

BEHAVIOUR AND EMOTION REGULATION POLICY

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Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

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1. **Introduction**

At Acle Academy we aim to promote positive mental health and well-being for every student and for all members of staff. We pursue this aim by adopting a pro-active approach to relationships and a restorative approach to repairing conflict. We will always strive to understand poor behaviour, its underlying causes and support students and their families as we look to address this to ensure that all students have the best opportunity to achieve their full potential. This approach does not remove consequences for poor behaviour but encourages students to reflect and take ownership of their actions. We believe that accepting the consequences of poor choices is an important part of the learning process and prepares and equips our students for their futures and their lives after high school.

The Education Endowment Foundation (EEF) Research is clear that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes.

- *Knowing and understanding your students*
- *Teaching learning behaviours alongside managing misbehaviour*
- *Using classroom management strategies to support good classroom behaviour*
- *Using simple approaches as part of your regular routine*
- *Use targeted approaches to meet the needs of the individuals in your school*

We believe that this policy and our approaches in all areas of the school reflect the findings of this research and enable us to best support the students throughout their entire school lives.

2. **Aims**

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported and cared for, and where learning opportunities are maximised by adults, who genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff (paid and voluntary), used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school.

We use behavioural systems which support the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students whilst feeling empowered enough to challenge all unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

3. **Parameters**

This policy applies to all students of Acle Academy;

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

It applies to;

- Actions within the school – inside and outside the classroom
- Actions outside school which may harm, threaten or bully another student

- o Any action by a student (whether in school or outside of school) which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another student or a member of the public.

4. Roles and Responsibilities

4.1 The Local Advisory Board (LAB)

- The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Principal to account for its implementation.
- The LAB is responsible for monitoring the implementation of this policy and for holding disciplinary committees to review exclusions as required.
- They also have responsibility, with the support of the Executive Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

4.2 Executive Principal and Senior Leadership Team

- Implementation and day-to-day management of the policy and procedures
- The regular monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination
- Review and evaluation of any support and sanctions to ensure their effectiveness
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied by all
- The executive principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The executive principal's role is to determine the detail of the standard of behaviour acceptable to the school as well as the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with responsibility for student discipline will assist in that role (Assistant Principal, Behaviour & Attendance).
- The executive principal has sole responsibility for deciding to exclude a student from the school.
- The executive principal and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate.
- They are also responsible for reviewing the school's disciplinary procedures at least annually, making amendments as required for the effective management of student discipline at the school.
- Appropriate records of disciplinary issues will be kept to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the executive principal's report to governors.

4.3 All Staff

All staff have the responsibility to consistently:

- Apply the school rules
- Support all other adults in applying the school rules and procedures
- Implement procedures to confront poor behaviour and bullying in any form using the emotion coaching techniques and restorative approaches, modelling the behaviour that we expect from all students.
- Consider the heightened state of students and their emotional states when dealing with poor behaviour.
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- Model the school values: Respect, Aspiration, Determination

- Staff also have a key role in advising the executive principal on the effectiveness of the policy and procedures.
- Staff have a responsibility for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all teacher and support staff standards as published by appropriate bodies, including the DfE, Trust and school.
- Communicate effectively and in a timely manner, all concerns regarding a child's behaviour and/or academic progress through the correct school processes (CPOMS for safeguarding, ClassCharts for recording behaviour).
- Follow the school processes for managing in class behaviour.
- Staff may ask a student to wait outside of the classroom at any time they feel it appropriate, to give them time to reflect on their behaviour. The amount of time will be kept to a minimum.
- Allow students a fresh start every lesson following any unacceptable behaviour. If the student has exhibited extreme behaviours, it may be that the class teacher needs to arrange a restorative meeting before the student is given a fresh start, in line with our behaviour policy.
- The Leadership Team or a head of year will attend the classroom to support staff as and when required.

4.4 Students

Students have an important role in ensuring good behaviour is modelled and promoted throughout the school. As well as helping to review the contents of this policy, they also:

- Should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also take care of the needs of others.
- Are made fully aware of the school expectations, policy and procedures.
- Are encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour.
- Report student concerns or incidents regarding behaviour.
- Are expected to report bullying whenever they see it.
- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the school expectations whenever required.

4.5 Parents and Carers

- The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnerships between parents/carers and the school are promoted to assist in maintaining high standards of desired behaviour.
- Parent/carer contact is actively encouraged to raise any issues arising from the operation of this policy

We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

4.6 Home School Agreement

By sending their child to Acle Academy parents/carers agree to abide by and help to promote the home school agreement.

Home School Agreement

'Together, we – student, school and parent – all have our part to play in achieving success'

The Aims and Values of Acle Academy

We will provide students and staff with an exciting and fulfilling educational culture that promotes all curriculum areas. We aim to prepare our young people for life after school, helping them to build up the mental, emotional, social and strategic resources to enjoy challenges and cope well with the uncertainty and complexity of an ever-changing world

We will provide a broad and balanced curriculum in Key Stage 3 and Key Stage 4 so that all students have a learning and knowledge base that will support them in further education and employment.

At Acle Academy we aim to create a learning community where students feel safe and happy and are taught by highly qualified, caring and committed staff, who work cooperatively together. We aim to develop the whole student and to value each student's unique development.

Developing empathy and resilience in our young people is at the heart of the school's ethos. We will have the highest expectations of each other so that both students and teachers aim to fulfil his or her maximum potential. We aim to create an environment that enables all students to become confident and self-motivated which leads to students taking responsibility for their own learning and developing enquiring minds.

We want every student to realise that with rights come responsibilities and to encourage them to be responsible for their own behaviour and to care for and understand each other. The school supports and promotes that every individual has equal status and is entitled to the respect of the whole community, regardless of age, gender identification, sexual orientation, ethnicity, ability, religion or belief.

We value parents' and governors' involvement with the school. We encourage a strong working partnership with the staff for the benefit of the students. We welcome their help and expertise and will also provide opportunities for parents and governors to extend their own learning. We will increase the confidence in and awareness of learning opportunities and the importance of learning within the local community.

Above all we all recognise and value the privilege to learn and work in the learning community of Acle Academy.

'Respect, Aspiration and Determination'

At Acle Academy we respect the power of learning to unlock our future potential. We respect education, our learning environment and each other.

We have high aspirations and we understand that we have to be brave, open minded and resilient in order to achieve them.

We are determined to do our best - we focus, we reflect and we persevere.

As a Parent/Carer I will try to:

- Encourage my child to make a positive contribution to all aspects of school life and to take advantage of the opportunities available.
- Ensure that my child attends school regularly and on time.
- Notify the school on each morning of absence if my child is unable to attend school, confirming the reason for the absence in writing when my son/daughter returns to school.
- Make the school aware of any concerns or problems which might affect my child's work or behaviour.
- Ensure that my child is dressed in the correct school uniform and has the correct equipment.
- Be aware of and celebrate my son's/daughter's learning and other achievements.
- Support the school's policies and high expectations of good behaviour.
- Support the school's learning and behaviour expectations.
- Support my child with homework by regularly checking ClassCharts and Google Classroom.
- Support school events such as parent-teacher consultations and other meetings relevant to my son's/daughter's education.
- Express any concerns courteously and treat all members of school staff with the respect that they deserve

Students will make every effort to:

- Attend school regularly and on time
- Bring the correct equipment that they will need for lessons, to school every day
- Dress appropriately for school, following the rules regarding uniform and hair
- Follow the three school rules of Ready, Respectful and Safe, at all times
- Represent the school in a positive way (including travelling to and from school)
- Complete all class-work and homework to the best of their ability
- Behave in a way that encourages others to follow the school rules

5 Key premises of our behaviour approach:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We recognise that behaviour can be a form of communication, and treat it as such.
- All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour. All adults respond in a way that focuses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Emotion Coaching). Using this approach enables us to view children with behavioural difficulties as vulnerable rather than troublesome, and as a result we have a duty to explore and support this vulnerability rather than solely punish and sanction.
- Viewing children as badly behaved predisposes individuals to think about punishment.
- Viewing a child as struggling to control their emotions or deal with a difficult aspect of their lives encourages you to help through their distress.

A relationship centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.

It remains important however to make boundaries and expectations around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we have lowered the expectations of our students or the routines and structures that help to promote a positive learning environment.

To help children feel safe at school, their educational environment needs to be one that is high in both nurture and structure.

- For children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of choice and not all the factors linked to a child's behaviour are within their control so responses to these must be empathetic to this fact.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for a child's SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

6 Relationships and Understanding Behaviour in Context

- Positive relationships in schools are crucial to the well-being of both students and teachers and underpin an effective learning environment.
- There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education.
- Our relational approach is deliberately implemented and supported to develop positive relationships between everybody in our school community.

6.1 Sexual Harassment, online sexual abuse and sexual violence

As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationships and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. Students receive this education through their character and culture lessons, a programme of collapsed curriculum days, our intensive form tutor programme, assemblies, and through guest speakers and specialist talks.

This intensive programme of education works in tandem with our strong culture of safeguarding building upon the school's biggest strength - strong, supportive relationships with the students which enables us to detect any changes in student behaviour and well-being. The systems that we have in place encourage a strong culture of safeguarding, with all staff receiving regular training and actively encouraged to always be vigilant. Our first responsibility is to keep all the children at the school safe.

We educate our students about a wide range of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies

which are available on our website. We encourage students to always behave appropriately and understand their responsibilities and the law. Our IT curriculum provides all students with important information regarding online behaviour and how to keep themselves safe online.

We encourage all students to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us.

6.2 Sexual Harassment

Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.

6.3 Sexual Violence

Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

6.4 Online Sexual Abuse

Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include sending someone hateful or unwelcome comments based on sex; sending nudes or coercing another into sending nudes, or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

7 Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014, which states:

- arrangements are made to safeguard and promote the welfare of students at the school; · such arrangements have regard to any guidance issued by the Secretary of State.
- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of student misbehaviour.
- the policy is implemented effectively.
- A record is kept of the sanctions imposed upon students for serious misbehaviour.
- The Academy ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

In line with the DfE guidance, the Academy behaviour policy and anti-bullying strategy are published online. This policy complies with our funding agreement and articles of association.

8. Standards of Behaviour at Acle Academy

Acle Academy has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the school.

The Academy has three rules all students are expected to adhere to;

- Always be **Ready** to learn
- Be **Respectful** of everyone in and around the Academy
- Always keep yourself and others **Safe**

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour using emotion coaching, emotion regulation and restorative approaches. Punctual attendance at school and lessons is required. All absence must be explained using ClassCharts and unexplained absence will be followed up.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is unacceptable. We aim to promote consistency in the application of our three school rules - **Ready, Respectful, and Safe**.

The Academy reserves the right to search students in accordance with the DfE policy 'Searching, Screening and Confiscation' (January 2018). Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. (Updated Jul 2023) and written into the school Search Policy (Sept 2024)

9. Student code of conduct

RULES OF CONDUCT

The Leadership Team is responsible for developing the three School Rules (as outlined in Section 3). These rules will be reviewed at least annually, and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the school environment
- ensure standards of behaviour are acceptable and student conduct is regulated

Students are expected to:

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

10. Rewards and sanctions

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

The school rewards are based on the PRIDE Framework which is a core part of the school's culture and expectations. The PRIDE Framework rewards students for developing personal responsibility, interaction and communication skills, independence, strong learning habits, and a student's character and ethos.

Our PRIDE framework helps students to discover their passions and enables them to leave Acle Academy as resourceful, resilient and responsible citizens who are ready to face the challenges of life after school

10.1 Rewards

Rewards

- Verbal and written praise, including emails and postcards to home.
- Achievements recorded throughout the year
- Certificates of achievement
- Departmental certificates/postcards
- Awards assemblies at the end of each half term/term
- Tutor group prizes awarded for achievement and attendance
- PRIDE points exchangeable for prizes in rewards shop
- Rewards Trips and Activities
- Attendance rewards
- Social media student spotlights - wider extra-curricular achievements
- Academic Awards Evening
- Star of the Week
- Student of the Week (PRIDE focus)
- Attendance at the end of year prom (Y11 only)
- Various additional incentives throughout the year
- Platinum/gold/silver attainment and progress awards
- Rewards lunches/dinners

Examples of reasons Pride Points / rewards may be given;

- **Personal responsibility**
Consistently meeting expectations, showing determination, effort and organisation, Embracing challenge, leading others, perseverance and pride in learning, good attendance
- **Relate:**
Collaborating well with others, confidence reading aloud, contributing to discussions and communicating effectively, showing empathy, listening for understanding, giving & receiving feedback and being a team player)
- **Independence** – managing themselves, making good choices.
Home learning awards, showing creativity, making excellent progress, excellent assessments, showing resilience, being proactive, being able to plan and adapt and being able to work independently
- **Discovery**
Active participation, critically analysing, exploring beyond, showing graft and craft. Making links & connections, solving problems, great questioning, reasoning & process, revising to improve.
- **Ethos**
Showing good character and integrity, embracing risks, being honest, motivated and thinking beyond yourself. Showing respect to our environment and others, showing compassion and kindness, using your voice for good.

In addition to PRIDE Rewards, the school gives additional rewards for exceptional ongoing progress (Student of the Week / Star of the Week) .

10.2 Sanctions

Acle utilises a graduated sanctions approach for significant behaviour issues, starting with our classroom staged approach, and ending with permanent exclusion. Within this graduated approach we have several sanctions we may use.

We utilise PRIDE Points (Positives and Negatives) to track and monitor behaviours, with some behaviour leading to automated sanctions including lunchtime and after school Interventions, or School Centred Suspensions (SCS). We have our Ready to Learn (RTL) room for classroom removals as well as our School Centred Suspension for more serious breaches. In addition, we have the facility to issue off site SCS, or suspensions from the school for a temporary period.

The school uses Class Charts to track negative behaviours aligned to our Behaviour for Learning (BfL_ staged approach (appendix 3), as well as our Ready, Respectful, Safe framework.

Failure of our staged approach within lessons may lead to a removal to our Ready to Learn facility in order to support the behaviour needs of all students.

Examples of Negative behaviour points are listed below (subject to changes as under constant review)

READY

(Distracting behaviour, off task, lack of equipment, doodling, missing homework, punctuality to lessons, uniform issues, use of mobiles etc)

RESPECTFUL

(Lack of courtesy/manners, failure to respect staff authority, defiance, use of inappropriate language, anti-social behaviours, failure to treat school buildings/property with respect, theft etc)

SAFE

(Not following school safety rules, failure to follow instructions, failure to walk calmly, physical contact with students, aggressive transition behaviours, lesson walk-outs, inappropriate online behaviour, being where you are not allowed to be, eating-chewing in class, possession of vapes. Physical fighting/abuse, failure to follow bus safety rules).

Sanctions - Consequences

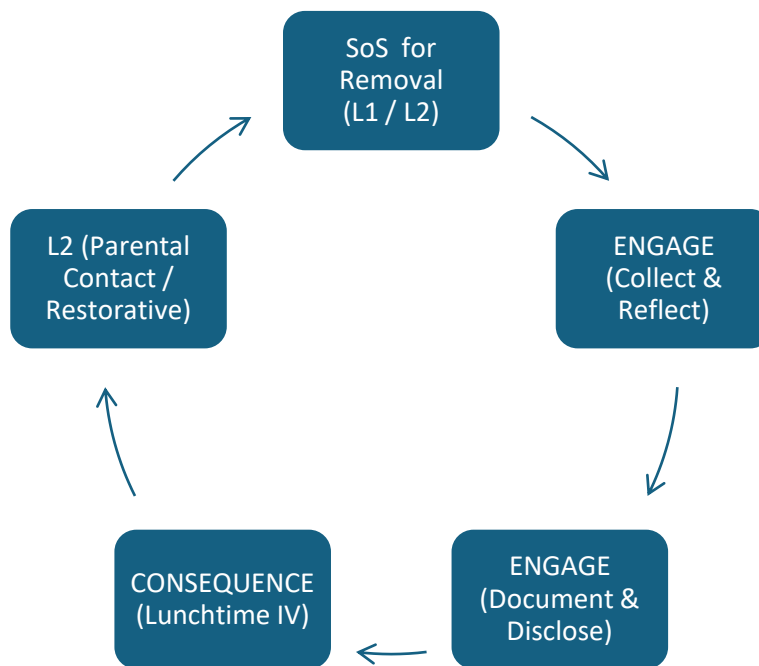
- Staff are given guidance and training on general classroom management strategies
- The stepped discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom (see Appendix 3).
- Students who fail the Staged approach within the classroom will be removed from the classroom and taken to the Ready to Learn (RTL) room.
- When necessary, students can be internally or externally isolated, or be given fixed period or permanent exclusions for breaches of the school disciplinary procedures.

The executive principal reserves the right to sanction as it is felt is appropriate and in the best interests of the school, staff and students.

The RTL room and Reflection are used to investigate significant behaviour incidents. Students may be sent here and asked to wait whilst an incident is investigated. This is only done when it is felt that a student cannot be in normal circulation as a result of whatever has taken place.

Removals

- Being removed from class is a serious incident. Like an exclusion, a student is removed from lessons if having them remain in class is detrimental to the learning of the others in the classroom and/or if there has been a serious breach of the behaviour expectations as laid out in this policy.
- We have two tiers of removal at Acle Academy. A level one (L1) removal is based on isolated behaviour incidents relating to a student's poor behaviour in a single lesson, where the behaviour is out of character, and the teacher feels that while the student should be removed from the current lesson, they would be welcome back in the next lesson with a clean slate.
- A level Two (L2) removal is where the behaviour is so significant, the teacher would not welcome the student back in the next lesson without some form of restorative conversation taking place. This may be due to the seriousness of the behaviour breach in the lesson or based on a pattern of behaviour over time within a particular teacher's lesson or subject area.
- If a student is removed from a lesson, then the member of staff should enter a full explanation of the incident on ClassCharts as soon as possible. Students will also receive a sanction of a Head of year Lunchtime Intervention which will be the same day for removals before 12 noon or the next day for removals after 12:00.
- Students will be expected to make up for any work they have missed in the lesson or risk being given additional sanctions for failure to complete the work.
- The student will be escorted to the Ready to Learn room to complete some emotion regulation and reflection work. They will also discuss their behaviour with a member of the Engage Team (Collect and Reflect).
- A member of the Engage team will implement a plan for resolution with the member of staff who was teaching the lesson, including feeding back on any work done/support that has been put in place along with elements of student voice provided for the class teacher (Document and Disclose).
- Following a L2 removal, the incident is deemed serious enough that students will be removed from the teacher's lessons and placed into RTL during those lessons until a restorative meeting is scheduled with the student, class teacher and a senior member of staff. This meeting will take place within 5 school days of the removal of the student, and the meeting will determine reparations prior to the student returning to the teacher's class. This meeting will typically be attended by the student, the class teacher and a faculty lead or senior leadership team member.
- If it is a L2 removal, teachers will contact parents – with the preference being a phone call, or email if unable to get through to the parents. This contact should be made within 24 hours of the removal but ideally on the same day as the removal.
- Our RTL room and the Reflection Room are managed by the heads of year, who are also Designated Safeguarding Leads and first aid trained.



- Staged Approach Failed: SOS for removal
- Engage COLLECT and Student REFLECTS on their behaviour
- Engage DOCUMENT removal (Class teacher must input additional information later when time allows) and Engage to DISCLOSE any insight to class teacher over student attitudes regarding the removal and update on work completed where possible.
- Consequences: Lunchtime intervention for any removal – plus a further restorative meeting for Level 2 removals (students will be placed in RTL for any lessons between removal and restorative in these instances).
- For Level 2 removals – Teacher to call parents within 24 hours of the removal (email contact if not able to get through on the phone)

INTERNAL SUSPENSION

The school has an internal School Centred Suspension room for serious behaviour breaches (SCS). SCS is the highest-level internal exclusion the school uses.

SCS is designed to:

- Allow reflection on behaviour in a controlled, supervised environment.
- Limit disruption to learning while maintaining safety and order.
- Provide a restorative opportunity before re-joining lessons.
- Avoid resorting to an external suspension where possible.

This aligns with DfE guidance encouraging schools to use internal suspensions as part of a graduated approach to behaviour management.

How it Works

- Students are **withdrawn from normal classes** and work in a **supervised room or area** for the duration of the school day (or specified number of periods).
- They are expected to **complete academic work**, maintain silence or quiet focus, and follow all staff instructions.
- Staff will usually discuss the behaviour and help the student reflect before reintegration.

- Failure to comply with expectations during SCS can lead to escalation (e.g., external suspension).
- SCS includes a loss of normal social time but breaks and movement breaks are provided throughout the day in accordance with student needs.
- It is important to note the use of internal suspension does not impact on a student's ability to access the school curriculum, with Google Classrooms and set work by teachers being completed in SCS

INTERNAL EXCLUSION – OFF SITE

The school reserves the right to an elevated sanction of an off-site Internal Exclusion in partnership with local schools. This is used when students continue to exhibit disruptive behaviours when in our SCS sanctions, and means students will be placed in a similar exclusion room but at another school site. This is the last step before a suspension for a fixed period of time, and is used as part of a graduated approach to avoid a suspension.

SUSPENSION (Formerly Fixed Term Exclusion)

This is where a student is temporarily removed from school for disciplinary reasons.

Possible reasons for a suspension;

- Persistent or general disruptive behaviour (significant defiance/refusal)
- Physical assault against a student or adult
- Verbal abuse/threatening behaviour towards a student or adult
- Bullying
- Abuse (racial/sexual orientation/gender identity/disability)
- Inappropriate use of social media/Online technology
- Damage/Theft
- Drug/Alcohol related
- Sexual misconduct
- Use or threat of use of offensive weapon or banned item

The school follows its own Suspensions and Exclusions policy in these cases.

BEHAVIOUR SUPPORT PLANS

In addition to Sanctions the school utilises Behaviour Support Plans (BSP) for students who have been identified as in need of support to help them manage their behaviour within school.

The Engage team/Heads of Years constantly review student behaviours and identify students in need of additional support.

Where we identify support is required, we have a 4 step behaviour support plan. Each step is closely monitored and data collected when on a BSP to determine if the BSP is having a positive effect on behaviour. If a BSP is failed due to a failure to adapt behaviour, the BSP would be escalated to a higher level BSP.

BSP1: Form level check daily check ins:

Typically for lower-level consistent behaviours typically related to in classroom issues.

BSP2: Head of Year Level Daily check ins:

This monitors classroom behaviour as well as out of classroom behaviours more consistently.

BSP3: Senior leadership team – Daily check ins

Students report to a member of the Senior Leadership Team daily to review performance against report targets, as well as a student's behaviour point profile. At BSP level 3 we also incorporate a much more comprehensive Personal Support Plan (PSP) to ensure students have full support to improve. A failure at BSP3 level would result in the school working with the County Inclusion team to explore alternative school options for the student. At a BSP Level 3 the school may remove some or all social time for a student to support their success within school against targets.

BSP4: Senior Leadership/Deputy Head

This level of support would be only used for students who return to a school following an Off-Site direction for behaviour reasons. Failure at BSP4 Level may result in the school applying to the County Inclusion team for a managed move, as the student would be at a significant risk of permanent exclusion.

The school retains the right to move students up and down the Behaviour Support Plan layers according to their behavioural needs. Decisions will be made in line with supporting data and parent/child discussions to ensure we place students on the most appropriate support plan. Each support plan layer has an outline of typical time frames - but the school reserves the right to amend these timelines based on student support needs agreed by the school.

See appendix 3 for the Behaviour Support Plan process.

10.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Equally, any behaviour that may bring the school into disrepute or that has been reported to the Academy by the community outside of school hours can be sanctioned.

10.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the executive principal will apply consequences to the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The executive principal will also consider the pastoral needs of staff accused of misconduct.

11. Behaviour management

11.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the three school rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Maintaining the school behaviour policy and use it in the correct way
 - Using emotion coaching and emotion regulation techniques to help students regulate their behaviour
- Heads of Faculty will visit classrooms to support staff as appropriate required in their own subject areas and support staff to develop their own skills to improve student behaviour.
 - All staff have a responsibility to reflect on their own actions and amend them accordingly to improve behaviour in the classroom.

11.2 Physical restraint

Use of Reasonable Force and Restrictive Interventions

Under **Section 93 of the Education and Inspections Act 2006**, school staff may use such force as is *reasonable in the circumstances* to prevent a student from:

- Committing an offence (or what would be an offence if the student were older);
- Causing injury to themselves or others, or damage to property; or
- Prejudicing the maintenance of good order and discipline at the school or during any authorised school activity.

The staff to whom this power applies are defined in Section 95 of the Act:

- Any teacher who works at the school; and
- Any other person whom the principal has authorised to have control or charge of students, including support staff, lunchtime supervisors, volunteers, and temporarily authorised staff.

Principles

Use of reasonable force or other restrictive intervention must always:

- Be used only as a last resort, when all de-escalation and preventative strategies have been exhausted or would clearly fail;
- Use the minimum force for the minimum time necessary to achieve safety;
- Be conducted in a way that preserves the safety, dignity, and rights of all involved;
- Never be used as punishment; and
- Be recorded and reported in accordance with school procedures.

Recording, Reporting and Review

- All significant incidents involving reasonable force or restrictive interventions must be recorded in writing on the day of the incident (or as soon as practicable).
- The record must include: date, time, location, staff and students involved, reason for intervention, type and duration of force used, outcome, and any follow-up actions.
- The Executive principal (or delegated senior leader) must review each record and ensure the incident is reported to parents/carers as soon as practicable.

- Termly analysis of all recorded incidents will be conducted by the Senior Leadership Team and reported to the Local Governing Body to identify any trends or disproportionality.

Consideration for Students with SEND or Vulnerable Students

- Staff must consider the needs of students with Special Educational Needs and Disabilities (SEND) or other vulnerabilities.
- Where a student is known to be at higher risk of needing physical intervention, the school will complete a risk assessment and individual behaviour support plan.
- Reasonable adjustments will be made to avoid or reduce the need for physical intervention.

Training, Support and Post-Incident Review

- Only staff who have received appropriate training (e.g. de-escalation and safe physical intervention training) may use restrictive interventions, except in emergencies.
- After any significant incident, both the student and staff involved will be offered a debrief and reflection opportunity.
- Support will be provided to help the student repair relationships and re-engage with learning.

Safeguarding and Oversight

The use of reasonable force and restrictive interventions forms part of the school's safeguarding framework and will be carried out in accordance with *Keeping Children Safe in Education (KCSIE)* and the *Equality Act 2010*.

Any concerns about the nature or frequency of interventions will be reported to the Designated Safeguarding Lead.

Appendix 2: Restrictive physical intervention record

11.3 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. (Updated Jul 2023) and written into the school Search Policy (Sept 2024).

- Mobile phones will be confiscated if seen or heard on the Academy site and only returned to a responsible adult after 15:30.
- The school Uniform policy also states excess jewellery will be confiscated from students and held until collected by a responsible adult after the end of the school day.

11.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

12. Monitoring arrangements

This behaviour policy will be reviewed by the principal and full governing board annually. At each review, the policy will be approved by the principal.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy
- Safeguarding policy
- School Development Plan
- Attendance Policy
- Anti-Bullying Policy
- Equality Policy
- Inclusion Process
- Student Search Policy
- Student Code of Conduct
- DfE - Exclusion from Maintained Schools, Academies and Student Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Restrictive Physical Intervention Record

Student Name:	
----------------------	--

Location of incident	
-----------------------------	--

D.O.B:	
---------------	--

Reporting Member of Staff:	
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Time and Date of Incident:	
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Justification for physical intervention (tick all that apply):		Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) E.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 students etc.)
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

Incident Form/Book Complete	Y/N
------------------------------------	-----

Medical Treatment / Injuries	Y/N
-------------------------------------	-----

Damage to Property	Y/N
---------------------------	-----

Name(s) of additional staff witness:	Name(s) of additional student witness:

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:
How was the incident resolved?	
What were the Consequences? Protective and Educational	
Has student reparation/ de-brief taken place?	Y/N
Has staff de-brief taken place?	Y/N
Has the Risk Management plan been reviewed or updated?	Y/N
Was there Police involvement?	Y/N
Has there been Internal Exclusion / FTEX / PEX?	Y/N

**Primary de-escalation techniques used
(please state order in which they were used)**

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	

Number	Description of how technique was employed
1	
2	

3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:			
Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: <input type="checkbox"/> <input type="checkbox"/>

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff

Signature:

Name:

Incident form coordinator check

Date:

Signature:

LEADERSHIP REVIEW

REVIEWED BY (Name and date)	
Was the use of force proportionate and in line with policy	YES NO
Were safeguarding concerns identified	YES NO
Was the student known to have SEND or other vulnerabilities	YES NO
Recommendations / Actions Arising	

GOVERNORS & ARCHIVING

Copy placed in student's behaviour file?	
Recorded on Central behaviour log (CPOMS)?	
Reviewed in termly use-of-force summary for governors?	YES NO
Any Additional Comments	

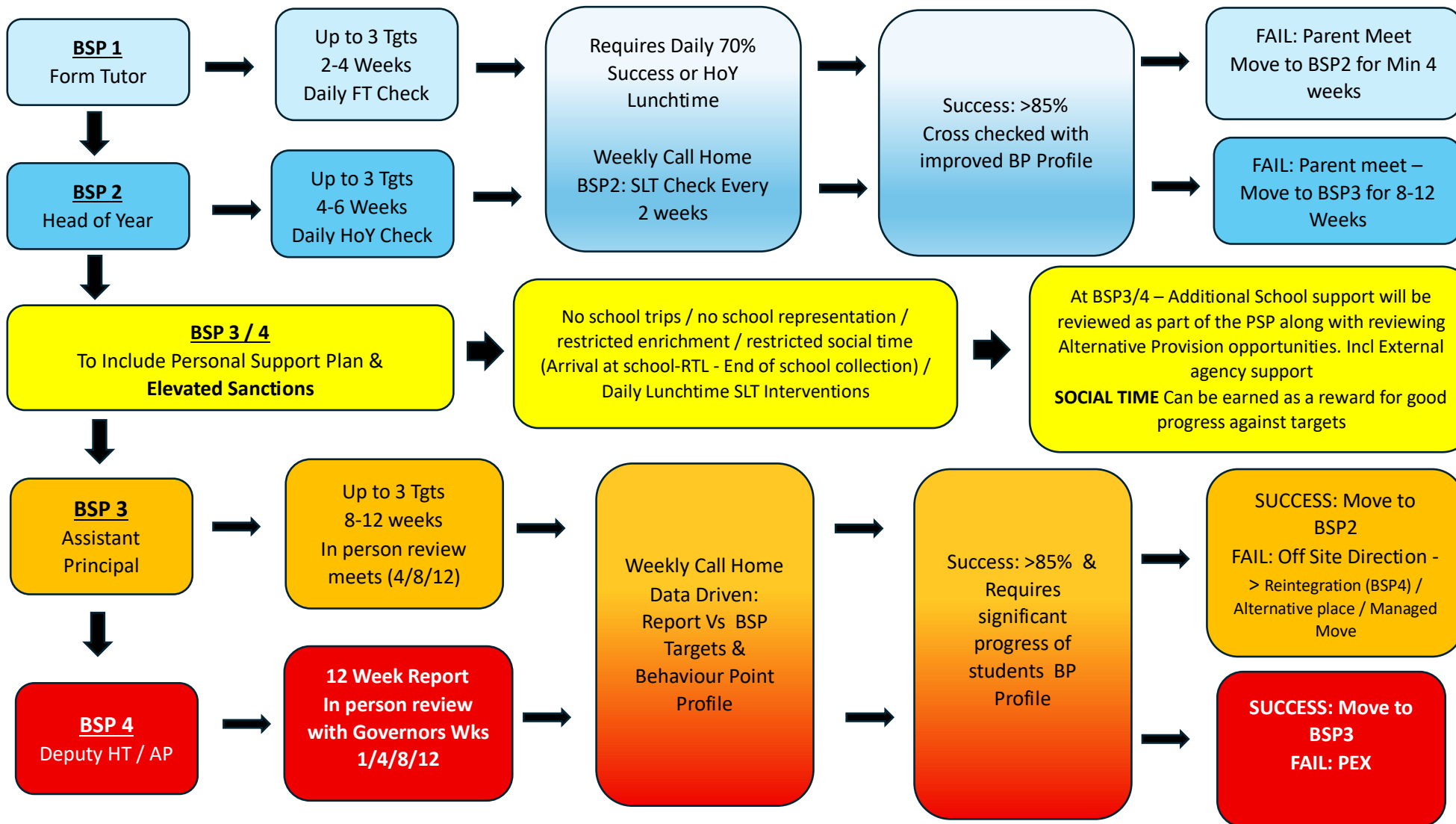
ACLE ACADEMY – BEHAVIOUR SUPPORT PLANS

BEHAVIOUR FOR LEARNING

Ready, Respectful, Safe



ANY MISSED DAYS ON REPORT GET ADDED ONTO THE REPORT END DATE



**ACLE ACADEMY – STAGED APPROACH
BEHAVIOUR FOR LEARNING – Ready, Respectful, Safe**

Stage 1:
Reminder



Stage 2:
Caution



CONSEQUENCE
-1 Behaviour Pt



Stage 3:
Final Warning



CONSEQUENCE
Teacher Callback



Stage 4:
Time-Out



Stage 5: Removal
for reflection /
regulation



CONSEQUENCE
None – Welcome
back to lesson



Stage 5: Removal
Removal - RTL



**LEVEL 1 REMOVAL
CONSEQUENCES**
Remainder of lesson in RTL
45m Lunch Intervention
-3 PRIDE Points

**IF DEEMED
SERIOUS or
REPEAT
OFFENCES
A LEVEL 2
REMOVAL WILL
BE UTILISED**

**LEVEL 2 REMOVAL
CONSEQUENCES**
Unwelcome into Lesson
until Restorative meet
with Class Teacher and
Senior Staff

-RTL for lessons before
Restorative
-Phone Call Home by Class
Teacher

**2x REMOVALS IN A SINGLE DAY
LEADS TO 3 PERIODS IN SCHOOL
CENTRED SUSPENSION (SCS)**

**IF A STUDENT IS ON A BEHAVIOUR
SUPPORT PLAN – A REMOVAL WILL
TRIGGER A MINIMUM OF 3 PERIODS
IN SCS AS A CONSEQUENCE
(MAX 5 PERIODS)**



**RESTORATIVE MEETING
WITH CLASS TEACHER &
SENIOR STAFF**
(Within 5 School days)



**Agreed
Reparations /
Return to lessons**



**If Pupils are receiving repeated removals (either
in the same lesson or multiple lesson – The
school reserves the right to apply additional
consequences:**

**SLT Sanctions / Loss of social time
Internal & External SCS
Fixed Term Exclusions
Parent Meet with SLT & Escalated BSP sanctions
up to and including BSP3 Sanction**

**IF STUDENTS ACCRUE MORE THAN
10 REMOVALS – THEY MAY BE
ESCALATED TO SLT LEVEL
SANCTIONS**