ERASMUS DARWIN ACADEMY
Hard Work | High Aspirations | Limitless Opportunities

Policy Title:	**Behaviour for Learning Policy**
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Version:	1.7
Member of Staff Responsible:	Headteacher
Status:	Statutory
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Change Record

Version	Date	Description
1.1	4.10.23	Wording update to include student behaviour in the Academy and at alternate provision.
1.2	17.10.23	Update to Section 20 – reference to linked Policies
1.3	26.01.24	Appendix 3 updated with more comprehensive Tier 3 and Tier 4 interventions
1.4	20.11.24	Updated section 11 to include a timescale for uniform issues.
1.5	23/06/2025	Section 5: Remove Knowledge Organisers (highlighted red) Section 9: Include Nicotine Items (added in yellow) Section 13: Add in the timing for reset (added in yellow)
1.6	25/11/2025	Removal of the Graduated Response
1.7	01/06/2026	Section 1 - Policy operates alongside Trust policies and statutory guidance. Section 2 - Updates to responsibilities • Governing body responsibilities - addition of Trust policy • Senior Leadership Team responsibilities - addition of Trust policy • Parent/Carers responsibilities - removal of planners, update to mobile phones following changes Section 3 • Rewording of behaviour curriculum • Inclusion of STEPS • Renamed ‘Care Curriculum’ to ‘The Personal Development Curriculum’ and included overview.

		Section 5 • Including equipment on desk at the start of lesson • Check uniform at the end of lesson in line with entry and exit routine Section 6 • Update to corridor rules Section 7 • Moved uniform to section 7 • Clearer structure for uniform items, optional items as well as those that must be purchased through uniform supplier • Information relating to length of school skirt • Removal of 'boots' from being included in items that are not permitted • Addition of second uniform supplier link • Information regarding uniform notes, failure to comply and medical reasons Appearance • Change to small studded earrings. Students are not permitted to wear hooped or dangly earrings but are no longer restricted to one stud. • Necklaces can be worn but must be placed under shirts • Nose studs must be clear retainers • Removal of Y10 & y11 for discreet make up • More guidance for nails • More guidance for parents regarding piercings/expectations Section 8 • Move rewards to section 8 • Rewards updated following changes Section 9 • Move Social behaviours to section 9 • Inclusion of zero tolerance Section 10 • Move Behaviour outside Academy to section 10 • Updates to being an identifiable EDA student Section 11 • Move Restricted and prohibited items to section 11 • Addition of earpods/headphones, including other personal devices • Mobile phone changes, including introduction of locker system and updated sanctions Section 12 • Move Screening, Searching & Confiscation and The Use of Reasonable Force to section 12 • Update to screen and searching where a student refuses to be searched • Reference to RPI policy Selection 13 • Move Behaviour escalation model to section 13 Section 14 • Move behaviour and sanctions framework to section 14 • Sanction Framework - split level 2 lesson removal and lesson 2 behaviours • Additional level 2 behaviours • Reset amendments • Added 'mobile phone failure to comply' to level 4 sanction. • Additional strategies/interventions taken from proactive and reactive behaviours displayed in Section 15. Section 15 • Move Responding to Misbehaviours to section 15 • Addition of use of class profiles and effective deployed of LSAs for proactive strategies

		• Additional clarity for detentions • Overview of changes made to Reset • L4 Trust policy addition Section 16 • Move graduated response to section 16 Section 17 • Move reporting system to Section 17 • Reordered reports from least severe to most severe • Clarified reasons & durations Section 20 • Addition of policies referenced throughout Appendix 1 • Responsibilities for each staff group clarified • Added House Leaders • Removal of SLT (previous House leaders) and role replaced for AH (Behaviour) Appendix 2 • Adaptations to scripted response

"Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the "Safeguarding Policy".

Behaviour For Learning Policy

SECTION	CONTENT
Section 1	Purpose of the BFL Policy
Section 2	Roles & Responsibilities
Section 3	Behaviour Curriculum
Section 4	Academy Rules
Section 5	Classroom Expectations
Section 6	Social Time Behaviour & Corridor Conduct
Section 7	Academy Uniform
Section 8	Rewards
Section 9	Social Behaviours (Bullying, Child on Child Abuse and Sexual Violence & Sexual Harassment)
Section 10	Behaviour Outside of the Academy
Section 11	Restricted & Prohibited Items
Section 12	Screening, Searching & Confiscation and The Use of Reasonable Force
Section 13	Behaviour Escalation Model
Section 14	Behaviour & Sanctions Framework
Section 15	Responding to Misbehaviour
Section 16	Graduated Intervention Menu
Section 17	Reporting Systems
Section 18	Student Induction
Section 19	Staff Induction, Development & Support
Section 20	Linked Policies & Documents
Appendix 1	Staff Roles, Responsibilities, Strategies & Interventions
Appendix 2	Scripted Intervention

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Section 1: PURPOSE

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all students to succeed personally.

1.1	Erasmus Darwin Academy has established a clear ethos and culture that nurtures aspirational, confident young people who can make a positive contribution to society As a high performing learning organisation, we need to ensure that the best possible conditions exist so that effective teaching and learning can take place at all times. Therefore, at Erasmus Darwin Academy everyone will: Act with courtesy, co-operation, consideration and respect to others at all times, take responsibility for their actions, and respect the right of others to learn and realise their potential. We will do this through observing our Academy Values: **Excellence:** To be the best you can be **Respect:** To understand others and their cultures **Friendship:** To help people in all circumstances **Equality:** To treat others how you would like to be treated **Determination:** To try and try again when things go wrong. **Courage:** To carry on when the going gets tough **Inspiration:** To follow in the footsteps of our role models. The following key principles inform all aspects of this policy:
1.2	All stakeholders should be aware of this policy and ensure that they take an active part in carrying out their roles and responsibilities as detailed in Section 2.
1.3	We are committed to the promotion of high standards of behaviour in and around the Academy site and on all Academy activities as outlined in the statement in Sections 3 and 4. 1. **Behaviour for Learning** – this code provides a reference for expected behaviour standards. It should be known by all members of the Academy community, it should be referred to as a guide and to point out how behaviour can be improved. 2. **Classroom Expectations -** these are daily expectations and are driven by our 'Attitude to Learning' expectations. These must be made clear to all students to ensure that they have the opportunity to learn effectively, safely and enjoyably. The attitude to learning criteria is reported in the progress checks. **3. Rewards -** We recognise that rewards are a powerful means of reinforcing our expectations of high standards of behaviour, effort and achievement. Praise, encouragement and rewards are key features in emphasising expected behaviours and should not be withdrawn once issued. **4. Sanctions -** We employ a range of sanctions to reinforce our expectations of high standards of behaviour. These sanctions will be proportionate and used appropriately to discourage and eliminate the repetition of specific unacceptable behaviour **5. Well-Being & Safety -** We believe that the health, safety and well-being of everyone in the Academy community is a priority. Bullying in any form is unacceptable and will be dealt with rigorously and sensitively to ensure the emotional and physical well-being of students and staff. (See Anti Bullying Policy).
1.4	This policy operates alongside Trust policies and statutory guidance. Where behaviour incidents may lead to a suspension or permanent exclusion, the Academy will follow the Trust's Suspension & Permanent Exclusion Policy (February 2026) and the statutory procedures it reflects.

Section 2: ROLES AND RESPONSIBILITIES INCLUDING LEADERSHIP & MANAGEMENT

2.1	**Governing Body** will establish and review the Behaviour for Learning policy annually. It will ensure that the policy is communicated to staff, students and parents. The Governing Body will review behaviour standards in the Academy on a regular basis through its meetings and provide support for individual students and parents through the Student Support Committee. Within our Trust, responsibilities regarding suspensions and permanent exclusions are delegated to the Trust's Exclusions Panel, in line with the Trust Suspension & Permanent Exclusion Policy.
2.2	**Senior Leadership Team** will be responsible for managing the implementation of this policy and procedures. They will ensure that the application of the policy is fair and consistent. The Assistant Headteachers in charge of behaviour has overall responsibility for promoting high standards of behaviour consistently across all houses. Senior Leaders will analyse the data in line with the overview provided in Appendix 1. The collected data will be presented in a termly report that identifies trends and patterns and outlines the intervention implemented. Only the Headteacher (or Acting Headteacher) can make the decision to suspend or permanently exclude a pupil, and this will be on disciplinary grounds, in accordance with the Academy Behaviour for Learning Policy and the Trust Suspension & Permanent Exclusion Policy.
2.3	**Student Support Managers/Heads of House** will assist in implementing the policy, make decisions about sanctions and interventions and will provide support for students who are presenting challenging behaviour and staff who are facing challenging behaviour. Leaders will analyse the data in line with the overview provided in Appendix 1
2.4	**Middle Leaders** are responsible for the implementation of the policy and for standards of behaviour in the lessons and other experiences that take place in their subject areas and areas of responsibility. Subject Leaders are responsible for analysing the behaviour data specific to their subject and for supporting staff to address any concerns. Subject Leaders will analyse the data in line with the overview provided in Appendix 1.
2.5	**All Staff** will be responsible for implementing the policy, ensuring that it is applied fairly and consistently and that rewards and sanctions are given when appropriate. Mutual support amongst staff in implementing the policy is essential. Staff also have a responsibility for creating a high quality, positive learning environment and teaching good behaviour. It is essential that staff take full account of the learning needs of individual students including those with Additional Needs and/or those with disabilities. In addition to this, all teachers are expected to know the profile of the group (including PP) and respond to the challenges/ barriers to learning that the students may face. Teachers and tutors will analyse the data in line with the overview provided in Appendix 1.
2.6	**Students** will be expected to accept responsibility for their own behaviour, especially as it impacts on the rights of others. To achieve this, students will be expected to follow the Academy's Behaviour expectations, as outlined in the EDA Way. Students also have a responsibility to report incidents of disruption, violence or bullying.
2.7	**Parents and carers** are expected to work in close partnership with the Academy to maintain high standards of student behaviour and, in particular: a. To support Academy values and all aspects of this policy. b. To send students to Academy in full Academy uniform. c. To ensure students leave home for Academy on time and arrive at Academy punctually. d. To follow attendance procedures for reporting absence and other related issues as per the attendance policy. e. To make sure students have the right equipment for each lesson. f. To check the Academy's parent communication system/app (e.g. Edulink) regularly for messages, behaviour logs and detention notifications, and to respond to communications from staff in a timely manner. g. To support the Academy by reinforcing expectations around mobile phones, online conduct and respectful communication beyond the Academy day, including on the journey to and from the Academy h. To reinforce our request that mobile phones and other electronic equipment, including cameras, should be stored in lockers in line with Academy expectations. i. To communicate with their child's tutor on any matters of concern. j. To agree to the expectations outlined in the 'Home-Academy' agreement. k. To engage with support mechanisms where students require specific behaviour interventions (Early Help). l. To support with reinforcing good behaviour beyond the Academy Day (including traveling to and from

	the Academy and online).
2.8	**Other agencies** The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
2.9	**<u>Student Support – Designated Staff</u>** All students are allocated a Tutor Group. This member of Staff should be the initial layer of support for the student. All Tutor Groups are assigned to a House. Each House is led by a House Leader and a Student Support Manager that will oversee the pastoral care, liaising closely with the Tutor. Where Students have additional needs, they will have an allocated key worker that will also provide additional support.

Section 3: BEHAVIOUR CURRICULUM/CULTURE & ETHOS CURRICULUM

The Behaviour Curriculum sets out the routines, habits and social norms that help students succeed at EDA. It is explicitly taught, practised and reinforced so that all students understand what 'being Ready, Respectful and Safe' looks like in classrooms, corridors, social time and the wider community. Students are taught how to conduct themselves through the following mechanisms:

These include but are not limited to:

- Pastoral updates to teach the students a planned Behaviour Curriculum
- Assemblies
- STEPS (Social Norms)
- Behavioural Intervention that promotes self-reflection and accountability
- Extra-Curricular/ Educational Trips & Visits
- Student Leadership & Student Voice
- Safeguarding and Personal Development Curriculum
- The EDA Way which codifies the behaviour expected and is communicated with all stakeholders.

3.1 STEPS (Social Norms)

STEPS refers to the explicit teaching and practice of EDA's social norms (e.g. how we move, speak, listen, and show respect). These are taught, modelled and revisited regularly, so expectations are clear and consistent for all stakeholders. This includes:

S – Sir/Miss – every time
T – Thank You – every time
E – Excuse Me, every time
P – Please – every time
S – Smile – every time

3.2 The Personal Development Curriculum is the planned programme through which we teach key safeguarding, conduct, boundaries and respectful behaviour (including online). This is delivered through planned pastoral time, assemblies and personal development learning, and is reinforced through daily routines and expectations

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Section 4: ACADEMY RULES

Within the Erasmus Darwin Academy community everyone is expected to exemplify our Academy values in everything they do. To support this, the Academy has three rules outlined below. Students are expected to follow these rules at all times when attending the Academy.

Be Ready
Be Respectful
Be Safe

Be Ready
- Attend Academy every day possible, and arrive on time.
- Bring all the equipment you need for the day.
- Wear the correct uniform, in the correct way, every day.
- Be punctual to everything.
- Accept that learning is a challenge and won't always be easy.
- Have a thirst for learning.

Be Respectful
- Follow staff instructions at all times.
- Behave as you would want others to behave towards you.
- Be considerate to others.
- Be polite and courteous.
- Allow others to learn.
- Do not make other people's lives difficult or unpleasant.
- Play an active and positive part in all aspects of Academy life.
- Accept and celebrate the differences within the academy community.

Be Safe
- Always act in a way that will not cause danger to others.
- Never verbally or physically abuse someone else.
- Do not bring any illegal, offensive, dangerous or forbidden items into the Academy

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Section 5: CLASSROOM EXPECTATIONS

All students at the Academy are expected to respect that every teacher has the right to teach and that every student has the right to learn and realise their potential.

<u>At the start of lessons</u>
- Walk in calmly and quietly, go straight to their assigned seat and remove any outdoor clothing.
- Place required equipment on the desk (e.g. pen, pencil, ruler and exercise book)
- Sit down and begin the 'Learning Starts in 60 seconds' task.

<u>Attitude to Learning Criteria</u>
In every lesson, we have the following expectations of all students:
- Attend lessons with appropriate equipment.
- Sit up straight, listen attentively and track the teacher.
- Complete work to the best of ability at all times.
- Ask and answer questions during lessons.
- Follow instructions first time, every time.
- Never interrupt learning.
- Be silent when a teacher counts '3…2…1'

<u>Learning starts in 60 seconds'</u>
When students are in lessons, they will begin their learning within 1 minute of being seated because we want to maximise every opportunity for learning. Activities will include a recap of prior learning with some factual recall or low stakes test.

<u>At the end of lessons:</u>
- Remain seated until instructed otherwise.
- Pack all personal belongings into bags.
- Stand behind their chair in silence, when invited to do so from the teacher.
- Check to ensure uniform is worn correctly with shirts tucked in and blazers on.
- Walk out calmly and quietly, row by row, when the teacher dismisses you.

Section 6: SOCIAL TIME BEHAVIOUR AND CORRIDOR CONDUCT

We expect the Academy to be calm and orderly at all times. Students should meet the Academy behaviour expectations and rules at all times even when not directly supervised. Movement around the Academy should be prompt. Students are expected to move immediately to their lesson using the one way system.

The following rules are communicated with students:

Corridor/Social Time Rules	Corridor Norms & Expectations
When lots of people move through the school at the same time, even small behaviours can quickly lead to accidents or make others feel unsafe. Therefore the following are expected of all students, at all times, in all areas of the Academy: 1) **Walk sensibly** so everyone can move calmly and safely. 2) **Give others space and move in pairs** so no one feels rushed or crowded. 3) **Keep your voice quiet** to maintain a calm and respectful atmosphere. 4) **Take care of the school environment** to avoid unintentional damage or injury.	There is a **one way system** in place - this should be followed at all times, unless instructed by a member of staff. **No food or drink** should be consumed in the corridor. Move to lessons **without lapping or being intentionally late for your lesson**. It is your responsibility to know where your next lesson is and arrive on time.

Where students break the rules on the corridor or at social times, observed by either a staff member, Student Leader or CCTV, they will be issued sanctions proportionately to the incident that has occurred.

Section 7: ACADEMY UNIFORM

We take pride and have the highest standards at our Academy, we believe it is important that our students reflect this in their appearance as they go about their studies. Our uniform is aimed at giving students a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Our uniform consists of:

Year 7-11:

Items that **must** be sourced from a **Uniform Suppliers:**
- Academy Blazer with embroidered logo
- Academy Clip-on Tie

Optional Items that **must** be sourced from a **Uniform Suppliers:**
- Academy skirt with logo worn with plain black, opaque or flesh-coloured tights. The skirt must not be rolled or bunched up to make the skirt a shorter length.
- Academy Black V-neck Sweater with embroidered logo. The jumper must not warn in replacement of the Academy blazer.

Items that **do not** need to be sourced from a **Uniform Suppliers:**
- Plain formal white shirt to be tucked into the skirt/trousers.
- Plain black tailored trousers (not legging material)
- Plain black leather or synthetic leather shoes (unbranded)
- Optional black belt

Further Guidance:
- *Jean-style, denim, corduroy, legging trousers, or trousers containing lycra, are not permitted.*
- *No visibly branded footwear, trainers, pumps, canvas shoes are permitted*.
- *Heels must be less than 5cm. No other heels are allowed.*
- *Belts must fit within the belt loops of the trousers/skirt; max 5cm in width with a plain buckle.*

Academy Uniform Suppliers can be found below:

- Crested Academy Wear
- A&J Designs

Where Academy uniform expectations cannot be met, we expect that a note is provided from home which outlines the issue and when it will be resolved. Where a note is not provided, home will be contacted to request the missing item is brought into school, where this is not possible, students will be provided uniform from the uniform bank, unless medical reasons prevent this. Where students fail to comply, a sanction will be imposed. All issues are expected to be resolved within a two week period.

For students who repeatedly fail to meet expectations, a daily social-time detention will be issued. Families will be informed, and full compliance will be required.

For any medical condition that continues for more than a week, the student must provide medical evidence outlining the nature of the issue, the expected duration of any uniform adjustments, and the reasons these adjustments are necessary.

Physical Education:

Every student is expected to get changed for PE even if they cannot participate fully in the practical aspects (for example through illness or injury) as they are still required to access the learning that is taking place. It is advised to label the PE kit with the student's name. Jewellery must not be worn during PE lessons as it poses a health and safety risk. Students with long hair must ensure this is tied up.

Our PE uniform consists of:

Items that **must** be sourced from a **Uniform Suppliers:**

- Academy Polo Shirt with embroidered logo
- Academy Sports Shirt with embroidered logo

Optional Items that **must** be sourced from a **Uniform Suppliers:**

- Academy PE Hoodie* (for use in PE lessons ONLY).

Items that **do not** need to be sourced from a **Uniform Suppliers:**

- Plain black sports socks
- Plain black shorts or plain black 'skort'
- Plain black tracksuit bottoms or sports leggings
- Trainers
- Shin pads
- Gum shield

Optional Extras:
- Studded football/rugby boots

Appearance
- A watch.
- Students may wear small, studded earrings only; hooped, dangly, or low-hanging earrings are not permitted.
- Students must not wear necklaces over clothing. Any necklace worn must be tucked inside the school shirt.
- Nose studs must be plain and clear; no other type of nose stud is permitted.
- No other jewellery is permitted.
- A small amount of discreet make up in natural colours. The academy may ask students to remove any make up if staff consider the amount to be inappropriate.
- Nails must be a safe length (not longer than 2-3mm from the underside of the finger when the palm faces upwards), and only nude or French-manicure varnish is permitted.
- Hair should be kept neat and tidy and any hair accessories should be small. Extreme hairstyles (such as shaved emblems or lines, unnatural colour dyes, or extreme differences in length) are not allowed.

Piercings
Students must not have piercings that cannot be removed for the Academy Day. This includes any facial piercings or other piercings that are not permitted under the Academy's uniform and appearance expectations.

Parents/carers are asked not to arrange for new piercings during holidays or other periods where the jewellery cannot be safely removed before the student returns to the Academy. This ensures that all students are able to meet the Academy's expectations from the first day of return.

Where a student attends with a piercing that cannot be removed, this will be addressed in line with the Behaviour for Learning Policy

Students that have any other visible piercings are expected to remove these for the Academy day.

If parents or students are unsure whether a hairstyle or piercing meets our uniform guide, please contact the Academy for guidance before any treatment.

Section 8: REWARDS

Rewards are very important for all students as they reinforce good behaviour, recognise service to the Academy and effort put into academic work. Rewards are issued through a merit and de-merit system. Students can earn merits in lessons and around the Academy for a range of positive behaviours. Sanctions result in de-merits of equivalent value (e.g., a Level 1 sanction equals 1 de-merit). Merits and de-merits combine to form a student's net total. All rewards are available to students in Years 7–11. Further information on how these are awarded can be found below:

In-Lesson Merits (No limit)	**Examples** (No limit)
Tutor Merits (1)	- Involvement in/Leading tutor activities - Engagement in whole school community events - Role model to others in tutor
Academic Success (1)	- Taking pride in School Work/Revision/Homework - Showing resilience in learning - Hard work in lessons - Concentration on tasks - Homework completion to a high standard
EDA Values in lessons (1)	- Supporting peers in challenging work - Leadership in activities - Being kind and helpful to others in lessons - Listening to others ideas
Out of Lesson Merits (No limit)	**Examples** (No limit)
Extracurricular engagement (1)	- Attending a club - Representing the school - Leading at a club
EDA Values around Academy (1)	- Showing respect, kindness, honesty, or resilience - Helping others - Taking initiative without being asked - Looking after school equipment or environment - Making good choices even when challenged
House Award (2)	- Awarded by Heads of House for outstanding contribution to House

Automated Merits – Half Termly		
100% Attendance (5)	**0 Behaviour Points (5)**	**0 Late Marks (5)**
0 Equipment/Uniform Logs (5)	**Achieve all 4 categories in a half term (5)**	
Basic Expectations Award – Students who meet each of the following criteria at the end of a half term will receive 5 merits. Students who meet all four criteria by the end of a half term will receive an additional bonus of 5 merits: ● 100% attendance ● 0 behaviour points ● 0 equipment or uniform logs ● No lates		
Automated Merits – Termly		
Subject Award – Hard Work (10)	**Subject Award – Academic Excellence (10)**	
Subject Achievement Awards – Subject Leaders nominate two students per term to receive either the *Hard Work* or *Academic Excellence* award. Each award is worth 10 merits, and recipients also receive a certificate to recognise their achievement.		

**** More may be added throughout the Academic Year to celebrate student success.**

The rewards system operates on a ladder structure. As students reach specific net-total thresholds, they move up the ladder and earn the corresponding reward. Each student can secure their position on the ladder once per term. The ladder structure is outlined below.

Reward	Net Total Threshold
Extended Fast Track Friday (Bring a Friend)	**350**
Fast Track Friday	**300**
EDA Badge (Bronze, Silver & Gold available for securing each term)	**250**
Fast Track Friday	**200**
EDA Stationery	**150**
Fast Track Friday	**100**
Sweet Treat	**50**
Fast Track Friday	**25**

Rewards Events

- **Fast Track Fridays** – A weekly celebration for students who reach key merit milestones (25, 100, 200, 300, and 350 merits). Eligible students attend to recognise their ongoing success.
- **Drop Down Rewards Afternoon** – On the final Thursday of each term, students who meet the required net-total threshold can take part in a Drop Down Afternoon, featuring a range of activities led by EDA staff. Some activities may require a small contribution due to their nature; any costs will be communicated to families in advance. Students who do not meet the threshold will take part in a dedicated reflection session to review their behaviour and set goals for the next term.
- **Rewards Celebration** – A range of special rewards, including food from the bakery and local restaurants, film events, canteen queue-jump passes, vouchers, and more, will be awarded to the highest merit achieving students for the term, on the final day of term. This event is in addition to the Drop Down Afternoons, which take place on the penultimate day of each term
- **Headteacher Brunch** – Awarded to the top two students in each year group for progress and for significant improvement across the year. Families are invited to join the Headteacher in celebrating these achievements.
- **Summer Celebration Event** – A formal end-of-year event recognising students' outstanding achievements throughout the academic year.

Section 9: SOCIAL BEHAVIOURS INCLUDING BULLYING; CHILD ON CHILD ABUSE AND SEXUAL VIOLENCE & SEXUAL HARRASSMENT

Any incidents of behaviour that do not take place in the classroom, such as bullying or Child-On-Child Abuse will be dealt with in association with the related policies (Safeguarding Policy, Anti-Bullying Policy, Child on Child Abuse Policy). Interventions will be implemented, which may include sanctions depending on the nature of the incidents that occur.

Sexual Violence & Sexual Harassment

The following definitions are referred to:

- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Where incidents of Sexual Violence & Sexual Harassment occur, the Academy will respond in the following way:

- Each incident will be dealt with on a case-by-case basis.
- Underpinned by the principle of a zero-tolerance approach Zero-tolerance' means sexual violence and sexual harassment are never considered acceptable, never normalised or dismissed, and always result in an appropriate safeguarding and/or disciplinary response.

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will usually take the lead, supported by other agencies as required. Different sanctions and interventions will be appropriate for different 'levels' of sexual harassment and sexist behaviour.

Section 10: BEHAVIOUR OUTSIDE OF THE ACADEMY

Conduct outside the Academy premises, including online conduct, is expected to be in line with the Academy rules and expectations. Students will be held accountable for their behaviour when:

1. The behaviour could have repercussions for the orderly running of the Academy
2. The behaviour poses a threat to another student
3. The behaviour could adversely affect the reputation of the Academy

This may include, but is not limited to:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from the Academy.
- In some other way identifiable as being a student from the Academy. This may include:
    - Wearing Academy uniform,
    - Referencing EDA by name,
    - Displaying the Academy logo,
    - Tagging the Academy or Academy community online

Students that are enrolled on alternative provision or dual registered for off-site education are expected to meet the Academy Behaviour expectations. If Students breach these expectations they will face sanctions in line with the Policy.

<u>Online Incidents</u>

Many online behaviour incidents amongst young people occur outside the Academy Day and off the Academy premises. Parents are responsible for this behaviour. However, often, incidents that occur online will affect the Academy culture. The Academy reserves the right to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions when the student is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy.

The way in which students relate to one another online can have a significant impact on the culture at Academy. Negative interactions online can damage the Academy's culture and can lead to students feeling that the Academy is an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the Academy premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Section 11: RESTRICTED AND PROHIBITED ITEMS

RESTRICTED ITEMS

The list below is not exhaustive but includes items that should not be brought on to the Academy site. If they are used, in the first instance, they will be confiscated and a sanction may be issued:

- Mobile phones and ear pods/headphones must not be used for any reason on site unless specific permission is given by a staff member.
- Other personal electronic devices (e.g. smart watches used for messaging, tablets, handheld games consoles, cameras/recording devices) must not be used within the Academy.
- Bubble/chewing gum.
- Any canned/bottled carbonated drink or age restricted energy drink/ items.

PROHIBITED ITEMS THAT WILL BE CONFISCATED

The list below is not exhaustive but includes items that should never be brought into the Academy. In the first instance, they will be confiscated and a sanction may be issued:

- Any form of knife and weapons or similar equipment (including imitations):
- Any form of alcohol, drugs or other unsafe substances (including paraphernalia) *
- Stolen items.
- Tobacco and cigarette papers, cigarettes, lighters, matches, e-cigarettes (vapes), nicotine products including nicotine pouches/snus
- Aerosols
- Laser pens
- Fireworks.
- Pornographic and other offensive images/publications.

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

*essential medication must be handed in to Reception/ Reprographics.

Mobile phones and other electronic devices
There is no requirement for students to have access to a mobile phone during the Academy day. In line with updated national expectations, and the Academy's approach to safeguarding and behaviour, mobile phones must not be used, carried, or accessed during the school day.

All students will be issued with a designated family locker. Mobile phones (and any other personal electronic devices) must be placed in this locker on arrival to the Academy and must remain there until the end of the school day. Students are expected to secure their device before attending tutor time or lessons and may collect their phone once dismissed at the end of the day.

This approach ensures that students are free from distraction during learning time while still enabling access to mobile phones when travelling to and from the Academy.

If students bring mobile phones (or other electronic devices) onto the premises the **Academy takes no responsibility for them**.

Any member of staff may confiscate a phone/device that is seen or heard. The confiscation will be logged on the Academy behaviour system. Confiscated phones/devices will be returned in line with the escalation process below. Where the policy requires SLT return/parent collection, this will be managed by the designated Senior Leader on duty.
- 1st Confiscation - internal isolation (Reset) - phone returned at the end of the day.
- 2nd Confiscation – internal isolation (Reset) – parent/carer to collect phone

Any subsequent confiscations in the same year may result in further escalation and will result in parents being required to collect.

Any student who refuses to comply with handing their phone over when caught in possession of their mobile phone or who refuses to place their phone in their family locker will be suspended. Upon return from the suspension, a behaviour contact will be put in place which states that their mobile phone must be left at home.

If a student is in Reset because of a classroom removal or a scheduled sanction, they will be required to hand in their phone/device to the member of staff as soon as they enter the room.

During examinations the possession of a mobile phone (or other electronic devices) whether this be accidental or deliberate, is deemed 'malpractice' by examination boards. Any cases of malpractice will require a formal investigation and the final decision will be made by the examination board. To avoid this, we will provide a box for students to place their phones or other electronic devices if they have brought them into the examination room by accident. Again, it must be stressed that phones placed in the box are at a student's own risk. **The Academy takes no responsibility for them**.

Section 12: SCREENING, SEARCHING & CONFISCATION

Where there are reasonable grounds to support that a student has brought specific prohibited items on to the Academy site, a search may be conducted. Searching can play a critical role in ensuring that the Academy is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Headteacher, and the delegated staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have:
- Knives and weapons (including imitations).
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used.
- To commit an offence.

- To cause personal injury.
- To cause damage to property of; any person (including the student).
- An article specified in regulations.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Under common law, Academy staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Students are expected to comply with reasonable requests to be searched where there are grounds to suspect a prohibited item. Where a student refuses to comply with a search for a prohibited item, this may be treated as a serious breach of the Behaviour for Learning Policy and the Academy may apply sanctions as if the item were present, particularly where there is a clear safeguarding or safety risk.

Academy staff can confiscate, retain or dispose of a student'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.

The Academy follows the Department for Education Advice: 'Searching, screening and Confiscation' (July 2022).

THE USE OF REASONABLE FORCE AND RESTRICTIVE INTERVENTION

There are circumstances when it is appropriate for staff in the Academy to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

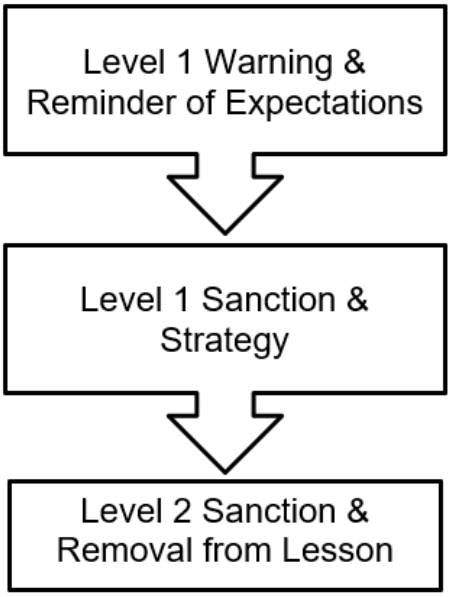
Members of staff have the power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the Academy or among students.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the Academy rules.

Further guidance is provided in the Restrictive interventions, including use of reasonable force Restrictive Physical Intervention (RPI) Policy

The document 'When to call the Police' (National Police Chiefs Council) is referred to when the Academy suspect criminal behaviour.

Section 13: BEHAVIOUR ESCALATION MODEL



Section 14: BEHAVIOUR & SANCTIONS FRAMEWORK

Students do **not need to show every behaviour on the list for a sanction to be issued. The strategies are **not** an exhaustive checklist, and staff are **not** expected to work through all of them before applying a consequence. The response should be selected based on the behaviour observed.

Student Behaviour	Staff Strategies/Interventions	Sanction
Expectations - Attend lessons with appropriate equipment. - Sit up straight, listen attentively and track the teacher. - Complete work to the best of ability at all times. - Ask and answer questions during lessons. - Follow instructions first time, every time. - Never interrupt learning. - Be silent when a teacher counts '3…2…1'	- Verbal & Non-Verbal praise - Draw attention to best conduct - Individual greeting & affirmation for students - Clean, organised learning environment with planned and timely transitions - Predictable classroom routines - Consistent classroom expectations for all students - Actively supervise - Establish, maintain and restore relationships	N/A
Level 1 Behaviours - Teasing - Talking out of turn/shouting out - Avoiding work/wasting time - Being noisy, arguing, stopping others from working - Throwing - Inappropriate comments - Inconsiderate behaviour - Leaving the room without permission	- Proximity (standing near to the student) - Non-verbal cues and reminders - Flexible seating plans - Academy Rule reminders - Giving choice - Change of activity - Clear explanation of behaviour required - Verbal warning of consequence - Isolate within the classroom - Time out - Learning Conversations to reshape behaviour - Use of Merit system for positive reinforcement - Check-in/Check understand of the work - Teacher circulation with key 'hot spots' - Reminding & redirecting behaviours - Change Teacher positioning or proximity to students - Remain calm and consistent - Provide an opportunity for the student to regulate	Level 1 Detention (30 minute detention)

	their behaviour - Focus on the positives - Empower the student to take responsibility - Reshape the expectations with clear time limits - Use of class profiles - Effective deployment of Learning Support Assistants (where appropriate)	
Level 2 Lesson Removal Behaviours - Failure to respond to positive strategies/sanctions issued in Level 1, - Constantly arguing back, - Refusal to follow instructions, - Use of inappropriate language, - Interfering with the learning of others,	- Removal from lesson - Restorative justice meeting - Learning Conversations - Parental communication - Seating Plan Changes - Every lesson begins with a clean slate - Class added to 'hot spot' timetable where patterns emerge. - Change of teaching group (where possible)	Level 2 Lesson Removal & Detention (60 minutes detention)
Level 2 Behaviours - Defiance or refusal to follow instructions & Academy rules - Disruption to the safe and orderly running of the Academy outside of lessons - Truancy - Chewing gum - Play fighting, - Dangerous/reckless behaviour, - Sexual harassment*	- Restorative justice meeting - Parental communication - Learning conversations - Responsive to the situation – can include the referral to external agencies and bespoke interventions - Report Introduction or Escalation where appropriate	Level 2 Detention (60 minutes detention)
Level 3 Behaviours - Failure to respond to positive strategies/sanctions issued in Level 2 - Constant refusal to follow instructions/ - Persistent Defiance both in lessons and around the Academy - Use of inappropriate language towards staff/students - Vandalism - Threatening Behaviour, Physical Aggression, Fighting - Child on Child Abuse (Including Bullying, discriminatory language, harassment) - Leaving the Academy without permission - Bringing the Academy into Distripute - Serious Misuse of the internet/Tech - Repeated Truancy or Lateness	- SLT 'On-Call' removal, - Governors Student Support Committee - Report Escalation - Restorative Task completed with Student Support Manager/House Leader - Responsive to the situation – can include the referral to external agencies and bespoke interventions	Level 3 – Internal Isolation (Reset)

- Multiple Level 2 Sanctions in a day - Accumulated Detentions - Mobile Phone confiscation - Smoking/possession of smoking/vape paraphernalia - Sexual harassment*		
Level 4 Behaviours - Bringing the Academy into disrepute. - Repeated (persistent) disruptive behaviour. - Use of offensive language towards staff. - Threatening/ intimidating behavior towards Staff. - Serious Physical Assault (Staff or Student) - Sexual Misconduct, - Bringing Weapons/Drugs/Alcohol into the Academy, - Direct Discrimination (Racism, Homophobia, disability etc) - Harmful Sexual Behaviour; Sexual harassment* - Repeated Smoking/possession of smoking/vape paraphernalia - Mobile Phone – Refusal to comply	- Reintegration Meeting with Academy staff, parent/carer and student. - Responsive to the situation – can include the referral to external agencies and bespoke interventions	Fixed Term Suspension Permanent Exclusion

*Cases of sexual harassment will be dealt with on a case by case basis

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Section 15: RESPONDING TO MISBEHAVIOUR

The key aim for the Behaviour Policy is to reinforce how ~~to~~ we aim to achieve the most effective culture and ethos. When students make mistakes, it is important that we respond to them in a proportionate manner. Academy staff can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the staff member can apply a sanction on that student. In addition to this. the Academy applies the principle of 'the balance of probability'. This means that if the probability of the student being involved in an incident was likely, the student can be issued a sanction. The sanction should also be supported with an intervention with the intention to modify the student behaviour.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes:

- **Deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **Protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

In response to the unacceptable behaviour of a student, staff may deploy a range of responses including the issuing of sanctions that will serve to deter the student from similar or related offending behaviour in the future and act as a punishment that is proportionate to the offence. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances including during:

- Lessons, Assemblies and Tutor Period

- Presentations and workshops
- Social time and movement around the Academy
- Educational Visits, including visits abroad
- Travelling to and from Academy

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that has taken place out of Academy time, including online and during evenings, weekends and holidays where the health, safety and well-being of members of the Academy community has been compromised as outlined in Section 7 above.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred and may make reasonable adjustments in response to this.

Classroom consequences – Within the classroom, the subject teacher is responsible for applying strategies for negative behaviour. The strategies implemented in lessons include a range of both proactive (planned for) and reactive (following an incident). These can include but are not limited to:

PROACTIVE STRATEGIES

- Individual greeting & affirmation for students
- Clean, organised learning environment with planned and timely transitions
- Establish, maintain and restore relationships
- Predictable classroom routines
- Consistent classroom expectations for all students
- Teacher circulation with key 'hot spots'
- Non-verbal cues and reminders
- Give behaviour-specific praise
- Actively supervise
- Flexible seating plans
- Use of class profiles
- Effective deployment of Learning Support Assistants

REACTIVE STRATEGIES

- Reminding & redirecting behaviours
- Change Teacher positioning or proximity to students
- Provide an opportunity to reflect & refocus
- Remain calm and consistent – avoid shouting/ arguing/ discussing, particularly in front of other students
- Provide an opportunity for the student to regulate their behaviour outside of the classroom
- Ask probing questions – is there a reason/ barrier to the student meeting your expectations?
- Engage in active listening – remember the intention to 'establish-maintain-restore' the relationship
- Focus on the positives – reshape the conversation
- Detach the behaviour from the individual and reinforce this with the student
- Reshape the expectations with clear time limits
- Empower the student to take responsibility

The scripted intervention procedure should be implemented by staff to ensure that students are aware of the escalation model and students are provided with a clear opportunity to modify their behaviour. (APPENDIX 2)

Detentions (Level 1 & 2)

Detentions – Detentions will be set by a staff member who will record the incident/reason via the Academy's parent communication system/app. Staff will give at least 24 hours' notice for setting after school detentions. Parents/Carers must check the app daily to ensure students do not miss detentions. Failure to attend detentions will result in further escalations to the sanction.

For Level 2 removals, parents/carers will be contacted within 48 hours, in addition to the detention notification, unless there are exceptional circumstances.

The record does not ask for permission but is merely to inform a parent/carer that a detention has been

issued, detailing the nature of the problem, time and supervision arrangements. Parental consent is not required for detentions.

Detentions can be held at any of the following times:

1. Any school day where the student does not have permission to be absent;
2. Weekends during term - except a weekend during, preceding or following the half term break;
3. Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term

Detentions should not be rearranged unless parents/carers have contacted the school to request this.

A Level 2 Detention (60mins) is issued when a child is removed from a lesson (Level 2 Removal) or for a Level 2 Behaviour (examples outlined in Section 14). If a child is removed from a lesson, they will be expected to join another lesson to continue to complete their classwork independently. Following the removal, a restorative meeting may take place.

Internal Isolation ~~Suspension~~ (Reset - Level 3)

Repeated or serious offences may result in a student working under controlled conditions in the ~~Isolation~~ Reset Room supervised by Middle Leaders, Student Support Managers or the Senior Leadership Team. At Erasmus Darwin Academy, "Reset" refers to the Academy's internal isolation provision, where students work in a supervised environment away from their normal lessons. Students are expected to follow their timetable and complete work set by their teachers in line with the Curriculum delivery plan. Students may work in Reset for a number of periods, or the full Academy Day, in line with severity, impact and repetition. The timing for Reset ~~is~~ can also be extended from the Academy day to include a 4.10pm finish.

Fixed Term Suspension or **Permanent Exclusion (Level 4)**

The most serious offences may result in suspension from the Academy on a temporary or permanent basis. During this period of suspension, the student will be provided with work in line with their curriculum delivery plan. The Academy will follow the Trust's Suspension & Permanent Exclusion Policy (February 2026), including statutory notification requirements, the relevant governing/panel review processes, and reintegration expectations.

Support following a Sanction

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school. This intervention is often in the form of a learning conversation with the Tutor, Teacher, Student Support Manager, House Leader or SLT.

After any fixed term suspension, a re-integration meeting will take place with the parent/carer, the student, the Student Support Manager, House Leader, and/or the Assistant Headteacher. Where the child is LAC, the Virtual Academy/ Social Worker will also be invited to attend. If the student has SEND, the Key worker will be asked to attend. The student may also be placed on report to monitor her/his behaviour across the Academy. It should be noted that all students may be expected to spend some time in Reset on returning from suspension.

The purpose of the re-integration meeting is to move the situation forward. The meeting is an opportunity to determine any additional support or interventions that may be necessary. The Academy expects parents/carers to attend reintegration meetings, but a pupil will not be prevented from returning to the classroom if parents/carers cannot attend.

Where interventions are not having the intended impact to modify a students' behaviour, the Academy may utilise alternative provision such as Work Experience in an attempt to re-engage the student. In addition to this, the opportunity to engage with a Managed Move arrangement may be explored to another local secondary school.

When a student is at risk of Permanent Exclusion, parents/carers may be requested to attend a Student Support Committee where Governors will listen to the concerns of the Academy in relation to the student's conduct. Whilst this is a supportive measure, this meeting is intended to present the seriousness of the situation, and Governors may issue final warnings about a student's conduct.

Where a child has a specific need, reasonable adjustments can be made to support the child in successfully completing the sanction.

In the first instance, the Academy staff member that observes the behaviour will determine the assigned level linked to the behaviour escalation model (Section 13). In exceptional circumstances, this may be amended by a Support Manager, House Leader, Middle Leader or Senior Leadership Team where they feel it is necessary. Retrospective sanctions may also be issued where evidence is provided that an incident has occurred but not been sanctioned at the time.

Section 16: GRADUATED INTERVENTION MENU

Where students are not meeting our behaviour expectations, we recognise the importance of implementing a graduated response to this.

The response is based on various tiers that increase in the extent of the support provided:

- Tier 1 – Universal
- Tier 2 – Targeted
- Tier 3 – Focused
- Tier 4 - Intensive

When implementing any form of intervention and support, the intention is to reshape the behaviour and ensure that the student is able to meet the Academy behaviour expectations. The Graduated Intervention Menu serves as a framework rather than a prescriptive list; implementation will be determined on an individual basis, with appropriate interventions selected according to each student's specific circumstances and needs.

Section 17 - REPORTING SYSTEMS

As part of the graduated response to behaviour concerns, where the student does not respond to learning conversations regarding poor attitudes to learning and poor behaviour choices, a student may be placed on report. A report is a booklet that ~~gives~~ allows each teacher to record whether the student has met the specific report targets for that lesson, and may add a brief comment where needed to support improvement. Comments should be specific and behaviour-focused to reinforce the desired conduct. Where a student has additional educational needs, the targets will align with their MEP targets to support with progress in collaboration with their key worker.

Communication with parents will take place when a student is being placed on report detailing the reasons for the decision. Dialogue with parents will continue to the review stage. Parents are strongly encouraged to talk to their child about their report on a daily basis and to record a parental comment if appropriate in the space provided.

If reports are not signed or returned, the tutor/appropriate leader will follow up with the student and contact parents/carers to re-establish expectations and secure engagement with the intervention.

Where a student has SEND or additional needs, report targets and review arrangements will consider reasonable adjustments and any agreed support plans/strategies to enable success.

Report Type	Overview
Tutor Report (led by the student's tutor):	**Reason:** This is set in response to repeated concerns of low level incidents or low level disruption. **Duration:** The minimum that any student will be on Tutor Report is 4 weeks with most students completing an additional 4 weeks.
Praise Report (led by a Student Support Manager):	**Reason:** This allows teachers to put a positive comment about the behaviour or attitude of a student where appropriate. **Duration:** It is intended to reinforce good behaviour in lessons. This report will normally have a duration of 2 weeks.
Punctuality Report (led by the Student's Tutor and the Attendance Manager)	**Reason:** This report is issued following patterns of poor punctuality to lessons. **Duration:** The duration of the report is variable and the support offered is bespoke to the situation.
House Report (led by the House Leader):	**Reason:** This is set in response to serious concerns or where a child has not achieved our expectations when she/he was on Tutor Report. **Duration:** The minimum that any student will be on House Report is 4 weeks with most students completing an additional 4 weeks.
SLT Report: (led by a member of SLT)	**Reason:** This is set in response to failure to complete House Report. **Duration:** The minimum that any student will be on SLT Report is 8 weeks.
Pastoral Support Plan (led by a Student Support Manager and overseen by the Assistant Headteacher)	**Report:** This is set in response to serious concerns about the student's behaviour and the perception that the individual may be at risk of permanent exclusion. **Duration:** A PSP will last for 16 Academy weeks. The child's parents will meet with the Assistant Headteacher and Student Support Manager at the beginning of the process. A meeting with parents should also take place at the 8 week review, and at the 16 week stage. A PSP can be extended by a further 8 weeks if necessary.

Section 18: STUDENT INDUCTION

Admission to the Academy (in Year 7 or mid-year) will involve an induction process that outlines the behaviour expectations for students whilst also providing the parents/carers with key information. Provision will ensure that students understand the behaviour policy and wider culture. Key documentation will be shared with students and parents/carers to ensure that they are aware of the expectations outlined in this Policy. Where necessary, extra support will be provided for students who are mid-phase/ year arrivals.

Section 19: STAFF INDUCTION, DEVELOPMENT & SUPPORT

Establishing an effective Culture and Ethos is centered around a consistent approach and effective application of this policy. Following appointment, all staff participate in an initial Induction Session which outlines the procedures and practices essential for all Academy staff to uphold the Culture. All Staff are also expected to read the related documents such as KCSIE, BFL Policy/ Code of Conduct/ The EDA Way etc. Safeguarding Briefings are delivered weekly with both contextual messages and a clear Curriculum to maintain a culture of vigilance

Culture & Ethos CPD Sessions are scheduled throughout the year to provide input on:

- Contextual issues
- Sharing best practice
- Updates to policies and practice (responsive to the Academy behaviour patterns).

Responsive CPD is provided for staff where training needs are identified from either behaviour analysis or quality assurance activities.

Section 20: Linked Policies & Documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Child on Child Abuse
- Attendance Policy
- RPI Policy

The following documents have been referenced when compiling this Policy:

- Primitas Trust Suspension & Permanent Exclusion Policy (February 2026)
- Department for Education – Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Department for Education – Behaviour in Schools (July 2022)
- Searching, Screening & Confiscation (July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies (September 2022)
- The EDA Way

Appendix 1 - Staff Roles, Responsibilities, Strategies & Interventions

Appendix 2 includes Scripted Intervention guidance to support staff with learning conversation to reshape behaviour.

Teachers	Tutors	Subject Leaders
Teachers have a responsibility to manage the behaviour and climate for learning in their lessons. This includes establishing clear and effective routines, expectations, and a positive climate for learning. - Apply strategies & sanctions consistently to manage behaviour within lessons. - Utilise class profiles & LSAs to support students with SEN. - Record all behaviour incidents accurately and promptly. - Contact home for all Level 2 incidents. - Restorative justice meetings must take place to re-establish the expectations and repair the relationship where patterns emerge. - Patterns of poor behaviour require a phone call home. - Seek support from the Subject Leader where behaviour does not improve or escalates.	Tutors are responsible for the pastoral care for all students in their Tutor Group. The Tutor should support with modifying behaviour & attendance where they do not meet Academy expectations. They should act as the child's champion. - Check the daily behaviour information regarding incidents & missed detentions and follow up with a learning conversation to reshape the behaviour. - Contact home where patterns of poor behaviour & attendance concerns are identified (including uniform & equipment) - If the interventions above has no impact, liaise with the House Leaders to launch the Tutor Report. - Reports should be implemented and monitored closely, keeping regular contact with parents/carers. - Deliver the pastoral programme with care and engagement to promote a sense of pride with their Tutees and House. - Recognise, praise, and reinforce positive behaviour and engagement - Liaise with the House Leaders where behaviour does not improve or becomes more serious.	Subject Leaders should support teachers in managing behaviour, ensuring consistency and maintaining high standards across the Department. - Monitor and analyse daily behaviour data to identify trends and concerns early. - Ensure staff apply expectations and sanctions consistently - Hold team members accountable for behaviour management and follow-up (including restorative meetings & engaging with parents/carers) - Analyse the Behaviour Data Cards fortnightly to share with line managers. - Identify staff training or coaching needs and provide support - Escalate persistent or serious concerns to House Leaders, Line Managers and/or Assistant Headteacher (Behaviour) where required.
Heads of House	**Support Managers**	**Assistant headteacher (Behaviour)**
Heads of House are responsible for leading the behaviour, culture, and expectations across the House - Promote consistent routines, expectations, and positive culture across the House. - QA all aspects of the tutor programme. - Monitor behaviour, rewards & attendance data to identify trends, patterns, and priority students. - Ensure consistency in the application of sanctions (including detentions, Reset, and reintegration) - Lead and coordinate interventions for students with repeated or serious behaviour concerns. - Oversee communication with parents/carers in more serious or ongoing cases. - Support staff with behaviour escalation and complex situations.	Student Support Managers are responsible for supporting Heads of House in leading the behaviour, culture, and expectations across the House **Daily:** - Promote consistent routines, expectations, and positive culture across the House. Review and respond to behaviour incidents and concerns. - Oversee communication with parents/carers. - Support staff with behaviour incidents and student supervision. - Contribute to the smooth operation of behaviour systems (e.g. Reset, Detentions & Reports) **Weekly:** - Analyse behaviour, rewards & attendance data to identify patterns and trends.	The Assistant Headteacher will provide strategic oversight of behaviour and ensure consistency across the Academy - Share daily behaviour information with all staff. - Monitor whole-school behaviour trends and identify priority areas. - Communicate behaviour expectations and updates to staff. - Oversee and quality assure all behaviour systems such as Reset, reporting, and interventions. - Lead CPD, behaviour briefings, pastoral systems, and key discussions. - Hold Subject Leaders and Heads of House accountable through line management.

- Line manage Student Support Managers. - Work closely with Tutors & Subject Leaders to address behaviour across their House and individual subjects. - Oversee reintegration & restorative work following Reset, suspension, or repeated incidents.	- Liaise with Tutors, Teachers & Subject Leaders to ensure appropriate follow-up and communication. - Plan, deliver & track targeted interventions for identified students. - Liaise with external agencies where referrals and targeted interventions are required.	- Lead whole-school behaviour strategy, development, and improvement **Meetings and systems:** - Pastoral briefings: review incidents and actions - Pastoral meetings: focus on targeted students and interventions - Line management: challenge, support, and accountability - Business meetings: strategic overview of behaviour - Termly reviews: analyse trends and plan interventions

Where staff practice does not align with this policy, this will be followed up through coaching, support and (where necessary) line management to secure consistent implementation.

Appendix 2 - Scripted Interventions

BFL Policy	Scripted Intervention Stage	Overview (Hints, Tips & Relational Practice)	Script Examples (Standard & Low-Demand)	Physical Approach
All Levels	Relational Approach	- Gentle relational approach. - Use low-demand language (we/together). - Avoid confrontation - Offer achievable steps.	*Let's…* *We're going to…* *We'll sort this together…*	Calm, private interactions where possible.

Level 1 Warning	Stage 1	- Begin with observation (make a statement rather than start a dialogue)
		- Refer to a specific Academy Rule:
		  - Be Ready
		  - Be Respectful
		  - Be Safe
		- Provide a clear instruction with a time frame and follow up.
			"I can see you haven't started your work yet
			
			This links to our 'Be Ready' expectation - being ready means starting the task straight away.
			
			Have a go at this question first, I'll come back in 2 minutes to see how you are getting on."
				Kneel down or come down to the level of the student.
				
				Remain supportive, calm and positive.

Level 1 Sanction & Strategy	Stage 2	Sanction stage - when the initial warning does not work, implement the consequence system. The pupil will more than likely protest at this stage. It's important to remind the student of previous good	*"I can see you've chosen not to follow the instruction, so I am going to issue you with a level 1 sanction.*	It's almost impossible to argue with someone who is praising your previous good behaviour.

		behaviour at this stage. Holding your nerve at this stage is the real heart of behaviour management. Your response should be calm, unshockable and rational. Implement a strategy, this could include, but is not limited to: - Changing the seating arrangement - Provide some time out	*You've shown me before that you can get this right, you were brilliant last lesson, and I know you can do that again.* *I'm going to ask you to move to this seat so you can refocus.* *Let's have a look at the question you are struggling with and see how we can work through it together"*	
Level 2 Removal	Private intervention. Remove the child to the outside of the classroom and request SLT On Call. Do not engage in a discussion with the child. A phone call home **must** take place to talk through the behaviours and sanction. Where repeat incidents occur, an RJ **must** take place.			

**** Where students do make modifications to their behaviour, praise and thank them and utilise the merit system where appropriate.**