



Acorn Academy

BEHAVIOUR POLICY

September 2026

This policy will be reviewed annually or in
response to DFE directives

RATIONALE

Schools need to manage behaviour well to provide a calm, safe and supportive environment in which children and young people want to attend and where they can learn and thrive.

At Bridge Academy Trust, we know that being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

DEFINITIONS

Anti-social behaviour:

Behaviour which is to the detriment of others and may cause harm to individuals, the community of the environment.

Un-social behaviour:

Behaviour that is not social but not to the detriment of others.

Pro-social behaviour:

A behaviour which is positive, helpful, promotes social acceptance and benefits others.

Bullying:

Any persistent behaviour which deliberately hurts, frightens or upsets another person.

Off-site Direction:

The temporary stay by a pupil at another educational setting.

AIMS AND VALUES

AIMS

- To provide an environment and community which fosters mutual respect and where every individual is valued, feels happy and secure.
- To encourage and reward positive, socially acceptable behaviour.
- To encourage pupils to behave with consideration for others and their property and to speak politely to other people.
- To encourage pupils to come to terms with their own emotions.
- To ensure consistency of approach in dealing with unacceptable or difficult behaviour.
- To secure the support and co-operation of parents or carers in promoting positive behaviour and in managing difficult behaviour.

EXPECTATIONS

PUPILS

To follow our school rules, in particular behaving in a manner in which they treat each individual and the school with respect.

To do their best and behave in a manner that allows every member of the class to learn free from disruption.

To not involve themselves in any violent or threatening behaviour towards other members of the school community (see section below on Anti-Bullying).

To behave in an appropriate manner whilst representing the school outside of the school environment.

STAFF

To treat pupils with dignity, building relationships rooted in mutual respect.

To promote positive behaviour from pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.

To liaise with parents where necessary, to discuss their child's behaviour.

To report behaviour concerns on school system – My Concern.

PARENTS/ CARERS

To ensure that pupils are appropriately dressed and equipped for the school day.

To engage with their children around the expectations that the school has regarding behaviour, to ensure that children understand what is expected from them.

To support the school in its management of behaviour and if necessary, any sanctions.

To inform the school of any personal factors that may result in changes to their child's behaviour.

To attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

GOVERNORS

To support the school and parents in understanding and implementing this policy, resolving any queries or challenges.

To maintain a Pupil Disciplinary Committee and a Pupil Disciplinary Appeals Committee as per the requirements of this policy.

To review this policy annually, ensuring it meets the expectations of the Local Governing Committee as contained in the Statement of Behaviour Principles.

To ensure this policy is made available to parents upon request.

PROMOTING POSITIVE BEHAVIOUR

REWARDS

We understand the positive reinforcement of the attitudes and behaviours we wish to see is an important part of establishing a culture of positive learning behaviours. All children are taught that appropriate behaviour is expected.

Therefore, we praise and reward children for their good behaviour in a variety of ways: All staff congratulate and use verbal praise whenever they observe children making good choices or demonstrating positive learning behaviours:

- All staff give out stickers for positive learning behaviours.
- All staff give children house points for exhibiting positive learning and social behaviours above and beyond expectation.
- The house with the most points is given a reward at the end of each week.
- Other opportunities to acknowledge and reward achievements and effort (eg. Headteacher Awards, certificates, website record, photo galleries and notifications to parents) are exploited as appropriate to the circumstances in each individual case.
- Each class selects a weekly superstar, and this is celebrated in assembly at the end of the week.
- Individual classes have reward systems designed by the teachers and children in order to gain rewards within the classroom.

PUPILS' CODE OF BEHAVIOUR

CODE OF CONDUCT

Everyone is expected to:

- do their best.
- be polite, helpful and friendly.
- respect other people's feelings, needs and differences.
- take good care of the school building and property belonging to others.

The children have developed three rules for the whole school. These rules are displayed prominently in all classrooms and around school:

We use kind words and actions.
We show respect to everyone.
We listen to everyone in our school.

CONSEQUENCES FOR ACTIONS

The school employs a number of consequences for actions to support the school rules and expectations and to ensure a safe and positive learning environment.

Consequences are to be employed as an opportunity to change and improve observed unacceptable actions.

Consequences may include:

- Using kind words and apologising when unkind words have been used.
- Using kind actions and apologising when unkind actions have been used.
- Tidying up when a deliberate mess has been created.
- Repairing equipment when it has been deliberately damaged.
- Removal from an activity when unacceptable behaviour persists.

PREVENTION OF BULLYING and DISCRIMINATORY BEHAVIOUR

The school will not tolerate any form of bullying or discriminatory behaviour. We ensure that any incident deemed to be bullying is addressed by staff. Incidents will incur similar sanctions to other forms of discrimination/discriminatory language and may lead to exclusion. Please see the Anti-Bullying Policy for further information.

PERSONAL ITEMS IN SCHOOL

The school strongly advises that devices, valuable items and substantial sums of money should only be brought in when considered to be essential. Parents and pupils should understand that this is entirely at their own risk as the school accepts no responsibility for loss, theft or damage of any device brought into school. Such items may be confiscated.

SOCIAL MEDIA

To protect the privacy of pupils and staff, pupils may not under any circumstances create digital video recordings or take photographs of school community members either at school or whilst attending school activities outside of the school premises for online publication or distribution without prior permission.

Pupils may not use social media sites to publish unpleasant derogatory or harassing remarks about the school or members of its community.

To safeguard our children, pupils must not under any circumstances post photographs or videos of themselves or other pupils to websites or other forms of online social media acting unlawfully, unethically, or inappropriately. This applies whilst at school or when representing the school.

Any action by a pupil on a social media or online platform that causes either reputational or personal damage to a member of the school community may result in exclusion.

SUBSTANCE MISUSE

The school will not tolerate substance misuse of any sort on school property or during off-site school activities. All of these rules also apply when travelling to and from school. It is recognised that for primary school-aged children, any incidents relating to substance misuse is likely to be a child protection concern.

Pupils believed to be in breach of the policy may be searched and any items found may be confiscated and the pupil sanctioned. This may lead to exclusion.

PRESCRIPTION AND NON-PRESCRIPTION DRUGS

The school must be informed of any necessary medications and will make the decision on how and where medications will be held. No medications (prescription or nonprescription) should be brought to school, or kept in a child's possession, without the knowledge and consent of the school.

Pupils may be permanently excluded if they are found to be involved in drug-related incidents, including psycho-active substances that are not controlled under the Misuse of Drugs Act 1971.

ALCOHOL

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

SMOKING (INCLUDING E-CIGARETTES AND VAPING)

Our school is an entirely smoke-free environment. Smoking is not permitted on our grounds. This policy applies to staff, all pupils, parents, visitors and contractors when they are on the school site. This policy includes times when pupils are representing the school.

UNIFORM AND PRESENTATION

We encourage the wearing of school uniform, and it is hoped that all parents choosing to send their child to the school support this policy. In the interest of gender equality

all items and variations in uniform can be adopted by any child should they wish to wear them.

Readiness to learn and pride in the school are important factors in the development of pro- social behaviours at school. The wearing of uniform promotes positivity and belonging.

RESTRICTIVE INTERVENTION

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 'Restrictive interventions, including the use of reasonable force, in schools (published December 2025, effective 1 April 2026). The actions that we take are in line with government guidelines on the restraint of children.

Our approach prioritises **prevention, early support and de-escalation** to minimise the need for any restrictive intervention. When a restrictive intervention (including reasonable force or seclusion) is necessary to keep pupils and others **safe**, staff will act in a way that is **lawful, necessary, proportionate and time-limited**, never as a punishment. We will always consider the needs of pupils with SEND or other vulnerabilities when planning or using restrictive interventions.

Where physical intervention has been identified as necessary in the regular support for a child, this will be identified in their individual plans and documents.

Seclusion: Seclusion may be used only as a safety measure, under supervision, and for the shortest time necessary—never as a disciplinary response.

Recording & reporting We record every significant incident involving the use of force or seclusion and report it to parents/carers as soon as practicable, in line with DfE requirements.

Training & safe practice: Staff who may need to use restrictive interventions receive appropriate training, they follow safe techniques that avoid any risk to breathing or circulation.

SCHOOL RESPONSE TO ANTI-SOCIAL BEHAVIOURS

Staff will use the school's 'Promoting Positive Behaviours' guidance to support behaviour for learning.

The need to suspend any pupil will, under normal circumstances, be relatively infrequent and, in the case of permanent exclusion, rare. The school believes that exclusion is not an appropriate response to minor incidents.

For examples of suspension/exclusion please see Appendix B.

The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, there has to be flexibility built into the system to reflect individual circumstances. A decision to suspend a pupil for a fixed period should be taken on balance, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions, are considered inappropriate.

When the school identifies that a pupil is at risk of permanent exclusion following a number of fixed-term exclusions for serious breaches of the discipline policy, the school may look to seek involvement from external agencies and support. Supportive plans will also be discussed which may include placing the pupil onto a formal Pastoral Support Programme.

If all available strategies have been exhausted, then the school may consider a permanent exclusion. We understand that the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Senior Leaders may inform the police where a criminal offence may have taken place. They should also consider making a multi-agency referral.

In cases such as these, the needs of the school community as a whole are paramount. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the pupil's previous conduct, but this will not be paramount when making the decision. Parents must accept that there are some serious breaches (examples listed in Appendix 3) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school will be limited in the mechanisms it can use to support pupils such is the serious nature of the breach of school discipline.

Where students are involved in serious misbehaviour outside of the school day this will usually be considered a matter for parents and carers. In exceptional circumstances, the senior leadership may consider disciplinary measures. This is likely to be in circumstances when the student is:

- Is taking part in activity organized by the school.
- Is travelling to and from school.
- Is wearing school uniform within a reasonable time both before and after the end of the school day.
- Poses a serious threat to another student or member of staff (this would primarily be in conjunction with external agencies).

APPENDIX 1 – BEHAVIOUR AND ACTIONS EXAMPLES

These lists are not intended to be exhaustive.

This is to act as a guide as to the kind of response that can be expected.

Every incident of unacceptable behaviour is judged individually, and appropriate responses are considered.

Low level behaviours	Medium level behaviours		High level behaviours	
Behaviours at this level should be dealt with as part of everyday classroom management	Behaviours at this level require consequences for actions.		Behaviours at this level should be referred to a senior member of staff.	
<i>Behaviours at this level need to be dealt with by classroom adults. There is no need for recording unless behaviour persists, and senior staff intervention is required.</i>	<i>Behaviours at this level should be recorded on My Concern. The action and consequence should be recorded. This is to ensure senior staff are aware that the behaviour has taken place and has been dealt with.</i>		<i>Behaviours at this level should be recorded in detail on My Concern. The behaviour, consequence and all follow up actions/support should be recorded.</i>	
Talking when required to listen.	Using unkind words.	Apologising. Saying something kind.	Biting and/or dangerous behaviour.	Apologising. Doing something kind. Referred to SLT.
Using avoidance strategies.				
Reluctance to complete learning.	Using unkind actions.	Apologising. Doing something kind.	Causing disruption deliberately.	Given choices. Referred to SLT.
Fiddling whilst on carpet.				
Inappropriate language without malice.	Creating a mess.	Clearing up the mess.	Causing damage to Equipment deliberately.	Given choices. Referred to SLT.
Not joining in.			Bullying.	Referred to SLT.
Noises at inappropriate times.	Repeatedly choosing not to complete learning.	Given choices. Completing the learning at another time.	Racist or homophobic incidents.	Referred to SLT.
Interfering with other children.				
Interrupting the adults.				

APPENDIX 2 – SEARCH AND CONFISCATION

Power to Search

School staff have the power to search for an items contravening school rules banned under school rules, if the Pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has prohibited items. Authorised members of staff: Mrs Cheryl Noble, Mrs Emma Daniels, Mrs Charlotte Fuller.

Power to Confiscate

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. This includes any items that have been brought onto the site to be sold or re-sold to any other pupil.

In most circumstances it will not be appropriate to return prohibited items (e.g. alcohol, cigarettes or vapes) to pupils. Controlled drugs, stolen items of value, illegal pornographic images (e.g. those of children) and weapons will be passed to the police. If staff are unsure whether a substance found is a controlled drug, it should be treated as such.

As well as confiscation, a pupil found in possession of a prohibited item may be sanctioned in accordance with the policy.

If there is any doubt as to these provisions, or for more advice, the DfE's publication "Screening, Searching and Confiscation" should be consulted.

APPENDIX 3 – REASONS FOR SUSPENSION/EXCLUSION

Any form of exclusion will only be considered in the light of serious incidents which may include:

- Persistent disruptive behaviour
- Refusal to carry out instructions.
- Using foul and abusive language to other pupils or staff.
- Serious actual or threatened violence against another pupil or **adult**.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/threatening or intimidatory behaviour towards another Pupil.
- Verbal abuse/threatening or intimidatory behaviour towards an adult.
- Bullying.
- Cyber/online bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Possessing or using drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Supplying drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Reckless or deliberate destruction of school property.
- Reckless behaviour resulting in injuries to others.
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- Theft (either from other pupils, staff or school property).
- Uploading images, videos or other forms of multimedia that relate to staff or pupils of the school onto the internet or other online platforms/apps without prior permission of the school.
- Sexual abuse or assault.

The above is not an exhaustive list, nor is it written in any particular order, but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school.

OFF-SITE DIRECTION

Off-site direction is the temporary stay by a pupil at another educational setting. It can only be used as a way to improve a pupil's future behaviour and not as a sanction.

The aim of off-site direction is to reintegrate the pupil back into their home school. However, once the time limit of the offsite direction has been reached it may be necessary to consider alternative options to a return to the home school. These may include a managed move.

Parents/Carers (and the Local Authority if the pupil has an ECHP) will be notified in writing and provided with information about the offsite direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

Parents/carers (and the Local Authority where the pupil has an ECHP) can request that the Local Governing Committee hold a review meeting. The Local Governing Committee must comply with the request as soon as is practicable unless there has already been a review meeting in the previous 10 weeks.

During the off-site direction, the school will ensure that the pupil continues to study a broad and balanced curriculum.

The length of the offsite direction will depend on what best supports the pupil's needs and potential for improved behaviour.

SUSPENSION

Suspension is when a pupil is excluded from school for a fixed period of time.

Whilst the school will always work with parents to try and support pupils, there will be occasions when there is a serious breach of school discipline. In these circumstances the school may consider a suspension as the appropriate sanction. The decision to exclude a pupil will be taken:

- In response to serious breaches of the school's Pupil Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can exclude a pupil. The school will always try and contact the parent/carer by phone to discuss the suspension before the pupil is sent home. The Headteacher (or Deputy Headteacher) will, normally on the day of the suspension, inform the parent/carer in writing of the following:

- The precise period of the suspension.
- The reason(s) for the suspension.
- The parent's/carer's right to make representations about the suspension to the Local Governing Committee and how the pupil may be involved in this.

- The person the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend a meeting with the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- An invitation to a re-integration meeting.

If the school is aware that the pupil has a social worker or is Looked After, the social worker and or Virtual School Head will also be notified of the suspension as applicable.

The Local Authority will be notified of the suspension without delay.

The limit for the length of suspensions is 45 days in any school year.

Any suspension which results in a pupil being excluded from school for a total of more than five school days in a term will be reported to the Local Governing Committee.

EXCLUSION

Exclusion is when a pupil is permanently excluded from school. The Headteacher (Deputy Headteacher or Director of Primary Education in their absence) is the only person who can exclude a pupil. The school will always try and contact the parent by phone to discuss the exclusion before the pupil is sent home. The Headteacher (or DHT or Director of Primary Education) will normally on the day of the exclusion, inform the parent in writing of the following:

- The fact that it is a permanent exclusion.
- The reason(s) for the permanent exclusion.
- The parent/carer's right to make representations about the exclusion to the Local Governing Committee and how the pupil may be involved in this.
- The person to whom the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend the permanent exclusion hearing held by the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first 5 school days of a permanent

exclusion, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to school.

- The days on which the pupil's parents/carers must ensure that the Pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

For a permanent exclusion, the Headteacher should also document for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the Pupil.

The Headteacher will prepare a full written report for the Governors' Pupil Disciplinary Panel. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded child prior to the meeting – as per the 2017 DFE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

The Governors' Pupil Disciplinary Panel will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to re-instate the pupil or will uphold the decision to permanently exclude the child. If the exclusion is upheld, then the Governors' Disciplinary Panel must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, an Independent Review Panel would then be convened to hear all representations. In line with government legislation, once a decision has been made, the school is under no obligation to re-instate a pupil, even after an appeal.

APPENDIX 4 – GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

The local governing committee/board of trustees has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.

The governors/trustees support the headteacher in adhering to these guidelines.

The headteacher has the day to day authority to implement the school's policy of behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

The headteacher must take this into account when making decisions about matters of behaviour. The governors/trustees are responsible for hearing and responding to complaints made in respect of behaviour or welfare in accordance with the trust complaints policy and procedure. The governors/trustees are responsible for challenging the headteacher regarding the appropriate application of behaviour policy and monitoring its implementation.