

Behaviour Policy

Date:	May 2026	Review Date:	July 2027
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The Behaviour Policy at Wandle Valley Academy is a statement of good practice that covers all aspects of an Academy that contribute to the development and maintenance of good behaviour and a positive ethos.

Ethos

Our Academies provide a caring and supportive learning environment that encourages positive behaviour where all members of the Academy community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

This policy has arisen out of discussion with the whole staff group, pupils and the Academy Council. Throughout its development, we have sought to base the principles to which we wish to aspire on information gained and perceived needs, examining closely the areas of concern and devising systems and strategies that will hopefully promote good behaviour and nurture mutual respect.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (e.g. gaining attention or coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative means to achieve the same goal and ultimately build self-esteem.

Our policy is designed to inform and guide rather than prescribe. An Academy community is made up of individuals and as such, our aim has to be coherence and consistent rather than uniformed. Throughout our discussions, we have sought to understand behaviours and provide a positive approach, which can be clearly communicated to all – staff, pupils, parents/carers and the Academy Council.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

The development of the policy has enabled us to focus on:

- The behaviours in the Academy which cause concern
- What we do well and the strategies that we have employed that have worked well

As reflective experts in this field we learn what we need to do better based on:

- Existing classroom practices

- Existing systems of rewards and sanctions
- Existing support strategies for staff, pupils and parents/carer
- What we need to do in order to enable us to function more successfully

Terminology / Definitions

- Challenging behaviour can be defined as behaviour of such intensity, frequency or duration that the physical safety of the person concerned or of other people is at serious risk, or the behaviour results in the person only having limited or no access to ordinary community facilities (Emerson). What is unacceptable and challenging behaviour to one person is not necessarily unacceptable and challenging to another and therefore it is our responses to a behaviour that determines whether it is perceived as challenging. Thus it can be defined as any behaviour that hurts, scares or upsets us.
- A sanction is a negative consequence applied to unacceptable behaviour (e.g. missing break time or a trip). Academy promotes a non-aversive approach to behaviour support. While pupils we support will experience natural/logical consequences, as standard, we do have a range of sanctions that will be used when applicable.

Aims

- To create an ethos that makes everyone in the Academy community feel safe, valued and respected.
- To encourage adherence to an agreed set of principles of behaviour by pupils.
- To support pupils and staff within a moral framework where healthy and respectful relationships can flourish
- To enable pupils and staff to develop respect, courtesy and consideration for each other.
- To encourage and promote an atmosphere where pupils and staff develop resilience and a positive self-esteem.

Principles

- To always try to be fair to all involved in a disciplinary incident, sharing information to enlighten people affected in a balanced way.
- To create an environment where there is mutual respect of individuality
- To develop a set of Academy expectations, which are clear, understood by all and which support the ethos of the Academy.
- To develop a system of rewards, which are meaningful and help develop self-esteem and positive communication between home and Academy.
- To support staff with regard to classroom management and delivery of the curriculum by creating an environment where pupils feel motivated, able to achieve and valued.
- To develop a feeling of community so that good behaviour is not just an expectation within the Academy space, but in all Academy activities which occur on or off-site.
- To be aware of incidents of bullying or discrimination through comments about race, culture, disability, gender or homophobia, and deal with them effectively.
- To forgive through the process of reconciliation, by allowing the pupils to have the opportunity to forgive and build positive relationships. For staff to model this process and to make it part of our response to disciplinary incidents.

Behaviour Management Methods

The following section is a guide to some of the methods used in Academy to support children's behaviour. It is not an exhaustive list. Adults should see it as a minimum starting point for individual reflection and discussion with colleagues.

Creating the right environment

Most poor behaviour can be prevented. Therefore, our first step is to create an environment that reduces the quantity and intensity of disciplinary incidents. Adults will regularly consider and respond to the following questions:

- Are pupils being asked to engage with a relevant, accessible and appropriately resourced activity? Is the level of challenge and differentiation meeting the needs of individuals and groups? Are the Special Educational Needs of all pupils being addressed?
- Is the physical environment causing difficulty for pupils? Are they squashed around a table? Is the room too hot?
- Are the daily routines, such as how pupils enter the class, clearly understood and appropriate to the needs and abilities of all?
- Does the support offered increase or reduce the pupil's levels of independence?
- Do all pupils have an opportunity to receive meaningful praise?
- Am I being a positive role model, particularly with my tone of voice, body language and how I interact with other adults in front of pupils?
- Is the seating plan appropriate? Can they all see you? Is anyone being excluded or bullied?
- Are there events that have happened in the pupil's life that I am unaware of that are regularly impacting on their conduct in Academy? Can I find out more from other members of staff? Are there child protection issues to discuss with the designated person for child protection?
- Do I deliver and support the curriculum in a way that allows pupils to reflect and develop spiritually, socially and personally?

All classes have classroom profiles which detail the class seating plan, usual way of working and levels of support that pupils need from both a behaviour and academic standpoint.

The Promotion of Good Behaviour, Self-discipline and Respect

Rewards & Praise

At Wandle Valley Academy, we praise and reward pupils for desirable behaviour in a variety of ways:

- Verbal praise;
- written praise through celebratory comments in marking (WWW/EBI);
- giving positive oral feedback to parents/carers;
- Phone calls, messages and Postcard's home
- the use of the Arbor points;
- giving children additional responsibilities;
- allowing children to share work with rest of class, other classes or teachers;
- Inclusion in off-site outings and activities

- the use of stickers and stamps in books;
- encouraging class and whole Academy recognition of a child's endeavours;
- individual class-based systems of praise and reward;
- display of pupil's work;
- Golden Time;
- Enrichment opportunities;
- Weekly Reward Assemblies;
- Certificates;
- Jack Petchey Achievement Awards
- Yearly Celebration Evening.
- Reward Trips

Pupil Voice

The Pupil Academy Council (known as 'Pupil Voice') at Wandle Valley Academy is made up of, one pupil from each tutor group. Pupil voice has an important role to play in improving our Academy and pupils need to recognise they can instrumental and creating change. The Council meet regularly to discuss issues and from time to time to organise events.

Disciplinary Penalties

Consequences (We use the term consequence with pupils however, above it does define a sanction as a 'negative consequence' so this could remain as sanctions)

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEND or disability they may have and any religious requirements affecting them.

Where possible, good behaviour will always be reinforced and bad behaviour modified by encouragement, praise and reward. However, where positive strategies do not succeed, staff will (as appropriate) take necessary action. A clear reminder of the Academy rules from a member of staff is expected to be sufficient to correct unacceptable behaviour. Rules and expectations are communicated to the staff, children and parents/carers so that all members of the Academy community understand and follow them.

However, if this fails to correct the behaviour of a child, there are several measures that can be taken. Staff should take into account the pupil's level of understanding and development when selecting an appropriate sanction. Where behaviour is repeated, sanctions should be repeated (to provide a consistent approach), or stepped up to reinforce the message in a stronger way. The Academy have developed behaviour continuums to ensure consistency when challenging behaviour.

For serious misbehaviour the SLT may issue an internal reflective exclusion or Academy detention. For very serious or persistent misbehaving the Headteacher has the right to suspend pupils from the Academy.

Detentions

Teachers have a legal power to put pupils under 18 in detention. On entry to Wandle Valley Academy, it is made clear to parents/carers that detentions are sometimes used as a sanction.

The Headteacher can decide which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Academy staff should not issue a detention out of Academy hours where they know that doing so would compromise a pupil's safety.

Staff issuing the detention should consider whether:

- the detention is likely to put the pupil at risk;
- the pupil has known caring responsibilities which mean that the detention is unreasonable;
- suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

Exclusions/Suspensions

The Headteacher decides whether to exclude/suspend a pupil, for a fixed term or permanently, in line with the Academies behaviour policy (taking into account all the circumstances) the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

Where exclusion/suspension takes place, guidance will be taken from Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, May 2026).

Sanctions – conduct outside the Academy gates

Teachers have a statutory power to discipline pupils for misbehaving outside of Academy premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At Wandle Valley Academy, the Headteacher and SLT may discipline for any misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity or
- Travelling to or from Academy or
- Wearing the Academy uniform or
- In some other way identifiable as a pupil at the Academy.

The teacher may also discipline for misbehaviour at any time 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.

Undesirable Behaviour

At Wandle Valley Academy, we consider the following behaviour to be wholly unacceptable:

- **Physical Assault**

Includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere (especially round the neck), possession of, or use of an object, such as knives and the like, that could be used intentionally to harm someone else.

- **Verbal Abuse and Threatening Behaviour**

Includes threatened violence, aggressive behaviour, use of swearing or bad language to offend or intimidate, homophobic abuse and other forms of harassment, verbal intimidation, unkind remarks, lying, establishing gangs or the development of a gang culture.

- **Bullying**

Includes persistent isolation; intimidation; and all forms of verbal, physical, homophobic, sexist and racist abuse.

- **Racist Abuse**

Includes taunting and harassment, bullying, graffiti, derogatory statements, swearing that can be attributed to racist characteristics.

- **Sexual Misconduct**

Includes abuse, assault, harassment, bullying, graffiti and lewd behaviour.

- **Drug and Alcohol Related**

Includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking on the Academy site, alcohol abuse and substance abuse.

- **Damage**

Includes damage to the Academy or personal property belonging to any member of the Academy community, vandalism, arson and graffiti.

- **Theft**

Includes stealing Academy property, stealing personal property of another child or adult, stealing from local shops on an Academy outing, selling and dealing in stolen property and extortion.

- **Persistent Disruptive Behaviour**

Includes challenging behaviour, disobedience and persistent violation of Academy rules and expectations.

Should the above behaviours occur, a thorough investigation will take place and appropriate sanctions will be imposed, including, but not restricted to, exclusion (fixed-term, permanent or internal). In all cases, parents/carers will be informed of the incident and any possible outcomes/sanctions.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, tweeting or any forms of Social media on the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring the immediate safety of pupils is our first priority. We recognise that the long term effects of emotional bullying can be more damaging than physical and that it is therefore not possible to ascribe a hard and fast approach to the problem. We will however endeavour (at all times) to protect children from harm whether this happens in the home, the wider community or in the Academy.

Preventing Bullying

The Academies response to bullying starts at the point at which a child has been bullied. It is important that we develop a more sophisticated approach in which Academy staff proactively gather intelligence about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Tackling bullying means creating an ethos of appropriate behaviour where pupils treat one another and the Academy staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole Academy environment and are reinforced by staff and older pupils who set a good example to those new to the Academy.

The *Equality Act 2010* requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of an Academy to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Child on Child Abuse (including Sexual violence and harassment)

Pupils will be challenged by all academy staff in the instance of inappropriate behaviours by:

- Making it clear that sexual violence and sexual harassment is unacceptable
- Not tolerating or dismissing sexual violence and harassment as “banter”, “part of growing up”, “or just having a laugh”

Dismissing inappropriate behaviour risks leading to:

- A culture of unacceptable behaviours
- An unsafe environment for children
- A culture that normalises abuse, leading pupils accepting it as normal and not coming forward to report it.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Simon Hackett’s Harmful Sexual Behaviour Framework can be used as a continuum model to highlight a range of sexualised behaviours presented by children.

This model is supportive in understanding a child’s behaviour and deciding how to respond to it.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially Acceptable Consensual, mutual, reciprocal Shared decision making	Single instances of inappropriate sexual behaviour Socially acceptable behaviour within a peer group Context for behaviour may be inappropriate Generally consensual and reciprocal	Problematic and concerning behaviour Development - ally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Victimising intent or outcome Includes misuse of power Coercion and force to ensure compliance Intrusive Informed consent lacking or not able to be freely given May include elements of expressive violence	Physically violent sexual abuse Highly intrusive Instrumental violence which is psychologically and / or sexually arousing to the child responsible for the behaviour Sadism

Pupils 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

Sanctions for sexual harassment and violence may include:

- Reflective 1:1 with staff
- Completing class work outside of the classroom environment
- Completing class work remotely

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

See Child Protection Policy for further information on 'Child on Child Abuse'.

Meeting with Parents/Carers

The academy seeks to maintain an open dialogue with our Parents/Carers. We endeavour to keep them informed about their child's behaviour whether it be positive or negative feedback. There are occasions when we will ask to meet face to face or virtually in order to involve the Parents/Carers in our reintegration and/or restorative justice practices.

Reflective Practice

A designated member of the SLT will review and quality assure any report to ensure accuracy and appropriate follow-up.

All relevant documentation including Arbor entries, accident records, and updates to pupil risk assessments must be completed on the same day where possible and appropriate.

The incident will be reviewed during the end-of-day debrief, where appropriate and revisited in the morning staff briefing to identify learning points and update any related risk assessments.

A short assembly, tutor-group talk or similar discussion may be held the following day to reinforce expectations, school values, and safety messages.

Where the incident meets reporting criteria, a RIDDOR report will be submitted and a Critical Incident Form, welfare checks, actions taken, and any further preventative measures will be put in place.

Safeguarding Children and Young People

Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, Academy staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, Academies may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

See Child Protection Policy.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the *Protection from Harassment Act 1997*, the *Malicious Communications Act 1988*, the *Communications Act 2003*, and the *Public Order Act 1986*. For example, under the *Malicious Communication Act 1988*, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If Academy staff feel that an offence may have been committed, they may elect to seek assistance from the Police. However, Academy staff are strongly encouraged to inform the Headteacher before taking this action. Staff may be unaware of wider factors involved and may wish to consider all information available when making this decision. The Headteacher will be in the best possible position to consult with the member of staff and support them in making an informed decision.

Further guidance on the Academies approaches to dealing with incidents of bullying can be found in the *Anti-Bullying Policy*.

Screening, Searching and the Confiscation of Inappropriate Items

Dfe Advice for schools (Updated July 2023): Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance *Working together to safeguard children*. Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

Pupils may be searched and items confiscated under two sets of legal provisions which enable Academy staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - i Knives and weapons
 - ii Alcohol
 - iii Illegal drugs
 - iv Stolen items
 - v Tobacco and cigarette papers
 - vi Fireworks
 - vii Pornographic images
3. Any article that staff suspect has been or is likely to be used to commit an offence, cause personal injury or damage to property
4. Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for Weapons and knives and extreme or child pornography must be

handed to the Police. Otherwise it is for the Headteacher to decide if and when to return an item, or whether to dispose of it.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Where possible, a member of the Leadership Team will be present when a search is conducted. If this is not possible, a second person will be present to witness the search. The decision to search a pupil will depend on individual circumstances. Safeguarding children is of the highest importance and consideration will always be given to whether staff have reason to believe that the pupil has something which might cause harm to themselves or someone else. In these circumstances, safety will remain the highest priority. In some circumstances, it might be considered more prudent to ask the police or parents/carers to conduct a search.

Screening:

At Wandle Valley Academy we screen pupils at the start of the day using a hand-held device as part of our duty of care and maintain the safety of staff, pupils and visitors. If this device does not work, then an alternative search may be necessary.

Confiscation:

Depending on the nature of what is discovered an authorised member of staff can confiscate any items they have reasonable grounds for suspecting it:

- Poses a risk to staff or pupils
- Is prohibited
- Is evidence in relation to an offence

Through a search, confiscated items may be;

- returned to the pupil after a given period of time
- returned to parents/carers, if they come in to collect the items
- kept in the Academy until the pupil leaves the Academy
- handed in to the local police station
- responsibly destroyed or disposed of

Crisis Prevention & Intervention (CPI) and Restrictive interventions, including use of reasonable force, in schools” — published in 2025 and effective from 1 April 2026 DFE.

- There may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a pupil.
- Staff have a duty of care to keep people safe and must act in the best interests of all the pupils they are supporting. The Academy has a duty to ensure the safety of everyone within it.
- Restrictive physical interventions (RPIs) **will only be used to support/intervene in** challenging behaviour where there is clear and imminent danger.

- The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force.
- Academy staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.
- The rights and dignity of pupils must always be considered.
- Any planned RPI strategies used must be carried out according to the principles and guidance of the Academies training provider.
- The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.
- Any incident involving the use of RPI must be recorded within 24 hours.
- In the exercise of their “duty of care” staff may, on occasion, need to use unplanned, emergency restrictive physical interventions (e.g. seclusion) in response to unforeseen events. In such cases a full review will take place within 48 hours to put measures in place to ensure we minimise the risk reoccurring.

What is reasonable force?

- 1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by non-restrictive techniques, through to more extreme circumstances where a pupil’s movements need to be restricted for safety reasons to prevent violence or injury.
- 3) ‘Reasonable in the circumstances’ means using no more force than is needed.
- 4) Academies generally use CPI Safety Interventions alongside the DFE Restrictive interventions, including use of reasonable force, in schools” document, published in 2025 and effective from 1 April 2026. to Support pupils. This can be either non-restrictive or restrictive Safety Interventions.
- 5) Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of Academy staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 3) The following list is not exhaustive but provides some examples of situations where reasonable force might be used.

Academies can use reasonable force to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts an Academy event or an Academy trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts, causing deliberate criminal damage to Academy or personal property.

Academy and Multi-Agency Support Systems

At Wandle Valley Academy, we have ranges of additional support available for pupils (and their families) who do not respond to the usual range of rewards and sanctions.

These include, but are not limited to:

- Speech and Language Therapist
- Play Therapist
- Occupational Therapist
- Referral to Catch-22
- Close links with local Colleges (KS4 only)
- Offsite provision at the R2S & Fast Forward to support vocational learning
- Switch

In addition, it is sometimes necessary to complete a Multi-agency assessment. Early Help Assessment or make a referral straight to Social Care. The safeguarding of pupils is paramount and takes precedent over all other interventions.

Procedure

Role of the Governing Body	The Academy Council has: • Nominated a link governor to visit the Academy regularly, to liaise with the coordinator and to report back to the Academy Council; • responsibility for the effective implementation, monitoring and evaluation of this policy. • To support the Headteacher in carrying out these guidelines • The Headteacher has the day-to-day authority to implement the Academy discipline and behaviour policy, but Academy Council may give advice to the Headteacher about particular disciplinary issues. • The Headteacher must take this into account when making decisions about matters of behaviour.
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Role of the Headteacher and Leadership Team	The Headteacher and Leadership Team will: • Work with all Academy personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential; • Work with all Academy personnel to promote good standards of behaviour throughout the Academy; • Provide guidance and support to all staff; • Promote positive behaviour for learning for all pupils; • Keep up to date with new developments and resources; • Organise courses for all Academy personnel on behaviour management; • Review, monitor and evaluate this policy and to report to the Academy council on the success of this policy annually • The Headteacher has the responsibility for agreeing suspensions to individual pupils • The Headteacher may also decide to permanently exclude a pupil.
Role of Teachers/ Learning Support Assistants	Teachers/Learning Support Assistants must: • Create a welcoming class environment with good displays of pupils' work in order to develop pupil self-esteem by showing the value of every individual's contribution; • Organise their classroom to develop independence and personal initiative; • Arrange furniture and use seating plans to provide an environment that is conducive to on-task behaviour (within class profiles); • Arrange materials and resources to help accessibility and reduce uncertainty and disruption. • Promote good learning behaviour by maintaining positive attitudes at all times; • Establish quality relationships with the pupils; • Promote high expectations for all Academy activities; • Use a variety of teaching approaches that will help to encourage positive learning behaviour patterns; • Plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities; • Be consistent and apply a positive approach towards discipline at all times; • Promote and celebrate pupil effort and achievement; • Display the Academy Expectations in classrooms. • Staff regularly discuss the above with each class so every pupil is aware of the standard of behaviour that is expected. • To liaise with Tutors, Leadership Team or external agencies to support and guide the progress of each pupil. • Class teachers/Tutors and LSA's to report to parents/carers about the progress of each child in their class, they may also contact parents/carers if there is a concern about the behaviour and welfare of the pupil. • It may be appropriate to set up an Individual Behaviour Support plan or pastoral support.

Role of Pupils	Pupils must: • be aware of and comply with the Academy rules/code of conduct/expectations and sanctions; • be aware that they have a role to play in determining and promoting this policy through their representatives on the Pupil Voice.
Role of Parent/Carers	Parents/carers must: • work closely with the Academy to ensure that their children help maintain a safe and secure Academy environment; • work to adhere to the home Academy agreement; • promote the positive ethos of the Academy with their children. • To ensure their children attend the Academy and arrive on time. • To keep the Academy informed of behaviour difficulties their child may be experiencing at home. • To inform the Academy of any trauma which may affect their child's performance or behaviour, e.g. an illness or a relationship breakdown within the family. • Inform the Academy about their child's health and specific learning needs, and any way in which this may affect their performance or behaviour. • To inform the Academy of any concerns about bullying • To talk to their children and support the Academies approach in front of them. • Differences of opinion should be dealt with the Academy directly. • To support the Academy rules on Academy uniform and ensure that pupils are correctly dressed when coming to Academy • To send pupils back to Academy if they have been sent home due to incorrect items of Academy uniform/ breaking the Academy uniform code.
Code of Conduct, Rewards and Sanctions	The Pupils have agreed and helped to create the Code of Conduct/Expectations, rewards and sanctions. All pupils have been informed of them and are expected to adhere to them. These are reviewed and updated periodically or when the need arises.
Pupil Support	A number of pupil support systems are in place and are proving effective in promoting good behaviour. All Academy personnel work hard to ensure that these systems run smoothly.
Incidents	All incidents of poor behaviour are recorded on Arbor. Form Tutors and the Leadership Team ensure communication home is made to make sure all incidents of poor behaviour are dealt with appropriately.
Outside Agencies	We have good links with the many outside agencies like: Education Psychology Service, Youth Offending Team, CAHMS, Police, SALT and The ASD service, who all provide invaluable support to this Academy and its pupils.
Celebration of Effort and Achievement	Positive behaviour is celebrated in assemblies, through Arbor and through correspondence home. Regular, appropriate praise and encouragement is part of the Academy ethos.
Monitoring the Effectiveness of the Policy	Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Academy Council.

Consultation, Monitoring and Evaluation

This policy is intended to be an evolving, consultative document and will be reviewed formally by the Academy Council, Headteacher and Leadership Team annually and reported back to an appropriate Academy Council Meeting. This policy was written by the Headteacher in consultation with the Leadership Team with contributions from the Teaching Staff and Learning Support Assistants.

Complaints Procedure

Whilst we strive to achieve the best and safest outcomes for the pupils in our care, we recognise that there may be occasions when concerns arise. In the first instance, we would ask any concerned party to contact the Academy and ask to speak to the Tutor of their child, or a member of the Leadership Team. If a satisfactory outcome cannot be reached, a copy of the Complaints procedure can be obtained from the Academy website.

References

- Restrictive interventions, including use of reasonable force, in schools” —DFE published in 2025 and effective from 1 April 2026.
- Education & Inspection Act (2006)
- CPI Training
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, September 2023)
- Dfe Searching, screening and confiscation advice for Schools (Updated July 2023)

Links to other policies

- Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy
- Whistle-blowing Policy
- Complaints Procedure
- Home/Academy Agreement
- Academy Uniform Code