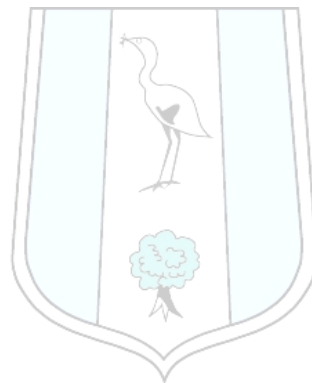
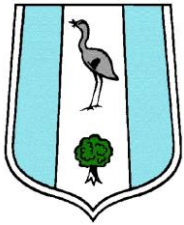




BEHAVIOUR MANAGEMENT POLICY

Reviewed: Summer 2025

Next Review date: Summer 2026

Principles

The Governing body believe that:

- this behaviour policy is a statement of good practice that allows all students to learn and teachers to teach
- high standards of behaviour lie at the heart of a successful school
- all students and staff have the right to be protected and feel safe at all times in school
- there should be mutual respect between all members of our school community and everyone should be safe from the effects of unacceptable behaviour
- this behaviour policy promotes the core values of the school: Kindness, Aspiration, Respect, Resilience and Community
- we have a strong ethos surrounding students' development in understanding the fundamental British values and being aware and sensitive to the protected characteristics

The responsibility for the implementation of this policy and provision rests with the Principal.

Our students come to the Academy to:

- Be safe, achieve and enjoy being here, following a curriculum that addresses individual needs
- Make progress towards their social, moral and spiritual potential
- Develop a commitment to learning which will stay with them throughout life
- Be equipped to take their place in the worlds of work and education
- Learn the importance of respecting others, themselves and the environment.

The governing body are committed to:

- Their duty of care to students and employees;
- Promoting excellent teaching and learning and high standards of attainment;
- A policy and actions from it that are fair, consistent and proportionate
- Fulfilling the Academy's responsibilities including utilising powers now embodied in legislation in regard to searching for offensive weapons, restraint, confiscation, detention and exclusion. This includes the power to apply sanctions for actions off the Academy site and outside the school day.

The purposes of sanctions employed by the Academy are

- To demonstrate that misbehaviour is not acceptable
- To express the disapproval of the Academy community
- To deter other students from similar behaviour.

The governors recognise

- That punitive sanctions alone may not provide a long term solution;
- That balance is important. Should a conflict of choice arise it is the needs of the wider Academy community that can take priority over the needs of the individual.

Governors will ensure that a complaints procedure is in place.

SLT will review this policy statement and its procedures.

Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

1. Introduction

1.1 The Academy values every individual. We all support the right of everyone to learn, work and live in a safe community. Staff, students, parents and governors work together to achieve high standards of conduct and achievement. Progress towards effective behaviour management relies on good relationships, shared responsibility and mutual respect.

1.2 Our aim is to ensure excellent behaviour of all of our students. Underpinning this are first class relationships between students and staff, a high-quality pastoral care system, an appropriate curriculum and the support of the vast majority of our parents in fostering shared values of respect, tolerance and good manners.

1.3 The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

1.4 As in all large communities there will be occasional examples of inappropriate conduct and we respond consistently and in a systemised, proportionate manner. This is summarised below:

2. Positive Achievement Culture

The Academy is absolutely committed to the principle of encouraging and developing a positive achievement culture. We have been very successful at doing so and it is a fundamental component of the Academy ethos rather than some pleasant supplement to our core objectives.

3. Disruptive Students – Procedure

- 3.1
- i) A student who is disrupting learning will be warned by the classroom teacher in the first instance.
 - ii) Students who persistently disrupt learning will be managed by the classroom teacher initially. A behaviour point may then be recorded
 - iii) Students who receive 5 behaviour points will be issued with an after school detention on each occasion they meet a trigger of 5.
 - iiii) Students who repeatedly receive the above sanction, may be issued with alternative sanctions to support their behaviour and the impact it has on other students
- 3.2
- i) Form tutors are able to pass on information about their tutees to the heads of school should students be unresponsive to the usual discussions or encouragements.
 - ii) Students whose behaviour around site is not acceptable may be removed from circulation at none contact times
- 3.3
- In serious situations pastoral team leaders have the power to enforce an Academy internal exclusion (Supervised independent study). In this instance students will work quietly in a staffed room for a period of time determined by the pastoral leader. An example of this sanction in operation is; any student who directly refuses to follow the direct instructions of a member of staff will be referred to the head of school and placed in Supervised Independent Study. Parents will be informed either on the day or prior to, this sanction being issued.
- 3.4
- The effective operation of this Referral System is dependent on Student and Teacher awareness of its operation. We strive towards consistency of practice through the Academy meeting's structure, CPD, assemblies, parental information (Edu Link app) and Personal Development work.

3.5 **The "difficult to manage" student**

- a) It may be necessary to provide additional support for such students, setting clear guidelines and expectations, reinforcing good behaviour and having clear and consistent sanctions if the student does not respond.
- b) If the above fails then a referral system is used, involving tutor and Pastoral Team Leader initially and the Vice-Principal finally. A "case conference" or parental meeting may be then convened involving staff reports, the students, the parents, the tutor, Pastoral Team Leader and Vice-Principal.
- c) Depending on the Academy's assessment of the individual student It may then be decided to involve internal support or outside agencies and various strategies, depending upon the nature of the case, would be discussed and implemented.
- d) If all else fails then the Academy will consider off-site provision, visits to support centres, or temporary or permanent exclusion.

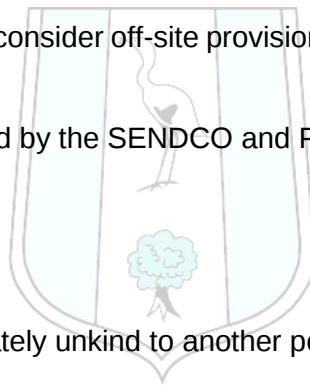
The Academy referral system is co-ordinated by the SENDCO and Pastoral Team Leaders through the relevant SLT link.

4. **Bullying** (see our Bullying policy)

There is simply no excuse for being deliberately unkind to another person and it will not be tolerated here.

5. **Violent and Intimidatory behaviour**

Members of our community must not act in an overtly aggressive manner to any other member of our community, either verbally or physically. Any such conduct will be treated as a 'serious case' (see later suspensions).



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6. **Positive Handling**

6.1 Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

6.2 It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

6.3 It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff exercise their own judgement in situations which arise.

6.4 There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g. is a student is about to put themselves into direct contact with workshop equipment).

6.5 Positive handling generally will be a 'last resort' when other strategies have been employed:

- staff instruction, persuasion
- other techniques designed to defuse the situation, e.g. avoidance of confrontation, use of humour

6.6 Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control.

6.7 Staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

6.8 There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path between the student and another student or object. However, in some circumstances, direct physical contact may be necessary.

6.9 When positive handling becomes necessary:

- Tell the student what you are doing and why
- Involve another member of staff if possible
- Tell the student what they must do for you to remove the restraint (this may need repetition)

Use simple and clear language

- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

DON'T

- Act in temper
- Involve other students in the restraint
- Touch or hold the student in sexual areas
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip the student

6.10 Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing staff member and student once the situation has stabilised.

6.11 Any victims of the incident should be offered support, and their parents informed.

6.12 All incidents should be recorded immediately. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

6.13 If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises:

- Strategies discussed and employed that often have a positive impact on a particular student
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Identification of additional support that can be summoned if appropriate

7. Searching Students

7.1 Should a circumstance occur where the Academy suspects a student of having a knife or other weapon; we may exercise our legal power to search the student, with or without their consent. At Branston, a senior member of staff of the appropriate gender would conduct such a search. Such a search would only be conducted if it was considered safe to do so. Otherwise, the police would be contacted immediately. The Academy is determined that the Academy remains a safe place, so possession of a weapon will lead to exclusion and that could be a permanent exclusion.

7.2 Students might reasonably be asked to turn out their pockets or to hand over an item such as a mobile device that is causing disruption or that is not permitted, and the Academy might use its legal power to discipline if they unreasonably refuse to cooperate.

7.3 Any search will be conducted by two members of staff in view of CCTV where a full explanation will be given to the student concerned regarding what the search will entail, for example, opening and emptying of bag or pockets.

8. Confiscation

Personal property must not be visible in school during lesson times or in any of the school buildings e.g. mobile phones and devices etc. Mobile phones must remain turned off and in bags at all times during lessons and must not be visible whilst on site. These items can be confiscated by any member of staff if they are seen in or around the Academy during lesson times. They should be accurately labelled and immediately forwarded to the General Office to be locked away. For repeated occurrences, these items will only be returned when collected by the parents or parents agree with pastoral staff that an item can be collected by the student. All members of staff are authorised to confiscate items being used or worn inappropriately. It is hoped that members of staff will take into account the circumstances of each individual case and return as is appropriate. The Governors at the school will not be responsible for any items of personal property brought into school and left insecurely.

9. Code of Conduct/Expectations that Protect Rights in the Wider Community

9.1 The Academy has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable (Reference; Behaviour in schools guidance 2022). Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour include, when taking part in any school-organised or school-related activity; when travelling to or from school; when wearing school uniform; when in some other way identifiable as a student at the school; that could have repercussions for the orderly running of the school; that poses a threat to another student; or that could adversely affect the reputation of the school.

9.2 As an Academy we will respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, sanctions may be imposed on a case-by-case basis and parents/carers informed of any reported misdemeanours. We will collaborate with local authorities to promote good behaviour on school transport.

9.3 At all times students should:

- Be courteous and well mannered;
- Respect everyone's space, property and opinions;
- Show respect to everyone, including themselves;
- Use appropriate language;
- Avoid travelling to and from school, or hanging around, in large groups, as it may make members of the local community feel uncomfortable;
- Be aware that when in the community they have a responsibility to themselves and to the school at all times.

In short, be good ambassadors for the school.

10. Students with Special Educational Needs & Disabilities

Many students with special needs and/ or a disability will experience no difficulty with conforming to the behaviour expected within the Academy community; a few, however, will. As required by law, the Academy will take a young person's disability and individual needs into account when considering what, if any, sanction is appropriate in a given circumstance. Staff are expected to make reasonable, appropriate adjustments in the application of behaviour policy to such students. The Academy will endeavour to take reasonable steps to support the good behaviour of students with disabilities and special needs. For example, by developing strategies to prevent or manage the student's behaviour and/or requesting external help with a student. However, sanctions will be applied to students with a disability where material and substantial reasons exist for doing so, such the need to maintain order and discipline in the school or to ensure the health and safety of others.

11. Children Looked After and other Vulnerable Children

11.1 The Academy works hard to identify vulnerable students and is alert to the potentially disproportionate impact of the school's disciplinary framework on some vulnerable students. The Academy understands the very real difficulties presented when behaviour management issues arise with a young person in care.

11.2 We will work to the limits of our resources to prevent the exclusion of young people in care and who are otherwise vulnerable. The Academy will work with appropriate partnership agencies to secure the welfare of such students. However, there may be times when material and substantial reasons exist for exclusion.

12. Parents

12.1 The Academy seeks to involve parents/carers in a close partnership in the enforcement of our Behaviour Management Policy, so that all our students can learn. Parents/carers are:

- Relied upon to co-operate with the Academy in ensuring that their children attend school regularly and punctually, have the correct dress and bring with them the correct equipment;
- Asked to ensure that homework is completed and then to check and sign the planner;
- Informed of any significant sanction imposed on their child and the reason for it. When a student is on report, parents/carers are asked to assist the Academy in monitoring the student's behaviour on a daily basis;
- Invited into Academy to discuss their child's progress and behaviour whenever it is felt such a discussion would be advantageous. Depending on the circumstances, that meeting may be with the Tutor, Head of Department, Head of School, Assistant Head of School, Vice Principal or Principal;
- Encouraged to seek a meeting with the staff of the Academy if they have concerns;
- Relied upon to work with the Academy in ensuring that their child understands the importance of mutual respect and responsibility in Academy to enable all students to learn in an atmosphere free from disruption;

12.2 We are committed to working positively with parents/carers and believe that is how we maximise the potential of young people. In very rare circumstances, where we believe welfare of a young person is in jeopardy, the Academy reserves the right to apply for a parenting order.

13. Governing Body

The Board of Governors plays a key part in the structure and implementation of the Behaviour Management Policy. The Governors:

- Will monitor its implementation;
- Have the right to discuss with parents/carers any serious behavioural/discipline problems of their child associated with a formal complaint or in the event of a formal exclusion panel.

14. Suspensions/Exclusions – Serious Cases

14.1 The Vice Principal works with the Heads of School on strategic pastoral issues. They report to the Principal on students causing great concern.

14.2 Examples of behaviour so serious that it may result in a suspension:

1. Violent behaviour
2. Verbal abuse
3. Refusal to follow the reasonable instructions of staff
4. Pattern of unpleasant/unkind/unacceptable behaviours (bullying, for example any form of harassment), including online activities
5. Pattern of low-level disruption interfering with good order and an appropriate learning climate
6. Misuse/abuse of academy site and resources including computer network, vandalism
7. Involvement with banned items, drugs, alcohol, tobacco, offensive weapons, etc.
8. Any other unsafe or unacceptable actions that occur

14.3 This is not an exhaustive list. In extreme cases these behaviours could also lead to a permanent exclusion from the academy.

14.4 The Principal will take the decision when it is necessary to permanently exclude a student. The Principal will deal with complaints regarding behaviour management issues which have not been resolved through discussion with the Heads of School and then Vice Principal.

14.5 The decision to permanently exclude a student will be taken only if one or more of the following apply:

- In response to serious breaches of the Academy's behaviour policy;
- Where a range of other strategies have been tried and have failed;
- If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others such as staff or students in the school

14.6 Before reaching a decision to suspend the school will:

- Consider all of the relevant facts and firm evidence to support the allegations made;
- Take in account the Academy's policy on equal opportunities;
- Allow the student to give their version of events;
- Consider the level of support the student has been given if they have identified learning or behavioural difficulties;
- In accordance with national guidelines, the final decision to suspend or apply another sanction will be based on the balance of probabilities after the gathering of all facts has taken place.

15. Providing work

15.1 For up to five-day suspensions the logistics are such that On-line work, through remote access to the Academy intranet or the SAM Learning platform or Google Classroom, is available and will be used if the student has Internet access at home.

16. Reintegration Meetings

16.1 A reintegration meeting will be held, **at the discretion of the Academy**, on the day or prior to the students return to Academy

16.2 The HOS and/or Vice Principal will attend this meeting. The SENDCO may also be involved in the meeting if the student is on the register of need

17. Governors' Student Exclusion committee (SEC)

- 17.1 This will be established should a parent/carer wish to appeal against the Principal's decision to suspend a student. The committee will conduct the appeal in accordance with the 'Guidance on Exclusions for Schools' document produced by the Department for Education.
- 17.2 It will also be established in the event of any permanent exclusion. The committee will consider the evidence in accordance with the 'Guidance on Exclusions for Schools' document produced by the Department for Education.
- 17.3 Should a parent/carer wish to appeal against a decision made by the SEC to uphold a permanent exclusion they can appeal to an Independent Appeals Committee. At the moment these are administered by the Local Authority.

18. Involving the Police

The Academy reserves the right to inform and involve the police if it believes a disciplinary infringement may constitute an illegal act. Young people need to be aware that their acts have consequences and that the law of the land applies in the Academy, just as it does in the wider community. Parents will always be informed if the police are to be contacted and the Academy will preserve all relevant evidence.

19. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

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

20. Malicious allegations

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

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

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

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

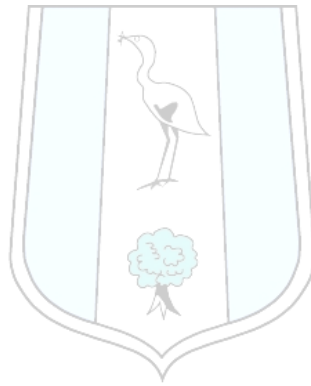
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

19 **Training**

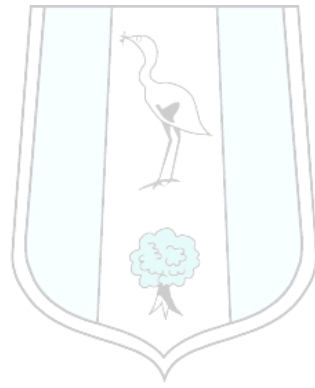
The Principal and the Governing Body will ensure that appropriate high-quality training in behaviour management is provided to support the implementation of behaviour policy. This will take place on an annual basis and more frequently for less experienced staff.

21. Complaints and Appeals

If a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been managed they may address their concerns to the Head of School, Assistant Principal, Vice Principal or the Principal. Parents/carers whose concerns are unresolved have recourse to the Academy's formal complaints procedure



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