



St. Edward's Church of England Academy

Behaviour and Achievement Policy

**Approved by Trustees:
Last reviewed in: July 2026
Statutory Policy**

The Vision for Education at our Academy



St Edward's
Church of England
Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

...we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

***"Be strong and courageous.
Do not
be afraid; do not be
discouraged for
the Lord your God will be with
you wherever you go."***

Deuteronomy 31:6



***"I no longer call you
Followers. Instead I call
you friends."***

John 15:15

"Show proper respect to everyone"

1 Peter 2:17



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Policy Vision & Values

Behaviour Vision

At the heart of our vision for behaviour is a commitment to creating a nurturing and inclusive environment, where our restorative approach enables pupils to flourish. We believe that by cultivating a culture that prioritises these principles, we can empower pupils, foster positive relationships, and promote personal development. Our 10:10 Christian vision is rooted in the understanding that every pupil can **“live life in all its fullness”** and is underpinned by our values of **“Respect, Courage, Hope and Friendship”**. Managing behaviour at St. Edward's Church of England Academy is seen as an opportunity for learning, growth, and restoration.

As a Rights Respecting School, our aim is to create respect for one another in a Christian, caring and equal society. Promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment, which is vital to effective teaching and learning.

A successful Behaviour and Achievement Policy requires the commitment and **consistency of all staff** to ensure that pupils know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as fundamental requirements. Learners should be treated fairly and consistently and all should uphold the ethos and values of our Academy.

Aims

- Support effective teaching and learning.
- Foster mutual respect.
- Prepare learners for the next phase of their education and beyond.
- Promote our ethos and values as a Church of England Academy, ensuring our practice is rooted in Christian principles of compassion, justice, and forgiveness.
- Create a positive, calm, and safe culture that promotes excellent behaviour and provides all pupils with the opportunity to learn.
- Establish a whole-school, consistent approach to behaviour management with clear expectations, consequences, and sanctions communicated to all.
- Define unacceptable behaviour, including bullying and discrimination, and challenge it appropriately to uphold our values.

We want our policy to:

- Encourage, recognise and reward positive behaviour and achievements
- Create a safe learning environment
- Give clarity of expectations to staff, pupils, parents/carers and stakeholders
- Give a clear understanding of staff roles in managing behaviour



Quality of Education

Promoting positive behaviour and full attendance enables a high quality of education to be achieved. A well-designed, sequenced and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is adapted, and teaching styles and approaches accommodate all levels of ability.

Principles

- Staff use the most appropriate method of teaching, adapting it to meet pupils' needs, drawing on pupils' experiences and valuing their contributions
- Pupils are welcomed into a classroom where clear routines are established, and high standards expected of all
- Explicit and regular praise is used for all types of achievement

Our Behaviour Curriculum is a carefully planned framework rooted in our Christian vision inspired by John 10:10, which speaks of "life in all its fullness." It reflects our core values of Respect, Courage, Hope, and Friendship by fostering spiritual, moral, cultural, personal, social, emotional, and behavioural development.

As a Rights Respecting School, we recognise that our curriculum must equip pupils with the essential skills needed for adulthood, promoting positive behaviour and full attendance to enable all learners to thrive and make progress. This curriculum is woven through all subject areas and supported by Key Stage Leaders, the RE Faculty Leader, the Wider School Curriculum Leader, and the Senior Leadership Team.

Together, they enrich this provision through themed assemblies and Collective Worship resources that address vital topics such as recognising diversity and celebrating equality, bullying, substance misuse, careers and enterprise skills, finance, emotional health, healthy lifestyles, and online safety.

Through this holistic approach, our behaviour curriculum not only sets clear expectations but also nurtures the whole child, empowering pupils to live out our Christian values daily and embrace the "life in all its fullness" promised in John 10:10.



Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
-

In addition, this policy is also 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.



Roles and responsibilities

(see Appendix 1 for further information on Home, School and Pupil Commitment)

Trustees are responsible for:

- Reviewing this policy in conjunction with the Principal
- Monitoring the policy's effectiveness, holding the Principal and Senior Leaders to account for its implementation
-

Principal is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff are responsible for:

- Implementing consistency through the Behaviour and Achievement Policy
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and issuing relevant sanctions
- Upholding the Academy's vision and values of **Respect, Courage, Hope and Friendship**
-

Middle Leaders and Senior Leaders will support staff in responding to behaviour incidents

Form Teachers are responsible for:

- Discussing pastoral issues
- Checking uniform and equipment
- Encouraging and motivating their tutor group
- Being actively involved in monitoring attendance and behaviour
- Being the first point of contact for pupils and parents/carers
- Daily check-ins with those pupils on a Learning Report Card
- Being the 'go to' person and the first point of call when there is a problem
- Dealing with minor squabbles or friendship issues within the tutor group
- Organising an end of term reward activity
- Attending parent meetings with the Key Stage Leader/SEND/CO/SLT, where needed
- Being aware of the relevant pastoral information for the pupils in their tutor group
- Delivering and supervising Collective Worship within the form group
- Meeting and greeting their tutor group in the morning to ensure a 'smart start'

Parents/Carers are responsible for:

- Supporting their child and the Academy in ensuring pupils adhere to the Academy's ethos, values, and behaviour expectations outlined in this policy.



- Supporting the Academy's approach to behaviour management, including any sanctions, including reflections, and trust the school to listen to all sides of an incident before making decisions.
- Informing the Academy promptly of any changes in circumstances at home or elsewhere that may affect their child's behaviour.
- Discussing any behavioural concerns with the relevant teacher in a timely, positive, and constructive manner.

Pupils

Pupils will be informed at the start of each term about our behaviour expectations and curriculum, including the following:

- The Academy's behaviour expectations and standards,
- Their duty to follow the behaviour policy and procedures
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet them
- The pastoral support that is available to them which will help to support and develop an understanding of the school's behaviour policy and wider culture

Please see Appendix 1: Home, School, Pupil Commitment



Behaviour Expectations / Curriculum

Pupils are expected to uphold the Academy's 10:10 vision and values of **Respect, Courage, Hope** and **Friendship** and in doing so will demonstrate the following:

Respect 1. Be respectful to all members of our school community and everything in it. 2. Respect others' opinions, belongings and personal space. 3. Use polite language and manners when talking with peers and staff and always tell the truth.	Hope 1. Believe in your potential and your ability to achieve 2. Be positive and promote a hopeful outlook for each other every day. 3. Work hard and aspire to be the best that you can be.
Courage 1. Have courage to do the right thing and speak up, even when it is difficult. 2. Embrace opportunities and take risks in your learning. 3. Be resilient and persevere when you are faced with challenges.	Friendship 1. Be a good friend by listening, offering help, and showing empathy. 2. Create inclusive and supportive relationships with your peers. 3. Celebrate diversity and appreciate the unique qualities of each individual in our school.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.



Responding to Behaviour

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Academy's values and ethos along with other guidelines that are designed to support pupils and staff in establishing a calm and purposeful learning atmosphere
- Check uniform and equipment on entry
- Sharing good practice and ideas
- Develop a positive relationship with pupils, which includes:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day/lesson positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Ensuring consistency of implementation

- Classroom teachers to maintain a consistent approach to classroom management
- All staff support to deliver consistency outside of lessons e.g. yards and corridors
- Data tracking by the pastoral team
- Calm environment in and around the Academy supported by all staff
- 'Praise and Rewards' are a standing item in Pastoral meetings
- All stakeholders are clear of what is expected of them
- Uniform checks by all staff
- Monitoring by Middle Leaders / Senior Leaders / Trustees

Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please see the Academy's child protection and safeguarding policy for more information.

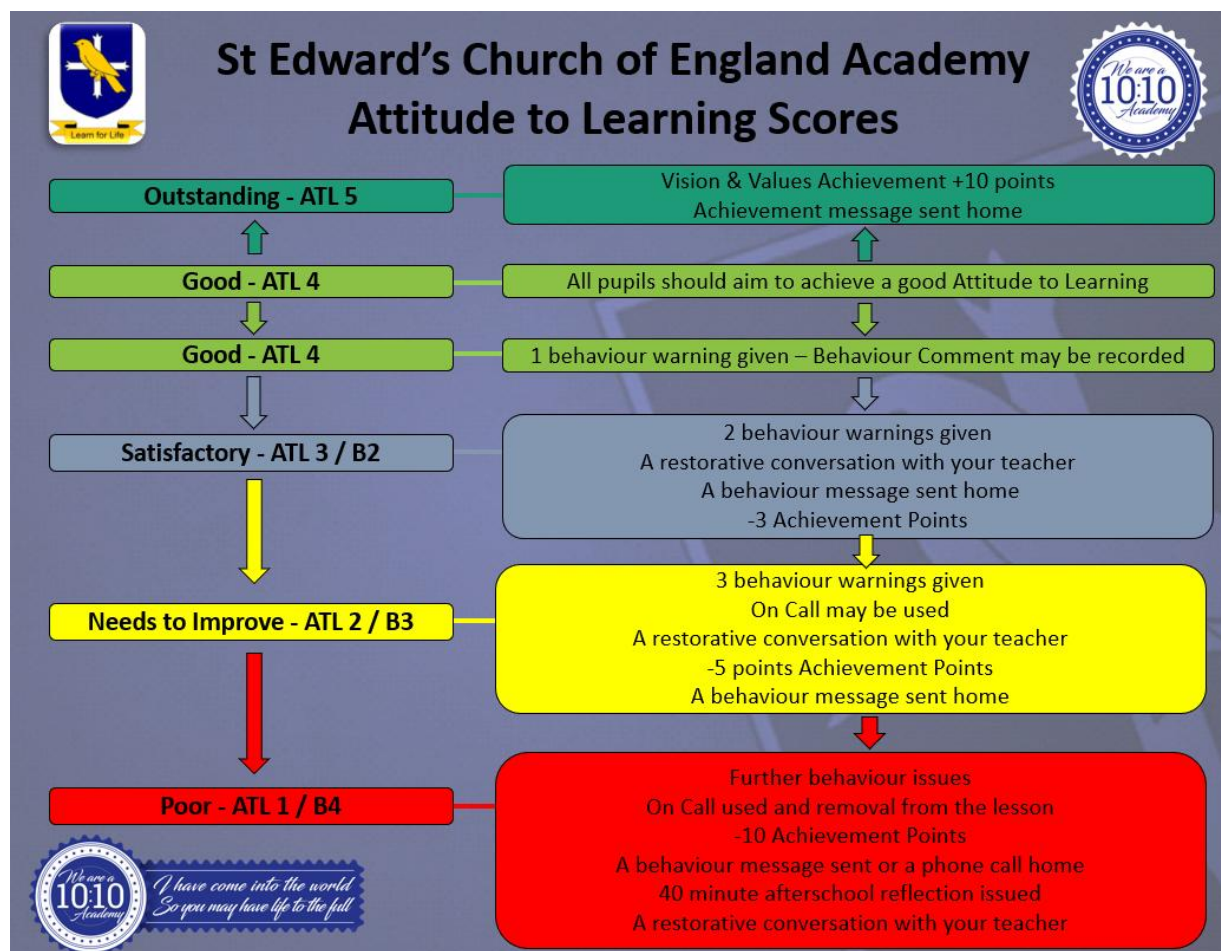


Our approach to positive and inappropriate behaviour:

- We will promote our values of **Respect, Courage, Hope** and **Friendship**, and encourage our pupils to 'live life in all its fullness' and be **10:10** individuals.
- The use of praise and rewards will be used to encourage pupils to have a positive 'Attitude to Learning' (ATL)
- Clear rewards and sanctions will be consistently applied
- Subject staff will record ATL at each Assessment Point using the 5 to 1 scale, where:
5=Outstanding (10:10 pupil), 4=Good, 3=Satisfactory, 2=Needs to Improve, 1=poor. This will be included on pupils' termly reports to parents/carers.
- All staff will record all incidents of positive and negative behaviour as outlined in this policy
- Pupils will be rewarded for consistent positive behaviour and attendance. Rewards include: certificates, subject prizes, other special recognition, eligibility for the end of year/term activities and trips
- We will communicate achievements and sanctions via Texts/Letters/Phone calls home/Parental meetings, as appropriate
- We will seek support and involvement from external agencies i.e. PCSO, behaviour mentors etc., as appropriate
- Where a pupil has been removed from a lesson due to their behaviour, they will be placed in the Community Room for the remainder of the lesson and a phone call home will be made
- Pupils who display more serious behaviour may be placed in the Community Room or may be suspended from the Academy for a fixed number of days



Attitude to Learning Scores / On Call Process



Attitude to Learning Descriptors

ATL Descriptors
ATL 5 Outstanding (10:10 Pupil) - Is actively engaged, eagerly contributes, fully focussed and proudly presents their work - Epitomises our Academy values of Respect, Courage, Hope & Friendship - Aspires to give their best in all tasks and willingly undertakes extension tasks - A pupil who is leading life to the full and demonstrates a positive and progressive attitude to learning In short, a pupil who is living life to the full. This is a 10:10 pupil!
ATL 4 Good - A pupil who demonstrates a good attitude to their learning, who is focussed on completing each task to their best of their ability and does not disrupt the learning of others - This pupil shows our Academy values in their rapport with staff and their peers throughout the lesson - A pupil who takes pride in their work and presentation of it
ATL 3 Satisfactory - Although generally polite, there are occasions when the pupil may need a reminder about their behaviour - Although work is completed, it is not to the best of the pupil's ability or to the standard that the pupil is capable - On occasions, a pupil who could participate more fully in the lesson or try to work better with others
ATL 2 Need to Improve. A pupil who: - Does not respond to the instructions of staff despite reminders - Who is making little or no effort to complete tasks or to do them to their best of their ability - Who is disrupting the learning of others despite reminders and/or continues to be disrespectful to staff, their peers and/or property/belongings
ATL 1 Poor A pupil who fails to make any improvement in their attitude to learning despite several warnings



Responding to Positive Behaviour

Category	Points	Example (list is not exhaustive)
Level 1 Form Tutor 10:10 Achievement	+10	Weekly Form Tutor achievement for pupils who: arrive to form on time, do not have any uniform or equipment issues, and have no behaviour incidents recorded for the week.
Level 2 Respect Achievement	+10	Treating teachers / peers / staff with kindness and good manners.
		Resolving a disagreement with a friend by listening and understanding their point of view.
		Standing up for someone who was being left out.
Level 2 Hope Achievement	+10	Kept a positive attitude when struggling with a tough project
		Continued working hard in a subject even when it was difficult, showing perseverance.
		Helped a friend feel hopeful by supporting and motivating them.
Level 2 Courage Achievement	+10	Speaking up in class to share ideas, even when they were feeling nervous.
		Reporting an issue, where someone was being treated unkindly.
		Representing the Academy or Charity work
Level 2 Friendship Achievement	+10	Helping a new pupil feel welcome.
		Showing loyalty and kindness to a others,
		Encouraging others to work together and support each other.
Level 3 Achievement Subject Award	+20	
		Accelerated Reader Award
		Subject Shout Out
Level 4* Achievement Principal's Award	+20	Friendship Award
		Respect Award
		Hope Award
		Courage Award
		<i>*Escalation once 200 points have been achieved in each category</i>
Level 5* Achievement Principal's Award		Vision & Values Award <i>*Awarded once all Level 4 achievements have been reached.</i>



Rewards for Positive Behaviour

	Criteria	Reward	Action
Values Achievement	Recognition for positive behavior (see above)	+10 Achievement points	Email sent home.
Hope Award	200 points for each of the Academy Values	Vision & Values certificate plus a prize from the Principal	Email Home. Mention in Key Stage celebration assembly for each value achieved
Friendship Award			
Courage Award			
Respect Award			
Vision & Values Award	All Awards above	Certificate, 10:10 badge and a book voucher	Commendation from the principal and mention in whole school assembly.
STAR of the week	Most achievement points in a week	Early lunch pass for them and a friend	Mention in Key Stage celebration assembly
STAR of the Half Tern / Term	Most achievement points in a half term	Free snack item at break time	Mention in whole school celebration assembly
Subject Shout Out	Special recognition from subject teacher	Subject certificate, badge and prize from Faculty Leader	Email home. Mention in whole school celebration assembly
Form Tutors Weekly 10:10	Weekly 100% attendance, no behaviour incidents no uniform or equipment concerns	+10 Achievement points. Entered into the half term prize draw	Email home.
10:10 Pupil Raffle	As above	Free snack item at break time	Mention in whole school celebration assembly
100% Attendance Raffle	Weekly 100% attendance.	Entered into the half term prize draw for a free snack item at breaktime	Mention in whole school celebration assembly

End of Term Activities

In order to qualify for these reward activities, pupils need to meet the following criteria:

1. A good 'Attitude to Learning'
2. Have +250 Conduct Points for each end of term activity and have the recommendation of their Form Tutor or Pastoral Leader

Very occasionally, if a pupil has a persistent record of poor behaviour—either due to difficulty managing themselves appropriately or negatively influencing others in a way that puts themselves or others at risk—it may be necessary to withdraw their place on the trip and any expenses incurred will be the responsibility of their parents/carers. This decision will not be taken lightly, and will have the widest possible regard to the health and safety of all pupils and adults on the visit. Parents/carers will be consulted prior to the decision to remove the offer of a place on an excursion. The decision to withdraw a place on a trip or residential will be made by the Principal in consultation with the Senior Leadership Team.



Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The Academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of behaviour expectations
- Expecting work to be completed at home, breaktime or lunchtime
- Reflection at breaktime, lunchtime or after school
- Referring the pupil to a more senior member of staff e.g. Faculty Leader or a member of the Senior Leadership Team
- Letters or phone calls home to parent(s)/carer(s)
- Academy and parent(s) / carer(s) meeting
- Placing a pupil on an LRC (Learning Report Card)
- A Pastoral Support Plan
- Removal from reward activities / trips
- Community Room/Internal Exclusion
- Suspension
- Removal from lessons
- Pupil Disciplinary Committee (PDC)

Restorative Practice

When a sanction has been applied, our staff are committed to resolving any issues swiftly and effectively with the pupil(s), this takes the form of a restorative conversation or meeting. During this time the pupil(s) will: discuss their behaviour, acknowledge their wrongdoing and take steps to ensure a positive return to the school community.

Restorative practice provides a framework for addressing behaviour and repairing harm in a constructive manner. As a Church of England Academy, our vision embraces restorative practices as a way to foster accountability, empathy, and growth; they are underpinned by our Christian values of Respect, Courage, Hope and Friendship as well as principles such as compassion, justice, and forgiveness. We seek to create restorative spaces where students feel safe to express their feelings, be heard, and engage in meaningful dialogue. All members of the school community actively participate in restorative processes. These practices enable students to reflect on their actions, take responsibility for their behaviour, make amends, and learn from their mistakes.



Types of Misbehaviour

Type	Points	Description	Sanction	Communication
B1	0	Uniform Concern	Immediate Behaviour Conversation (where applicable)	Email home
		Equipment Concern		
		Late to Lesson		
		Late to School		
		Missed Restorative Conversation		
B2 Minor Misbehaviour	-3	Lack of Respect for Others	Restorative Conversation - Breaktime / Lunchtime / End of the day	Email Home
		Lack of Respect for Equipment		
		Lack of Work		
		Lack of Focus		
		Overly Physical Behaviour		
		Discriminatory Comment		
B3 Persistent or Disruptive Misbehaviour	-5	Persistent Lack of Respect for Others	Restorative Conversation - Breaktime / Lunchtime / End of the day	Email Home
		Persistent Lack of Respect for Equipment		
		Persistent Lack of Work		
		Low Level Disruption to Learning		
		Failure to Follow Instructions		
		Persistent Overly Physical Behaviour		
B4 Repeated or Serious Isolated Misbehaviour	-10	Missed Restorative Conversation (x3)	Removal from lesson + 45minute Afterschool Reflection	Email / Phone Call Home
		Breach of Academy Ethos and Values		
		Bringing the Academy into Disrepute		
		Persistent Disruption to Learning		
		Mobile Phone Incident (minor)		
		Late to School x 6		
		Late to Lesson x 6		
		Uniform Concern x 3		
		Sexualised Behaviour		
		Theft (minor)		
		Racist Incident / Behaviour (isolated incident)		
		Homophobic Incident / Behaviour (isolated incident)		
		Transphobic Incident / Behaviour (isolated incident)		
		Sexist Incident / Behaviour (isolated incident)		
		Discriminatory Behaviour (isolated incident)		
		Misogynistic Incident / Behaviour (isolated incident)		
		Persistent Failure to Follow Instructions		
B5 Serious Misbehaviour	-20	Theft (serious)	Removal from lesson + Afterschool Reflection + time spent in the Community Room	Phone call / Meeting
		Vandalism (serious)		
		Malicious Allegations towards Staff / Pupil		
		Repeated Breaches of Academy Ethos and Values		
		Fighting / Aggressive / Intimidating Behaviour to Pupils		



		Mobile Phone Incident (serious)	A greater sanction may be implemented i.e. suspension if necessary		
		Internal Truancy			
		Left the Lesson without Permission			
B6 More Serious or Extreme Misbehaviour (to be issued by SLT)	-25	External Truancy	Removal from lesson + afterschool reflection + time spent in the Community Room.	Phone call / Meeting	
		Racist Behaviour			
		Vaping/Smoking			
		Aggressive / Intimidating Behaviour towards staff			
		Homophobic Behaviour	A greater sanction may be implemented i.e. suspension, or permanent exclusion where deemed appropriate (please see the Academy's Suspension and Exclusions Policy)		
		Transphobic Behaviour			
		Misogynistic Behaviour			
		Sexist Behaviour			
		Discriminatory Behaviour			
		Possession of Prohibited Item*			
		Bullying			

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying (*please see the Academy's Anti-Bullying Policy for more information*)
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Any form of sexual violence
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting or aggressive, intimidating behaviour
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items include: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks, pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of the Academy or any person (including the pupil).



Internal Truancy

Where pupils fail to attend their lessons, the following stages will be followed in an attempt to reintegrate pupils back in to their lesson:

Stage 1	Pastoral Team / SLT speaks to the pupil
Stage 2	Pastoral Team / SLT to call parents to speak to the pupil
Stage 3	Pastoral Team / SLT to invite parents in to school to speak to the pupil
Stage 4	Suspension

Uniform

As an Academy we place a high importance on the appearance of our pupils and we would ask that you refer to the Academy website for full details on our Academy uniform and remind you that our uniform policy states:

Pupils who fail to comply with the Academy's uniform policy, may be asked to borrow our stock where possible, and refusal to do so could lead in a sanction being issued. The Principal, or a person authorised, may also ask you to collect your child so that they can go home briefly to amend their attire, returning to school in the correct uniform and following rules on appearance. You may also be asked to bring in appropriate clothing to the Academy. If the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence.

Please see the Academy's uniform policy for more information.

Bullying

We are a UNICEF 'Rights Respecting School' as defined by the Convention on the Rights of the Child. Through this lens, our aim is to create respect for one another in a Christian, caring and equal society, promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment. The Academy rejects all forms of bullying behaviour and intends to provide an atmosphere of safety and happiness for all pupils. Bullying behaviour of any kind is unacceptable and will not be tolerated at our Academy. If bullying behaviour does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. As a Church of England Academy, our approach is rooted in the Christian values of compassion, justice and forgiveness as well as our core values of Respect, Courage, Hope and Friendship.

Definition, Types and Practices

Bullying behaviour takes many forms and in determining whether bullying behaviour has taken place, the views of the target **must** be considered.

The Anti-Bullying Alliance definition of bullying:

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:



'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online

Examples of types are:

Verbal: name calling, taunting, mimicking, insulting or hurtful comments, including comments about looks, ability, accent, families, race, gender or sexual orientation (including transphobia, homophobia, biphobia) and those who have 'protected characteristics as defined by the Equality Act 2010

Physical: hitting, pushing, barging, tripping up, kicking, pulling hair, sexual harassment, taking and hiding belongings, damaging property etc.

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect: spreading unpleasant stories about someone, electronic messages, e-mails and comments or photographs on web-sites, malicious texting or phone calls, excluding someone from a group, writing hurtful comments, etc.

Practices: It is important to recognise that bullying can take place between various people, such as, between children, between children and adults, or between adults. It can involve individuals or groups and be face-to-face, indirect and use a range of cyber- bullying methods.

Bullying is recognised as a form of child-on-child abuse and is treated within safeguarding procedures.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

St Edward's CE Academy recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

St Edward's CE Academy will treat any use of AI to bully pupils in line with our **anti-bullying, AI and behaviour** policies.



Causes of bullying behaviour

The Diana Award identify that are 8 key causes of bullying behaviour. These are:

- Reactive Behaviour
- Cultural Influences
- Institutional Causes
- Social Causes
- Family Issues
- Personal History
- Having Power
- Blaming the Target

Reactive/Reciprocal Behaviour

Some young people might replicate the behaviour that has been exhibited or directed towards them. It could even be a coping strategy; a young person might believe that if they are no longer seen as a target, the bullying behaviour they are experiencing will decrease or stop.

Please see the Academy's Anti-Bullying Policy for more information.

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

Mobile Phones

Mobile phones are not needed at St. Edward's Church of England Academy. If pupils bring phones into school, they **MUST** be switched off and stored safely in bags on entering the school site, and are brought in entirely at the individual's own risk. The Academy accepts no liability for any loss of, or damage to, mobile phones brought into school.

Phones must:

- never be kept in pockets, blazers or on their person.
- not be seen, used or heard during the school day.



All communication during the school day must be made via the school office. Pupils must not text, call or message parents/carers, family members or friends during the school day. Parents and carers are expected to support the Academy in this and must not make exceptions to this rule.

If pupils do not adhere to these rules:

1. The phone will be confiscated until the end of the day, and parents/carers will be asked to collect it.
2. Sanctions will be issued in line with our Behaviour Policy.
3. A repeated breach will result in the pupil not being allowed to bring their phone to school for the remainder of the term.

Please see the Academy's Mobile Phone Policy for more information.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Behaviour on the bus

Where pupils fail to uphold the Academy's vision and values while coming to and from school on the bus, the following stages will be implemented:

Stage 1	Pastoral Leader / Form Tutor to discuss behaviour with pupil
Stage 2	Pastoral Leader to record B4 Bringing the Academy into Disrepute. After school reflection issued
Stage 3	Pastoral Leader / SLT to record B5 Repeated Breaches of Academy Ethos and Values. 1-week bus ban issued
Stage 4	Pastoral Leader / SLT to record B5 Repeated Breaches of Academy Ethos and Values. 2-week bus ban issued

Further sanctions may be issued where required including a termly, yearly or permanent bus ban.

Online misbehaviour

The Academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil



- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal or relevant member of staff will make the report.

The Academy will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please see the Academy's child protection and safeguarding policy for more information.



Malicious allegations

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

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

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

The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Sanctions

Focus	Outcome
Collective Worship / Lesson 1	Breaktime restorative conversation
Lesson 2 / 3	Lunchtime restorative conversation
Lesson 4 / 5	End of the day restorative conversation
9+ Behaviour Points in a day	45minute Afterschool Reflection
12+ Behaviour Points in a week*	45minute Afterschool Reflection <i>*not including B4+ incidents</i>
Missed Afterschool Reflection	Afterschool Reflection + Community Room - CW, L1 & Breaktime
Missed Afterschool Reflection x2	Community Room - CW, L1, Breaktime, L2, L3 & Lunchtime + Afterschool Reflection
Missed Afterschool Reflection x3	Community Room (full day) + Afterschool Reflection
15+ Behaviour Points in a day	Afterschool Reflection + Community Room - CW, L1 & Breaktime
18+ Behaviour Points in a day	Afterschool Reflection + Community Room - CW, L1, Breaktime, L2, L3 & Lunchtime
25+ Behaviour Points in a day	Afterschool Reflection + Community Room (full day)
Refusal to accept sanction	Greater sanctions may be applied for persistent refusal, including suspension

Afterschool Reflection

When issuing an afterschool reflection, the Academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Moreover, pupils with known caring responsibilities should only be issued with such a reflection if doing so would not impinge on these responsibilities. The Academy will inform parents/carers of an after-school reflection with 24 hours' notice so that arrangements can be made for the child to return home safely.



However, in some circumstances, notice is not required, and the parent/carer will be expected to make suitable arrangements for their child to be collected.

Please note that parental consent is not required as outlined in the following DfE guidance:

“Teachers have authority to issue detention to pupils, including same-day detentions.”

Behaviour in Schools Guidance, 2024, P.20

And that “Schools do not have to give notice to parents for after-school detention”

Behaviour in Schools: Sanction and Exclusions

After school reflections last for 45 minutes and are held between 3.15pm and 4.00pm in the Community Room and will be supervised at all times.

Non-attendance or poor behaviour in an after-school reflection will result in the pupil being in internal exclusion in the Community Room, the following morning. Or, their time will be extended in the Community Room if they have already been issued this sanction.

Removal from the classroom

In response to serious or persistent breaches of this policy, the Academy may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Pastoral Team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal and Vice Principal.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The Academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the Inclusion Manager
- Use of teaching assistants
- Short-term learning report cards



- Long-term behaviour plans
- Pupil Support Plan
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Internal Exclusion (Community Room)

Pupils who accumulate a number of behaviour incidents in a day, or have a serious behaviour incident recorded, will be given a fixed period of time in the Community Room. During this time, they will be removed from lessons to work in the Community Room, where work will be set from subject teachers to ensure pupils continue with their learning. There will also be opportunity for pupils and the staff member to discuss their behaviour.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption*
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and*
- c) to allow the pupil to regain calm in a safe space.*

Behaviour in Schools Guidance, 2024, P.23

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the principal and only as a last resort.

Pupil Disciplinary Committee (PDC)

When a pupil has received more than 10 days of suspension in a term, a pupil disciplinary committee meeting will be held in school to discuss how the pupil can be supported to prevent any further suspensions which could lead to a permanent exclusion. The meeting will be chaired by an appointed trustee and external agencies will be invited to attend where applicable. During the meeting, the principal and vice principal responsible for behaviour and safeguarding will present detailed information relating to the pupil's current behaviour, attendance, attainment and achievement to present a rounded picture of the pupil's pastoral and academic profile. Actions and outcomes will be decided during this meeting which will form part of a Pastoral Support Plan.

Please see the Academy's Suspension and Exclusions Policy for more information.

Restrictive interventions, including use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.



Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#). Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see the Academy's Restrictive Interventions Policy for more information.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them



- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

"School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case." Behaviour in Schools Guidance, 2024, P.22

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.



If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Principal or Vice Principal to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker. ‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots



Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, i.e school bag, pencil case.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the Academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the Academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to misbehaviour from pupils with possible safeguarding needs

St Edward's Church of England Academy will consider whether behaviour gives cause to suspect that a pupil(s) is suffering or is likely to suffer harm. Where this may be the case as set out in **Part 1 of Keeping Children Safe in Education**, Academy staff will follow the school's safeguarding policy and speak to the designated safeguarding lead, or deputy. We will consider if pastoral support, an early help intervention or a referral to external agencies is needed.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour



The Academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of the Academy's approach to anticipating and removing triggers of misbehavior:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload



Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the Academy will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the Academy to sanction the pupil for the behaviour.

The Academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The Academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Academy will co-operate with the local authority and other bodies.

If the Academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the Academy will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- A Pastoral Support Plan
- Daily contact with the pastoral lead
- A learning report card



St Edward's
Church of England
Academy

Pupil transition

Inducting incoming pupils

The Academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.



Monitoring arrangements

Monitoring and evaluating behaviour

The Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders

The data will be collated every term and will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The Academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Principal, Vice Principal and Trust board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the Chair of Trustees.

Links with other policies

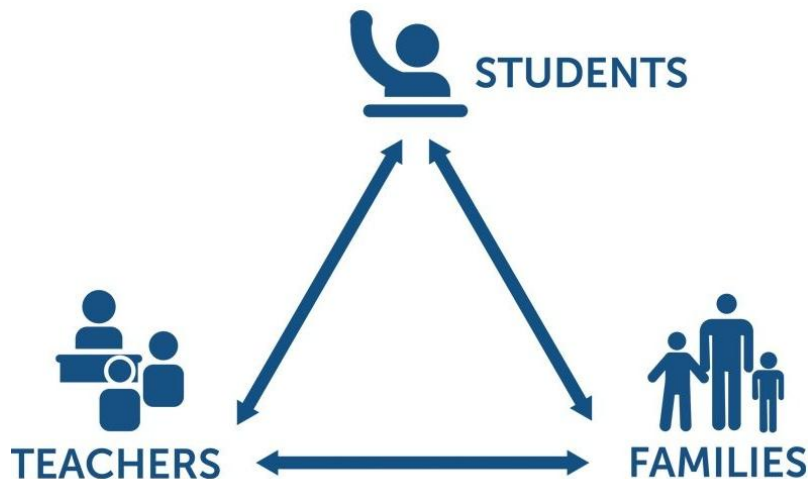
This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Safeguarding and Child Protection policy
- Anti-bullying policy
- Uniform policy
- Attendance policy
- Mobile phone policy
- Restrictive Intervention policy



Appendix 1:

Home, School, Pupil Commitment



The interconnected roles of families, students, and teachers are vital in education. We are all responsible for pupils' success in school, preparation for life, and ultimately, reaching their full potential.

The Home Commitment

Values:

- I/ We will read, understand, and support this behaviour policy including the Academy's vision, values, expectations, rules and sanctions.
- I/ We will encourage my child to adhere to the Academy's behaviour policy, while promoting its values of Respect, Courage, Hope and Friendship.
- I/ We will support the Academy's decision on sanctions issued and reinforce the importance of meeting the Academy's expectations and rules at home.
- I/ We will model, promote and support the development of the Academy values.
- I/ We will model respectful and appropriate behaviour in interactions with Academy staff and wider community.
- I/We will be inclusive, respect differences and celebrate our diversity.
- I/We will be proud to be a member/members of the Academy and its community and I/we will do everything I/we can to uphold its high standards of behaviour and conduct, promoting a positive school ethos and image both in the Academy and in the community.



Learning:

- I/We will work in collaboration and partnership with the Academy to ensure that my child can be the best they can possibly be so that they can 'live life in all its fullness'.
- I/ We will ensure that my child has the correct uniform and equipment, as outlined in the Academy's uniform policy.
- I/ We will support my child in completing their homework and schoolwork, recognising that engagement in academic activities contributes to positive behaviour.
- I/We will encourage my child to work hard and aspire to be the best that they can be.
- I/We will take an active interest in the development of my child.

Communication:

- I/ We will participate in parent-teacher phone calls, meetings, and other school activities to stay informed and involved in my child's behaviour in school.
- I/ We will maintain open communication with the Academy regarding my child's behaviour and cooperate with the Academy in addressing any behavioural issues.
- I/ We will inform the Academy of any changes in circumstances that may affect my child's behaviour.
- Where I/we have concerns we will raise them as soon as possible via the contact form on the Academy website and follow the policy in relation to complaints, if necessary
- I/We will use social media responsibly and will not post content online which is damaging to the Academy or any of its staff, students or parents.

The Academy Commitment

Values:

- We will promote our values of Respect, Courage, Hope and Friendship, and encourage our pupils to be 10:10 and 'live life in all its fullness'.
- We will be respectful to all members of our school community, treat them with dignity and build relationships rooted in mutual respect.
- We will listen, support and show empathy.
- We will keep each other safe.
- We will be proud of our Academy and uphold our high standards of behaviour and conduct, while promoting a positive image both in school and the wider community.
-

Learning:

- We will create an inclusive and supportive learning environment.
- We will do everything possible to ensure that all pupils stay focused on learning.
- We will celebrate diversity and appreciate the unique qualities of each individual in our school.
- We will provide inspiring and challenging learning experiences.
- We will challenge barriers to learning in all forms.
- We will believe in our pupils' potential and their ability to achieve.
- We will encourage our pupils to work hard and aspire them to be the best that they can be.



Communication:

- We will be clear about our Academy vision, values and expectations.
- We will acknowledge and celebrate achievements and effort.
- We will deal with issues communicated to us effectively, efficiently and expediently.
- We will use social media responsibly and will not post content online which is damaging to the Academy or any of its staff, students or parents.
- We will communicate any concerns related to behaviour or attendance and support students and parents to address any underlying issues.

The Pupil Commitment

Values:

- I will adhere to the Academy's values of Respect, Courage, Hope and Friendship.
- I will be 10:10 and 'live life in all its fullness'.
- I will be respectful to all members of our school community and everything in it.
- I will be positive and promote a hopeful outlook for myself and others every day.
- I will celebrate diversity and appreciate the unique qualities of each individual in our school.
- I will be proud of my school, and I will do everything I can to uphold its high standards of behaviour and conduct, promoting a positive ethos and image both in school and the wider community.

Learning:

- I will believe in my potential and my ability to achieve.
- I will stay focused in lessons, work hard and aspire to be the best that I can be.
- I will focus on my learning and behave well.
- I will be ready to learn. I will have the correct equipment; be correctly dressed; and have a good attitude to learning.
- I will attend school regularly and arrive to school and my lessons on time.
- I will be resilient and persevere when I am faced with challenges.
- I will embrace opportunities and take risks in my learning.
- I will accept responsibility for my own behaviour.

Communication:

- I will be respectful and polite to all members of my school community and remember to use my manners.
- I will have courage to do the right thing and speak up, even when it is difficult.
- I will talk to someone about anything, even if it feels small.
- I will ask for help when I need it.
- I will be a good friend by listening, offering help, and showing empathy.
- I will be honest and always tell the truth.