

Behaviour and Rewards for Learning Policy

Reviewed by:	SCh
Approved by:	LGB
Last reviewed on:	8 th September 2025
Next review due by:	1 st September 2026

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Principals and academy staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at academy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a academy's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property

Definitions

Character and Values:

Our core values (grace, integrity, potential, respect, and excellence) underpin our rewards and behaviour systems. Our Character Curriculum is embedded throughout academy-life, including our systems related to rewards and behaviours and we strive to teach students excellent character traits and how to apply these values to academy life and the wider community.

Amazing Grace	Mutual Respect	<i>Limitless Potential</i>	Intentional Excellence	Genuine Integrity
Life is better with fresh starts and second chances.	Everyone deserves to feel valued and important	<i>Achieving so much more than we think we can</i>	Success doesn't happen by mistake	Honesty and doing the right thing are what count

Negative behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Missing or graffiti in the student planner

Serious negative behaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting and Physical Altercations
- Smoking / Vaping or the possession of related paraphernalia
- Racist, sexist, homophobic or any other discriminatory behaviour
- Verbal abuse to students and/or adults
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Prescription drugs belonging to another
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Lighters or matches
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The academy's Anti-Bullying Policy provides further guidance.

Roles and responsibilities

The local governing board (LGB)

The LGB is responsible for:

- Reviewing and approving policies on behaviour and related content
- Reviewing this behaviour policy in conjunction with the Principal
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the LGB
- Approving this policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups

Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour

- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of 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

The academy leadership team (ALT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher 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, while continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the academy's behaviour policy and wider culture.

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.

Extra support and induction will be provided for students who are mid-phase arrivals.

Academy behaviour curriculum

The primary aim of the behaviour curriculum at the academy is to raise expectations and ensure consistency of behaviour across all learning environments, ultimately leading to better student

progress. By establishing clear, high standards for behaviour, the curriculum seeks to create a positive, respectful, and focused atmosphere conducive to learning. Consistency in behavioural expectations ensures that students understand what is required of them regardless of the setting, reducing confusion and promoting a stable, supportive environment. This structured approach not only fosters academic excellence but also encourages personal growth and responsibility, preparing students for future success both within and beyond the academy context.

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 sensibly around the academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Carry their academy planner at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, **including when outside academy or online**

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

How the academy explicitly teaches students the behaviour curriculum:

Good character traits and behaviours are explicitly taught and regularly refreshed to ensure all students understand the expectations of them. The behaviour curriculum sets clear parameters for behaviours for learning, standards, and routines so that we have a shared and consistent language of expectations across academy.

Students should learn the content of the curriculum so that they can recall the information and act upon it. The curriculum is taught explicitly during the first week in Autumn term. At the start of each term, the curriculum will be revisited with students and will continue to be reinforced throughout the year.

Teachers will also demonstrate these behaviours and ensure students have many opportunities to practise these (particularly in the first few days of term). It is expected that all students will know this content

Mobile phones

In line with the [Mobile Phones in Schools guidance produced by the DfE](#), mobile phones are not to be seen, used or heard in the academy. If found to be used by a student, the following procedure will take place:

- The phone will be confiscated from the student by a member of staff
- The phone will be logged and stored in reception
- If this is the first instance of an item being confiscated, students will be allowed to collect this from reception at the end of the academy day
- Any further instances of confiscation will result in parents being contacted and required to collect the item from reception at the end of the academy day

Failure to hand over confiscated items to members of staff can lead to being placed in refocus or suspension. The academy will not accept liability for any alleged damage to confiscated items either at the time of or during confiscation.

Student phones should not be visible at any time, including in blazer pockets. Students are expected to ensure their phones are not visible or audible at any time during the academy day.

Rewards

Grace Academy Darlaston uses praise and rewards to promote positive behaviour for learning and embed our character curriculum. Our rewards include:

- Gold stars in the planner
- Character Stamps in the planners
- Invitations to events and trips
- Texts and emails home
- Phone calls home
- Character prizes
- Half termly awards
- Certificates
- Attendance recognition
- Other regular rewards and recognition

Responding to behaviour

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum and/or pathway
- Develop a positive relationship with students using a relational approach, 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

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after academy
- Loss of privileges – for instance, the loss of a prized responsibility
- Academy-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Refer to the academy's reasonable force policy for more information.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Refer to the academy's policy on searching, screening and confiscation for more information.

Online misbehaviour

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

Sanctions will only be given out on academy premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the appropriate member of staff will make the report.

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.

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.

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

Malicious allegations

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.

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.

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.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Serious sanctions

Detention

Students can be issued with detentions during break, lunch, or after academy. The academy will decide whether it is necessary to inform the student's parents/carers. When imposing a detention, the academy will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the academy may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The academy will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the student.

Suspension and permanent exclusion

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our 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

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.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the academy will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND

The academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

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.

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/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

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

If the academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHC plan.

Supporting students following a sanction

Following a sanction, the academy will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the academy. This may include:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Early Intervention Referrals
- Mentoring or other suitable interventions
- Restorative conversations

Monitoring arrangements

Monitoring and evaluating behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the academy behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly. The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By times

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the academy will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Principal and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the LGB.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Search, Confiscation and Reasonable Force statement
- Anti-Bullying Policy