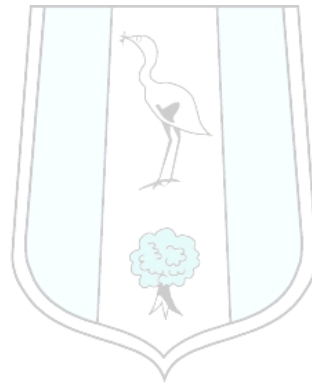




BEHAVIOUR MANAGEMENT POLICY

Reviewed: Summer 2026 (Draft)

Next Review date: Summer 2027

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 and is committed to providing a safe, calm and inclusive environment in which all members of the community can learn, work and thrive. Staff, students, parents/carers and governors work together to uphold high standards of behaviour and conduct. Effective behaviour management is underpinned by positive relationships, shared responsibility and mutual respect.

1.2 Our aim is to secure consistently high standards of behaviour from all students. This is supported by strong relationships, high-quality pastoral care, an inclusive and ambitious curriculum, and the active support of parents/carers in promoting respect, tolerance and positive conduct. The Academy takes a proactive approach to promoting good behaviour.

1.3 The Academy recognises that changes in behaviour can be an indicator that a student may be in need of help or protection. We will consider whether behaviour may be linked to safeguarding concerns, in line with *Keeping Children Safe in Education (KCSIE)*. Where appropriate, we will follow our Child Protection and Safeguarding Policy, including early help and referrals to children's social care.

1.4 As in all communities, there may be occasions where behaviour falls below expectations. The Academy will respond in a consistent, fair and proportionate manner, in line with the *DfE Behaviour in Schools guidance (2022)*.

2. Positive Achievement Culture

2.1 The Academy is fully committed to developing a positive behaviour culture where good behaviour is expected, recognised and reinforced. This is central to the Academy's ethos and embedded across all aspects of school life.

2.2 The Academy actively recognises and reinforces positive behaviour and achievement. This may include verbal praise, achievement points, rewards and recognition through assemblies, communication with parents/carers and other appropriate means. Positive conduct is explicitly taught, modelled and celebrated to promote a culture where respectful behaviour is the norm.

3. Disruptive Students – Procedure

3.1

- i) A student who disrupts learning will receive a clear and explicit warning.
- ii) Continued disruption will be addressed by the teacher and recorded as a behaviour point.
- iii) A student who receives 5 behaviour points in a week will be issued with an after-school detention.
- iv) Students removed from lessons will receive an after-school detention the following day.
- v) Repeated disruption may result in further sanctions and/or targeted support to address underlying causes of behaviour.

3.2

- i) Form tutors may refer concerns to Heads of Year where behaviour does not improve despite support.
- ii) Students whose behaviour is not appropriate around the site may be removed from circulation at social times to maintain a safe and orderly environment.

3.3

- i) Pastoral Team Leaders may issue internal isolation (Supervised Independent Study). Parents/carers will be informed.
- ii) In more serious cases, students may be issued with an Internal Suspension, during which they will remain out of circulation and complete supervised work.

3.4 Consistency of implementation is supported through staff training, regular review, clear communication and monitoring. Leaders ensure that expectations are applied fairly and consistently.

Senior leaders routinely monitor the implementation and impact of this policy to ensure consistency and fairness. This includes the analysis of behaviour data, learning walks, student voice and staff feedback. Where variation in practice is identified, leaders will take appropriate action through coaching, support and training.

3.5 The “difficult to manage” student

- a) Additional support will be provided, including clear routines, expectations and reinforcement of positive behaviour.
- b) Where necessary, a graduated response will include referral to pastoral leaders and senior staff, including structured meetings with parents/carers.
- c) External agencies may be involved where appropriate to support the student’s needs.
- d) Where all reasonable adjustments and support have been implemented, alternative provision or exclusion may be considered.

3.6 Suspensions

Suspensions are used where necessary and proportionate. They will normally follow a graduated approach and will include a pastoral support plan and parental engagement, in line with national guidance.

3.7 Permanent Exclusion

Permanent exclusion is a last resort and will only be used where there has been a serious breach of the behaviour policy, or where allowing the student to remain would seriously harm the education or welfare of others.

4. Bullying

Bullying is not tolerated. The Academy takes all reports seriously and responds promptly, consistently and in line with safeguarding expectations. (See separate policy.)

5. Violent and Intimidatory Behaviour

Aggressive or intimidating behaviour, whether verbal or physical, is unacceptable and will be treated as a serious breach of expectations. Such incidents may lead to suspension or exclusion.

6. Positive Handling

Positive handling will only be used where lawful, reasonable and necessary to prevent a student from:

- Causing harm to themselves or others
- Damaging property
- Disrupting good order

It will always be:

- Proportionate to the risk presented
- Used as a last resort
- In line with statutory guidance

Incidents will:

- Be recorded promptly
 - Be reported to senior leaders
 - Include communication with parents/carers
 - Be followed by debrief and support
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7. Searching Students

Searches will be conducted in accordance with statutory powers and only where there is reasonable suspicion of prohibited items.

- Searches will be conducted respectfully and safely
- A second member of staff will be present where appropriate
- Police will be involved if necessary

Possession of prohibited items, including weapons, is likely to result in serious sanctions, including exclusion.

8. Confiscation

Staff have the statutory power to confiscate items that are prohibited or disrupt learning. Items will be stored securely and returned in line with Academy procedures. Repeated breaches may require parental collection.

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

9.1 The Academy may apply sanctions for behaviour outside school where it:

- Poses a risk to others
- Affects the safe and orderly running of the school
- Damages the reputation of the Academy
- Occurs online and impacts the school community

Sanctions will be reasonable and proportionate.

9.2 Students are expected to:

- Be respectful and considerate
 - Use appropriate language
 - Act responsibly in the community
 - Be positive ambassadors for the Academy
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10. Students with Special Educational Needs & Disabilities

The Academy will:

- Take account of individual needs
- Make reasonable adjustments in line with the Equality Act
- Consider whether behaviour is linked to SEND needs
- Ensure support is in place before applying sanctions where appropriate

Sanctions may still be applied where necessary to maintain safety and good order.

11. Vulnerable Students

The Academy recognises that some students may be disproportionately affected by behaviour systems. We will take a contextual safeguarding approach and work with external agencies to provide support, seeking to avoid exclusion wherever possible.

12. Parents

The Academy works in partnership with parents/carers and expects their support in reinforcing expectations. Parents/carers will be informed of significant incidents and involved in support strategies.

14. Suspensions/Exclusions – Serious Cases

Decisions to suspend or exclude will:

- Be lawful, reasonable and proportionate
- Be based on evidence and the balance of probabilities
- Take account of individual circumstances, including SEND and safeguarding
- Follow statutory guidance

Permanent exclusion will only be considered where:

- There has been a serious breach of the policy; and
- Allowing the student to remain would seriously harm others

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

The Academy adopts a zero-tolerance approach in line with KCSIE. All concerns will be:

- Taken seriously
- Responded to promptly
- Managed in a proportionate, fair and supportive manner

The Academy will follow safeguarding procedures, including risk assessment, early help, referral to social care or the police where appropriate.

20. Malicious Allegations

All allegations will be taken seriously and investigated appropriately. Where an allegation is found to be deliberately false or malicious, this will be addressed in line with the behaviour policy. Safeguarding considerations will remain central at all times.

21. Complaints and Appeals

Parents/carers may raise concerns through the Academy's graduated process, culminating in the formal complaints procedure. All concerns will be handled fairly and in line with published guidance.

BRANSTON
COMMUNITY ACADEMY