Behaviour Policy

Approved by:	LGB	Date:	25.6.2025
Maintained by:	SLT	Next review due:	June 2027

Contents

Introduction
We have carefully considered how this policy may affect pupils with protected characteristics. This is part of our duty to meet the Public Sector Equality Duty by eliminating discrimination, advancing equality, and promoting good relations.

1. Aims
This policy aims to:
- Develop an ethos of empathy and respect
- Help pupils understand that things can go wrong, to take responsibility for actions and to learn from experiences
- Keep all members of the school community safe and secure
- Enable the children to be happy and equipped for adult life
- Provide a consistent approach to behaviour management

2. Our Core Values

We uphold and promote the values of **Honesty**, **Faith**, and **Courage**. These values shape the behaviour we expect, model and celebrate.

3. Statement of Behaviour Principles

Our principles are approved by the Local Governing Board in accordance with Section 88 of the Education and Inspections Act 2006. We believe in high expectations for all, the celebration of positive behaviour, and the provision of support, particularly for those with additional needs. Behaviour is taught, modelled, and reinforced through strong relationships and a trauma-informed, inclusive approach. The Local Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. Our principles:

- **Everyone has a right to be happy** and feel safe in our school.
- **Everyone has a right to learn**, free from disruption or fear.
- **Everyone has a right to be treated with fairness and respect** at all times.
- **All pupils, staff and visitors are free from any form of discrimination** in line with the Equality Act 2010.
- **Pupils are supported to take responsibility for their actions**, learning from mistakes through restorative approaches.
- **Families and carers are actively involved** in behaviour matters, fostering strong relationships between home and school.
- **Rewards, sanctions and reasonable force are used consistently and fairly** in accordance with the Behaviour Policy.
- **Behaviour Beyond the School Gate** We expect pupils to represent the school positively at all times, including online and when off-site. Misbehaviour beyond the school site that affects the safety or reputation of the school community will be addressed appropriately.

4. Legislation, statutory requirements and statutory guidance
This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [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.

5. Definitions

Misbehaviour is defined as:
- Disruptive behaviour
- Disrespectful behaviour
- Physical misconduct
- Dishonesty
- Property damage
- Safety violation
- Inappropriate use of technology

Serious misbehaviour is defined as:
- Any form of bullying
- Absconding from the school site
- Sexual violence
- Sexual harassment
- Fighting
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any items that could cause harm

This is not an exhaustive list and there may be other misbehaviours that are deemed unacceptable at any given point in time that are not listed above.

6. Bullying

Bullying is defined as the repetitive, targeted and intentional harming of one person or group by another person or group, where there is an actual or perceived imbalance of power. Bullying is, therefore:
- Deliberately hurtful
- Targeted and repeated, often over a period of time
- Difficult for the person being bullied to defend themselves against

Bullying can include:	
Type of bullying:	Definition:

Emotional	This involves deliberately hurting someone's feelings, manipulating their emotions, or damaging their sense of self-worth. e.g. excluding someone on purpose, spreading rumours, intimidation or silent treatment, constant criticism, mocking or belittling, controlling friendships or social situations and blackmailing.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● SEN / Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Anti-Bullying

Any incident of bullying is dealt with swiftly using this policy, our Anti-Bullying Policy, and our Statement of Behaviour Principles. We recognise the importance of distinguishing between isolated acts of unkindness and more sustained, targeted behaviours. Staff are expected to follow up all such incidents with a written record. This enables the pastoral and safeguarding team to maintain oversight and identify patterns that may indicate persistent or escalating behaviour, whether by the perpetrator or experienced by the victim. This process ensures we can provide appropriate support to those affected and take necessary action to address unacceptable conduct. All unkind behaviour, whether intended as a joke or not, is challenged to maintain a culture of respect and safety for all.

7. Roles and responsibilities

1. We have a responsibility to ensure everyone feels safe, cared for and listened to.
2. We have a responsibility to treat everyone with kindness, respect and acceptance.
3. We have a responsibility to be a role model that inspires, motivates and encourages others to show positivity.
4. We have a responsibility to show politeness, good manners and appropriate language within our community.
5. We have a responsibility to try our best and reflect upon our mistakes as learning opportunities.
6. We have a responsibility to look after school equipment and our environment.

7.1 The Local Governing Board

The Local Governing Board is responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation.

7.2 The Executive and Associate Headteacher

The Executive and Associate Headteacher is responsible for:
- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that data from the Arbor and CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 Staff (all adults who work on the school site, whether teaching or support)

Staff are responsible for:
- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Teaching positive behaviour; dedicating time to the practice of executive function skills
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Accessing support from the Senior Leadership Team to gain guidance on how to respond to behaviour incidents

7.4 Parents and Carers

Parents are expected to:
- Support their child in adhering to the pupil code of conduct and the school's Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Adhere to our Parental Conduct and Unreasonable Behaviour Policy

The school community will endeavour to build a positive relationship with one another by keeping them informed about developments in their child's behaviour and the school's policy, and working in partnership to tackle behavioural matters as outlined in our Parental Conduct and Unreasonable Behaviour Policy.

7.5 Pupils

Our core values, which underpin our expectations for pupils are:
- Honesty
- Faith
- Courage

Behaviour for Learning is a shared responsibility between all members of the school community, including senior staff, classroom teachers and support staff, parents and pupils. Our Home-School

Agreement is shared annually with all staff, pupils and parents. Pupils will be familiarised with the Gomer Standard as soon as they join our school.

7.6 Language

Pupils need to learn what is and isn't 'appropriate' in different situations. For some pupils, there is sometimes a gap between languages adults have modelled away from school and what is viewed as appropriate in a school or social setting. We do not condone discriminatory or foul language. We will help pupils learn what is and isn't socially acceptable and aim for children to learn from this without the need for implementing a sanction.

8. Mobile phones

Whilst we recognise that some pupils may need to bring a mobile phone to school for legitimate reasons, mobile phones must not be used on the school site. Phones should be switched off on arrival and handed to the Class Teacher for safekeeping during the school day. If a mobile phone is seen in use without permission, it will be confiscated and returned to the pupil at the end of the day on the first occasion. For any repeat incidents, a parent or carer will be asked to collect the phone from school. Children must not use their phone on site unless they have been given express permission by a member of staff, and any such use must take place in an agreed location. Let me know if you'd like a version of this formatted for a newsletter or displayed as a poster in school do a deeper analysis of this topic.

9. Responding to Behaviour
9.1 Classroom Management

It is the responsibility of the whole staff team to ensure that the policy is implemented consistently and effectively. With a trauma-sensitive approach, we place relationships and a child or young person's sense of safety and security at the heart of behaviour management. We encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging. We promote a sense of community and belonging, taking individual circumstances into account. When discipline/sanctions are necessary, they should be constructive and pupils need to be given advice on how to improve. It must be accepted that there are some pupils whose behaviour is particularly challenging and staff should take into account any contributing factors e.g. safeguarding, SEND etc. Tailored strategies need to be implemented for such pupils.

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
- Uphold the school aims of 'growing leaders, learners and citizens'.
- Consistently follow the Behaviour Policy
- Develop a positive relationship with all stakeholders
- Request support from senior staff when this is necessary

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. 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.

9.3 Capturing and celebrating success

As a school, positive reinforcement and praise, celebrating the achievement of our learner expectations, is central to the school ethos. The School Responsibilities are central to positive

reinforcement used by all members of our school community. In addition to this, behaviour which supports the school's values is celebrated through:

- Attendance awards: A class attendance league is created every week. The aim is to try to ensure that all classes maintain at least 96% attendance. The league table is displayed in the case outside the reception. The top three classes are shared in our Celebration Assembly.
- Child of Character nominations: One child chosen as 'Child of Character', and where possible linked to our values and celebrated in our Celebration Assembly. A badge is awarded.
- House Points: The school is divided into four house colours. Points are awarded for good behaviour and excellent work. They can be awarded by any member of staff. A running total of the overall leading house is recorded; the winning house is celebrated weekly.
- Monthly newsletter: Go Gomer! Shout-outs - parents/carers sign-post us to children's achievements outside of school and in extra-curricular activities, so that these can be shared in Celebration Assembly and in the newsletter.

9.4 Consequences and procedures for applying sanctions

When a decision is made to issue a sanction, this is done so fairly and consistently, whilst also treating all pupils as individuals. We have high expectations of behaviour for all; however, rigorous and appropriate support is offered to those having difficulty meeting those expectations.

- Verbal warning/look and non-verbal prompt / reminder are given in the first instance, allowing pupils the opportunity to amend the behaviour.
- Any behaviours that do not adhere to the school expectations are recorded on Arbor. These range from:

Level 1: Low-level disruptions (not following instructions, calling out, distracting others, talking over others).

Level 2: Moderate behaviours (play fighting, use of inappropriate language, rough play, late after breaktime).

Level 3: Moderate behaviours (leaving the classroom without permission, swearing, not following an adults instructions, fighting).

Level 4: severe behaviours (provoked assault, discriminatory abuse: gender, sexualized, sexual orientation, disability based, racial, unprovoked damage to property, leaving site, stealing).

Level 5: Severe behaviours (bullying behaviours, persistent disruption, sexual assault, throwing furniture, threatening with a weapon, unprovoked physical assault)

- For incidents of Level 3 (or repeated lower level), Reflection Time: Reflect - Opportunity for taking responsibility for their own actions and restoring with the person/people concerned. This is done through restorative conversations with a member of staff. Pupils are encouraged to identify and share their feelings, facilitated through conversation with staff. It is then decided on the most appropriate course of action.
- For incidents of Level 4 (or repeated lower level) and above, it may be appropriate for an internal suspension for a day or part of the day to be imposed. This is likely to involve the pupil working in the SLT Office or another location within the school, or other sites. Parents/carers will be informed of this sanction.
- In extreme circumstances (see Suspension Policy), fixed-term suspensions may be given. School leaders reserve the right to exclude pupils from lunchtimes, school visits/special events.

9.5 Searching, screening and confiscation

Searching, screening and confiscation are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) 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 Headteacher, or by the Headteacher themselves. There will be another member of staff present as a witness to the search.

9.6 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:
- Wearing school uniform
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- 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

9.7 Online misbehaviour

The school 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

For further details on how we educate pupils and manage risks related to online conduct, please refer to the school's **Online Safety Policy**. This policy outlines expectations for safe and respectful online behaviour and applies both in and out of school.

9.8 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. 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.

9.9 Zero-tolerance approach to sexual harassment and sexual violence

The school 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.

9.10 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown, after thorough investigation, to have been deliberately invented or malicious, the school will consider appropriate disciplinary action in line with this Behaviour Policy.

In such cases, the school will also ensure the staff member is fully supported. This may include:
- Offering access to external counselling or occupational health
- Providing union representation and support from senior leaders
- Making clear that the staff member's standing has not been compromised

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil that is subsequently found to be deliberately invented or malicious, the school will also consider a suitable sanction for the pupil in line with this policy.

In all such instances:
- A clear record will be kept of the allegation, investigation, and outcome.
- Allegations that are not malicious but are unsubstantiated, unfounded or false will not be recorded on the accused staff member's file.
- Safeguarding duties to the pupil who made the allegation will continue, especially if they have been found to need help or support.

The school will take care not to deter genuine concerns or complaints and will act sensitively and fairly in all cases.

9.11 Pupil Voice

At King's Academy Gomer, we value and actively seek the views of pupils to help shape our behaviour culture. We believe that when pupils feel listened to, they are more engaged in learning and respectful towards others.

Pupil voice is gathered through:
- Pupil surveys
- School council discussions
- Restorative conversations and reflection opportunities
- Pupil interviews and pupil conferencing
- Informal feedback to trusted adults

We use this information to:
- Monitor the impact of our Behaviour Policy
- Identify emerging trends or concerns
- Strengthen our school's ethos of fairness, safety and belonging

10. Serious sanctions

Poor behaviour can be a reflection of an unmet learning need. We do not assume that our pupils know, for example, how to read or write; if they cannot, we will teach them. We therefore should not assume that pupils (especially younger pupils and those new to the school) know how to behave. These pupils also need to be taught how to behave. This may be through the application of sanctions, but this should be a last resort.

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. 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. 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 should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school 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.

All school staff have the legal power to use reasonable force when necessary to prevent pupils from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Seriously disrupting learning or school order

'Reasonable' means using no more force than is necessary. This may include passive physical contact (such as standing between pupils) or active interventions (such as guiding a pupil to safety). The decision to use force will always take into account the individual circumstances and the pupil's needs.

While all staff may use reasonable force if required, only staff who have received specific training will use positive handling techniques for more complex situations. Physical intervention is always a last resort and will only be used when de-escalation strategies have been unsuccessful or are not possible.

All incidents involving the use of reasonable force are recorded and reported to senior leaders and parents/carers in line with the school's Positive Handling Policy.

For further guidance, please refer to the school's Positive Handling Policy, which outlines our procedures, staff training and recording systems in line with DfE guidance.

10.2 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 Headteacher (Executive and Associate Headteacher will liaise together) and only as a last resort. Please refer to our Exclusions Policy for more information.

Following any suspension, a reintegration meeting will be held involving the pupil, their parent/carer, and a member of the senior leadership team. This meeting is an important part of helping the pupil return to school positively and ensuring expectations are clear moving forward.

Where a pupil has additional needs, including SEND, the school may make reasonable adjustments – for example, the pupil may not attend the meeting if doing so would cause distress. However, we do expect parents or carers to attend in all cases.

The meeting is a supportive opportunity to:
- Reflect on the behaviour incident and its impact
- Reinforce expectations in line with the Behaviour Policy
- Consider any further support or adjustments needed
- Help the pupil feel secure and ready to re-engage with learning

While we do not seek to unsettle pupils, we believe it is important that all children are supported to take appropriate responsibility for their actions, in a way that is proportionate to their needs and understanding.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). 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

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school 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 school to sanction the pupil for the behaviour. The school 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.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school'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.

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

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

12. Supporting Pupils following a sanction

Following a sanction, the school 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
- Frequent and open engagement with parents, including home visits if deemed necessary
- Daily contact with a member of the pastoral team
- A reduced hours timetable to support the emotional needs of a child
- Engaging with local partners and agencies to address specific challenges

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Standards and expectations
- The school's approach to positive handling, e.g. de-escalation approaches for all staff.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Positive behaviour
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via a survey)

The school 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 address them.

14.2 Monitoring this Policy

This Behaviour Policy will be reviewed by the Executive Headteacher and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or, following any updates on guidance from the Department of Education.

15. Links with other policies

This Behaviour Policy is linked to the following policies

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-bullying Policy