

Date of Last Review	May 2026	Review Period	Annual
Date of Next review	May 2027	Owner	Deputy Headteacher



Behaviour Policy

History of Policy Changes:

Date	Page	Change	Origin of Change
January 2025	All	Policy and procedures separated, and policy rationalised. School rules updated Ordinarily available and enhanced provision detailed. Explicit reference to racism 3.20 and extremism 3.21	SIP led peer review
May 2025		No changes made on review	
April 2026	3 5 7 9-10	New pastoral roles introduced HPd/PDL Amended detentions New behaviour procedures DFE Seclusion added	HT review

1. Policy Statement

- 1.1** At Sarum Academy we are committed to creating a positive and inclusive learning environment where all pupils can thrive. As a church school our values of respect, ambition and excellence underpin everything we do. We believe a safe environment of mutual respect and cooperation creates the best climate for teaching and learning.
- 1.2** High behaviour standards lead to high achievement and personal development, raising aspirations and unlocking potential. Positive relationships help students achieve their full potential. Respect and tolerance for others' beliefs and lifestyles are essential. Confidence and self-esteem are advanced through encouragement, rewards and praise. A consistent approach to behaviour management ensures fairness and high standards. Everyone must have a voice in Academy life, fostering responsibility, maturity, ownership and pride in the Academy.

2. Responsibilities

It is important to note that both students and their families share equal responsibility in addressing and taking ownership of their own behaviour, as well as the behaviour of their children, to effectively manage any poor conduct within the school.

- 2.1** The Headteacher must ensure good order and discipline, set clear boundaries and expectations and deploy resources appropriately.
- 2.2** Senior Leaders must lead, manage and model appropriate behaviour management strategies, supporting staff to apply the policy consistently.
- 2.3** Curriculum Team Leaders must lead and manage behaviour in their curriculum areas, support staff, ensure appropriate rewards and sanctions are issued and meet with parents as needed.
- 2.4** Personal Development Leads and Heads of Personal Development will implement discipline procedures, maintain student records and take appropriate action as required.
- 2.5** All staff have a responsibility to:
- Set high expectations;
 - Maintain discipline;
 - Build positive relationships with students and parents;
 - Demonstrate care and respect for all students;
 - Act justly and fairly;
 - Deal professionally with matters affecting teaching, learning and personal development;
 - Apply a consistent approach.
- 2.6** The SENDCo must ensure suitable provision for students with SEND, liaise with external agencies and oversee any 'reasonable adjustments' for students with SEND.
- 2.7** Students must familiarise themselves with and abide by school rules:

1. We are on time
2. We are equipped
3. We wear our uniform well
4. We ensure our mobile is in its Yondr pouch
5. We are polite and well mannered
6. We follow adult instructions and do not disrupt the learning of others
7. We work 'quietly and purposefully!'
8. We do 'our best work, first time!'

2.8 Disruption to learning will not be tolerated. Disruption to learning is anything that interrupts the flow of a lesson. Examples of this include:

- Speaking when the teacher is talking
- Speaking or shouting across the classroom
- Speaking to other students during independent work
- Students repeatedly turning around
- Asking inappropriate questions

Students will be warned once, then sanctioned. If behaviour continues students will be displaced from the class and placed in internal isolation or internal suspension.

2.9 Parents and carers are expected to support the Academy in maintaining good order and discipline. All **families** have a responsibility to:

- Be familiar with the School Rules and Values and support staff in enforcing these;
- Ensure that children are dressed as outlined in the Academy Uniform Policy;
- Be responsible for the behaviour of their children to and from the Academy;
- Be available to meet with leaders if the need arises;
- Encourage children to develop good habits of diet, sleep and a healthy lifestyle;
- Encourage children to develop proper study habits at home;
- Prepare children emotionally and socially to be receptive to learning and discipline;
- Comply with attendance requirements;
- Agree with the Academy's detention system;
- Participate in parent/teacher meetings to discuss attainment, progress and welfare;
- Discuss reports with children and contact the Academy if necessary;
- Bring to the attention of the Academy any potential problem that might affect their child's normal behaviour;
- Keep the Academy up to date with home and emergency telephone numbers and other pertinent information.

3. Principles and Practice

3.1 Staff must manage behaviour with clear, fair messages, focusing on praise and rewards to build and maintain respectful teacher-student relationships. Staff should always manage behaviour in the least intrusive way possible so that the workable, respectful teacher- student relationship remains intact.

- 3.2** Staff and students must be inducted in school rules, values and routines, and are expected to adhere to them at all times.
- 3.3** Praise is more effective than threats or sanctions in modifying poor behaviour. Managing behaviour should focus on reinforcing good behaviour through rewards and recognition.
- 3.4** Positive and negative behaviour is tracked using ClassCharts to identify patterns and support interventions. It is transparent and available to all parents through the ClassCharts App.
- 3.5** Students repeatedly not following school rules will be challenged supported through a graduated approach.
- 3.6** Detentions will be issued on the day as 10 or 20 minutes during lunch time. Failure to attend results in a detention being escalated and potential internal isolation or suspension.

D10 – 10min detention in the performance hall at social time for failure to improve after warning

D20 – 20min detention in the performance hall at social time for removal from class due to failure to improve after D10

Students will be considered for isolation or suspension should they fail to attend detention, truant or show open defiance. Any other behaviour that breaks the school rules, where appropriate, will be considered for possible suspension from the Academy. Suspension will be up to 5 days in length in most cases with a full review of needs, curriculum provision and parental engagement undertaken by staff and overseen by the AHT behaviour & attendance. The case will then be discussed between the AHT and DHT before the reintegration meeting. Parents will be informed of internal suspensions via Group Call the evening before it is due.

- 3.7** Lateness – Students late to school, and students late to lessons, will be subject to a PDL review.
- 3.8** Truancy – Students truanting lessons will be escorted immediately to isolation and logged on ClassCharts for parents to view. No student is permitted to leave a lesson in the first 20 minutes or last 20 minutes of any lesson without the permission of the Head of Year or SENDCo and as part of a pastoral or medical plan.
- 3.9** Suspensions and Exclusions – For information on suspensions and exclusions please refer to the MLP Exclusions Policy.
- 3.10** Mitigation – Reasonable adjustments. The application of the policy is responsive to individual needs. Reasonable adjustments should ensure positive and inclusive experiences.
- 3.11** Students are not permitted to use mobile phones or smart devices. See Mobile Phone Policy.
- 3.12** Out of bounds – Students need to be aware of areas of the school that are out of bounds during the school day.
- 3.13** Ball games are only permitted in designated areas.
- 3.14** Homework – Students will be issued a detention for repeatedly missing homework deadlines.

- 3.15** Movement around the school site – Students are expected to behave in a safe and sensible manner in corridors and walk at all times.
- 3.16** Wilful damage to property – Parents will be invoiced for wilful damage to school property and sanctioned where appropriate.
- 3.17** Educational Visits and Journeys - When on an educational visit, students are expected to behave as they would in school. They must also behave in the same way on journeys to and from school in order to maintain an excellent reputation for the school in the community. The Headteacher has authority to take disciplinary action if it is made known that a student at the school has behaved on any other occasion in a way that endangers a member of the public, property, another student, or threatens the reputation or running of the Academy.
- 3.18** Violent or abusive behaviour is not tolerated and will be sanctioned up to and including suspension or permanent exclusion from school and may lead to police involvement.
- 3.19** Prohibited items - Certain items (chewing gum, lighters, cigarettes, vapes, energy drinks, pornography, laser pens) are not allowed on school premises. These will be confiscated and disposed of.
- 3.20** Racism includes any behaviour, speech, or action that discriminates against individuals based on their race, ethnicity, or national origin. This can manifest as direct or indirect discrimination, harassment, or victimisation. Examples include - racial slurs, derogatory comments, offensive jokes. Racism will not be tolerated and where appropriate will be sanctioned through suspension or permanent exclusion from school and will lead to police involvement. Victim support will be led by the personal development lead and the Head of Personal development will oversee the education work undertaken by the perpetrator.
- 3.21** Extremism and extremist views include any behaviour, speech, or action that promotes radical ideologies, incites violence, or discriminates against individuals based on their beliefs, religion, or political stance. This can manifest as direct or indirect discrimination, harassment, or victimisation. Examples include - hate speech, propaganda, and incitement to violence. Extremism and extremist views will not be tolerated and where appropriate will be sanctioned through suspension or permanent exclusion from school and will lead to police involvement. Victim support will be led by the personal development lead and the Head of Personal development will oversee the education work undertaken by the perpetrator.
- 3.22** Dangerous or illegal items (fireworks, illegal drugs, knives, alcohol, guns) are also prohibited. Possession will lead to disciplinary action and will lead to police involvement.
- 3.23** Searching, Screening, and Confiscation – Members of staff, as determined by the Headteacher, can search for and confiscate prohibited items if reasonably believed to be in possession of students.
- 3.24** Physical restraint and all forms of restrictive practice will only be used in exceptional circumstances and in line with guidance.
- 3.25** Alternative Provision – The Headteacher has the power to direct education off-site for students beyond the control of the school as an alternative to permanent exclusion. At all times parents and students will be involved in these discussions.



4. Provision

At Sarum Academy we are committed to creating a positive and inclusive learning environment where all students can thrive. To support this goal, we have established both ordinarily available provisions and enhanced provisions to encourage and maintain good behaviour. This policy outlines the strategies and resources we have in place to effectively support student behaviour.

4.1 Ordinarily Available Provision

- 4.1.1 Clear Behaviour Policies: We will establish and communicate a consistent set of school rules and expectations (through are values) for student behaviour through assemblies, displays and information sharing.
- 4.1.2 Positive Reinforcement: Our staff will regularly use praise, rewards, and incentives to celebrate and encourage positive behaviour among students.
- 4.1.3 Classroom Management Strategies: Teachers will implement techniques such as strategic seating arrangements, structured routines, and active supervision to create a conducive learning environment.

- 4.1.4** Personal, Social, Health and Citizenship Education (PSHCE) Programmes: We incorporate lessons that teach self-regulation, empathy, and effective communication into our curriculum to help students develop essential life skills.
- 4.1.5** Resolution Support: Through PSHCE, tutor and work with their pastoral support team students are provided with tools and training to handle disputes amicably and constructively, promoting a peaceful school community. We implement restorative practices that focus on repairing harm and restoring relationships, rather than solely relying on punitive measures.
- 4.1.6** Peer Mentoring Programmes: On transition to the Academy, we pair students to support and learn from one another, fostering a sense of responsibility and collaboration.
- 4.1.7** Regular Teacher-Parent Communication: Our teachers maintain open lines of communication with parents to keep them informed about their child's behaviour and progress.
- 4.1.8** Behaviour Monitoring Systems: We utilise data and tools to track and analyse student behaviour and provide timely feedback.
- 4.1.9** Professional Development for Teachers: Our teachers receive ongoing training in behaviour management techniques and strategies to stay equipped with the best tools and practices.

4.2 Targeted and Specialist Provision – The following will be considered:

- 4.2.1** Removal from lessons: Students with challenging behaviour will be displaced from their class and be parked with their tutor, isolated or internally suspended.
- 4.2.2** Specialised Behaviour Interventions: For students with repeated challenging behaviour, we will develop tailored support plans to meet their individual needs including reporting to adults.
- 4.2.3** Educational Psychologists and Counsellors: Where appropriate and subject to availability our school provides access to trained professionals who support the emotional and behavioural needs of students.
- 4.2.4** Social Skills Training (ELSA / Thrive): Programmes are available to help students develop better interpersonal skills and navigate social situations effectively.
- 4.2.5** Behaviour Support Team: We have a small team of staff members who specialise in addressing and mitigating behavioural issues.
- 4.2.6** Access to External Mental Health Services: We have limited access to additional mental health expertise but will always signpost to any available provision.
- 4.2.7** Family Support Services: We offer support to families through our pastoral staff to help them address behavioural issues at home and reinforce positive behaviour.
- 4.2.8** Work with other agencies: We will work with other agencies as appropriate including the education welfare service where we have cause for concern.

4.3 Seclusion

- 4.3.1** Seclusion refers to an exceptional and emergency restrictive intervention where a pupil is prevented from leaving a space of their own free will in order to prevent immediate and serious risk of harm to the pupil or others. This may occur only where pupils present with severely dysregulated behaviour and all reasonable de-escalation strategies have been unsuccessful.
- 4.3.2** Any use of reasonable force to move a pupil to such a space must be lawful, proportionate, and the least restrictive option available.
- 4.3.3** Seclusion is never used as a punishment, sanction, or behaviour management strategy, nor is it a planned or routine intervention. It is used solely to maintain safety and is not promoted by the school. The pupil will be continuously supervised, the environment will be safe, dignified, and non-threatening, and the pupil will remain in the space only for the shortest time necessary to restore safety and emotional regulation.
- 4.3.4** Use of seclusion requires immediate authorisation from a member of SLT, and its use will automatically trigger a review of the pupil's support plans, including risk assessments, PSP and restraint-reduction strategies, to ensure future incidents are minimised.
- 4.3.5** All incidents of seclusion constitute a significant restrictive intervention and will be recorded promptly and accurately in the seclusion spreadsheet, including the rationale for use, duration, supervision, antecedents, de-escalation attempts, and post-incident support. Parents/carers will be informed without delay in line with statutory guidance. Recorded data will be analysed to identify patterns, triggers, and preventative strategies, and will inform ongoing monitoring and governance oversight.
- 4.3.6** This approach reflects the school's statutory duty to have regard to the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (2026).

Appendix

Statutory Definitions aligned with Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

The school adopts the statutory definitions used in the DfE guidance:

- **Restrictive intervention:** Any action that prevents, restricts or subdues a pupil's movement, freedom or behaviour, including physical and non-physical interventions.
- **Reasonable force:** The use of force that is proportionate and necessary in the circumstances, used for the shortest possible time to prevent harm.
- **Restraint:** A non-disciplinary intervention that limits or immobilises a pupil's movement.
- **Seclusion:** A non-disciplinary intervention where a pupil is prevented from leaving a space of their own free will, used only in exceptional circumstances to maintain safety.
- **Significant incident:** Any incident where the use of force goes beyond appropriate day-to-day physical contact.

Prevention and Minimisation of Restrictive Interventions

The school prioritises **prevention, early intervention and de-escalation** through:

- Trauma-informed and relational practice
- Positive Behaviour Support (PBS)
- Individual risk assessments and PSPs
- SEND-informed reasonable adjustments

Restrictive interventions are used **only as a last resort**, where there is an immediate risk of harm.

Use of Reasonable Force and Restrictive Interventions

- All staff have a legal power to use reasonable force in emergencies.
- Planned restrictive physical interventions may only be used by appropriately trained staff.
- Any intervention must be lawful, proportionate, reasonable, and the least restrictive option available.
- Restrictive interventions are never used as punishment or to enforce compliance.

Seclusion Safeguards

- Seclusion is an **exceptional emergency measure**, not a routine or planned intervention.
- It is used solely to maintain safety during severe dysregulation.
- Pupils are continuously supervised in a safe, dignified environment.
- Duration is limited to the shortest possible time.
- Use of seclusion requires SLT authorisation and triggers an immediate review of support plans.

Recording, Reporting and Parental Communication

In line with statutory requirements:

- All significant incidents involving restrictive intervention are recorded promptly.
- Records include the nature of the intervention, rationale, duration, de-escalation attempts, supervision, and post-incident support.
- Parents/carers are informed without delay following a significant incident.
- Data is monitored by senior leaders and governors to identify patterns and reduce future use.