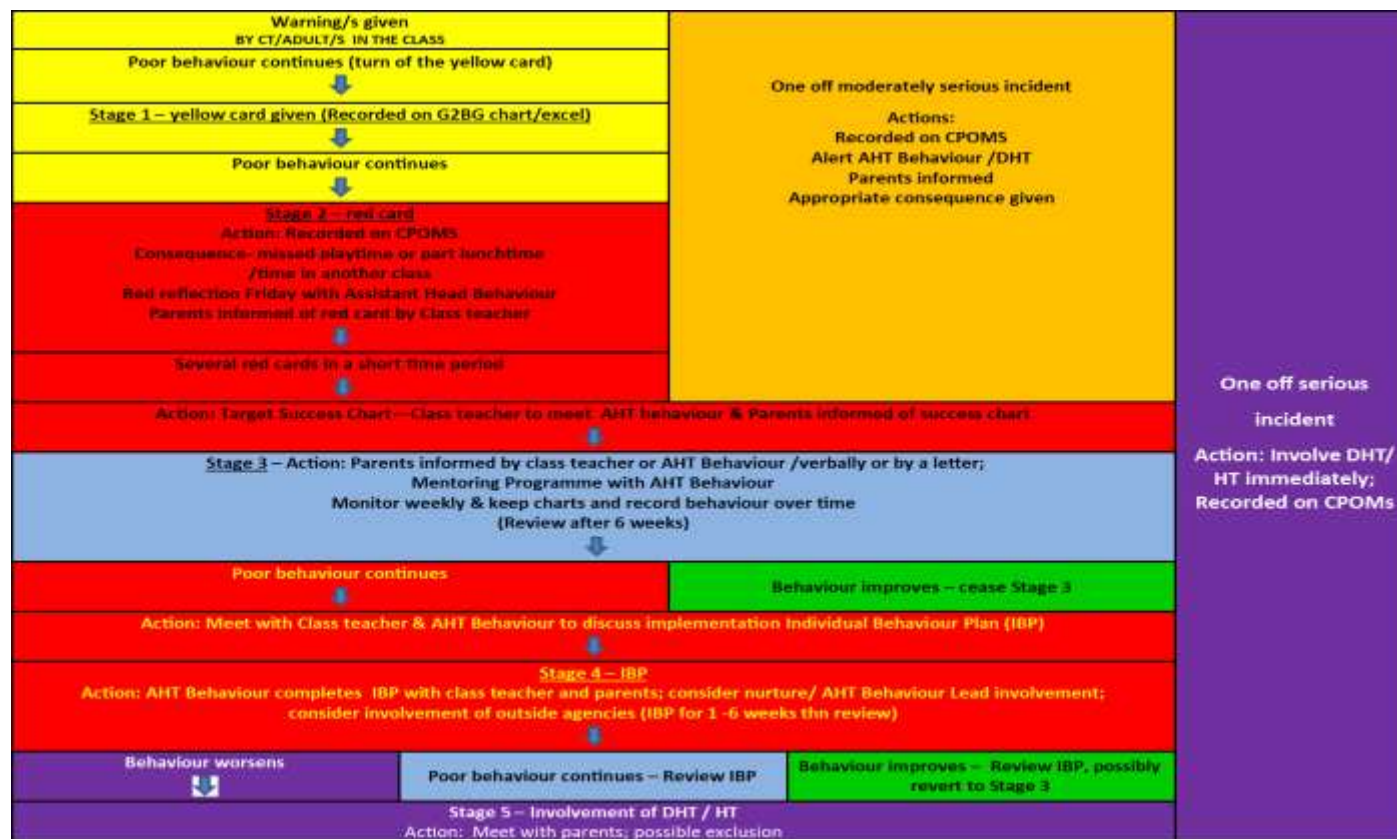
Permanent Exclusions

Continued serious breaches or individual incidents involving:

- Weapons (e.g. knives)
- Drugs
- Pornographic material
- Use of mobile phones within school

...will result in **permanent exclusion** from school.

Appendix D



Appendix E

In lesson Behaviour 'On Call' procedures

Learning tasks and classroom environment adapted to meet the needs of learners Low level behaviour management strategies have been applied including: • Non-verbal prompts used • Positive prompts used • Re-direction of behaviour • Staff location adapted • Pupil location altered • Reminder prompts • Warning prompts • Use of another adult (where possible)
Stage 1- where low level behaviours have continued despite a range of strategies being employed. Low level behaviours are disrupting the learning of other pupils. A stage one includes where a teacher instructs a pupil to work with another adult for a short time Intervention: • Year lead/ SLT removes pupil or works with pupil for 5/10 minutes to reset behaviour, reset clear expectations and a target for the remainder of the lesson • After lesson, Year lead/SLT member checks in with pupil and staff member • Teacher and year lead, lead restorative conversation with the pupil • Teacher records strategies used prior to radio call and details of restorative conversation used following the lesson • SLT record notes of interaction with pupil as an action to the CPOMS • Class teacher notifies the parents via a face-to-face inside school at the end of the day or via a phone call
Stage 2- where there has been a more significant disruption to learning despite a range of low level management strategies being deployed. This could either be in a one off incident or a number of incidents. Intervention: • SLT removes pupil for 30 mins or the remainder of the lesson to reset behaviour, reset clear expectations and a target for the remainder of the lesson • After lesson, SLT member returns pupil to the staff member and provides time for restorative conversation between teacher and pupil • Staff member records strategies used prior to radio call and details of restorative conversation used following the lesson • SLT record notes of interaction with pupil • Parents notified by a the year lead and class teacher notifies the parents via a face-to-face inside school at the end of the day or via a phone call
Stage 3- where an escalation in inappropriate, disrespectful or dysregulated behaviour and the pupil has cause considerable disruption to learning. This can include where a pupil has self-removed or behaviour is unsafe for others. Intervention: • The pupil would be supported by a member of SLT outside of the classroom. • Alternative learning would be arranged for the pupil, supported by a member of the year group team. • The pupil would only be returned to the classroom after emotion coaching and restorative conversations have been concluded with all adults involved. • Class teacher to record a full account of events leading to the escalation including strategies • Parents would be notified by the year lead and/or SLT via a face-to-face meeting