



Policy Document

Alkerden Church of England Academy

Behaviour and Relationships Policy

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Introduction

At Alkerden Church of England All-Through Academy our Behaviour Policy is rooted in our Christian vision of inclusion and hope. We are a community that values every individual. Our policy reflects our belief that positive relationships, mutual respect, and a shared sense of responsibility are the foundation for a thriving learning environment.

We are committed to nurturing a culture where all members of our academy, learners, staff, and families, are empowered to learn, grow, and succeed together. From the earliest years through to young adulthood, we model and expect behaviours that promote kindness, collaboration, and dignity for all. Our inclusive ethos supports not only academic excellence but also the development of character, empathy and social awareness.

This policy sets out clear expectations and consistent approaches to behaviour, underpinned by our commitment to reflectiveness, confidence, creativity, and principled action. Through supportive guidance and shared values, we help our young people become articulate, open-minded team players who are engaged and happy in academy life.

We are all one - learning together, thriving together.



Aims of the Behaviour Policy

This Behaviour Policy aims to:

- **Promote an inclusive and respectful community**, underpinned by the academy's Christian vision of hope, where all individuals are valued regardless of faith or background
- **Establish a safe, nurturing and purposeful learning environment** that enables every student to thrive academically, socially, and emotionally
- **Encourage positive relationships and collaboration** between learners, staff and families, built on mutual respect and kindness
- **Support the development of personal responsibility and self-regulation**, enabling learners to make principled and thoughtful behaviour choices
- **Foster the growth of reflective, confident and articulate learners** who show empathy and are socially aware
- **Ensure fairness and consistency in the application of behavioural expectations**, so that all students feel respected and treated with dignity
- **Celebrate diversity and individuality**, recognising and supporting the unique strengths, needs and contributions of each learner
- **Promote a strong sense of belonging and engagement**, helping all members of the academy community to feel empowered, happy and proud of their place in it

Behaviour Expectations

At Alkerden Church of England All-Through Academy, our behaviour expectations are rooted in our core values, **Aim High, Be Kind, Get Involved**, and are guided by the attributes of **The Alkerden Heart**. These qualities shape who we are and how we interact with the world, as compassionate, principled and collaborative individuals.

Aim High

We strive for excellence and approach every opportunity with curiosity, creativity, and commitment

We are:

- **Thinkers:** We ask questions, challenge ourselves and think deeply and critically
- **Creators:** We express ourselves with originality, imagination and a desire to inspire positive change
- **Self-Aware:** We reflect on our progress, learn from feedback and take ownership of our personal growth

We Aim High by:

- Arriving on time, prepared and ready to learn
- Staying focused, showing resilience and doing our best in all that we do
- Embracing challenges as opportunities to grow and improve

Be Kind

We care deeply about others, act with integrity, and make choices that show respect and empathy

We are:

- **Kind:** We treat everyone with compassion, honesty and dignity
- **Open-Minded:** We respect and value diverse perspectives, listening with empathy and understanding



- **Globally Aware:** We consider the impact of our actions and contribute positively to our community and world

We Are Kind by:

- Speaking and acting with honesty and care
- Celebrating differences and standing up for what is right
- Creating an inclusive environment where everyone feels safe and valued

Get Involved

We participate actively in school life, contribute to our community, and believe in the power of working together

We are:

- **Collaborators:** We work together, support one another and build resilience as a team
- **Communicators:** We listen actively, share our ideas clearly and contribute meaningfully
- **Globally Aware:** We engage with real-world issues and act to make a difference

We Get Involved by:

- Participating enthusiastically in lessons, clubs and enrichment opportunities
- Supporting others and building strong, respectful relationships
- Contributing to a shared culture of pride, positivity and progress

These expectations reflect who we are as a community and guide how we live and learn together. When we **aim high, are kind, and get involved**, we bring *The Alkerden Heart* to life in everything we do.



5-a-Day Achievement Points

At Alkerden Academy, we believe in recognising and reinforcing positive behaviour consistently throughout the school day. As part of our behaviour strategy, all learners are awarded up to five daily achievement points, one at the start of each lesson, as recognition of their readiness to learn and meet the Academy's expectations.

Learners are expected to keep their point for each lesson by:

- Arriving on time and fully equipped
- Demonstrating respectful behaviour
- Engaging positively with learning
- Following instructions promptly
- Contributing to a calm and focused classroom environment

If a learner receives two warnings in a single lesson due to behaviour that does not meet the Academy's expectations, they will lose the achievement point for that lesson.

In the event that a point is lost, families will be contacted to ensure they are informed and can support their child in reflecting on their behaviour. This communication is part of our commitment to working in partnership with families to promote positive conduct and high standards.

In addition to the 5-a-day points, learners also have the opportunity to earn additional achievement points by going above and beyond expectations in ways that reflect the Academy's core values:

- **Aim High:** Demonstrating exceptional effort, resilience, or academic ambition
- **Be Kind:** Showing empathy, supporting others, or making a positive contribution to the school community
- **Get Involved:** Participating actively in lessons, clubs, enrichment activities, or school events

Staff will log the retention, loss, and awarding of all achievement points using the school's behaviour monitoring system. These points contribute to daily, weekly, and termly rewards and are an important part of each learner's overall behaviour profile.

Recognising Positive Behaviour

At Alkerden Church of England All-Through Academy, we believe in nurturing a culture of encouragement, recognition and celebration. Positive behaviour is central to a thriving learning community, and we actively seek to notice and reward learners who embody our values: Aim High, Be Kind, Get Involved.

We recognise and celebrate learners who:

- Demonstrate commitment to learning and personal progress
- Show kindness, empathy and respect towards others
- Contribute positively to lessons, school life and the wider community
- Reflect *The Alkerden Heart* attributes in their daily actions

Ways We Recognise Positive Behaviour

1. Verbal Praise

Given in the moment by staff to acknowledge effort, achievement or positive choices

2. Achievement Points

Awarded for demonstrating values such as resilience, creativity, teamwork, or integrity

3. Positive Phone Calls / Emails Home

Teachers and pastoral staff contact families to share praise and highlight successes

4. Postcards and Certificates

Sent home or presented in assemblies to celebrate outstanding contributions

5. Star of the Week / Learner of the Week Awards

Celebrating learners who go above and beyond in learning or conduct

6. Display of Excellence

High-quality work, artwork or positive contributions showcased in classrooms and shared spaces.

7. Leadership Opportunities

Learners who consistently show leadership, kindness or initiative may be selected for roles such as Learner Ambassador, Peer Mentor, or House Representative

8. Celebration Assemblies

Regular assemblies to acknowledge achievement, progress and those living out the academy's values.

9. Special Events or Reward

Invitations to reward trips, enrichment activities or academy-wide celebrations

10. The Alkerden Heart Nominations

Staff nominate learners who exemplify core character attributes such as being Kind, Open-Minded, Collaborative or Globally Aware

Classroom-Based Sanctions

At Alkerden Church of England All-Through Academy, we are committed to maintaining a calm, inclusive and purposeful learning environment where every learner can thrive. Our approach to behaviour in the classroom is underpinned by our shared values: Aim High, Be Kind, Get Involved.

To support positive behaviour we use a stepped response that encourages reflection, responsibility, and restoration.

The 2 Warnings and remove Approach

1. First Warning - A Reminder to Reflect

A calm, clear reminder is given when a learner is not meeting expectations. This is an opportunity to make a better choice. Take up time is given.

- Staff will encourage the learner to reflect on how their behaviour is impacting others and their own learning.
- The reminder may reference our shared values:
 - *“Let’s Aim High - focus on your work so you can do your best.”*
 - *“Be Kind - others have the right to learn without disruption.”*
 - *“Get Involved - show us you’re part of the learning team.”*

2. Second Warning - A Clear Final Chance

If the behaviour continues, a second and final warning is issued. Again the learner is given plenty of take up time.

- The learner is told clearly that the next step will be an exit from the classroom
- This gives the learner one final opportunity to reset and demonstrate positive engagement
- The warning is recorded in line with academy behaviour procedures

3. Remove - Temporary Removal from Class

If the behaviour persists, the learner will be removed from the lesson.

- The learner will be sent or escorted to a designated space to continue learning independently

- The incident is logged and followed up by teaching and pastoral staff
- Exits are not punitive but part of a structured system that protects the learning of all

Restorative follow up

Before returning to class, the learner will participate in a restorative conversation with the class teacher or appropriate staff member and families. This ensures reflection and repair, and reinforces expectations:

- What happened?
- What was the impact on learning and relationships?
- How can we move forward positively?

This process reinforces our shared commitment to:

- **Aim High** - taking responsibility and striving for better
- **Be Kind** - acknowledging harm and restoring relationships
- **Get Involved** - re-engaging in the learning community

Removal from Multiple Lessons in a Day

To uphold high standards of behaviour and ensure all learners can thrive in a safe and focused environment, we have introduced the following procedure:

If a learner is removed from two lessons in a single school day, they will be required to remain in school for up to one additional hour beyond the normal finish time. During this time:

- A parent, carer or other responsible family member will be expected to come to school to collect the learner.
- A meeting will be held on-site between the family member, the learner, the class teachers involved, and a member of the pastoral team. The purpose of this meeting is to:
 - Review the incidents leading to the removals.
 - Identify underlying causes or concerns.

- Agree on a clear strategy to avoid repeat incidents and support positive behaviour going forward.

If a family member is unable to attend in person due to work or other exceptional commitments, the meeting must be conducted via Microsoft Teams either:

- At the time of collection, or
- No later than **08:30 the following school day.**

Failure to engage with this process may result in further consequences, including a fixed-term suspension, in line with the school's behaviour framework.

This policy reinforces our commitment to partnership with families in promoting high expectations and sustained positive behaviour.

Reasons learners might need re-direction in class

(Focused on choice-based behaviour, not traits linked to neurodiversity)

- **Deliberately talking over the teacher** or interrupting the lesson.
- **Refusing to follow clear instructions** after being given reasonable prompts.
- **Being openly disrespectful** to staff or peers (e.g. rude language, tone, or gestures).
- **Encouraging others to misbehave** or creating disruption on purpose.
- **Using a mobile phone or other device** without permission.
- **Engaging in inappropriate conversations** (e.g. gossip, swearing, offensive jokes).
- **Purposefully disrupting the learning of others.**
- **Misusing equipment or school property** (e.g. drawing on desks, throwing items).
- **Walking out of the classroom without permission.**
- **Persistent refusal to engage with learning** despite support or reminders.
- **Deliberately breaking agreed classroom rules** or expectations (e.g. uniform defiance).
- **Being argumentative or confrontational** with staff.

Serious Behaviour Breaches and isolation

Whilst the vast majority of behaviour is addressed through relational, values-led approaches, there are occasions where serious breaches of the behaviour policy require a swift and proportionate response. At Alkerden Church of England All-Through Academy, we are committed to maintaining a safe, respectful and inclusive environment where every learner can thrive.

What constitutes a serious breach?

A serious breach is any behaviour that significantly undermines the safety, dignity or learning of others. This includes, but is not limited to:

- Physical aggression or violence
- Threatening or abusive language or behaviour
- Bullying (including online/cyberbullying, prejudice-related incidents)
- Defiance or refusal to follow instructions that impacts the safety or learning of others
- Damage to property
- Possession or use of prohibited items (e.g., weapons, drugs, or vapes)
- Discriminatory language or behaviour (e.g., racism, sexism, homophobia, transphobia)
- Repeated disruption despite interventions

These behaviours contradict the values of **Being Kind**, **Getting Involved positively**, and **Aiming High** as respectful and responsible members of our community.

Use of Isolation (Supervised Removal)

In response to serious incidents, learners may be placed in a supervised **Isolation Room** for a fixed period. This is not a punitive space, but a structured environment for reflection, calm, and the continuation of learning.

Isolation may be used when:

- A serious incident requires immediate removal from mainstream lessons
- A pattern of disruptive behaviour needs to be broken while support plans are put in place
- A restorative conversation and re-entry plan needs to be facilitated safely

In Isolation:

- Learners will complete meaningful academic work
- Trained staff will support emotional regulation and reflection
- Expectations for behaviour will be clear, consistent and respectful

The length of time in isolation will be proportionate to the incident and determined by senior or pastoral staff. Families will always be informed in a timely manner and learners will be supported in making a successful return to class.

Restorative and Supportive Approach

Following any serious breach:

- A **restorative meeting** will take place to address harm and rebuild relationships
- Staff will support the learner to reflect on their actions in relation to our values and *The Alkerden Heart*
- A behaviour plan, report card or support intervention may be put in place to help the learner re-engage positively

We believe in accountability with compassion. Serious consequences are balanced with reflection, support and a belief in every learner's capacity to grow. Our goal is always reintegration, restoration and a return to positive learning.

Working in collaboration with families

At Alkerden Church of England All-Through Academy, we recognise that strong, respectful partnerships between the academy and families are essential to supporting positive behaviour and the holistic development of every learner. We are a community that believes in journeying together - and this includes learners, families and staff working in shared commitment to our values: **Aim High, Be Kind, Get Involved.**

Our approach

We work closely with families to ensure that behaviour expectations are clearly understood, consistently applied, and rooted in care. Open, honest communication helps us to understand the full context of a learner's experience and to respond in a way that is both compassionate and effective.

We will:

- **Communicate clearly and promptly** about successes, concerns or changes in behaviour
- **Celebrate positive behaviour and progress**, sharing this with families through praise calls, messages and awards
- **Inform families early** if a learner is struggling to meet expectations, so that we can work together on next steps
- **Invite families to meetings** when behaviour concerns persist or a significant incident has occurred, to discuss support strategies and agree a plan moving forward
- **Listen actively** to family perspectives and consider the learner's wider circumstances
- **Involve families in planning support**, such as behaviour plans, mentoring or pastoral interventions
- **Provide guidance and resources** to help families support behaviour and wellbeing at home
- **Work in close partnership with the SEND department** when considering sanctions for learners with additional needs, ensuring that responses are fair, appropriate and supportive of their individual circumstances

Shared responsibility

We ask that families support the academy by:

- Reinforcing our core values and behaviour expectations at home
- Engaging positively with communication from school, including meetings and updates
- Encouraging learners to reflect on their choices and take ownership of their actions
- Supporting restorative processes and celebrating progress with us

By working together in partnership, we can ensure that every learner is supported to thrive - academically, socially and emotionally. Our shared goal is to help learners grow into confident, kind and principled individuals who understand their responsibilities and make a positive difference in the world.

Exclusions: Fixed term and Permanent

At Alkerden Church of England All-Through Academy, we are committed to nurturing each learner through support, compassion, and consistent expectations. However, in rare and serious circumstances, where behaviour poses a significant risk to the safety, wellbeing, or learning of others, or where a learner shows no improvement despite multiple interventions and behaviour support, the Co-Heads of school reserve the right to issue a **Fixed-Term suspension** or **Permanent Exclusion** in accordance with statutory guidance.

Fixed-Term suspension

- The decision to suspend a learner will follow a full investigation and will only be made when deemed necessary by the Co-Heads of school
- Learners will have the opportunity to respond to the allegations before a decision is finalised
- Families will be informed in writing of the exclusion and the reasons for it
- The letter will include information about the right to make representations and, where applicable, appeal the decision

- Work will be provided during the suspension period, and a **reintegration plan** will be established to support a successful return
- A meeting with families may be arranged to review the incident and agree on next steps

Governing Body Involvement

- For fixed-term exclusions totalling more than 15 school days in a term, the Governing Body's Pupil Discipline Panel will hold a meeting within 15 school days to consider the exclusion
- For exclusions between 6 and 15 days, the Governing Body must meet if requested by families
- For exclusions under 6 days, families may make representations, but there is no requirement for a meeting
- At the discretion of the Headteacher, a behaviour plan and meeting with the Governing Body's Disciplinary Panel may be arranged to support improved behaviour, following all reasonable interventions

Permanent exclusion

The Co-Heads of School have the authority to permanently exclude a learner for gross misconduct or persistent disruptive behaviour, especially where the safety or learning of others is compromised.

Permanent exclusion may be considered in (but not limited to) cases involving:

- Physical assault against another learner or a member of staff
- Threatening, abusive, or intimidating behaviour
- Possession, use or distribution of illegal substances (zero tolerance to drugs and alcohol)
- Possession of a weapon or dangerous object (zero tolerance)
- Persistent, defiant behaviour that undermines the school's ethos and disrupts learning
- Other serious breaches of the behaviour policy or academy values

All incidents will be thoroughly investigated before a decision is made.

Families will:

- Be informed in writing of the Co-Heads decision
- Be invited to a meeting with the Co-Heads or a senior leader
- Receive written notification outlining the right to appeal
- Be invited to attend a Pupil Discipline Committee meeting to review the case
- Receive formal written confirmation of the outcome, including the right to appeal to an Independent Review Panel

The academy may refer the incident to external agencies, including the police, where necessary to safeguard others or uphold the law

Conduct to and from school

At Alkerden Church of England All-Through Academy, we believe that learners represent our values, *Aim High, Be Kind, Get Involved*, at all times, not just within the academy grounds. The expectations of respectful, responsible, and safe behaviour extend to learners' journeys to and from school, whether they are walking, cycling, using public transport, or being dropped off and collected by families.

Under **Section 89(5) of the Education and Inspections Act 2006**, school staff have the statutory authority to regulate learners' behaviour beyond the school gates "to such an extent as is reasonable." This includes behaviour on the journey to and from school, as well as during off-site activities that are part of school life.

We expect learners to:

- Be respectful and considerate towards members of the public and the local community
- Wear their uniform with pride and in accordance with school policy
- Behave safely and responsibly on public and school transport
- Follow instructions from transport providers and staff

- Avoid engaging in anti-social behaviour, including littering, shouting, or using inappropriate language
- Support others in making positive behaviour choices
- Report any incidents of concern to a member of staff as soon as possible

Where behaviour outside of school is reported to us and causes reputational harm or risk to the welfare of others, the academy reserves the right to apply appropriate sanctions in line with the behaviour policy. This includes warnings, restorative actions, detentions, and in more serious cases, exclusions.

We ask that families support the academy by reinforcing these expectations at home and encouraging learners to reflect on how their conduct beyond the school gates reflects their character and our shared values.

Positive Handling

At Alkerden Church of England All-Through Academy, we are committed to promoting a safe, supportive environment where all learners and staff feel respected and protected. On very rare occasions, it may be necessary to use positive handling to prevent learners from causing harm to themselves, others, or property, or to maintain good order and discipline.

In line with Section 93 of the Education and Inspections Act 2006, all staff members who have control or charge of learners are authorised to use reasonable force where necessary.

Positive handling refers to a graduated, proportionate use of force to manage extreme behaviour safely. It is never used as a punishment but as a last resort when all other de-escalation strategies have been unsuccessful.

Examples of situations where positive handling may be used include:

- Preventing a learner from seriously hurting themselves or others
- Preventing serious damage to property
- Removing a learner from a situation where they are causing disruption and refusing to leave when instructed
- Preventing a learner from leaving the premises if doing so would place them at risk of harm

All incidents of positive handling:

- Are recorded in detail using the academy's internal behaviour or safeguarding systems
- Are monitored and reviewed regularly by the senior leadership team to identify patterns, ensure consistency, and inform further support
- Are reported to families as soon as possible
- Are followed up with a reflective conversation involving the learner, staff, and relevant support teams
- May involve support from the SEND team and/or external agencies if appropriate

The academy is committed to transparency and accountability. Monitoring data related to positive handling is reviewed to ensure it is used appropriately, proportionately, and only when absolutely necessary.

The dignity, rights, and safety of learners are paramount. Wherever possible, proactive strategies, risk assessments, and de-escalation techniques are used to prevent the need for physical intervention. We work closely with families to agree on personalised support plans for learners who may be at higher risk of requiring positive handling.

Searches

In accordance with the Education Act 1996 and the Education and Inspections Act 2006, staff at Alkerden Church of England All-Through Academy have the legal authority to search learners, with or without their consent, where there are reasonable grounds to suspect they may be in possession of prohibited items.

The safety and wellbeing of all members of our community is our highest priority. Searching may be necessary to prevent harm, uphold the law, or maintain a calm and orderly school environment.

Prohibited items include but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco or vaping products
- Fireworks
- Pornographic material
- Any item that staff reasonably suspect has been, or could be, used to commit an offence, cause personal injury or damage property
- Mobile phones, electronic devices or other items that breach school rules (if deemed necessary)

Searches may:

- Be conducted by authorised staff members (usually senior leaders or pastoral staff)
- Be carried out on academy premises or where the learner is under the lawful control of the school (e.g. on a school trip)
- Involve the use of metal detectors or screening devices, if necessary
- Be done with or without consent, where the law allows, depending on the item being searched for

Whenever possible, searches will:

- Be conducted by a member of staff of the same sex as the learner
- Take place with a second adult present as a witness
- Be done with dignity and sensitivity, safeguarding the learner's welfare at all times

Families will be informed following any search that reveals prohibited items or leads to a further consequence.

Items found may be:

- Returned to the learner or their family
- Retained, disposed of, or handed to the police depending on the nature of the item

Learners who refuse to comply with a search may be subject to further disciplinary action in line with the behaviour policy.

Ensuring Equity

At Alkerden Church of England All-Through Academy, our behaviour policy is underpinned by our commitment to fairness, inclusion and the belief in the potential of every learner. We recognise that some learners may face additional challenges that affect their behaviour, including those with special educational needs, disabilities, trauma or adverse life experiences. We work proactively to remove barriers, provide tailored support and apply this policy with consistency, compassion and professional judgement. Our aim is to promote positive behaviour and wellbeing for all, ensuring that every learner feels seen, respected and empowered to thrive within our inclusive community.