



Behaviour Policy

King's Academy Brune Park

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Contents

Contents	1
1. Aim	2
2. Behaviour Principles	2
3. Legislation and statutory requirements	2
4. Definitions	3
5. Bullying	4
6. Roles and responsibilities	4
6.1 The Governing Body	4
6.2 The Headteacher	4
6.3 Staff	4
6.4 parents	5
7. Rewards and Sanctions	5
7.1 Ladder of rewards (See Appendix 2)	5
7.2 Ladder of consequences (See Appendix 2)	5
7.3 Removal from classrooms	6
7.4 Violence and Physical Aggression Between Students	7
7.5 Verbal abuse, Sexism and Sexual harassment	8
7.6 Off-site behaviour	8
7.7 Internal Inclusion (I-Room)	9
7.8 Managed Respite	9
7.9 Suspensions	9
7.9.1 Procedures	9
7.10 Direction to off-site provision	10
7.11 Managed moves	10
7.12 Resources and support	10
7.13 Behaviour contract	10
7.14 Malicious allegations	
8. School Behaviour Curriculum	11
9. Behaviour Management	11
9.1 Classroom Management	11
9.2 Physical restraint	11
9.3 Confiscation	11
9.4 Searching students	12
10. Student Support	13
10.1 Duty of the school	13
10.2 Student Transition	13
11. Staff Training	13
11.1 Continuing Professional Development	13
12. Monitoring arrangements	14
13. Links with other policies	14



1. Aim

Policies at King's Academy Brune Park are designed to support the ethos, aims and vision of the school as outlined in the School Action Plan and mission statement.

At King's Academy Brune Park, all students are valued and belong. We believe that every student matters, and we work to remove barriers to learning to enable success and help each individual achieve their full potential.

This policy aims to:

- Provide a consistent approach to behaviour management which permeates the whole school ethos
- Define what we consider to be unacceptable behaviour including bullying
- Outline how the students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and sanctions

Our approach is a positive one which emphasises the benefits of the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.

2. Behaviour Principles

- Every student has the right to learn, but no student has the right to disrupt the learning of others
- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The fixed-term suspension and exclusion policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life
- The local governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping children Safe in Education](#)



- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - from September 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association

4. Definitions

Misbehaviour is defined as:

- Disruption in corridors between lessons and at break and lunchtimes
- Non-completion of classroom or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- student on student abuse - as identified below
- Vandalism
- Theft
- Fighting
- Smoking
- Possession of any prohibited items. These are:
 - Knives or Weapons
 - Alcohol
 - Illegal Drugs
 - Stolen Items
 - Tobacco and cigarette papers
 - Firework
 - 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)
 - Mobile phones - if phones are seen in school for any reason they may be confiscated

Child on child violence is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent



- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation

5. Bullying

Bullying is defined as the repetitive, intentional harming of one 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

No bullying will be tolerated in school and will be dealt with through the pastoral team.
The full anti-bullying policy can be found linked in section 13

6. Roles and responsibilities

6.1 The Governing Body

The school's governors are responsible for reviewing and approving the written statement of behaviour principles [section 2].

The school's governors will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The school governors are responsible for monitoring this behaviour policy effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles [section 2]. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher is responsible for reviewing and approving this behaviour policy.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behaviour needs of particular students



- Recording behaviour incidents

The senior leadership team will support staff in responding to behavioural incidents

6.4 Parents

Parents are expected to:

- Support their student in adhering to the school's principles of behaviour (Section 2)
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Rewards and Sanctions

Rewards include but are not limited to:

- Positive behaviour will be rewarded with:
- Praise
- Positive points
- Positive postcards and letters home
- Recognition in year assemblies
- Phone calls home to parents
- End of term/year rewards
- Reward trips/days
- Celebration Friday

7.2 Consequences

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending students home to change their uniform
- A verbal reprimand
- Removal to another lesson (This is arranged in department areas and is often the closest classroom)
- Expecting work to be completed at home or at break/lunchtime
- Withdrawal of privileges
- Confiscation of items
- A restorative conversation - break, lunch or after school
- A restorative conversation after school following parental contact
- Referring the student to a line manager
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Community service (where possible, related to the behaviours that have gone wrong)
- Agreeing a report card
- Agreeing a behaviour support plan
- Agreeing a behaviour contract
- Reduced timetable or withdrawal from mainstream curriculum
- Internal inclusion (I-Room)
- Managed respite at another school
- Suspension from school
- Permanent exclusion from school (considered as an absolute last resort)



Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion.

This includes but is not limited to:

- Persistent breaches of the school's behaviour policy
- Threats and/or assaults on a member of the school community
- Possession of an offensive weapon such as a knife
- Possession of drugs
- Racist, sexist, homophobic or discriminatory behaviour
- Criminal or alleged criminal behaviour
- Vandalism of school property
- Bringing the school into disrepute
- Sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school this is explained in 'Sexual violence and sexual harassment between studentren in school and colleges' - September 2021

7.3 Removal from classrooms

In response to serious or persistent breaches of this policy, the school 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 that is meaningful, but 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 students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe place

Students who have been removed from the classroom are supervised by another staff member.

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

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

Parents will be informed on the same day that their student is removed from the classroom.

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

- Meetings with mentors
- Use of Teaching Assistants
- Short term behaviour report cards



- Long term behaviour report cards
- Multiagency assessment

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

7.4 Violence and Physical Aggression Between Students

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The school has a zero tolerance of any form of violence or aggression. We are committed to ensuring that King's Academy Brune Park is always a safe place to learn, where all students are able to grow up understanding that fighting, assaults and physical bullying of any kind are unacceptable behaviours in school and society. We are committed to ensuring that all students understand that they must develop the appropriate skills to resolve conflicts, which they will inevitably encounter as they grow up, positively and productively. It is important to understand that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up. It is not acceptable to dismiss sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'. In all cases, we ensure that victims of sexual harassment or violence are safeguarded, supported and listened to.

This section of the behaviour policy is to make it absolutely clear what we mean by the terms violence and aggression (of any description) and what the consequences of such behaviour will be.

In order to define violence and aggression we have chosen the terms "affray", "common assault", "assault causing bodily harm" and "assault causing grievous bodily harm". The definition of these terms is:

- Affray is when someone threatens violence toward another person and behaves in such a manner that other people are fearful of their personal safety. This can constitute a criminal offence
- Common assault is committed when someone inflicts violence on another person or makes that person think they are about to be attacked. Threatening words or a raised fist could lead the victim to believe they are going to be attacked and that is enough for the crime to have been committed. Other acts like spitting at someone may also be classed as common assault. This can constitute a criminal offence
- Assault causing actual bodily harm is committed when someone, intentionally or recklessly, has caused physical harm. This can constitute a criminal offence
- Assault causing grievous bodily harm is more serious than actual bodily harm and involves wounding with intent and malice. This can constitute a criminal offence

Our sanction for any student found committing affray is:

- A letter to parents/carers
- The letter will be on record and passed onto any post-16 institution when references are required
- A restorative conversation between the aggressor and the victim
- A sanction of suspension or other sanctions may also be applied

Our sanction for any student found committing assault (any category) is:



- The police may be informed and they may decide to prosecute. Please note the age of criminal responsibility in England and Wales is 10 years old
- A letter will be sent to their parents/carers informing them of the incident
- Parents and students may be required to engage with external agencies such as the Youth Offending Team
- Police may also be in contact with parents
- The letter will be on record and passed onto any post-16 institution when references are required
- They will be excluded or required to receive their education from a different provider
- Parents will be required to reassure the Headteacher that such an offence will not be repeated

Our sanction for any student found committing assault (any category) a second time is all of the above and in addition:

- The parents and students will need to attend a disciplinary meeting with a member of the Governing Body as well as the Headteacher. There will be a signed Contract of Behaviour for the student to remain in school which will be witnessed by the Governor and Headteacher
- The student is at risk of being permanently excluded from the school

7.5 Verbal abuse, Sexism and Sexual harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that creates stereotypes of social roles based on sex.

All staff and students are encouraged to call out and/or report this behaviour. If students make these comments we will:

- Ask staff to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Inform the student's guardians about the incident where appropriate
- Monitor the behaviour for any recurrence
- Escalate the sanction to the pastoral team with a letter or phone call to parents if the student refuses to apologise in the first instance

Our PSHRE curriculum covers what healthy and respectful behaviour towards one another looks like.

7.6 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School. Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform



- Lingering in the local area that surrounds the school 30 minutes after their school day finishes whilst in school uniform

Further examples also include:

- In extreme cases (such as bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school
- Criminal or alleged criminal behaviour that demonstrates risk to other students and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere

7.7 Internal Inclusion (I-Room)

We may use the i-room (internal inclusion) in response to serious or persistent breaches of this policy. Students who refuse to be relocated (section 7.3) may be sent to their Year teams who may place them in the I-Room for the rest of the day where they will be expected to complete the same work as they would have in class.

Students who do not attend a given 60-minute detention may also be referred to the I-Room by their Head of Year.

7.8 Managed Respite (school to school transfer)

A managed respite means that a student will complete their set work in the inclusion room at a partner school. This room will be staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunch times for this sanction. This sanction is used by the Headteacher when there has been repeated disruptive behaviour or a serious breach of the school's behaviour policy.

7.9 Suspensions

The letter, which is issued when a student is suspended, explains clearly the responsibility that the student should not be in a public place during the period of the suspension. For suspension beyond 5 days, the local school will provide suitable alternative provisions. For permanent exclusion, it is the responsibility of the local authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place during school hours during a suspension they may receive a Penalty Notice from the local authority unless there is reasonable justification for doing so.

7.9.1 Procedures

- If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided on Google Classroom for the length of the suspension
- Parents will be requested to meet with a member of the Year team and potentially a member of the Senior Leadership Team or the Headteacher on the day the student returns to school to ensure such events do not reoccur
- Procedures to appeal against a decision are also clearly outlined in the letter



7.10 Direction to off-site provision

In certain circumstances, and at the discretion of the Headteacher, students may also be directed to off-site provision. Parents must ensure that their student attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a Penalty Notice (fine) or a court order for poor attendance

7.11 Managed moves

The Local Authority operates a protocol for managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

7.12 Resources and support

The school, where necessary, will ensure effective early identification and integration of interventions and services (where necessary) to meet the needs of students and families, including (but not exhaustive):

- Subject, Tutor or HoY report card
- Internal mentoring
- Senior student mentor
- Counselling (various)
- Assignment of a key worker
- Behaviour support plan
- RAG timetable
- SEND referral
- PALS support
- Bereavement counselling
- Risk assessment
- Augmented timetable
- Early Help Hub
- Team around the family
- Parental classes/workshops
- Work experience
- Youth offending service
- Police liaison
- Alternative provision

7.13 Behaviour contract

On rare occasions, it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Behaviour Contract into place in order to support the student and try to prevent this from occurring. This process will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that



specific professional expertise is accessed in order to meet the needs of the student. A Behaviour Contract involves regular reviews to assess progress and make amendments as needed.

7.14 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. School Behaviour Curriculum

Students are expected to:

- Uphold our school expectations around honesty, Faith and Courage.
- Accept sanctions when given.

To demonstrate honesty students are expected to;

- Always tell the truth and be honest with staff and peers
- Take responsibility for your words and actions; Apologise if something goes wrong and learn from mistakes.
- Follow the school rules, including uniform and attendance, with integrity.
- Be fair to others and treat them as you would like to be treated.
- Use social media and online platforms appropriately and responsibly.

To demonstrate faith students are expected to;

- Show kindness, care and respect to everyone in school, on the way to and from school, and in the wider community.
- Believe in your ability to learn, even when things are difficult.
- Work hard in lessons, complete homework on time, and take pride in the presentation of your work.
- Support and encourage your peers; celebrate their successes as well as your own.
- Trust staff to guide you and follow their instructions first time, every time.

To demonstrate courage students are expected to;

- Tackle challenges with a positive mindset; don't give up when things get tough.
- Ask for help when you need it and never be afraid to make mistakes.
- Speak up if something worries you or doesn't feel right; report concerns to staff.
- Show respect and patience in disagreements; resolve issues calmly or with adult support.
- Move safely and sensibly around the school, looking after yourself, others, and the environment.

In addition, students will need to;

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Accept sanctions when given

9. Behaviour Management

9.1 Classroom management



Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom:

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour principles, ladder of consequences and ladder of rewards
- Develop a positive relationship with a student, 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

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint 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

9.3 Confiscation

- Banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer at a time convenient to the school.

Banned items include;

- Items that are considered to be unhealthy food, drink and chewing gum
- Lighters and matches
- Items that are non-school uniforms such as hoodies
- Mobile phones and other electronic devices that are seen/heard
- From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and well-being of students or the good order of the school.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

Prohibited items include:

- Knives or weapons
- Alcohol



- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes and vaping devices
- 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

In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

9.4 Searching students

Students may be searched, in the presence of a male and female member of staff if the school has reasonable grounds to believe that a student is in possession of a prohibited or banned item. Reasonable grounds can be defined as:

- Information from another student or member of staff that a student was seen with the item or had said that they had it
- Information from a member of the public, parent or professional as seen with the item or had said that they had it
- CCTV evidence that the student had the prohibited or banned item.
- A student has brought in the item previously and therefore regular searches are part of their reintegration into school
- Smells, sounds or visible signs that the student may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette
- If multiple students are found in the same toilet cubicle together

If a student refuses a search with reasonable grounds, the behaviour policy will be applied. A student can permit a search without reasonable grounds.

Anyone who is authorised by the Headteacher can conduct a search. Searching and screening students is conducted in line with the DfE's latest guidance on searching screening and confiscation.

10 Student Support

10.1 Duty of the school

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will 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.

Whilst all students identified with SEND are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the educational opportunities available to all students.



Adapted approaches will be used for students whose SEND cause them to display challenging behaviour.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the student/studentren.

10.2 Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

11. Staff Training

11.1 Continuing Professional Development

Our staff are provided with training on managing behaviour as part of their induction process

As outlined in our Behaviour blueprint we follow the 5 pillars of behaviour management:

1. Consistent, calm, adult behaviour
2. First attention to best practice
3. Relentless routines
4. Scripted conversations
5. Restorative follow up

Behaviour management will also form part of our continuing professional development

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body every year. At each review the policy will be approved by the Headteacher

13. Links with other policies

This Behaviour policy is linked to the following policies:

- [Exclusions Policy](#)
- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)

