

Behaviour Policy

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Statement of intent

Brandon Primary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Brandon Primary Academy is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Academy Council, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Terminology: Any reference to the Headteacher within this policy shall be deemed to include the roles of Head of School, Headteacher and Executive Headteacher.

Actual, practical applications of these principles are the responsibility of the Headteacher, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities. The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils or by members of the school community towards the school's staff, will not be tolerated.

Guidance on the use of restrictive intervention will be agreed upon by the Headteacher and Academy Council and is clearly set out within the school's Behaviour Policy and Trust restrictive intervention policy and guidance. The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General Expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

The school creates a positive and respectful culture in which staff know and care about pupils. The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

All pupils are taught to actively support the wellbeing of other pupils and are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2026'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion and Suspension Policy
- Safeguarding Policy
- Smoking Policy
- Anti-bullying and Cyberbullying Policy

Please note this is not an exhaustive list and doesn't include all school specific policies

Roles and responsibilities

The Academy Council will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.
- If in place, review the statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

Senior Leaders

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the Academy council, Headteacher, SLT and the senior mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential and that every pupil with behavioural difficulties will be able to study the full national curriculum.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Executive Headteacher
 - Head of School
 - Senior Leadership Team
 - SENCO
 - Pastoral Staff
- As authorised by the Headteacher, sanctioning pupils who display poor behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents / Carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discuss any behavioural concerns with the relevant pastoral leader, child's tutor/personal development lead or a member of the leadership team.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our approach to preventing and addressing bullying are set out in the Trust Anti-bullying and Cyber Bullying Policy.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones
- Graffiti

Please note this is not an exhaustive list.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Headteacher will review staff training needs [at least] annually, and in response to any serious or persistent behaviour issues disrupting the running of the school. School will have a staff training log of training undertaken.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **The Personal Development Programme** – Resilience and other desired character traits are specifically addressed and developed through the taught Personal Development curriculum
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

Effective Classroom Management

Classroom rules and routines

Classroom rules and routines are embedded within our teaching and learning framework. They are regularly communicated and understood by all.

The classroom environment

All teachers manage their classroom environment to maximise its positive impact upon learning and progress for all. Attention is given to supporting the children with additional needs and specific sensory need.

All staff create and hold carefully constructed seating plans for all their classes. Strategic seating arrangements are to support progress and prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Agreed Strategies to Recognise Children Who Require Praise and Reward

- Achievements will be recognised each week through our Values Certificate and Star of the Week in assembly.
- Each half term a Values Champion will be awarded.
- Children collect tokens which equal House Points. These are placed in the House Point jar in their class.
- Points are counted weekly to add to the running total for each house.
- Each half term the house with the most house points will have a 'house reward'.
- Class Recognition Board/book to recognise children who exceed expectations.
- Once a month an invitation will be given to a child in each class who has gone above and beyond with learning, to share this learning and have a treat with Head of School.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all reported incidents via the CPOMS system to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. This will be monitored and evaluated by Senior Leaders. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will: Create and maintain a stimulating environment that encourages pupils to be engaged Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally

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

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Supportive Systems to Understand and Change Behaviours

At Brandon Primary Academy we understand that occasionally children will behave in a way that is not in line with expectations. When children display behaviour that shows they are not ready, not respectful or unsafe, we use Restorative Approaches alongside a chance, choice and consequence layered approach to encourage them to manage their behaviour in a positive way.

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows children to continue purposefully with their education.

Brandon Primary Academy uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply them to resolving situations in school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of school.

Restorative Questions - EY and KS1

- What's happened?
- Who has been harmed/hurt and in what way?
- What needs to happen in order to put things right and ensure that this never happens again?

Restorative Questions - KS2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

Format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!
- Questions will be first asked to the person who has been harmed and then to the harmer.

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved. We help support children to make the right choices, first time, through a series of 'natural consequences'

All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour.

Initial staff intervention

All staff are supported to adopt their skills and expertise within the classroom to manage behaviour and promote progress. If staff have a concern about a pupil's initial poor behaviour they should adopt with principles of **chance, choice, consequence** which operates across school and are outlined below:

Chance, Choice and Consequence

At Brandon Primary Academy we help support children to make the right choices, first time, through a series of 'natural' chance options.

All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show actions that are not ready, respectful or safe.

1st Step – Chance

This stage makes explicit the expectation. The child is given a pre-warning by explaining what they have done and that this is their chance to change the situation.

Examples are...

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the expectations about....(walking safely round school) that you have not followed"

"Your actions are...(stopping learning). This is your chance to met the expectation of.....?"

2nd Step – Choice

At this stage the child has had their pre-warning but has not taken the chance to change. They might have continued along the path of negative behaviour or the behaviour may have worsened.

Examples are...

“The expectation is....If this (specify behaviour) continues, there will be a consequence. This is your final chance to make the right choice.”

3rd Step – Consequence

A situation may reach this stage if a child has not responded to steps 1 and 2 and is continuing to behave in a way that does not meet Brandon Primary’s expectations or if the action was immediately unsafe or highly inappropriate.

Examples are...

“I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?”

“I can see you are still finding it hard to (specify expectation)...we are now at the consequence stage”.

Formal intervention - Toolkit for Positive Behaviour at Brandon Primary Academy

Where initial teacher interactions have not led to a positive response by the child, staff are supported to intervene using the whole school management of pupil behaviour framework that involves formal escalation, notification to parents / carers and sanction. This is set out in the table overleaf:

Brandon Primary Behaviour Principles – Ready, Respectful, Safe

Stages	Action from Child	Action/Language from Adult
Step 1 Chance and Choice	Not being Ready: -not ready to learn -not ready to listen Not being Respectful: -not respecting others -not respecting the environment -not respecting self (making choices to escalate a situation) Not being Safe: -not moving around school safely -not using hands/feet/objects safely	-Remain positive. -Model correct behaviour. -Conversation about reasons for action (all adults). <i>At Brandon we (insert with positive action linked to expectations).</i> <i>This is your chance to make the right choice.</i>
Step 2 C1	- Repeats behaviour from Step 1.	- Remain positive. - Address directly. - De-escalation strategies. - C1 card handed to the child. - Class Teacher to have restorative conversation. <i>At Brandon we (insert with positive action linked to expectations), you made the choice not to do this, you will receive a C1.</i>
Step 3 C2	- Repeats behaviour from Step 1. - Defiance/refusal - Throwing equipment. - Misuse of technology. - Deliberately hurting others - Inappropriate language/gestures	- Remain positive. - De-escalation strategies. - C2 card handed to the child. - Class Teacher to have restorative conversation. - Reflection sheet at a time the Class Teacher chooses. - HoS informed. <i>At Brandon we (insert with positive action linked to expectations), you made the choice not to do this.</i> <i>You were not (Ready/Respectful/Safe) you will receive a C2.</i>
Step 4 C3	- Persistence of C2 actions. - Severe cases of C2 actions. - Defiance/refusal including verbal/physical aggression towards others or property - Verbal/physical aggression directly towards staff - Swearing/unacceptable language	- Remain positive. - De-escalation strategies. - C3 card handed to the child. - HoS or SLT to have restorative conversation. - HoS/SLT to decide consequence (eg missed playtime, school community duties, internal/external exclusion) - Reflection sheet. - Behaviour Incident Log completed. - Discussion with parents/carers <i>At Brandon we (insert with positive action linked to expectations), you made the choice not to do this.</i> <i>Your choice did not meet our expectations you will receive a C3.</i>

Headteacher Reflection

Where behaviour is at such a level that it warrants removal from classrooms for a period of time, teachers or appropriate staff member will refer children to a senior leader for Headteacher's reflection. This takes place in one of the senior leader office spaces around school. Headteacher reflection provides:

- A supervised school environment
- An area where children receive their curriculum entitlement and complete work they would have otherwise missed
- An area that will provide all reasonable adjustments and entitlement identified through support plans / SEND plans such as EHCP
- An area where children will receive support to reflect upon their actions, take responsibility and develop emotional regulation skills
- Staff to plan reintegration into their classroom to support the child to be successful on their return.

The Headteacher or Senior Leader will agree the length of reflection and ensure all stakeholders are aware and parents / carers have opportunity to discuss the matter further. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in Headteacher's reflection. Appropriate work will be set to complete. Consideration will be given as to whether any assessment of underlying factors of disruptive behaviour is needed and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

Clear processes for the reintegration of a pupil who has been removed from the classroom (when it is deemed appropriate and safe for them to return) will be made. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

ALP Connect Centres

Referral to ALP Connect Engage and / or Aspire

If poor behaviours and breaches of school policy continue the school may refer to ALP Connect Engage or Aspire.

ALP Connect Engage is a short-term alternate provision available to all trust schools. Children can spend 1-15 days in any one placement, and it is to be used as an alternative to suspension. Within Engage, children are fully supervised, receive their curriculum entitlement and are supported to reflect upon their behaviours and develop resilience and emotional maturity. Children return to school with a written report and recommendations for actions to support them further in mainstream. Where this is deemed necessary the pastoral lead will:

- in conjunction with the Headteacher, consider whether the child should be supported through a placement at Engage. If this is deemed appropriate verbal discussion with trust Behaviour and Attitude's lead is held and followed by a written referral that outlines reasons for referrals and challenges faced by the child.

If the referral is accepted. Length of placement are decided as are all logistic arrangements and fully communicated to all stakeholders.

Children attend Engage in their host school uniform and attend school in the am to receive their registration mark and receive support from key worker / s. children then attend Engage with s start time of 9.30am and return to host school for 2.30pm to complete the day with key worker/s.

Following placement, the school will complete a reintegration process and implement reconditions where appropriate and possible.

If a longer term placement is required, the placement will be provided for at ALP Aspire.

ALP Aspire is a longer-term provision (6 – 7 weeks) where intensive work is carried out with the pupil with the aim of the pupil returning to school with improved behaviour. As with Engage, children are fully supervised, receive their curriculum entitlement and are supported to reflect upon their behaviours and develop resilience in order that they are able to conduct themselves in an appropriate manner.

Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated pastoral staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated pastoral staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

Suspension and Exclusion

Following continued and repeated incidents of unacceptable behaviour, or a significant breach/es of the behaviour policy the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Where a pupil is identified as having SEMH-related difficulties, support may be required and supported using the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following persistent incidents of unacceptable behaviour, significant breach/es of the behaviour policy the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Physical Intervention

All schools within Advance Learning Partnership adhere to the Trust's restrictive intervention policy. Key principles of school practice are outlined below.

All members of school staff have a legal power to use reasonable force in certain circumstances which are to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.
- Physical intervention will only be used as a last resort. For clarity school determines the following definitions.

For clarification, the school determines the following definitions:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. The DfE guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the Policy. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Staff members will report any physical intervention as identified in the Restrictive intervention policy April 2026. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher (if possible and appropriate) and the pupil's parent/carers will be contacted. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the academy will recognise and consider the vulnerability of these groups.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products, including vapes / e-cigarettes, to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/ Lighters
- Vapes / E-Cigarettes
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.
- Pupils are not to bring or use a mobile phone in school.

In accordance with guidance released in April 2026, mobile phones/devices are not permitted on school premises. Any pupil seen with or caught using their mobile phone during the school day will have their device confiscated. Staff members will consider any special circumstances relevant to the case. The Headteacher will determine the proportionate length of time for confiscation. The school will liaise with parents / carers to prevent a re-occurrence. Identified staff members have the authority to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school has the authority to impose the same or equivalent sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the headteacher and/or the nominated staff member responsible for behaviour on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school

atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Complaints Statement

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Equality & Diversity Statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act Statement

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office.

Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.