



An Active Learning Trust School

Behaviour Policy

2024- 2025



DOCUMENT	Behaviour Policy
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Approved by:	Governors
Approval Date:	September 2024
Review Date:	September 2025
Version No:	1
Review Timetable:	Annually
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on behaviour to ensure that high standards are maintained.
Implementation:	The procedures will be accessed via the Staff Share on the V Drive
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

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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:

Promote Positive Behaviour

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

- o Reinforce Values: Promote the core values of the school.

Ensure a Safe Environment

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

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

Support Student Development

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

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

Ensure Fairness and Consistency

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

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

Build a Strong School Community

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

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

Prepare Students for the Future

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

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

In summary, this policy aims to support the educational mission of the school while helping every student grow and thrive.

2. Positive Behaviour Principles

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

Principle 1: High Expectations: Leaders uphold high behaviour standards, ensuring all students can learn in a respectful, disruption-free environment.

Principle 2: Loving: Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

Principle 3: Clarity of System: Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

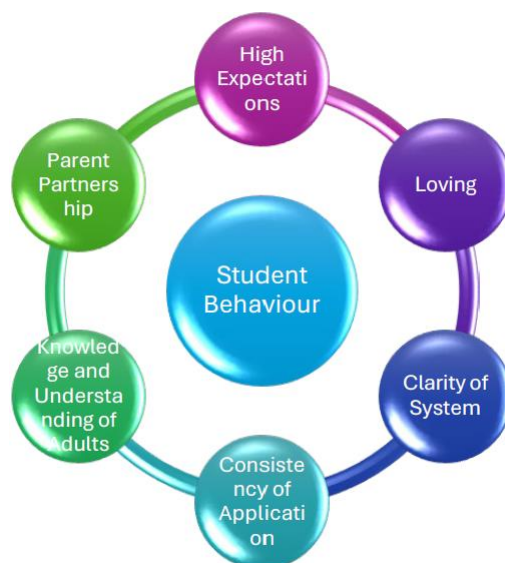
Principle 4: Consistency of Application

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

Principle 5: Knowledgeable and Understanding of Adults Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

Principle 6: Strong Parental Partnership We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.

3. School Values



Our vision is simply explained as:

Opportunity + Success = Pride Confidence

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

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.

Our behaviour for learning principles are based around:

Ready, Respectful and Safe

Ready	Respectful	Safe
Wearing the correct uniform with pride Arriving on time to school and lessons Having the correct equipment to learn Listening to teacher/ staff instructions	Communicating politely and courteously Respecting the school environment, keeping it safe and tidy Respecting others' views and beliefs	Conducting themselves safely around the school site

At Neale-Wade Academy we are clear on the types of behaviours that we want learners to display. We believe that these type of behaviours are the cornerstone to developing students into well rounded human beings that can successfully take their place in and beyond our local community.

4. 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.

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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

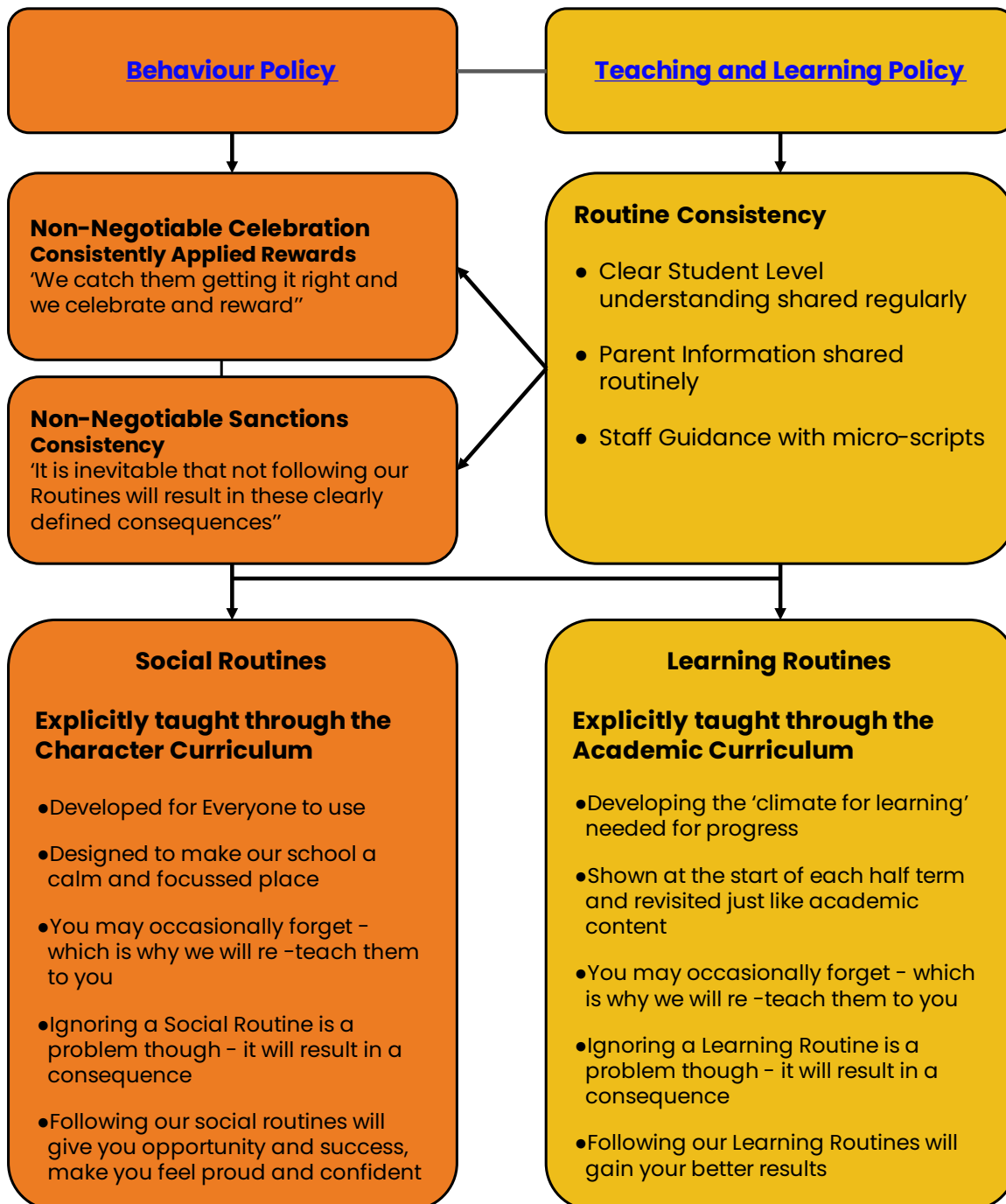
In addition, this policy is based on:

- [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. Expectations / Routines

This policy should be read in conjunction with our expectations for learning.

Routines for Success



Consistently Applied Learning Routines

Being ready to learn looks like this...

#1

Arrive **on time** to all lessons.
Enter the classroom calmly when your teacher meets and greets you, and calmly sit in your designated seat.

Show you are ready to learn by **having the all the correct equipment**



#2

Follow the learning routines set by your teacher and start your **'Do Now'** activity.

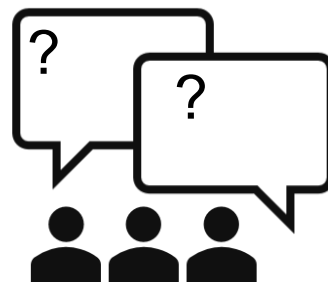
If you have a question about **why** your teacher has made a decision where you sit this will be explained at the **end of the lesson**.



#3

Get **actively involved** in lessons, asking and answering questions to show your teacher what you know or don't know.

Give **everyone** a chance to speak and to be listened to so you can learn from your peers as well as your teacher



Consistently Applied Learning Routines

...and like this

#4

Listen when the teacher or other students are talking so you **learn** and **be ready** for the next phase of the lesson.

Engage during each phase of the lesson and be sure to do your best to **complete all tasks**

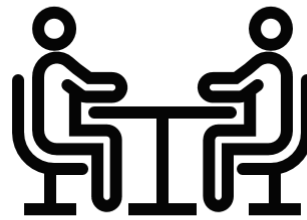
Ask your teacher by **raising your hand** if you need to leave your seat



#5

Paired/Group Talk - look at and **acknowledge** those who are talking. Only engage with those in your group/pair.

Follow the **learning focus** for the discussion and ask your teacher for **re-explain** if needed.



#6

Your teacher will often **expect silence** during the independent phase of the lesson to **complete a task**.

During this time, to ask for help you should ask your teacher by **raising your hand**.

Take pride and ownership of your work keeping your books organised.



Consistently Applied Social Routines

Getting it right looks like this...

#1

Walk purposefully and **sensibly** within school buildings, keeping to the left

Behaviour and conduct should be **calm and respectful** at all times

Language used anywhere on the school site, should be **appropriate**. Talking should be at an appropriate **volume**



#2

Wear the correct uniform with **no hoodies, or white trainers** and coat hoods down indoors

No mobile phones to be visible or used at any time

Jewellery = **2x small ear studs, 1x watch (not smart)** These must be removed if a teacher feels they are a health and safety risk

Nose studs must be clear retainer



#3

Remain in your **designated area** areas at break/lunchtimes when eating food from the canteen

Use the seating provided when eating and do not sit on the floor. We do not walk around the site with food.



Consistently Applied Social Routines

...and like this...

#4

Visit the toilets and fill water bottles at **break, lunchtime**, and at movement time - not during lessons



#5

Respect the school environment. Deliberate litter, damage, graffiti or vandalism will be dealt with as a **serious behaviour incident**

Footballs and other balls are only used on the **Field** or **Astro** and **kept in bags** at other times



#6

At the end of the day, leave the school site **safely and calmly**

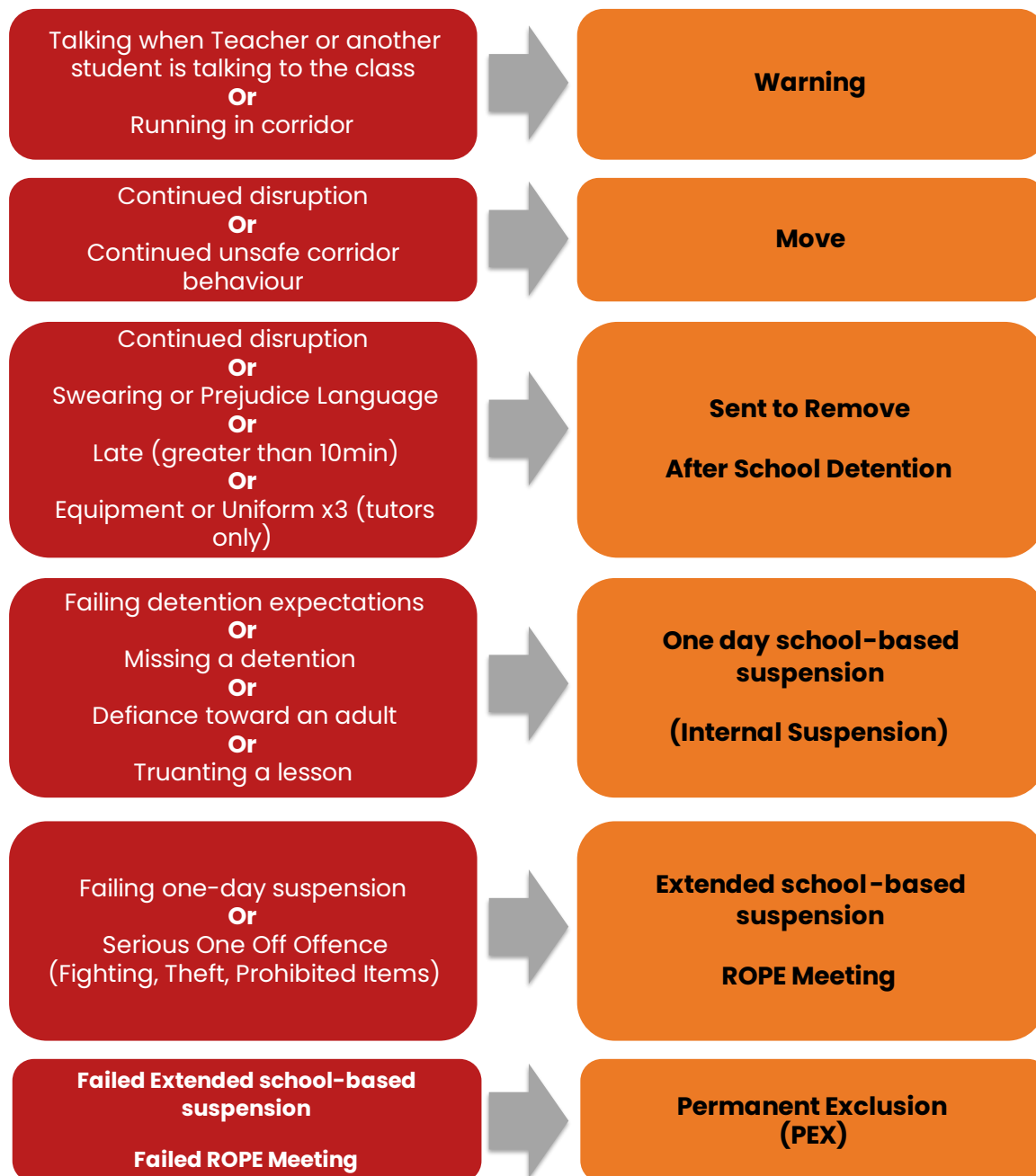
Behaviour to and from school in the local community, should also be calm, **polite**, **kind** and considerate of others.



Consistently Applied Expectations

Choices

Consequences



Consistently Applied Expectations

Uniform Expectations

Sixth Form	Key Stage 5 students have the Sixth Form Privilege of not having to wear school uniform. However dress must be 'business appropriate' and therefore we do not permit, Flip - flops, beach wear, crops tops or any other items that would not be deemed as business appropriate.
Combined Cadet Force	We are extremely proud of our combined cadet force. On Wednesdays each week, students who take part in either Army, Air or Sea cadets are able to wear their uniform to school.

Sports / PE Uniform

Black and gold sports shirt	This is compulsory.	Can be purchased through the school uniform supplier.
Black sports jumper	This is optional, but hoodies or students' own jumper is not permitted.	Can be purchased through the school uniform supplier.
Black socks	Available from any school uniform retailer.	
White socks	Available from any school uniform retailer.	
Black shorts	Available from any school uniform retailer.	
Black base layer / tracksuit bottoms	Available from any school uniform retailer.	
Trainers / football boots	Available from any school uniform retailer.	

Where students are unable to participate in PE lessons they will be expected to take part in a non-active role to ensure all learning time is used.



Consistently Applied Rewards

Reward	Stepped Reward Process
Verbal Praise	Staff “catch students getting it right” and use verbal praise to acknowledge this and to model to all students’ examples of positive attitudes, this may take place in classrooms or in public forums such as assemblies
Postcards	Staff “catch students getting it right” and use ‘caught you being good’ Postcard to acknowledge demonstration of a desired characteristic.
Written Praise	Neale Wade Academy Assessment and Feedback approach gives opportunities for teachers and support staff to recognise positive work
Star of the Week	Teachers and support staff are encouraged to nominate stars of the week . This allows staff to recognise work or attitudes that show desired characteristics This leads to recognition on the school website and entry into a prize draw
Achievement Badges	Teachers and support staff are encouraged to consistently recognise desired characteristics through achievement badges. These are awarded within a Learning or Social context.
Reporting	Teachers will give two scores against the academy desired characteristics at each Assessment Point. This is evidenced on the school report for individual subjects and an overall average is given. Heads of Year use the average scores as a way of rewarding the top students in the year group and the most improved scores.
Year Group Celebration Assemblies	Year groups hold celebration assemblies in which students are nominated for positive attitudes to learning and achievement in different subjects.

Consistently Applied Sanctions

Sanction	Sanction Process
First Warning 'Warn'	A first warning is issued with no behaviour point attached. This can be issued either in class or for out of class behaviours. This should be issued with a calm and simple explanation to prevent argument or escalation of the situation (see micro scripts). If issued for an in-class misdemeanour, the member of staff may choose to retain the student for a brief conversation at the end of the lesson.
Repeat Warning 'Move' 'Late'	A repeat warning is issued if the initial behaviour continues, or new inappropriate behaviour develops. There should be a calm explanation as to why the repeat warning has been issued and the student allowed some take up time to amend their behaviour and be successful in staying in the lesson. As its name suggests a 'move' warning should be accompanied with a seating change. It would be best practice wherever appropriate hold a brief conversation at the end of the lesson or after the matter is resolved – the end of P2 and P4 are great for this. A Late is given if the student arrives more than five minutes, but less than ten minutes after the bell has gone. At this stage, a ' Late ' behaviour point is recorded on SIMS by the member of staff involved.
Sanction 'Remove'	When a student is unable to amend their behaviour and/or they are continuing to prevent other students to learn, a Remove should be issued, and the student should be sent to inclusion. The member of staff should complete an information note in SIMS. Staff are also able to issue a Remove Sanction when there has been a serious form of defiance, inappropriate language, or vandalism dangerous behaviour etc. This is a serious sanction and must be applied only when all 'Warning' strategies have been exhausted. A Remove will result in the students being removed to the inclusion room and an after-school detention. A Remove always involves an automated message home.
Internal Suspension (IS)	An IS will be issued where there is a serious breach of the school's behaviour policy whether in lessons or during social times. Serious one-off incidents such as truancy lessons, violence, aggressive behaviour, persistent defiance, smoking, vandalism could all result in an IS . An IS always involves contact with home.
Risk of Permanent Exclusion ROPE MEETING	For both one-off incidents of an extreme nature or for persistent failure to observe the school's behaviour policy the school will hold a ROPE with individual students and their families to discuss next steps. The nature of the behaviour and interventions will be discussed with a view to making it clear that a Permanent Exclusion is imminent.
Permanent Exclusion	Where all other interventions and actions have failed the school will consider and seek the support of Governors for the use of a Permanent Exclusion . The Principal will consider the option of a Managed Move to another school for a period of dual registration. If after the period of 8 weeks the student is successful, they will transfer permanently to the new school.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 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
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Illegal drugs
 - Stolen items
 - Tobacco/ cigarette papers/ Vapes
 - 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)
 - Energy/ fizzy drinks/ chewing gum
 - Phones
 - Earphones
- Physical assault that results in a person requiring medical attention

7. Support for pupils

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.

8. 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.

9. 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.

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10. 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.

Roles and Responsibilities

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

Engagement Strategies

- **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.
- **Workshops and Resources:** We offer workshops and materials to help parents understand and support our behaviour policies.
- **Feedback and Surveys:** We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

Support for Parents

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

Commitment to Collaboration We are dedicated to working with parents to support student behaviour and development, creating a supportive environment that helps students succeed both academically and socially.

11. 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.

Training and Professional Development

- **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.
- **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.
- **Collaborative Learning:** Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

Knowledge and Expertise

- **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.
- **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.

Ongoing Support and Resources

- **Access to Resources:** Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- **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.

Evaluation and Improvement

- **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.
- **Continuous Improvement:** Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

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.

12. Suspensions and Exclusions

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.

Suspensions A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a 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.

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.

Process

- **Investigation:** Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and ensure that all facts are considered.
- **Notification:** Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.
- **Support and Reintegration:** For suspensions, a reintegration plan is developed to support the student's return to school. This may include a meeting with the student, their family, and relevant staff

to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

Appeal Process Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

Commitment to Support Our school remains committed to working with students and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all students have the opportunity to succeed.

13. Use of Reasonable Force

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.

14. Rights to Search and Confiscate

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.

15. Equality and Inclusion

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.

21. Link to other policies

- Attendance policy
- Anti-Bullying policy
- Positive handling and de-escalation policy

- Complaints policy
- Teaching and learning policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum policies such as PSHE and RSE