



Behaviour and positive relationships policy

Queen's Park Academy

Version	V0.03
Approval Date	17 th April 2026
Approved	Principal
Lead Reviewer	Principal
Review Date	17 th April 2027



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1. Introduction

1.1. Audience

This policy is intended for use by all support, teaching staff and management, parents/carers and students of Authentic Education.

1.2. Revision History

Issue	Date	Author	Changes
V0.02	23/03/2026	Kelsey Etheridge	Update to legal framework and section 8.7 to reflect new restrictive intervention guidance. Changes to section 3, 4, 5, 6, 7, 8, 9
V0.03	17.04.26	Sarah Simmons	Personalisation from Trust Policy to QPA policy



2. Legal framework

- 2.1. This policy is in line with guidance from the Department for Education. It provides advice to the principal and staff on developing the academy's positive relationship policy and explains the powers members of staff have.
- 2.2. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
 - DfE (2022) 'Searching, screening and confiscation: guidance for schools'
 - The Equality Act 2010
 - DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools'
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE(2025) Special Educational Needs and Disability (SEND) Code of Practice.
 - Schedule 1, paragraph 7 & 9 of the Education (Independent School Standards) Regulations 2014

3. Vision, aims and core values

- 3.1. Our vision
 - 3.1.1. We are committed to providing a vibrant, inclusive, and high-achieving community where every student is empowered to excel, feel safe, and is valued as an individual. Research consistently highlights the crucial role of strong, positive relationships between students, teachers, and the wider community to promote academic success, emotional well-being, and personal development.
- 3.2. Core values
 - 3.2.1. Our values create the environment where students can build the mindset, skills and determination needed to lead and inspire positive change in the world.
 - Courageous – we foster confidence, grit and integrity: encouraging students to take risks, stand up for their beliefs, persevere through challenges.
 - Innovative – we embrace creativity, critical thinking, and new ideas to springboard progress and enhance learning.
 - Excellent – we set high standards in academics, character, and personal growth: inspiring dedication, hard work, and continuous improvement.



3.3. Educational aims

3.3.1. We aim to:

- Have all students in lessons during learning time
- Have a safe, secure, orderly and caring learning environment, where all members of the school community respect each other and the school environment
- Have fairness and equal opportunities for all students and for all student to feel supported to learn in an inclusive environment
- Develop a positive learning environment with high expectations, clear routines and boundaries
- Ensure that students feel good about their learning
- Develop good, healthy citizens who are honest and proud of their school community and beyond
- Develop a culture of positive achievement where students celebrate their own achievements and that of their peers
- Encourage students to take responsibility for their learning and to work towards aspirational goals
- Ensure that parents and carers are communicated with regarding the behaviour policy

4. Roles and responsibilities

4.1. The Local Academy Board is responsible for monitoring this Positive Relationships policy's effectiveness and holding the Principal to account for its implementation.

4.2. The Principal is responsible for:

- Reviewing and approving this policy
- Ensuring that the Academy environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards outweigh sanctions and are applied consistently to all groups of students
- Ensuring that all staff understand the expectations and the importance of using them as a scaffold to ensure positive discipline
- Providing new staff with a clear induction into the Academy's positive behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully through a positive rewards system
- Offering appropriate training in positive 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 students both sanctions and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy
- To meet with students and families following fixed term suspensions

4.3. Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Staged Misbehaviour Policy consistently
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected positive behaviour and positive relationships and rewarding these
- Providing a personalised approach to the specific needs of particular students e.g. SEND
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and Expectations
- Recording behaviour incidents promptly
- Challenging students to meet the Academy's Expectations

4.4. Heads of Year responsibilities:

- To always ensure adherence to policies and procedures
- Work closely with parents where behaviour creates disruption to the learning environment
- Identify and create effective support plans for students who have behaviours causing concern and disruption to others
- To celebrate students who have positive attitude to learning, behaviour and conduct
- To investigate incidents which could result in internal isolation or external suspension
- To co-ordinate to ensure that all barriers to learning, including attendance, punctuality and behaviour are monitored regularly, and support is put in place
- To liaise with senior leaders over appropriate interventions
- To support the effective, safe and positive running of the school through daily duties



- 4.5. Members of the Senior Leadership Team are responsible for:
- Ensuring adherence to policies and procedures by themselves and all staff
 - Supporting the effective, safe and positive running of the school through daily duties
 - Working closely with students and families of those most at risk of permanent exclusion
 - Meeting with students and parents following fixed term suspensions
 - Having a presence at transitional parts of the day including but not limited to, the start of the day, end of the day, and break times
- 4.6. Parents and carers should:
- Get to know the Academy's Expectation, Rewards and Staged Behaviour documents and reinforce them at home, where appropriate
 - Support their child in adhering to the above documents
 - Inform the Academy of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with appropriate members of staff promptly
 - Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
 - Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy
 - Attend parents' evenings to monitor the progress of their child
 - Provide any medical evidence to support the school in implementing reasonable adjustments to this policy in line with students' medical needs
 - Take part in the life of the Academy and its culture
- 4.7. Students will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour
 - The rewards they can earn for meeting the expectations, and the consequences if they don't meet the standard
 - The pastoral support that is available to them
 - Students will be supported to develop an understanding of the Academy's behaviour policy and wider culture of British Values. This will be delivered through the PSHE Curriculum, religious education, assemblies and guest speakers.
 - Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through School Council and Student Resilience Survey



5. Behaviour expectations and standards

5.1. Expectations of students:

- Arrive on time and ready to engage in your learning.
- Show kindness and respect to staff, fellow students, and the Academy property.
- Follow instructions.
- Keep the Academy a safe and positive space by not bringing inappropriate or unlawful items.
- Wear the Academy uniform with pride and ensure it is worn correctly at all times.
- Be mindful to remove outdoor coats when the classroom.
- Maintain uniform standards when traveling to and from the Academy.
- Respect the walk on the left systems in place for everyone's safety and convenience.
- Eat and drink in designated areas (water is fine everywhere but bottles by sinks or on floor).
- Dispose of litter responsibly and recycle where possible.
- Come prepared with the necessary equipment for every lesson.
- Treat everyone on the Academy site with courtesy and respect and respond to staff requests promptly and positively.

5.2. Classroom Entry

- Arrive on time to each class, ready to learn.
- Enter the classroom calmly and proceed directly standing behind your seat and awaiting your teacher to invite you to sit down.
- Place your equipment neatly on your desk and put coats on chairs if appropriate.
- Start the given task promptly to settle into the lesson.

5.3. Classroom Exit

- When directed by your teacher, pack away your belongings and line up quietly by the door.
- Exit the classroom in an orderly manner, with respect for others, waiting in the corridor in silence.
- Hand in your exercise books as requested before leaving the room.

5.4. Mobile Phones and Smart Watches

- Students may bring mobile phones to the Academy if required for walking home but they must be turned off and handed to the teacher to be locked away for the day. These are returned as the pupils are leaving school. Any loss or damage to phones are not the responsibility of the school.



- In the case of any other inappropriate use of phones, they will be securely stored in the office for collection by a parent at the end of the day, and the incident will be recorded. Phones must not be used on any part of the school site.
- Smart watches and fitbits are not permitted as per the uniform policy.
- The use of mobile phones to record a pupil or member of staff without their consent will be taken as a breach of privacy of the person and a breach of mobile phone use.

5.5. Jewellery and valuables

- A pair of studs and a watch are permitted as jewellery. Any additional jewellery will be collected, recorded, and stored in the office for collection at the end of the day.
- Do not bring items such as iPads, hand-held computers, laser pens etc. into the academy.
- Mobile phones are brought to the academy at your own risk.
- Confiscated valuables will be stored in a secure location to be collected at the end of the school day.

6. Definitions of misbehaviour

6.1. **Misbehaviour** is defined as any actions by students which wilfully go against the Academy Expectations, including but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework - See Appendix E for further information on Homework
- Poor attitude
- Incorrect uniform

6.2. **Serious misbehaviour** is defined as repeated breaches of the Academy Expectations including but not limited to:

- Any form of bullying
- Any form of sexual abuse or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft



- Fighting
- Smoking / Vapes
- Racist, sexist, homophobic, misogynistic or discriminatory behaviour
- Possession of any prohibited items, such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes, tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects may be used to commit an offence, personal injury or damage to property or people

6.3. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

6.4. Bullying is:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

It is defined at QPA as 'STOP' – Several Times on Purpose and pupils are encouraged to Speak Out Straightaway – SOS – if they have any concerns.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
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 • 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 or gaming sites
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- 6.5. Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes or online harassment such as sexting.

7. Positive behaviour and rewards

- 7.1. Positive behaviour is our primary goal, and it is supported by a holistic approach to character development and behaviour management. We believe that fostering positive relationships is key to creating a nurturing and respectful learning environment. By encouraging students to show respect, empathy, and tolerance towards others, we aim to build a community where every individual feels valued and supported.
- 7.2. We recognise that strong relationships are at the heart of effective learning and personal growth. When students demonstrate kindness, cooperation, and integrity, they not only contribute to a positive atmosphere in the classroom but also develop the social and emotional skills needed for lifelong success.
- 7.3. Our approach emphasises collaboration between students, staff, and families, as we all play a role in supporting the growth of respectful and positive relationships.
- 7.4. Students are incentivised to develop character and display good behaviour through our inclusive rewards package:
- Students can be rewarded for any aspect of their academy life – they are awarded house points / gold stars.
 - Character Awards – 12 QPA Character traits identified and rewarded when observed
 - Pupil of the Week
 - 100 stars awards



8. Responding to misbehaviour

- 8.1. We believe in positive reinforcement however, there may be occasions when there is a need to challenge behaviours which are not reflective of our Academy standards and may have a detrimental effect on the health, wellbeing and learning of others.
- 8.2. Although staff will always try to de-escalate poor behaviour where possible, they have statutory authority to discipline students whose behaviour is unacceptable and fails to adhere to expectations (section 90 and 91 of the Education and Inspections Act 2006). This authority applies to all paid staff with responsibility for students. Staff also have the power to discipline students beyond the Academy gate where their misbehaviour is deemed to bring the Academy's reputation into disrepute. The Academy has a tiered monitoring system in place, through the use of a student monitoring system.
- 8.3. Individual circumstances and needs may be taken into consideration when issuing sanctions. If the disruptive behaviour of the student is persistent then the Academy will begin an assessment of the students to determine whether there are any unmet educational or other needs. This will be led by the SENDCo and/or Head of Year. It may also involve assessments from external agencies.

8.4. Isolations and Suspensions

- 8.4.1. Suspensions may be considered if there is an escalation or repeated poor behaviours that fall short of the Academy, or for more serious negative behaviours including but not limited to:
 - Premeditated or one-off assault on another student or staff
 - Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual
 - Threatening behaviour towards a member of staff or student
 - Single or repeated incidents of bullying
 - Wilful vandalism to Academy Property
 - Bringing in any item which could possibly cause harm or injury to anyone
- 8.4.2. When a student is first issued a suspension, an IBP (Individual Behaviour Plan) will be created and this will be kept up to date by the both the Head of Year and the Inclusion team. The child may also have additional monitoring charts or bespoke rewards systems in place as appropriate.
- 8.4.3. The Academy is keen to ensure a balance is met between the use of suspensions and the impact on the student's ability to re-engage with their learning. For this reason, the Academy has anticipated that in most cases suspensions will not exceed 5 days for any single incident.



- 8.4.4. The Principal retains full authority to vary the length of any fixed term suspension, at any time: however, no student will receive greater than 45 days suspended in any one academic year without being permanently excluded for persistent disruptive behaviour. The DfE Guidance on Exclusions states that where a student has been fixed period suspended for 15 days or more in a term, a Governor disciplinary panel must meet. Please note that the Principal also retains the right to permanently exclude a student for persistent disruptive behaviour, even if they have not reached 45 days.
- 8.4.5. Where the Principal is concerned that a student is subject to a large number of suspensions and therefore days lost to learning, or has accumulated a large number of incidents, in any one academic year, it is recognised that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by this student. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point, the Principal would be likely to consider at a permanent exclusion.
- 8.4.6. In order to maintain good order and authority in the Academy, a student who is disruptive or defiant may be placed in internal isolation (Return to Learn) for a half day or more. A student who disrupts internal isolation during the day, should, with their parents/carer's permission, be sent off site and will receive a suspension. Upon return to the Academy the student, at the discretion of the Principal, may be required to complete a day in isolation before returning to class.
- 8.4.7. Students who receive a suspension may not be allowed to represent the Academy in extra-curricular activities.
- 8.4.8. For further information please refer to the Academy's Exclusion Policy

8.5. Reintegration back into Academy following a suspension

- 8.5.1. There is a set procedure for those students who return to Academy following a Suspension. This will involve:
- 8.5.2. A meeting with the child, parent/carer and Principal / Senior Leader to discuss the expectations for them to return to Academy. This meeting must take place within 24 hours of the planned return date, ideally before they return to school.
- 8.5.3. Possible implementation (or review) of a Behaviour Support Plan. Where appropriate, additional intervention may be necessary to support students in modifying their behaviour.
- 8.5.4. The success of this reintegration period will determine whether students can return to representing the Academy in a range of activities. Failure to cooperate with this reintegration may result in further escalation of sanctions.



8.6. Permanent Exclusions

- 8.6.1. The Principal reserves the right to permanently exclude a student. There are two main types of situations in which permanent exclusion may be considered:
- 8.6.2. A graduated response to repeated disciplinary issues where a range of behaviour modification strategies have been implemented without success. Such incidents include, but are not limited to, when a student takes up an inordinate amount of staff time dealing with his/her misbehaviour. A verbal, written and final written warning may be issued prior to a permanent exclusion. If a final written warning is giving notice that if there is one more incident of misbehaviour then it will result in a permanent exclusion. Final written warnings last for a period of 24 months from the date they are issued.
- 8.6.3. Single, more serious incidents, in which the safety of members of the Academy community has been placed at risk. This could be a 'one off' offence. Such incidents include, but are not limited to:
- Making false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
 - Unprovoked serious act of violence towards any member of the Academy Community
 - Possession of offensive weapons. These include offensive weapons such as manufactured weapons, items adapted to cause injury, or items that are carried with the intent to cause harm.
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Arson
 - Theft of Academy property or a member of the Academy community's property
 - Uses ICT in a way which could be construed as harassment and/or bullying of other members of the Academy community, or an invasion of their privacy
 - Uses audio or visual recordings of members of the Academy community in a way which could be construed as harassment, bullying or an invasion of their privacy
 - Is involved with illegal drugs or alcohol during the Academy day e.g. using or supplying to others
 - Damage to Academy property
 - Swears at, or is personally insolent to a member of staff
 - Is involved in activities which are prejudicial to the health and safety of member(s) of the Academy community
 - Deliberate activation of the fire alarm without good intent



- 8.6.4. These are not exhaustive lists and there may be other situations where the Principal makes the judgement that a permanent exclusion is an appropriate sanction. The Academy will consider police involvement for any of the above offences where appropriate. Permanent exclusions are subject to a formal hearing and appeals panel.

8.7. Restrictive interventions and reasonable force

- 8.7.1. The DfE guidance (2026) 'Restrictive interventions including use of reasonable force in schools' provides definitions for the terms: restrictive intervention; reasonable force; significant incident; seclusion; and restraint.
- 8.7.2. Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have the legal authority to use reasonable force, in specific circumstances to ensure the safety of students and others in the Academy.
- 8.7.3. Reasonable force may be used to prevent a student:
- causing injury to themselves or others;
 - committing a criminal offence;
 - damaging property; or
 - causing serious disorder.
- 8.7.4. Any use of force must be reasonable, necessary, proportionate, and applied for the shortest time possible.
- 8.7.5. The use of force will always be a last resort, following attempts to de-escalate the situation using appropriate strategies.
- 8.7.6. Force will never be used as a form of punishment.
- 8.7.7. Staff will always consider whether there are less restrictive alternatives being using force and will assess whether intervention is likely to reduce risk or escalate the situation.
- 8.7.8. When using force, staff will take into account the individual needs and circumstances of the student, including age, size, medical needs, and any special educational needs or disabilities (SEND).
- 8.7.9. Staff will act with regard to the student's dignity, welfare, and emotional wellbeing, and will communicate clearly and calmly throughout any intervention, where possible.
- 8.7.10. The Academy does not operate a 'no contact' policy and recognises that appropriate physical contact may be necessary and beneficial in a range of situations.
- 8.7.11. Certain practices are strictly prohibited, including any use of force that restricts breathing, affects circulation, or places a student at risk of harm.



- 8.7.12. Following any incident involving the use of force, the Academy will ensure that appropriate support is provided to students and staff, including opportunities for reflection and restoration.
- 8.7.13. All incidents involving the use of reasonable force will be recorded accurately and promptly and reported to parents in line with statutory requirements.
- 8.7.14. The Academy will ensure that all staff receive appropriate and regular training in de-escalation, behaviour support, and the safe and lawful use of reasonable force. In the rare event of an unforeseen incident – including before training has taken place – staff may act to prevent harm, using on reasonable and proportionate measures. Any such incident will be recorded, reviewed and communicated with parents/carers, and staff will receive guidance and support.
- 8.7.15. The Academy will take proactive steps to minimise the need for the use of force through strong relationships, effective behaviour management and early intervention strategies.

9. Searching, screening and confiscation

9.1. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under this policy.

9.2. Searches without consent

- 9.2.1. The Principal and staff authorised by them have a statutory power to search students or their possessions, without their consent, where they have reasonable grounds to suspect that the student may have a prohibited item.
- 9.2.2. A students' possessions (any goods over which the student has or appears to have control such as a bag) may be searched. Force should not be used when conducting a search.
- 9.2.3. When a search is required, there will be two members of staff present. The person carrying out the search must be the same sex as the students and the students'



possessions may only be searching in the presence of the student themselves and the other member of staff.

9.3. Searches with consent

- 9.3.1. Searches will only be carried out by a member of staff who has been authorised to do so by the Principal. The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness.
- 9.3.2. In exceptional circumstances, an authorised member of staff of a different sex can carry out a search without another witness if:
- They reasonably believe there is risk that serious harm will be caused if the search is not carried out urgently; and
 - In the time available, it is not reasonably practicable for the search to be carried out by the same-sex staff or with a witness.
- 9.3.3. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need
 - Assess whether or not doing the search would put others at risk
 - Consider whether the search would pose a safeguarding risk
 - Explain to the student why they are being searched
 - Explain what a search would entail
 - Explain how and where the search will be carried out
 - Give the student the opportunity to ask questions
 - Seek the student's co-operation

9.4. Searching students' possessions

- 9.4.1. Possessions means any items that the student has or appears to have control of, including:
- Desks / Trays
 - Bags
 - Coats
- 9.4.2. A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the Academy rules.

9.5. Informing the Designated Safeguarding Lead (DSL)

- 9.5.1. The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item



- If they believe that a search has revealed a safeguarding risk
- 9.5.2. All searches for prohibited items, including incidents where no items were found, will be recorded in the Academy's safeguarding system, My Concern.

9.6. Informing parents

- 9.6.1. Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the Academy has taken, including any sanctions that have been applied to their child

9.7. Confiscation

- 9.7.1. Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
- 9.7.2. Academy staff have the power to confiscate any item that is harmful or detrimental to Academy discipline.

10. Incidents of misbehaviour

10.1. Off-site Misbehaviour

- 10.1.1. Sanctions may be applied where a student has misbehaved off-site when representing the Academy. This means misbehaviour when the student is:
- Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips)
 - Travelling to or from the Academy
 - Wearing Academy uniform
 - In any other way identifiable as a student of our Academy
- 10.1.2. Sanctions may also be applied where a student 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 Academy
 - Poses a threat to another student
 - Could adversely affect the reputation of the Academy
 - Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a Academy-organised trip).



10.2. Online Misbehaviour

- 10.2.1. The Academy can issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student
 - It could have repercussions for the orderly running of the Academy
 - It adversely affects the reputation of the Academy
 - The student is identifiable as a member of the Academy
- 10.2.2. Sanctions will only be given out on Academy premises or elsewhere when the student is under the lawful control of a staff member.

10.3. Suspected Criminal Behaviour

- 10.3.1. If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police.
- 10.3.2. When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police.
- 10.3.3. If a decision is made to report the matter to the police, the Principal / Vice Principal will make the report.
- 10.3.4. The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 10.3.5. 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.

10.4. Sexual Harassment and Sexual Violence

- 10.4.1. The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 10.4.2. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 10.4.3. The Academy's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 10.4.4. The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally



- Refer to early help
- Refer to children's social care
- Report to the police

10.4.5. Please refer to our safeguarding and child protection policy for more information

10.5. Malicious Allegations

- 10.5.1. Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.
- 10.5.2. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.
- 10.5.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 10.5.4. The Academy will also consider the pastoral needs of staff and students accused of misconduct.
- 10.5.5. Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other students.

10.6. Responding to Misbehaviour from Students with SEND

- 10.6.1. Recognising the impact of SEND on behaviour
- 10.6.2. The Academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- 10.6.3. When incidents of misbehaviour arise, the Academy will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
 - Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the Academy's policies or practices (Equality Act 2010)



- Using best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
 - If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the local authority and other bodies
- 10.6.4. As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 10.6.5. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

10.7. Adapting sanctions for students with SEND

- 10.7.1. When considering a sanction for a student with SEND, the Academy will take into account:
- Whether the student was unable to understand the rule or instruction
 - Whether the student was unable to act differently at the time as a result of their SEND
 - Whether the student is likely to behave aggressively due to their particular SEND
- 10.7.2. If the answer to any of these questions is yes, it may be unlawful for the Academy to sanction the student for the behaviour.
- 10.7.3. The Academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.8. Considering whether a student displaying challenging behaviour may have unidentified SEND

- 10.8.1. The Academy's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 10.8.2. 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.
- 10.8.3. When acute needs are identified in a student, the Academy 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.

10.9. Students with an Education, Health and Care (EHC) Plan

- 10.9.1. The Academy will ensure that the provision specified in an EHC plan is delivered and will work in co-operation with the local authority and relevant agencies. If the Academy has a concern about the behaviour of a student with an EHC plan, it



will liaise with the local authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.



Appendix A: Expectations

Queen's Park Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Queen's Park Academy has established a baseline of expectations it requires pupils to meet during their day-to-day learning. The underlying message within this baseline expectation is that all pupils are, 'prepared to learn' and have 'high expectations.' This baseline is:

- Maintain and promote high expectations in everything they do;
- Work hard and to the best of their ability;
- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers and all adults in the Academy;
- Work sensibly with other children in the classroom; talk quietly and not interrupt;
- Behave sensibly and in an orderly fashion when moving around the school, walking on the left in single file; look after personal belongings; take good care of the Academy environment; tidy away equipment;
- Take responsibility for their own actions and consequences;
- Develop the self-esteem of everyone in the Academy, through praise, rewards, teamwork;
- Promote mutual respect;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding and teamwork in order that an atmosphere is created for effective learning.
- To create a safe and secure learning environment in which everyone is treated fairly and with respect;
- To ensure that children behave appropriately in order that they may develop academically, socially and emotionally;



- To set acceptable standards of behaviour, challenging and disciplining misbehaviour;
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

Rewards and sanctions are seen as a logical consequence of behaviour. They serve to recognise and reinforce effort to adherence to the academy's behavioural expectations and can be implemented to try and remediate issues and prevent behaviour that falls below expectations from escalating.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Pupils will be provided with support and encouragement to help them adhere to the expected behavioural standards. These are important as they serve to create a safe, respectful learning environment in which all pupils can learn and thrive.



Appendix B: Positive behaviour and rewards

Positive behaviour is our primary goal and is supported by a comprehensive approach to character development and behaviour management. We encourage students to seek honour; not only by showing high respect and tolerance towards others but also by being regarded with pride and distinction by others. The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stars – good behaviour, manners, homework, hard work etc



- Badges – to celebrate gaining 100 stars
- House System
- Pupil Passports – certain agreed activities
- Postcards home
- Positive phone calls home
- Attendance awards
- Sporting awards
- Prefect roles of responsibility
- Head Boy/Girl
- House Captains
- Character Awards



Appendix C: Academy Prevention strategies, intervention and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and Inclusion Team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term monitoring cards
- Long-term behaviour plans / Individual Behaviour Plan (IBP)
- Alternative Provision support or Managed Move / reset placement
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum (which is incorporated into the PSHE curriculum), in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement



will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

To better understand their own emotional responses to situations and rights and responsibilities, the Academy visits topics during PHSE, other curricular lessons and assemblies. Where possible the Academy takes opportunities to use outside agencies to support the teaching of our culture and ethos, – through showing how the academy's culture and ethos supports wider societal expectations such as the Schools and Community Team. It is of great importance however, that children understand that all children are different and may be responded to slightly differently. It is key to teach our children that they are all treated fairly but not necessarily in the same way. It is also important when dealing with situations that the behaviour is targeted and not the child as it is vital to understand that all behaviour is communication, and we continually seek to identify the cause rather than just dealing with the symptoms.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. Detentions also include a loss of breaktime or lunchtime. The Principal / SLT will make the decision to issue an after-school detention to a pupil.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions, however, parents will always be notified of the detention, the reasons for it and the length.

When issuing detentions, the staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, adequate time will be allocated to allow the pupil time to eat, drink



and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Appendix D: Suspension/permanent exclusion summary

	Fixed Term Suspension			Permanent Exclusion
	0-5	6-15	16-45	
Governor disciplinary panel	No, unless the parent requests a review of the decision to suspend.	No, unless the parent requests a review of the decision to suspend.	Yes	Yes
Timeline	No legally binding timescale but we aim to meet within 45 days of the suspension.	No legally binding timescale but we aim to meet within 45 days of the suspension.	Within 15 school days of receiving notification of the suspension.	
Parental attendance	Parents/carers can be present and make verbal or written representation, or a combination of both. Students are encouraged to make representation where it is appropriate for them to do so.			



If the panel uphold the exclusion.	Recorded on the student's educational record.	
If the panel do not uphold the exclusion.	The panel has no power to direct reinstatement. The committee should record their consideration on the student's record.	The panel can reinstate the student immediately or on a fixed date. Where a student has already returned to the academy the committee should record their decision, and the reason for it, on the student's educational record.

Appendix E: Homework monitoring as part of the behaviour policy

Staff will monitor weekly whether pupils have completed the homework that has been set and keep accurate records.

Pupils will be expected to complete the homework during break or lunchtimes if they have not done what is expected that week.

Class teachers are expected to communicate with parents if pupils are regularly not completing homework to ascertain any barriers and work with parents and pupils to ensure all homework is completed as required.