ACET
Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Temple Normanton Primary Academy Behaviour and Rewards Policy

DATE: October 2026
POLICY LEAD: Principal
APPROVED BY: LGB

Temple Normanton
PRIMARY ACADEMY

DOCUMENT CONTROL

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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice	
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Mission Statement

'EXCELSIOR' – Ever upwards.

At Temple Normanton we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

All adults in school have a responsibility to safeguard and promote the welfare of children.

Temple Normanton
PRIMARY ACADEMY

At Temple Normanton Primary Academy, we believe that excellent behaviour is fundamental to creating a thriving school community where every child can reach their full potential. Our children are at the heart of everything we do, and we are committed to providing an environment where they feel safe, valued, and ready to learn.

We are committed to maintaining high expectations for behaviour because we know this is essential for children to flourish academically, socially, and emotionally. Strong, positive behaviour enables us to build relationships founded on trust, respect, and mutual care between staff and pupils.

Achieving our vision requires a whole-community approach. We recognise that strong partnerships with parents and carers are vital to supporting children's behaviour and development. We believe that managing behaviour effectively is a shared responsibility that involves everyone in our school community.

Our behaviour management strategies are designed to help children learn and grow, not simply to reward or punish. When children make mistakes, we support them to

understand what happened and help them develop the skills to make better choices in the future.

We aim to empower children by teaching them that they have control over their own choices and actions. Through consistent, fair approaches, we help children understand that they have the power to make positive decisions and that these choices have consequences – both for themselves and others.

Every member of our school community has the right to feel safe. This happens when everyone takes responsibility for their behaviour and makes choices that respect and support others. We are committed to creating an inclusive culture where all children feel they belong and can thrive.

By working in partnership with children, families, and staff, we will inspire our pupils to succeed in all areas of school life and develop a lifelong love of learning. Together, we will build a positive school community where excellent behaviour enables every child to achieve their very best.

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Introduction

A well-ordered environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and behaviour management should help every child to succeed and to achieve their full potential.

It is important to recognise that the majority of the pupils at Temple Normanton Primary Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour policy actively promotes the responsibilities of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting positive behaviour requires a shared understanding and commitment by all staff and pupils, parents/carers, governors, outside agencies and the wider community. Consistency of practice is needed across the academy to ensure that pupils know and understand the standards of behaviour expected of them.

The Aims of our Behaviour Policy

- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To raise pupils' self-esteem.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of, and adherence to, acceptable and appropriate behaviour with regard for authority.
- To encourage pupils to value the academy environment and its routines.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To develop a sense of politeness and consideration for others.
- To ensure that pupils are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within academy is a shared responsibility.
- To ensure good behaviour is recognised and praised.
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure that parents are involved and understand the academy's aim for all pupils.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure suitable support is put in place for pupils with individual needs.

Promoting Good Behaviour and Wellbeing

Underlying our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages cooperation, understanding and tolerance. We want to create an orderly and caring

environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for good behaviour.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and subscription to the responsibilities and rights of all members of the academy community.

Responsibilities and Rights

All members of the academy community at Temple Normanton Primary Academy have certain responsibilities and rights.

If all members of the academy community take responsibility for their actions, then all pupils will have the right to:

- learn to their full potential
- have their efforts recognised
- be and feel safe
- expect their property to remain safe
- be treated fairly and with respect
- attend a clean and pleasant academy
-

Responsibilities

Leadership and Governance Responsibilities

Governing Board

The Governing Board is responsible for:

- Reviewing and approving the Behaviour Policy.
- Monitoring the effectiveness of the policy.
- Ensuring the academy fulfils its legal duties under the Equality Act 2010 and safeguarding legislation.
- Receiving reports on behaviour, suspensions, exclusions and bullying incidents.
- Supporting academy leaders in maintaining high standards of behaviour.

Principal

The Principal is responsible for:

- Ensuring the policy is implemented consistently across the academy.
- Providing leadership and support for staff.
- Monitoring behaviour data and trends.
- Ensuring appropriate interventions are in place for pupils requiring additional support.
- Deciding whether suspension or permanent exclusion is necessary in accordance with statutory guidance.

Senior Leadership Team

The Senior Leadership Team will:

- Support staff in implementing the behaviour policy.
- Lead investigations into serious incidents.
- Monitor behaviour records and identify trends.
- Coordinate support plans and external agency involvement.
- Provide coaching and guidance to staff.

Staff

All staff will:

- Model high expectations – demonstrate positive behaviour and attitudes at all times.
- Apply rules and sanctions consistently and fairly – ensure all pupils are treated equally.
- Promote a safe and supportive environment – prioritise pupil wellbeing and safety.
- Recognise and reward positive behaviour – celebrate effort, achievement, and improvement.
- Use restorative approaches where appropriate – help pupils understand the impact of their behaviour and repair relationships.
- Communicate clearly with pupils and parents/carers – keep everyone informed about behaviour standards and incidents.
- Support all pupils – adapt approaches to meet individual needs and reduce barriers to positive behaviour.

Pupils

Pupils will:

- Respect each other – treat peers and adults with kindness and understanding.
- Follow instructions from staff – listen carefully and do as asked, first time.
- Behave safely – make choices that keep themselves and others safe.
- Look after the school environment – care for equipment, displays, and school property.
- Be honest and take responsibility – own up to mistakes and learn from them.
- Work hard and try their best – show effort and perseverance, even when things are difficult.
- Include others – make sure everyone feels welcome and part of the school community.
- Communicate respectfully – use polite language and resolve disagreements calmly.

Parents/Carers

Parents/Carers will:

- Support the values and expectations of the academy – reinforce positive behaviour at home.
- Work in partnership with the school – communicate openly and attend meetings when needed.

- Encourage regular attendance and punctuality – make sure their child arrives on time and ready to learn.
- Support their child with homework and school routines – help establish good habits.
- Raise concerns appropriately – contact the school directly and respectfully if issues arise.
- Promote respect for staff and other pupils – model positive relationships and language.

Behaviour Curriculum

At Temple Normanton Primary Academy, behaviours are taught in the same way as academic learning.
Pupils are explicitly taught:
In Class
- How to enter and leave classrooms calmly.
- Listening and responding appropriately.
- Following instructions first time.
- Being ready to learn.
- Respectful participation in lessons.
- Appropriate use of learning resources.

Around School
- Walking calmly and safely.
- Showing courtesy to others.
- Using appropriate language.
- Respecting the environment.

During Social Times
- Playing safely and fairly.
- Including others.
- Solving disagreements respectfully.
- Seeking adult help when needed.

We recognise and reinforce these behaviours through modelling, reminders, assemblies, PSHE, restorative conversations and positive recognition.

Pupils are expected to challenge and report:
- Bullying.
- Discriminatory language or behaviour.
- Racism.
- Sexism.
- Homophobia, biphobia and transphobia.
- Misandry and misogyny.
- Harmful online behaviour or content.

The five 'R's
We encourage the children to demonstrate positive attitudes and behaviours which are necessary to ensure they feel safe and happy, and are able to learn effectively. Children are encouraged to be:

- Respectful

- Responsible
- Resilient
- Reflective
- Ready to learn (Right-minded, Equipped, Alert, Determined, and ready to say YES!)

These behaviours and attitudes are promoted and celebrated through assemblies and displays and through recognition in pupils.

Rewards

Rewarding positive behaviour and celebrating success is a fundamental part of this policy.

The purpose of rewards is:

- To promote good behaviour and a strong work ethic.
- To make good behaviour the norm.
- To enhance achievement and attainment by highlighting the positive.
- To celebrate achievement, attainment and involvement in academy life.
- To build confidence and self-esteem through acknowledgement of achievement.

What should be rewarded

- Effort
  - Consistently trying their best, even when work is challenging
  - Showing determination and perseverance
  - Improvement in attitude towards learning
- Achievement
  - Meeting or exceeding academic targets
  - Producing high-quality work
  - Making progress in a particular subject or skill
- Personal Development
  - Demonstrating resilience or overcoming a personal challenge
  - Showing increased confidence or independence
  - Taking responsibility for their own learning
- Behaviour
  - Consistently following school rules and expectations
  - Showing respect to staff, peers, and the school environment
  - Helping to create a positive classroom atmosphere
- Kindness and Citizenship
  - Helping others without being asked
  - Demonstrating inclusivity and respect for diversity
  - Participating in community or school-wide initiatives
- Teamwork and Collaboration
  - Working well in groups
  - Supporting peers in lessons or during playtimes
  - Contributing positively to group projects
- Attendance and Punctuality
  - Maintaining excellent attendance
  - Being on time for school and school events
- Creativity and Innovation
  - Sharing original ideas or solutions
  - Demonstrating creativity in classwork, art, or other projects

- Leadership
    - Taking on extra responsibilities (e.g., school council, eco club)
    - Supporting and encouraging others

How are pupils rewarded?

At Temple Normanton Primary Academy, we recognise and celebrate good behaviour, effort, and achievement through a structured reward system and consistent positive feedback. Our approach includes both informal and formal methods to ensure every pupil feels valued and motivated.

Ways We Reward Pupils

- Praise and Positive Feedback
    - Immediate verbal praise for good behaviour, effort, and achievement
    - Positive comments on pupils' work and in their planners
    - Regular recognition of positive behaviour and academic achievement in class
- Celebration Assemblies
    - Weekly "Wall of Wonder" (WOW) assemblies to celebrate pupils' efforts, behaviour, and achievements
    - Pupils receive certificates to take home and are added to the Wall of Wonder display
- Visual Recognition
    - Displaying pupils' work around the school to celebrate effort and encourage pride in learning
    - Awarding House Dojos for work that is displayed
- House Dojo System
    - Dojos awarded for positive contributions to academy life, such as good work, behaviour, effort, helping at events, or participating in extracurricular activities
    - Any staff member can award Dojos
    - Pupils earn Dojos for themselves and their House team (Hardwick, Cavendish, Allwood, Arkwright)
    - Weekly and cumulative Dojo totals are celebrated in assemblies
    - The House with the most Dojos at the end of each half term receives a reward, and at the end of the year, the top House wins the House of the Year Award
- Additional Rewards
    - Recognition for home reading, engagement with Times Tables Rockstars and Spelling Shed, and excellent attendance
- Sharing Success with Parents
    - Informing parents about pupils' positive behaviour, effort, and achievements through regular communication
- Extra Responsibilities
    - Opportunities for pupils to take on roles such as Head Pupil, School Council Representative, Eco-Committee Member, iVenger, Mini-Leader, Librarian, and more

We believe that consistent recognition of positive behaviour and achievements helps foster a culture of respect, responsibility, and ambition across our academy.

When a pupil does not meet their responsibilities or breaches the behaviour policy, appropriate consequences will follow. Our approach ensures pupils are supported to improve their behaviour while maintaining a safe and respectful environment for all.

Our Approach to Play

At Temple Normanton Primary Academy, we recognise that playtime is a vital opportunity for children to develop social skills, build friendships, and learn how to interact positively with their peers. We actively teach and encourage children to engage in appropriate, inclusive games that promote cooperation, respect, and physical activity. Staff model and teach appropriate games during structured play sessions and support children in developing the skills needed to play well together.

We do not permit play that is:

- Violent in nature – including play fighting, wrestling, or games that simulate violence or aggression
- Inappropriate – games with sexual content, those that exclude or target individuals, or activities that could cause physical or emotional harm
- Dangerous – any activity that poses a risk of injury to participants or bystanders

Staff will inform parents and carers if their child has been involved in inappropriate, violent, or dangerous play. We ask parents and carers to reinforce these expectations at home and to contact the school if they have concerns about their child's play behaviour or social interactions.

Procedures and Responsibilities

- Classroom Management
    - Class teachers are primarily responsible for addressing behavioural issues in their classrooms, with support from the leadership team as needed.
    - A range of strategies will be used to help pupils improve their behaviour in lessons.
    - Staff will always consider whether ongoing disruptive behaviour might be linked to unmet needs or additional support requirements.
- Monitoring and Recording
    - Incidents of unacceptable behaviour must be recorded, including a brief description of the incident and actions taken.
    - The Principal will regularly monitor behaviour logs to identify patterns and pupils who may require further intervention or support.
- Escalation and Intervention
    - Persistent or serious breaches of the behaviour policy will lead to increased monitoring and involvement from the leadership team.
    - Further interventions may include meetings with parents/carers, individual support plans, or referral to external support agencies if needed.

The Staged Referral and Intervention System

A staged referral system is necessary to ensure early intervention at the appropriate level of response. It should aim to correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour.

Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any particular Stage, then they should be congratulated, even rewarded, and consequently monitored at a lower level.

If a pupil is moved to a higher level on the referral system this does not mean that staff relinquish responsibility at a lower level. All staff must continue to support pupils displaying behavioural difficulties and continue to make clear their own expectations and involvement in consequences as a result of inappropriate behaviour.

Throughout all levels of referral, it is expected that parents/carers will be informed of the type of intervention and involved in the support process.

The following suggested staged structure is not definitive and a pupil may not work systematically through every stage. Clearly, examples of severe behaviour will warrant immediate higher levels of intervention. Some children may require a more bespoke system and will not follow the approach outlined below.

Behaviour System: Steps for Addressing Unacceptable Behaviour

At Temple Normanton Primary Academy, most pupils consistently meet our code of conduct. For those who need reminders, we use a clear, supportive system designed to help pupils make positive choices.

Step 1: Ask

- A staff member quietly speaks with the pupil to highlight that their behaviour is not acceptable.
- Pupils are positively encouraged and supported to change their behaviour at this early stage.

Step 2: Tell

- If inappropriate behaviour continues, the pupil receives a direct reminder—a 'tell'.
- The pupil is asked to 'stop and think' about their actions.
- Staff clearly explain the potential consequences if behaviour does not improve.
- Pupils are again encouraged and supported to make positive changes.

Step 3: Reflection

- If behaviour does not improve after a 'tell', the pupil is given 'reflection time'.
- The pupil will miss part of their break time and will need to discuss their actions with a member of staff.
- Reflection time provides an opportunity for pupils to think about their behaviour, take responsibility, and plan for improvement.
- Reflection time incidents are monitored. If repeated, these are logged and parents/carers are informed to discuss next steps.

Step 4: Consequence

- If disruptive behaviour continues after reflection, the pupil will receive a consequence and explain their actions to a member of the leadership team.
- This stage is recorded, and parents/carers are informed.
- Potential consequences (which will have been explained during the 'Reflection' stage) include, but are not limited to:
    - Learning in another classroom
    - Learning with a member of the senior leadership team (SLT)
    - Catching up on missed learning during break/lunch
    - Restorative conversation with an adult during break/lunch
    - Removal of roles of responsibility
    - Fixing or repairing any mess or damage caused
    - Loss of privilege to engage in certain break/lunch activities with peers

While most behavioural issues are addressed using our step-by-step system, there are occasions when a serious incident requires immediate action.

- Immediate Consequence
  - For serious cases of inappropriate behaviour, a member of staff may decide to issue a consequence straight away, without progressing through the usual steps.
  - Examples of serious behaviour might include physical aggression, bullying, significant disrespect towards staff, or endangering the safety of others.
- Fairness and Review
  - Any decision to issue an immediate consequence will be discussed with a member of the leadership team to ensure the pupil is treated fairly and consistently.
- Recording and Communication
  - The incident and the consequence will be recorded.
  - Parents/carers will be informed promptly about the incident and the action taken.

Pupil Support

Where a pupil requires additional support, the academy may provide:

- Behaviour plans
- Pastoral support
- Emotional wellbeing support
- Meet and greet/check ins/outs
- Social skills intervention
- Sensory breaks
- Safe spaces
- Referral to external agencies
-

Support will be tailored to individual needs and reviewed regularly.

Removal from Class

In some circumstances, it may be necessary to remove a pupil from their classroom for a limited period to maintain the safety, wellbeing and learning of all pupils. Removal is a serious intervention and will only be used when a pupil's behaviour is significantly disrupting learning, poses a risk to themselves or others, or where a calm period away from the classroom is needed to support successful regulation and reintegration. During a removal, the pupil will remain under the supervision of appropriate staff and will continue to access suitable curriculum work. Staff will consider any underlying needs, including SEND, mental health or safeguarding factors, before and during the removal process. Parents/carers will be informed when a pupil has been removed from class for a significant period, and the incident will be recorded and monitored. The aim of removal is to support improved behaviour, prevent escalation and enable the pupil to return to their usual learning environment successfully.

Internal Suspension

An internal suspension may be used where a more serious response is required, but where a suspension from school is not deemed necessary. During an internal suspension, a pupil will work in a designated area away from their class and peers under the supervision of appropriate staff. They will continue to receive educational work and support to minimise disruption to their learning. Parents/carers will be informed of the reason for the internal suspension, its duration and any expectations for reintegration. Internal suspensions will be recorded and reviewed by senior

leaders to ensure they are used fairly, proportionately and in line with the academy's commitment to supporting positive behaviour and pupil wellbeing.

Suspension / Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a suspension from the academy. Parents/carers will be contacted and will be expected to make immediate arrangement for the collection of their child from the academy premises. A letter will be given to the parent/carer that same day. This will be logged.

Pupils, parents and staff will be consulted with at parents' evenings and other time throughout the year to gain feedback and identify any actions needing to be taken regarding the consistency and adherence to policy.

Permanent exclusion will only be used as a last resort or in exceptional circumstances in line with ACET's Suspension and Permanent Exclusion Policy and statutory guidance.

Prior to any decision to suspend or permanently exclude, the Principal will consider:

- all available evidence
- the views of the pupil
- whether the pupil has SEND
- whether the pupil is a looked after child or has a social worker
- any protected characteristics
- whether the incident was provoked
- whether alternative interventions have been explored

Reintegration Meetings

Following a suspension, pupils will attend a reintegration meeting with parents/carers and relevant staff. A reintegration plan may be developed to support successful return to school.

The academy will never use informal or unofficial exclusions, reduced timetables or pressure on families to remove pupils from roll as a means of managing behaviour.

Child-on-Child Abuse

Temple Normanton Primary Academy operates a zero-tolerance approach to child-on-child abuse.
Child-on-child abuse may include:

- Bullying.
- Cyberbullying.
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Prejudice-based abuse.
- Harmful sexual behaviour.
- Sharing of indecent images.

All allegations will be taken seriously and investigated in accordance with the Child Protection and Safeguarding Policy.

The academy recognises that:

- Sexual violence and sexual harassment are never acceptable.
- Harmful behaviour will never be dismissed as "banter", "part of growing up", or "boys being boys".
- Victims will be supported and protected.

The academy recognises that incidents of sexual violence and sexual harassment may constitute safeguarding concerns and will be managed in accordance with Keeping Children Safe in Education and academy safeguarding procedures.
Appropriate sanctions and safeguarding responses will follow any substantiated incident.

Anti-Bullying

Temple Normanton Primary Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying behaviour can cause harm to an individual or group either physically or emotionally. It can happen face to face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). Cyberbullying also includes the creation, sharing or distribution of AI-generated images, manipulated content (deepfakes), online misogynistic content, financial sextortion and other harmful digital behaviours.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online safety is an important part of the curriculum and information is shared with parents through newsletters and the academy website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Reporting bullying

In our school, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to an adult in school whether the bullying is happening inside or outside of school. Parents are also encouraged to report concerns to an adult in school. This is normally the class teacher or principal.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying

All cases of alleged bullying should be reported to the class teacher. In any case of alleged bullying, either the class teacher, the principal, or a senior member of staff will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Principal or senior leader will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) will be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents will be recorded, and parents of both parties informed. If the situation does not improve, the Principal or senior leader will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which will be shared with the pupils involved.

Any further incidents may lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Supporting pupils

Pupils who have been bullied will be supported by:

- providing pastoral support and guidance
- offering them the chance to discuss how they feel with a designated member of staff
- being advised to report any further incidents of bullying immediately
- assistance with re-building self-esteem and confidence
- providing on-going support, if required
- seeking assistance from specialists, where necessary

Pupils who have perpetrated bullying will be supported by:

- discussing with them the concerns related to their actions and their need to change
- liaising with their parents/carers to support this change
- providing the appropriate education and support regarding the consequences of their behaviour / actions
- if the bullying was online, requesting content to be removed and reporting these accounts

Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Curriculum areas – English, Drama, RE, Personal Development, PSHE, History, Computing etc
- Assemblies
- Anti-bullying Week
- Safer Internet Day
- Class discussions on issues such as friendship, prejudice, assertiveness, coping strategies

All incidences of alleged and actual bullying are reported to the Local Governing Body.

Behaviour Beyond the School Gate

The academy may apply sanctions where pupil behaviour outside school:

- Brings the academy into disrepute.
- Impacts the safe running of the academy.
- Threatens another pupil.
- Constitutes bullying.
- Involves online abuse or harassment.
- Occurs while travelling to or from school.
- Occurs during educational visits or sporting events.

The academy may investigate incidents occurring outside school and apply appropriate consequences where necessary.

Staff Induction, Development and Support

All staff receive training in behaviour management as part of their induction.
Training may include:

- Positive behaviour strategies.
- De-escalation techniques.
- Restorative practice.
- Trauma-informed approaches.
- Managing behaviour linked to SEND.
- Child-on-child abuse.
- Online safety and cyberbullying.
- Emerging online risks including AI-generated content, deepfakes, online misogyny and financial sextortion.

Staff requiring additional support will receive coaching, mentoring or further professional development.

The academy is committed to supporting the wellbeing of all staff and ensuring appropriate support is available following significant behaviour incidents or allegations.

Pupil Transition

The academy recognises that transition periods can present challenges for some pupils.
To support successful transitions we may:

- Share behaviour information between staff.
- Provide enhanced transition visits.
- Develop individual transition plans.
- Meet with parents and external professionals.
- Offer additional support during key transition periods.

Following periods of absence, pupils may receive support to re-establish routines and expectations.

Mobile Phones/Devices

Pupils should not use mobile phones, smart watches or other communication devices during the school day unless authorised by the Principal for a specific reason.
Any device brought into school must remain switched off and handed in or stored safely in accordance with academy procedures.
Unauthorised use may result in confiscation and arrangements for collection by parents/carers.

Searching and confiscation

Searches will normally only be conducted by the Principal or authorised members of staff. In an emergency, the Principal may authorise another member of staff to conduct a search where considered necessary. Reasonable grounds may include information received from pupils, staff or other sources, observations of behaviour, or witnessing an item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes, e -cigarettes and related vaping paraphernalia
- Fireworks
- Pornographic images
- Replicas or items intended to resemble knives or weapons
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to:
    - Commit an offence
    - Cause personal injury (including to the pupil/student) or damage to property

Where a pupil has SEND or an EHCP, staff will consider whether their needs have contributed to the circumstances leading to the search and whether reasonable adjustments are required before, during or after the search.

Searches will be conducted in accordance with DfE guidance and with due regard for safeguarding, dignity and privacy. The Designated Safeguarding Lead (DSL) will be informed of any search for prohibited items where there were reasonable grounds to suspect possession, regardless of whether an item is found. All searches for prohibited items and any search conducted by the police will be recorded on My Concern.

Parents/carers will normally be informed following all searches, whether or not an item is found, unless the police or DSL advise that immediate notification would compromise an investigation or place a child at greater risk.

Use of Reasonable Force

The academy does not operate a no-contact policy.
Reasonable force may be used when necessary to:

- Prevent injury.
- Prevent serious damage to property.
- Prevent disorder.
- Maintain safety.

Reasonable force will never be used as a punishment.

Staff will always seek to:

- De-escalate situations.
- Use the least restrictive intervention.
- Preserve dignity and wellbeing.

Any incident involving reasonable force will be:

- Recorded on My Concern on the same day wherever possible
- Reported to senior leaders.
- Shared with parents/carers.

Positive handling plans may be developed for individual pupils where appropriate.
Governors will receive information relating to restrictive physical interventions as part of safeguarding and behaviour monitoring.

Malicious Allegations

Where a pupil is found to have knowingly made a false or malicious allegation against a member of staff or another pupil, the academy will investigate and apply appropriate sanctions.

The academy will also consider whether:

- Safeguarding concerns are present.
- Additional support is required.
- External agencies should be involved.

Staff who are the subject of allegations will be supported in line with academy procedures.

Equality, SEND and Inclusion

The academy fulfils its duties under:

- Equality Act 2010.
- Children Act 1989 and 2004.
- Keeping Children Safe in Education.
- SEND Code of Practice.

We recognise that behaviour can be impacted by:

- Special Educational Needs and Disabilities.
- Mental health needs.

- Medical conditions.
- Trauma and adverse childhood experiences.

Reasonable adjustments will be made wherever appropriate and sanctions may be adapted to meet individual needs.
Behaviour data will be monitored to identify any disproportionate impact on protected groups.

Links with other policies

This policy is linked to the following policies:

- Suspension & Permanent Exclusion Policy
- Searching, Confiscation and use of Reasonable Force Policy
- Child protection and Safeguarding policy
- E-Safety Policy

Policy review date: September 2027