

Behaviour Policy

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Relating to all Academies/school specific of the
Advance Learning Partnership Multi Academy Trust

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- A Behaviour incident form
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Statement of intent

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

Moorside 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 that 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 student 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:
 - Headteacher
 - Senior Leadership Team
 - SENCO
 - Head of Department
 - Pastoral Staff
- As authorised by the Headteacher, sanctioning pupils who display poor behaviour. This responsibility includes the power to discipline students 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.

Positive behaviour may be rewarded with:

- Praise
- Achievement Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Rewards in assemblies and/or prize draws

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.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. 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 students to be engaged Develop a positive relationship with students, which may include:

- Greeting students 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".

Initial staff intervention

All staff are supported to adopt their skills and expertise within the classroom to manage behaviour and promote progress. Staff may use the following to address initial poor behaviour:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Moving seat

- Short time out
- 1-1 discussion around the child's behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom

Please note this is not an exhaustive list.

Formal intervention - Is this an individual school statement based on what system they use?

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. These are as follows:

	Steps	Actions	Script
1	Reminder	Verbal/ Non-verbal reminder from class teacher linked to school values	"Are you showing me that you are (school rule)?" or Non-verbal gesture to the school rules in classroom/yard
2	Caution	Emotion coaching (if escalated to crisis skip number 1)	STEP 1 - Be aware of emotions and recognise them "I can see you are (emotion) because you are (body language and presentation e.g. clenching your fists/breathing heavily/throwing objects)" STEP 2 – Connect "It is okay to feel (emotion) everyone feels (emotion) sometimes. It is about how we deal with it." STEP 3 – Listen "Can you explain to me what has happened?" STEP 4 (when the child is ready) Find good solutions "How could we get back to be ready to learn?" At this point staff may need to go to the zones of regulation and use visual strategies linked to specific emotions. Staff to be aware of crisis curves for specific individuals.
3	Final warning	Reflection awarded	"(Child's name) you have broken our school rule please can you go into reflection at breaktime." <u>Class teacher Prior to Reflection Room-</u> <i>It was the rule about (name rule) that you broke. You have chosen to (behaviour) Do you remember last week when you (name a previous positive behaviour they showed)? That is who I need to see today. Thank you for listening. (Allow the child some 'take up' time)</i> *Lunch/break times* children to be sent to reflection room with the TA on duty to discuss reflect on their behaviour using the script above. Do not address behaviour in front of other children as this can be demoralising for the child involved but also serves to heighten their status with other children.
4	Time out & Repair	Where needed, an additional member of staff may be required to support the class teacher and speak with the individual	"Please take a moment to think about which rule you have broken." "Think about which behaviour you chose to display at that moment." "Can you think of what emotion you were feeling and find a strategy which could have been better suited to this emotion?"

			(Use visual aid of zones of regulation & matching strategies to support this) (Children to feed back) <i>“That is who we need to see today.” Thank you for listening.”</i>
5	Removal from the room	Where children cause ongoing disruption to the learning of others or the behaviour warrants a more serious sanction children will be removed to another room to work	<i>Please consult with SLT before removing children to another room.</i>
6	Engage/Aspire/suspension from school	For serious incidents of behaviour sanctions of Engage/Aspire or suspension from school will be explored.	<i>Following referral to SLT and in discussion with the Headteacher.</i>

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. A detention will typically consist of a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions. However, school will endeavour to notify parents of the pupil wherever possible that a detention has been issued including date and time for when the punishment will be served. This includes same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities

- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period during the school day or for a short period at the close of school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Removal from classrooms

Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted the pupil will be removed from the classroom. Where a child has escalated through the behaviour management intervention systems within a single lesson and needs to be removed from that specific class to continue their learning in another designated classroom.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment

Where behaviour either inside or outside of the classroom is so extreme as to warrant immediate removal, the pastoral lead or other appropriate staff member will determine the period the pupil will be removed from the classroom and or wider school environment as well as any detention time.

The pupil's parents will be informed, where possible, following a decision to remove their child from the classroom and wider school environment, and invite them to discuss the incident.

Repeated or more serious breaches of behaviour policy

Following incidents of this nature children can be referred to the school internal suspension base or reflection room for a period of time

Internal inclusion bases / reflection room

Where behaviour is at such a level that it warrants removal from classrooms for an extended period of time, pastoral leaders or appropriate staff member will refer children to their reflection room. The reflection room will provide:

- 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 mainstream education process to support the child to be successful on their return

The pastoral lead will agree the length of placement and ensure all stakeholders are aware and parents / carers have opportunity to discuss the matter further and are part of the reintegration process. 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 removed from the classroom. 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. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

Placement in partner school internal inclusion base / reflection room

Where a child is repeating poor behaviours or an event is extreme in its nature and warrants more serious intervention the school may consider a time limited placement within a partner school internal inclusion base.

- The Pastoral lead, in conjunction with the Headteacher will consider whether the pupil should be supported through a placement at a partner school's internal inclusion base. If this is deemed appropriate the length of time will be decided, the partner school identified and all parties, including parents / carers, communicated to fully. (All partner schools' internal bases are compliant with current guidelines adopted in this policy). Transport arrangements will be made at this point.
- The length of placement, reason and date for reintegration will also be sent to parents and carers via letter and recorded on the school system and pupil file.

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 national 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 student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among students 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 student. The DfE guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students 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 students and staff as described in 'Other physical contact with students' 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 student 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 student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student'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 student will be immediately taken to the Headteacher (if possible and appropriate) and the student's parent/carer will be contacted. When using reasonable force in response to risks presented by incidents involving students 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.