



Behaviour for Learning and Rewards Policy

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1. Purpose

This Behaviour for Learning Policy outlines our approach to promoting high standards of conduct and personal responsibility through a consistent and values-driven framework. It supports our school ethos of "Opportunities and Success on a Global Stage" and is underpinned by our core values: **Honesty, Faith, and Courage.**

2. Core Expectations

Our behaviour system is rooted in a simple, consistent mantra:

Be Ready, Be Respectful, Be Safe.

All members of our school community are expected to be:

- **Ready** - Arrive on time, fully equipped, and mentally prepared to engage in learning and daily responsibilities. This includes a positive attitude and a commitment to doing your best.
- **Respectful** - Treat others with kindness, courtesy, and fairness. Show care for the school environment, respect differences, and support a culture where everyone feels valued.
- **Safe** - Act in ways that protect your own safety and the safety of others. This includes using appropriate language, moving calmly and sensibly, and following instructions that support a secure and positive atmosphere.

These expectations are brought to life through our **six core KAR routines**, which provide structure, consistency, and clarity across the school day:

- Travelling to and from school
- Arriving at school
- Moving around school
- Entry routines (lessons)
- Exit routines (lessons)
- End-of-day conduct

We expect all students to **follow 100% of the time**. This clarity promotes mutual respect, keeps everyone safe, and ensures that no learning time is lost.

These expectations apply at all times- in lessons, during transitions, at social times, online, on school visits, and whenever students are representing the school in the wider community. They form the foundation of a respectful, ambitious, and inclusive learning environment for all.

3. Demerits Framework

We use a **demerit-based system** which are formative tools, designed to prompt reflection, encourage accountability, and support personal growth. Each demerit type incurs behaviour points tracked on Classchart and may result in sanctions where appropriate.

3.1 In-Class Demerits

Demerit Stage	Description	Points	Response
First Demerit	Initial disruption to learning	-1	• Verbal warning • Recorded on ClassCharts
Second Demerit	Repeated disruption to learning following initial warning	-2	• Logged on ClassCharts • Restorative breaktime detention issued
Third Demerit	Persistent disruption after second demerit or serious disruption requiring immediate escalation	-3	• Student referred to the RfL • Logged on ClassCharts • Restorative after-school detention issued

- Third demerits automatically trigger a restorative after-school detention.
- Refusal to attend the RfL will result in escalated sanctions

3.2 Other Demerits

Demerit Type	Description	Points	Response
Uniform Demerit	Incorrect uniform or wore incorrectly	-2	• Logged on ClassCharts • Next day restorative breaktime detention
Equipment Demerit	Missing required items for lessons	-2	• Logged on ClassCharts • Next day restorative breaktime detention
Conduct Demerit	Unsafe or disrespectful conduct outside of lesson time	-2	• Logged on ClassCharts • Next day restorative breaktime detention
Late Demerit	Arriving late to school or lessons	-2	• Logged on ClassCharts • Restorative breaktime detention ◦ Same day for late to school ◦ Next day for late to lesson
Mobile Phone Demerit	Phone or smart device seen during school day	-2	• Logged on ClassCharts • Next day restorative breaktime detention
Truancy Demerit	Failing to arrive to lesson within 5 minutes	-3	• Logged on ClassCharts • Next day restorative breaktime detention
Homework Demerit	Not completing homework to require standard by deadline	-1	• Logged on ClassCharts • Sanctions or catch up may apply

4. Behaviour Strategies and Rewards

4.1 Behaviour Strategies

All staff are trained and expected to implement proactive, inclusive strategies that promote a calm, safe, and purposeful learning environment. These include:

- Using **non-verbal cues** (e.g. proximity, eye contact, hand signals) and **positive narration** to discreetly redirect behaviour and maintain lesson flow
- Establishing **clear seating plans** and **consistent classroom routines** to reduce anxiety, support focus, and ensure predictability for all learners
- Conducting **restorative conversations** following detentions or behaviour incidents to encourage pupil reflection, personal accountability, and the repair of relationships

Reasonable Adjustments for Students with SEND

Where appropriate, the school will make **reasonable adjustments** to the implementation of this policy for students with diagnosed Special Educational Needs and Disabilities (SEND), in line with the *Equality Act 2010* and the *Disability Discrimination Act (DDA)*.

- Adjustments are based on **professional evidence of diagnosis** and may include provisions for processing time, reduced sensory stimulation, or modified expectations
- Such adjustments are usually recorded in a **Pupil Portrait**, **SEN Support Plan**, or **Education, Health and Care Plan (EHCP)**
- Students and parents/carers are expected to **notify the school of any existing or new diagnosis**, particularly during the admissions process
- Please note that **data transferred from previous schools may not always include a complete diagnostic history**, so proactive communication is essential to ensure appropriate support is provided

These strategies and adjustments are part of our whole-school commitment to inclusion and to removing barriers to learning for every child.

4.2 Merits and Rewards

Students are awarded **merits** for demonstrating our core values (Honesty, Faith, and Courage) as well as for strong learning habits. Staff are encouraged to issue a high ratio of merits to demerits to reinforce a positive culture of recognition and motivation.

Examples of merit-worthy behaviour include:

- **Honesty** - Telling the truth and taking responsibility, showing kindness and helping build a respectful learning community.
- **Faith** - Believing in yourself, others, and our school community, showing empathy, kindness and ambition for shared success
- **Courage** - Facing challenges with confidence and resilience, learning from mistakes, and striving to improve.

Examples of merit-worthy **learning habits**:

- Completing homework on time and to a high standard
- Using feedback to improve work
- Asking thoughtful questions to deepen understanding

- Maintaining focus and effort throughout a task
- 100% Participation in a lesson

Merits are recorded on Classcharts and contribute toward individual, tutor group, and house rewards. Students are recognised weekly, termly, and annually for consistently modelling our values and effort in learning.

5. Expectations in Lessons and Around the School

All students are expected to:

- Arrive on time and fully equipped
- Wear the correct uniform smartly at all times
- Follow instructions 100% of the time
- Walk calmly and safely through corridors
- Be respectful and kind to others
- Use appropriate language at all times

These expectations ensure a positive learning environment where everyone can thrive.

6. Mobile Phones and Smart Devices

To maintain a focused and safe learning environment, mobile phones and smart devices (including smartwatches) must be switched off and kept out of sight in students' bags throughout the school day.

Expectations

- Mobile phones must not be seen or used during the school day, including at break or lunchtime
- Smartwatches are not permitted on school premises under any circumstances
- If a phone is seen or used:
 - It will be confiscated and held securely at reception until the end of the school day
 - A Demerit – Mobile Phone will be issued
 - The student will serve a restorative breaktime detention
- Refusal to hand over a device when requested will result in further sanctions, including possible referral to a senior member of staff
- Repeated breaches of this policy may lead to escalated consequences in line with DfE behaviour guidance and school procedures including: individual bans, daily confiscations etc.

Safeguarding and Welfare

We understand that some students and families may feel reassured by carrying a mobile phone for use before or after school. If a student is worried about their wellbeing, they should speak to a member of staff immediately, rather than using a phone during the day. Phones should not be used to contact home during school hours - staff will support students in making contact where necessary.

Liability

The school does not accept responsibility or liability for any lost, stolen, or damaged mobile phones or smart devices, as outlined in our Uniform Policy. Bringing such items to school is entirely at the student's own risk.

7. Use of Reasonable Force

In line with Section 93 of the *Education and Inspections Act 2006*, which states that all members of school staff have the legal power to use **reasonable force** to:

- *“remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.”*

Reasonable force refers to using **no more force than is necessary** in the circumstances to achieve a legitimate aim. It is always a **last resort** when de-escalation strategies have been unsuccessful or where there is an immediate risk of harm.

Positive Handling

- The use of positive handling techniques may be appropriate in situations where there is a risk of harm to self or others.
- Staff who are likely to need to use physical intervention receive **additional training** in safe, legal, and appropriate methods of positive handling.

Recording and Reporting

- Any use of reasonable force must be **reported immediately** to a senior member of staff
- An **accurate written record** must be completed and logged
- Parents or carers will be informed on the same day or as soon as reasonably practicable

The school is committed to using de-escalation and preventative strategies wherever possible. Reasonable force is used only when necessary to keep pupils and staff safe and to uphold a calm, secure learning environment.

8. Searching, Screening and Confiscation

This section is aligned with the **DfEs Screening and Confiscation Guidance (2022)** and the **Education and Inspections Act (1996)**.

8.1 Searching Without Consent

School staff authorised by the Principal have the legal power to search a pupil or their possessions without consent if there is reasonable grounds to suspect they are in possession of a prohibited item. These include:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images (including digitally stored images)
- Tobacco, vapes, or any smoking paraphernalia
- Any item that has been or could be used to commit an offence, cause personal injury, or damage property

Conditions for Searching Without Consent:

- Searches must be carried out by a same-sex staff member and witnessed by another staff member where possible
- The pupil must not be required to remove any clothing except outer garments (coat, hat, shoes, blazer, scarf)
- If there is a risk of serious harm and it is not reasonably practicable to summon another member of staff, the search may proceed without a witness
- A written record of the search must be kept

8.2 Searching with Consent

School staff may also search a pupil with their verbal consent for banned items under school rules, including:

- Mobile phones used inappropriately
- Energy drinks or high-caffeine products
- Chewing gum
- Aerosols
- Personal items misused in class (e.g. headphones, toys)
- Any item deemed to be disruptive or against the school's behaviour policy

Key points:

- Consent can be verbal and does not need to be written
- If a pupil refuses, sanctions may apply under the Behaviour for Learning and Rewards Policy
- The extent of the search must be reasonable and proportionate

8.3 Searching Electronic Devices

Staff may examine a pupil's electronic device (e.g. mobile phone or tablet) without consent if there is a safeguarding concern or if prohibited material is suspected (e.g. bullying, exploitation, illegal images).

Staff may:

- View, copy or delete files if justified
- Pass the device or data to the police if necessary
- Use this power only when trained and with appropriate leadership oversight

8.4 Conduct and Dignity During Searches

All searches must be carried out with respect and professionalism. This includes:

- Conducting the search with at least two staff present (where possible)
- Prioritising the pupil's dignity, privacy, and wellbeing
- Explaining the reason for the search clearly and calmly
Logging the search and informing parents where appropriate
- Ensuring that confiscated items are handled appropriately - either returned, retained, or disposed of following school policy and legal guidance

9. Behaviour Outside the Academy Premises

The policy applies to:

- Travel to and from school
- School visits and events
- Online behaviour that affects school life
- Any occasion where a pupil is identifiable as a student of the academy

The academy reserves the right to discipline students for conduct outside school that brings the academy into disrepute or impacts the wellbeing of others.

10. Power of Discipline

This policy is underpinned by the powers set out in the *Education and Inspections Act 2006*, which grant school staff the legal authority to apply disciplinary measures for misbehaviour, both:

- **On school premises**, during lessons, social times, and transitions
- **Off school premises**, including journeys to and from school, school trips, and when students are identifiable as part of the school community

Key points include:

- Staff have the **legal right to issue same-day after-school detentions** without prior parental consent
- The school will **make reasonable efforts to inform parents** of any after-school detention
- Parental consent is not required for the detention to go ahead
- Once a student has **left the school premises** following a detention or at the end of the school day, it **becomes the parent or carer's responsibility** to ensure their child's safety and travel arrangements

These powers are designed to ensure schools can respond promptly and effectively to poor behaviour while upholding high standards of conduct in line with national guidance.

11. Allegations of Abuse Against Staff

Any allegation against a staff member will be taken seriously and investigated promptly. Malicious allegations will be dealt with under the behaviour policy and may result in serious consequences. Staff are protected under the Education Act 2011.

12. Academy, Parent and Student Responsibilities

- **The Academy** will provide a safe, inclusive and aspirational learning environment where expectations are clear, consistent and fair.

- **Parents** are expected to support the academy in promoting good behaviour, ensure students attend school in full uniform and are punctual, and work in partnership with the academy to resolve concerns.
- **Students** are expected to follow academy rules, demonstrate our core values, and take responsibility for their behaviour.

13. Monitoring and Communication

Behaviour points and merits are recorded in Classcharts. Staff, students, and parents can monitor behaviour trends in real-time. Positive behaviour is celebrated regularly through praise, assemblies, and the structured rewards hierarchy.

14. Suspensions, Exclusions, Alternative Provision and Internal Inclusion

14.1 Fixed-Term Suspensions

- Used for serious breaches of the behaviour policy (e.g. persistent defiance, verbal or physical aggression, violence, dangerous and unsafe behaviour).
- Issued by the Principal in line with DfE guidance.
- Parents are informed formally; reintegration meetings are required before return.
- Students are expected to complete work while suspended.

14.2 Permanent Exclusion

- Considered a last resort, for very serious or persistent breaches that jeopardise the safety or education of others.
- May include: serious violence, drug offences, persistent disruption despite interventions.
- Governors are informed, and parents have a right to appeal.
- The Local Authority and Multi Academy Trust are notified to arrange continued education and offer oversight and guidance

14.3 Alternative Provision (AP)

- Used where a pupil is not thriving in mainstream education.
- Can be used short-term for behaviour support, medical needs, or reintegration from suspension.
- Reviewed regularly to support re-entry to full-time schooling wherever possible.
- Alternative provision is identified in partnership with the Local Authority and parents, and reviewed regularly with a view to reintegration

14.4 Internal Inclusion

- Provides a short-term, structured intervention for serious or persistent behaviour
- Used as an alternative to suspension or as part of a reintegration plan
- Aims to support reflection, reinforce expectations, and maintain learning
- Students may be placed in inclusion after a third demerit or significant disruption
- While in inclusion, students must:
 - Follow all instructions first time
 - Hand over mobile phones and smart devices
 - Complete all academic work set by their teachers

15. Removal of Privileges

In addition to formal sanctions such as detentions and suspensions, the school may also remove certain non-statutory privileges in response to repeated or serious misbehaviour.

These privileges may include, but are not limited to:

- Attendance at school visits, or off-site activities
- Participation in extracurricular clubs or events
- Involvement in performances, school teams, or leadership opportunities
- End-of-term rewards events or celebrations

Decisions to withdraw privileges are made at the discretion of the senior leadership team, based on the student's behaviour record, engagement with interventions, or risk to others.

The purpose of this approach is to reinforce personal responsibility and to protect the safety and enjoyment of all students.

16. Review

This policy will be reviewed annually or in response to significant legislative or contextual changes.

Appendix: Definitions of Key Terms

1. **Behaviour for Learning** - The range of conduct, habits, and attitudes that support a positive and productive learning environment.
2. **Demerit** - A formal recognition of a behavioural choice that does not meet school expectations. Demerits are designed to prompt reflection and correction, not punishment.
3. **Merit** - A positive recognition for demonstrating school values or strong learning habits, contributing to a culture of encouragement and excellence.
4. **Low-Level Disruption** - Behaviour that interferes with teaching and learning but does not pose a safety risk. Examples: off-task chatter, calling out, distracting others.
5. **Persistent Disruption** - Ongoing or repeated low-level disruption despite staff intervention. May include refusal to follow instructions, defiance, or undermining the learning of others.
6. **Dangerous Behaviour** - Any behaviour that poses a risk of harm to self, others, or school property. This includes physical aggression, running in corridors, or throwing objects.
7. **Truancy** - Failure to attend a scheduled lesson or being off-site during school hours without authorised permission.
8. **Restorative Conversation** - A structured dialogue between staff and student after a behaviour incident, aimed at repairing relationships and re-establishing expectations.
9. **Alternative Provision (AP)** - An educational placement outside the mainstream classroom, used to meet the needs of pupils who require a different approach to learning or behaviour support.
10. **Reasonable Adjustment** - A modification made to support a student with special educational needs or disabilities, in accordance with the Equality Act 2010, to prevent them from being disadvantaged.

11. **Searching Without Consent** - A search of a pupil's belongings or person (outer clothing only) carried out by staff when there is reasonable suspicion that they possess a prohibited item, without needing their permission.
12. **Prohibited Items** - Items outlined by DfE and the school as not permitted on site (e.g. weapons, alcohol, drugs, fireworks, pornography, stolen goods).
13. **Screening** - The use of a visual or physical check (e.g. metal detector, bag check) to ensure students are not carrying prohibited items.
14. **RFL** - An internal support room or area where students are referred following serious disruption, allowing the lesson to continue and the student to reflect or regulate.
15. **Violence** - Violence refers to any intentional act of physical aggression or threat of physical harm directed towards another person. This includes, but is not limited to:
 - Hitting, punching, kicking, or pushing
 - Throwing objects with intent to harm
 - Physical intimidation or aggressive posturing
 - Use or threat of weapons or dangerous items
 - Any physical behaviour (or threat) that causes or could cause injury to others
16. **Reasonable force** - using no more force than is necessary in the circumstances to achieve a legitimate aim.
17. **Smart devices** - send and receive messages, display or capture images or text, and are typically designed to interact with users or other devices.