

BEHAVIOUR POLICY

Neale Wade Academy

Policy Review

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Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
Sep-24	1.0	New policy	L Holzer, CEO
Sep-25	1.1	Added 7 th behaviour principle Remove exclusion guidance as this is covered in the Exclusion Policy	L Holzer, CEO

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Aims

1. Aims of the policy:

The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:

1.1 Promote Positive Behaviour:

1.1.1 Encourage Respect: Foster respectful relationships among students, staff, and the school community.

1.1.2 Reinforce Values: Promote the core values of the school.

1.2 Ensure a Safe Environment:

1.2.1 Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.

1.2.2 Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

1.3 Support Student Development:

1.3.1 Encourage Responsibility: Help students develop self-discipline and make good decisions.

1.3.2 Provide Support: Assist students struggling with behaviour through targeted interventions.

1.4 Ensure Fairness and Consistency:

1.4.1 Set Clear Expectations: Make sure all students understand what behaviour is expected.

1.4.2 Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

1.5 Build a Strong School Community:

1.5.1 Strengthen Relationships: Promote positive interactions between students, staff, and parents.

1.5.2 Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

1.6 Prepare Students for the Future:

1.6.1 Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.

1.6.2 Promote Lifelong Learning: Support students' ongoing academic and personal growth.

2. PRINCIPLES of Effective Behaviour Management

To ensure our school meets these aims, the following 6 principles will be applied:

2.1 Principle 1: High Expectations:

2.1.1 Leaders uphold high standards, ensuring all students can learn in a respectful, disruption-free environment.

2.2 Principle 2: Informed Strategic Leadership of Behaviour:

2.2.1 Leaders take strategic ownership of the systems and culture that underpin behaviour.

2.3 Principle 3: Loving:

2.3.1 Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

2.4 Principle 4: Clarity of System:

2.4.1 Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

2.5 Principle 5: Consistency of Application:

2.5.1 Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.

2.6 Principle 6: Knowledgeable and Understanding of Adults:

2.6.1 Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

2.7 Principle 7: Strong Parental Partnership:

2.7.1 We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.

3. School Values/School Rules/Expectations

3.1 Our school's vision is: Opportunity + Success = Pride + Confidence

3.2 Simply put, having opportunities to be successful, will result in a growth in confidence and an overall sense of pride.

3.3 Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride. Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others that enables us to be proud of who we are and our community. Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of

the classroom is fundamental to our curriculum at Neale Wade.

Recognising our successes is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

4. Our Approach to Behaviour Management

Our behaviour management approach combines positive reinforcement with appropriate consequences to guide student behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding students with praise, incentives, and recognition. This positive reinforcement helps students repeat desirable behaviours. When students do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help students understand the impact of their actions, alongside the support we give to teach students the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment that everyone can learn and thrive in.

At Neale Wade Academy we recognise that fostering positive student attitudes is an essential prerequisite to achieving our main aims as a school.

We value our **relationships** within the school community and this is reflected in our constant ambition to grow and instil a positive and respectful culture, where all our students feel safe, secure and confident.

We have **high academic expectations** for our students. We believe that every student deserves equal access to knowledge to reach their full potential. Subsequently, we do not tolerate disruption to lessons in any way and we expect homework to be completed as requested by the teacher.

Moreover, we are aware that before any sanctions are applied by staff, that we both model teach the characteristics we wish to see in our students. We front load our expectations via the teaching of our **Character Curriculum** and our **Social and Learning Routines**. We deliver and revisit this important part of our curriculum in just the same way we do our academic content, to make sure that students adopt appropriate behaviours and routines both in and out of the classroom.

We believe that educating our students in the accepted **societal norms** that underpin the British Values of Democracy, Rule of Law, Respect, Tolerance and Individual Liberty is just as important as their academic journey through school. Therefore, bullying, aggression, discrimination and derogatory language are not accepted and are dealt with accordingly.

We regard **punctual attendance** as an important learning behaviour and therefore expect students to have high attendance, come to school on time and be punctual to lessons, thus minimising the potential for lost learning and disruption.

We have just three sanctions at Neale Wade; **After School Detention, Suspension and Permanent Exclusion**. Consequently, we train our staff to reward readily and sanction steadily, recognising the seriousness of any consequence applied.

Our **continued professional development** programme uses the latest information and research to enable staff to understand students needs and adapt their approaches as required. Therefore, we expect our staff to move through the sanction process with **kindness and care**, providing ample opportunity for students to correct causal transgressions before they escalate into more serious consequences.

Finally, we will always seek to **engage with parents** to best understand the needs of our students and to advise them on possible alternative provision if required.

The core business of Neale Wade is learning, therefore we will not tolerate those who disrupt learning for others or who seek create disharmony within our community.

5. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and scheme of delegation.

6. Definitions and Behaviours

Our behaviour values are founded on being: **Ready, Respectful and Safe**

Ready	Respectful	Safe
Wearing the correct uniform with pride	Communicate respectfully including polite language.	Students conducting themselves safely around the school site.
Listening to and following instructions	Show empathy and understanding towards others by respecting others' views and beliefs.	Students ensure that they keep themselves and others physically, emotionally and psychologically safe .
Arriving on time to school and lessons	Respecting others' views and beliefs, valuing diversity and difference.	
Having the correct equipment to learn	Treat yourself, others and the environment with consideration, dignity and kindness.	
Participate and engage and focus in lessons		

6.1 Desired Characteristics and Behaviours

At Neale-Wade School we are clear on the types of behaviours that we want students to demonstrate. We believe that these Characteristics and Behaviours are the cornerstone to developing students into well rounded human beings that can successfully take their place in society and beyond our local community. To achieve the behaviours for learning that we desire we front load our expectations by explicitly teaching **Learning and Social Routines** to our students as part of our curriculum offer.

6.2 Desired Learning Behaviours

Desired learning behaviours are taught as Learning Routines and they are explicitly taught through the **Academic Curriculum** (in lessons).

- Developing the 'climate for learning' needed for equal access to knowledge
- Students are taught that following our Learning Routines will gain them better results
- Shown at the start of each half term and revisited just like academic content

- Students may occasionally forget - which is why we will re-teach them
- Choosing to ignore a Learning Routine is a problem though - it will result in a consequence

Following Learning Routines will give students **opportunity** and **success**.

6.3 Desired Social Behaviours

Explicitly taught through the **Character Curriculum**

- Tutor time programme
- Assembly programme
- Curriculum lessons
- PSHE/ Life skills lessons
- 1:1 interaction with staff members
- Personal Development 'drop down' days

Social Routines are developed for Everyone to use and they are;

- Designed to make our school a calm and focussed place
- Students may occasionally forget - which is why we will re-teach them
- Choosing to ignore a Social Routine is a problem though - it will result in a consequence

Following Social Routines will make students feel **proud** and **confident**.

6.4 Characteristics and Behaviours that are not desirable are Misbehaviours.

Misbehaviour is defined as (but not limited too):

- Lateness to school
- Incorrect uniform
- Truancy from lessons
- Poor attitude to learning
- Failure to follow the instructions of staff
- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Defiance
- Inappropriate language
- Non-completion of classwork or homework

6.5 Serious misbehaviour is defined as (but not limited too):

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with hair or clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited items.
 - Knives or weapons
 - Illegal drugs
 - Stolen items
 - Tobacco/ cigarette papers/Vapes
 - Lighters/Matches/Fireworks
 - Pornographic images

- Any article a staff member 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 student)
- Physical assault

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Routines for Success poster prominently within their classroom and follow the Routines for Success guidance booklet
- Develop a positive relationship with students, which includes:
 - Greeting students at the classroom door at the start of every lesson
 - Use positive language
 - Respect students and value them equally
 - Challenge racist/sexist/homophobic or other inappropriate language and behaviour.
 - Be punctual and prepared for lessons

7.2 Establishing clear expectations via learning routines

At the start of lessons students should:

- Enter the classroom and stand behind their designated seat
- Place their equipment on the desk
- Place their coats on hooks provided or the back of chairs
- Be directed to sit down by the teacher
- Be in silence whilst the teacher takes the class register

At the end of the lesson students should:

- Wait to be instructed by the teacher to pack their equipment away
- Stand behind their desks (holding coat and bag)
- Wait to be dismissed by the teacher by row/ student at a time
- Make their way to the next lesson/ break/ lunch in a calm and orderly manner

7.3 Communicating expectations of behaviour in ways other than verbally

- Highlighting and rewarding good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption

7.4 Transitions, Break and Lunch

Staircase route

Staff and students proposed one-way systems, especially on stairs.

- Walk up English to Science staircase
- Walk down Science to Humanities staircase

One-way system at break and lunch

- At the end of Break and Lunch, Canteen and Drama / Atrium corridor double doors closed.
- Students from canteen walk via maths / outside back quad
- Students from main hall walk via Atrium

Corridor behaviour

- Staff to use 'Warn and Remove' for students not following behaviour policy.
- Those students recorded as 'Removed' receive detention after school for their behaviour.
- To be clear on expectations: No running, shouting, pushing, keep hands to yourself, no loitering, no hanging in groups, no eating in corridors

Be on time to lessons

- Transitions: Staff to use 'Remove' for students arriving late to lesson
- Late to lesson from Monday 16th June is after the second bell to lesson
- From Monday 16th June transition time [movement time to lesson] to be reduced to 6 minutes.
- Any student arriving after the bell [which signals end of 6 minutes movement time] will get a removal and resulting after-school detention.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9. Rewards we use in our school

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise this with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and recognition will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

We will actively seek opportunities to 'catch students getting it right' both in and out of the classroom.

Positive behaviour will be rewarded with:

- Verbal praise from adults and peers, simple and sincere acknowledgment of a student's efforts and achievements can be highly motivating. Examples include saying, "Great job on your project!" or "I'm really impressed with how you handled that situation."
- Subject Postcards sent home to parents
- Written praise via the school assessment and feedback approach
- Nominate student 'stars of the week' to recognise work or attitudes that show desired characteristics
- Badges to celebrate high levels of student attendance/ excellent work in lessons
- Recording of positive achievement points on Arbor to be tallied up and reported home to parents/carers
- Student of the Week, highlighting a student each week for their exemplary behaviour and *contributions and featuring them in a special way in the classroom or school newsletter.*
- Prize ceremonies or special assemblies

Additionally teach staff may also recognise good attitude and attainment by;

- Communicating praise to parents via a phone call or written correspondence, *sending a note or email to parents to share a student's achievements or positive behaviour can strengthen the home-school connection and provide additional encouragement.*

- Showcasing good work to other classes, teachers, heads of years and members of the Senior leadership team
- Celebrating student achievements with them being displayed around the school and on the school's social media accounts
- Awarding special responsibilities/ privileges/ reward trips/ invitations to celebration events

These rewards can be tailored to fit the needs and preferences of the students, making them more meaningful and motivating.

10. Consequences used in our school

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Use of the **warn - move - remove** system

- A verbal reprimand and reminder of the behaviour expectations
- Changing seating arrangements
- Talking to the student individually, outside of the classroom
- Sending the student to remove
- Detention after school
- Restorative conversation
- Letter or phone call home to parents
- Referring the student to the head of year or curriculum leader
- Placing a student 'on report' (tutor, head of year, progress leader, SLT)
- Parent teacher conference
- A Pastoral Support Plan
- A Behaviour Support Plan
- Internal Suspension [Inclusion]
- External Suspension
- ROPE (Risk of permanent exclusion meetings) meetings with parents, the student and key members of school/ Trust
- Permanent exclusions, in the most serious of circumstances

Additionally teaching staff may choose to apply;

- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, litter picking or painting a wall that had been defaced

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The Social and Learning Routines Posters will be displayed in each classroom as a reminder for students and staff.

These consequences are designed to be constructive and proportional, aiming to correct behaviour while also providing opportunities for students to understand their mistakes and make positive changes.

11. On call

At Neale- Wade School we operate a daily on-call rota that is staffed by at least two members of staff who is in contact with the year teams and SLT via radio. Staff on call are expected to be a visible presence around the school for the duration of the period.

Their role at this time is to support learners in and around the building and to be alert to any staff that may need support with specific learner/s. On-call staff may wish to use the relocation room and/ or inclusion room to help resolve issues that may arise or to students who are on task whilst issues are being investigated. The member of staff can call for support from SLT if they feel unable to resolve the situation. On-call staff will record details of incidents of misconduct to help inform discussions around whole school policy and intervention on Arbos.

12. Support for Pupils

- 12.1** Pupils may find regulation of their behaviour difficult for a variety of reasons, and not all of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with students, their families, and specialists to create individual plans that address student's challenges, providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every student feel included and supported in their learning environment.

12.2 Student Voice

Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

13. Recording and Monitoring

Our school carefully keeps track of student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

14. Roles and Responsibilities

14.1 Trustees

The Trustees supported by the local governing body are responsible for reviewing and approving this behaviour policy, monitoring its' effectiveness, and holding the Principal to account for its

implementation.

14.2 The Principal

The Principal is responsible for:

- **Ensuring positive behaviour in the academy and ensuring all pupils and staff follow the academy rules**
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all students to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the Arbor behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

14.3 Teachers and staff

Staff are responsible for:

- **Creating a calm and safe environment for students**
- Upholding high levels student behaviour Implementing the behaviour policy consistently and fairly including agreed rewards and sanctions
- Providing an adaptive approach to the specific needs of students working with the SEND team to ensure that any adaptations are in place to allow all students regardless of need to follow the school rules and expectations
- Communicating the school's expectations and routines through teaching desired characteristics in every interaction with students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations, modelling expected behaviour and positive relationships
- Recording behaviour incidents promptly onto Arbor

The senior leadership team (SLT) will support staff in responding to behaviour where appropriate.

14.4 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Social and Learning Routines
- The expectation that they can achieve the behaviour standards and the consequences they will face if they do not
- The support that is available to them to enable them to meet the behavioural standards

In addition, students are expected to:

- Sign the Home School agreement form
- Attend the school regularly and be punctual at the start of day (8.50am) and to all lessons
- Work to their full potential at all times and complete all homework to the best of their ability by the deadline.
- Always wear full school uniform and be equipped for all lessons
- Keep their mobile phone (and other electrical equipment e.g. ear pods) out of sight during the school day
- Not chew gum on school premises

- Not bring banned items into school
- Treat staff and other learners with respect at all times
- Maintain a pleasant environment in which to work by keeping areas of the school clean, tidy and free from litter.
- Report any act of bullying to a member of school staff.
- Share any concerns they have with an appropriate adult such as a parent/carer, tutor, subject teacher, year team or student services team so that issues which are worrying them can be resolved quickly and effectively.
- Use the school's IT systems safely and appropriately

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture through the tutor time, PSHE/ Life Skills lessons and assembly programmes.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the school's behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

15. Parental Involvement

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

15.1 Roles and Responsibilities

- 15.1.1 Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- 15.1.2 Partnership: We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.
- 15.1.3 Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

15.2 Engagement Strategies

- 15.2.1 Parent Meetings: We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- 15.2.2 Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.
- 15.2.3 Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

15.3 Support for Parents

- 15.3.1 Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- 15.3.2 Individualised Support: We work with parents to create personalised plans for

students with specific behavioural needs.

15.4 Commitment to Collaboration

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

16. Staff Training and Knowledge

Overview: Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

16.1 Training and Professional Development

- 16.1.1 Regular Training: Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- 16.1.2 Specialised Workshops: We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.
- 16.1.3 Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

16.2 Knowledge and Expertise

- 16.2.1 Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- 16.2.2 Communication Skills: We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

16.3 Ongoing Support and Resources

- 16.3.1 Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- 16.3.2 Mentoring and Coaching: New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.
- 16.3.3 Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.

16.4 Evaluation and Improvement

- 16.4.1 **Feedback Mechanisms:** We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- 16.4.2 **Continuous Improvement:** Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

16.5 Commitment to Excellence

We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

17. Suspensions and Exclusions

- 17.1 **Purpose:** Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.
- 17.2 **Suspensions:** A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehavior that disrupts the learning environment or endangers the safety of others. During the suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.
- 17.3 **Exclusions:** An exclusion is a more permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services. There is a separate policy and guidance document referring to suspensions and exclusions.

18. Use of Reasonable Force

- 18.1 In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.
- 18.2 The term reasonable force covers the broad range of actions used by staff that involve a

degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- 18.3** Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, **specific trained staff** may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Restraint logs located in the office of the Vice Principal and reported to parents

- 18.4** When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

19. Rights to Search and Confiscate

- 19.1** In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

20. Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school.

This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips) Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

21. On-line misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

22. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal/ member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

23. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

- The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. Staff will record all incidents of sexual harassment and sexual violence onto MyConcern.

24. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. 23

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

25. Serious sanctions

25.1 Planned removal from classrooms - Remove

In some cases, a child/young person may need to have some time out of class to reflect on their behaviour and the impact that this has had on other learners and/ or the classroom learning environment. Students can be placed into inclusion by SLT, Year teams, Curriculum leaders or members of the Student Services team and will always involve communication with parents/ carers as to the reasons and length of time.

Students who have been removed will continue to receive education under the supervision of a senior member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious and or continued misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Prevent other students learning from being disrupted
- Allow the disruptive student to continue their learning in a managed environment
- Restore order if the student is being unreasonably disruptive or defiant
- Maintain the safety of all students

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Extended Internal Suspension
- Meetings with Heads of Year/ SLT
- Short term behaviour reports
- Pastoral Support Plan's
- Individual Alternative Education Plans (IAEPs)
- In house 'Alternative Provision'
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal and any protected characteristics of the student in the Arbor behaviour log.

25.2 After School Detention

The following members of staff have been authorised by the Principal to give students after school detentions:

- Class Teacher
- Head of Year
- Curriculum leaders
- Student Services
- SLT

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

25.3 Suspension and permanent exclusions

The school can use internal or external suspension and permanent exclusion in response to serious

incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Suspension is a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the Principal and Vice Principal for Personal Development, Behaviour and Attitudes and will be made considering the need and vulnerabilities of the learner concerned.

Example circumstances of when a fixed term exclusion might occur can be seen below:

- Persistent refusal to comply with instructions
- Persistent defiance
- Assault on a learner or adult
- Arson
- Drug taking or supply
- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Protected Characteristics)
- Damage to School premises

The Principal reserves the right to use suspensions for other behaviours in exceptional circumstances as needed.

The school follows a standard process around reintegration whereby the parent/carer will be contacted immediately following a suspension to invite them to discuss the reasons for the suspension in a 'return from suspension' meeting. The Head of Year/ member of SLT will meet with the learner and parent if possible as soon as they return on site. A learner's return will not be delayed if a parent cannot attend the return from exclusion meeting, however they will remain in inclusion until a meeting has taken place. Notes will be taken during the reintegration and a letter outlining the outcomes of the meeting will be sent to confirm the discussion and agreed actions.

25.4 Risk of Permanent Exclusion (ROPE) meeting

If a student, having been placed on a Pastoral Support Plan (PSP) makes insufficient progress and continues to receive multiple suspensions, a Risk of Permanent Exclusion (ROPE) meeting will take place.

This meeting will be the principal, the vice principal and members of the Active Learning Trust. The purpose of this meeting is to review the incidents and support that has been offered up to this point to determine if there are any other supportive measures that can be put in place to prevent the situation moving to a permanent exclusion. At this stage, students will automatically access our internal AP provision alongside accessing additional external support to address the ongoing behaviours. A managed move may also be discussed at this meeting as a means of avoiding a permanent exclusion.

25.5 Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings with the student
- Mentoring or coaching
- Daily contact with the Head of Year or members of the Student Services team
- Inquiries into the students conduct with staff involved in teaching, supporting or supervising the student in school
- Inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL) or a deputy
- Short term behaviour report cards
- An Early Help Assessment (EHA)
- Longer term behaviour plans through a Pastoral Support Plan (PSP)
- IAEF (Individual Alternative Education Plan)

26. Latest Research and Continued Professional Development

As part of their induction process and continued professional development our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Classroom norms
- Social and Learning Routines
- The use of scripts
- Rewards
- Working with parents
- Dealing with crisis

All our staff are issued with our **Routines for Success** guidance which outlines clearly our expectations, processes and best practice in relation to managing behaviour in our school.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

If staff feel that they require additional support, they can speak directly to either the Vice Principal or the Professional tutor and a bespoke programme will be developed.

27. Equality and Inclusion

- 27.1** Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting **cultural sensitivity**. Additionally, the policy is written in **clear and accessible language**, making it easy for all stakeholders to understand and engage with.

28. Monitoring arrangements

Monitoring and evaluating school behaviour.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by leaders. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

29. Links with other policy and procedure documents

This procedure links with the following policies and procedures:

- Teaching and learning policy
- Attendance policy
- Anti-Bullying policy
- Complaints policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements