



# **Airedale Infant Academy**

## **BEHAVIOUR POLICY**

Date 2025-2027



# Airedale Infant Academy Behaviour Policy 2025-2027

Information	Dates
Last reviewed	September 25
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Owner	Mrs K McKechnie/Mrs Walker/Mrs S Golsworthy
Approver	Academy Council

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### 1. Rationale

At Airedale Infant Academy we believe that every member of our school community should have an equal opportunity to achieve their full potential, regardless of race, colour, gender, disability, special educational needs, or socioeconomic background. Our approach is designed to improve engagement and progression, ensuring high-quality learning and teaching that raises standards in a safe environment, free from disruption.

Positive relationships are central to this vision, as they underpin wellbeing, behaviour, and achievement. Our behaviour policy supports this by ensuring that every pupil is safe, that learning can take place without interruption, and that instructions are followed promptly and respectfully. By establishing clear expectations for behaviour, responsibilities, values, and attitudes, we create an inclusive environment where everyone can thrive academically and socially.

Positive behaviour is recognised and celebrated, reinforcing a sense of belonging for all, while restorative practice helps to build trust, resolve conflict, and strengthen our caring school community. In line with statutory guidance such as *Behaviour in Schools* and the *Equality Act 2010*, this policy ensures fairness, consistency, and respect for diversity, enabling strong relationships to flourish and every child to thrive.

### 2. Care. Aspire. Succeed.

**Care** The school community promotes care by fostering belonging and encouraging positive behaviour that protects wellbeing and strengthens relationships.

**Aspire** The school community aspires to high standards of behaviour, recognising that ambition and learning flourish when conduct is respectful and responsible.

**Succeed** The school community succeeds through shared belonging and consistent behaviour, ensuring collective achievement and a culture of excellence.

### 3. Statement of Intent

#### 3.1 This policy aims to:

- Ensure a consistent and fair approach to behaviour management across all classrooms and settings.
- Clearly define unacceptable behaviours, including bullying, harassment, and discrimination, so expectations are transparent.
- Set out positive behaviour standards that pupils are expected to follow, promoting respect, safety, and effective learning.





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- Clarify the roles and responsibilities of staff, pupils, parents, and governors in supporting and managing behaviour.
- Establish a structured system of rewards and sanctions that recognises positive conduct and addresses inappropriate behaviour in line with statutory guidance.

### 3.2 Legislation and statutory requirements

This policy is informed by statutory guidance and legislation to ensure compliance and consistency across our school community. It draws on advice from the Department for Education (DfE), including:

- Non-statutory guidance: **Behaviour in Schools: Advice for headteachers and school staff**: Last updated: 19 February 2024
- Statutory guidance: **Searching, Screening and Confiscation at School** Last updated: **19 July 2023**
- Primary legislation: **Equality Act 2010** Came into force: **1 October 2010**
- Non-statutory guidance: **Use of Reasonable Force in Schools** Last updated: **15 January 2025**
- Statutory guidance: **Supporting Pupils with Medical Conditions at School** Last updated: **16 August 2017**

It is also underpinned by the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years 2015**.

In addition, this policy reflects the following legislative requirements:

- **Section 175 of the Education Act 2002** – duty to safeguard and promote the welfare of pupils
- **Sections 88–94 of the Education and Inspections Act 2006** – requirement to regulate pupils' behaviour, publish a behaviour policy and written statement of principles, and authority to confiscate pupils' property
- **DfE guidance** – maintained schools must publish their behaviour policy online
- **Education (Independent School Standards) Regulations 2014, Schedule 1** –
  - Paragraph 7: duty to safeguard and promote welfare
  - Paragraph 9: requirement for a written behaviour policy
  - Paragraph 10: requirement for an anti-bullying strategy
- **DfE guidance for academies (September 2022 update)** – requirement to publish both the behaviour policy and anti-bullying strategy online

### 3.3 Our academy is characterised by:

- **Absolute clarity and consistency** in the standards of behaviour expected from all pupils, supported by clear boundaries and routines.





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- **Success and achievement for every pupil**, whatever their starting point, through thorough planning for individual needs, active involvement in learning, and structured feedback. This keeps children engaged and on task, reducing the risk of disaffection that can lead to poor behaviour.
- **A strong sense of belonging and identity** within our school and classrooms, fostered through mutual support, clear rules, and a fair hierarchy.
- **Fair and consistent systems of rewards and sanctions**, applied across the school community.
- **Positive and specific praise** for good behaviour and the celebration of successes. Rewards are delivered promptly, recognising that children respond best to immediate reinforcement.
- **Maximum use of parallel praise**: highlighting and reinforcing the behaviour we want to see more of by praising those who are doing the right thing, rather than focusing on those who are not.
- **The principles of PIP and RIP – Praise in Public; Reprimand in Private** – applied where appropriate to maintain dignity and respect.
- **Strong communication with parents and carers**, ensuring maximum feedback on children's successes and positive behaviour.
- **Recognition of the principle that all behaviour has consequences**, both positive and negative, with staff supporting pupils to make appropriate choices.
- **A shared belief across the school community** that intelligence is not fixed; with hard work and high-quality teaching, every child can make significant progress in an environment free from disruption.

### 3.4 Academy definitions

**Misbehaviour** is defined as behaviour which does not meet our expectations:

To maintain a safe, respectful, and productive learning environment, it is important to be clear about what constitutes behaviour that falls short of our expectations

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- A negative attitude to learning, support or towards adults and other children
- Refusal to complete work set
- Speaking inappropriately to others
- Not following reasonable instructions at the first time of asking





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**Serious misbehaviour** is defined as significant breaches of behaviour expectations:

Certain behaviours undermine safety, belonging, and learning within our school community. These behaviours are considered serious and will result in immediate intervention and appropriate consequences

- **Repeated breaches of school rules**
- **Verbal or physical assault** towards pupils or adults
- **Bullying in any form**
- **Sexual assault** – defined as any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- **Vandalism** or deliberate damage to property
- **Theft**
- **Fighting** or physical aggression
- **Smoking** on school premises or during school activities
- **Racist, sexist, homophobic, or discriminatory behaviour** of any kind
- **Possession of prohibited items**, including:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property (including the pupil's own property)

### **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





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### Bullying might include:

#### Emotional Bullying

- **Exclusion:** deliberately leaving someone out of games, groups, or activities.
- **Name-calling or teasing:** using hurtful words, mocking, or making fun of someone.
- **Spreading rumours:** telling lies or gossip to damage someone's reputation.
- **Manipulation:** pressuring others to do things against their will or turning friends against someone.
- **Intimidation:** using looks, gestures, or threats to make someone feel scared or unwelcome.
- **Persistent criticism:** repeatedly putting someone down or making them feel worthless.

#### Physical bullying

- **Hitting, kicking, or punching**
- **Pushing, shoving, or tripping**
- **Pinching or scratching**
- **Spitting**
- **Taking or damaging belongings**
- **Physical intimidation** (e.g., blocking someone's path, invading personal space aggressively)

#### Racial bullying:

- **Name-calling or insults** based on race, skin colour, or cultural background
- **Mocking accents, traditions, or clothing**
- **Excluding someone** from games or groups because of their race or ethnicity
- **Spreading rumours or stereotypes** about a racial or cultural group
- **Physical aggression** linked to racial identity
- **Derogatory comments** about a child's family, heritage, or religion (where linked to race/ethnicity)

#### Sexual bullying

- **Verbal comments:** making rude or inappropriate remarks about someone's body or appearance.
- **Name-calling** using sexual words or insults to embarrass or shame.
- **Gestures or drawings:** showing or making sexualised signs, pictures, or jokes.
- **Unwanted touching:** any physical contact of a sexual nature without consent.
- **Rumours or gossip:** spreading stories of a sexual nature to embarrass or intimidate.
- **Pressure or coercion:** encouraging or forcing someone to act in a sexualised way.

#### Direct or indirect verbal bullying

- **Name-calling or insults**
- **Teasing or mocking**
- **Threats or intimidation**
- **Hurtful comments** about appearance, ability, or family
- **Spreading rumours or gossip**
- **Whispering or making jokes** about someone to others
- **Encouraging others to exclude or isolate a child**





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- **Using social groups** to damage reputation or belonging

### Cyber-bullying

- **Hurtful messages:** sending mean texts, emails, or instant messages.
- **Online threats:** using digital platforms to scare or intimidate.
- **Posting or sharing harmful content:** uploading embarrassing photos, videos, or comments.
- **Exclusion online:** deliberately leaving someone out of group chats, games, or social media.
- **Impersonation:** pretending to be someone else online to cause harm.
- **Spreading rumours:** using digital platforms to share lies or gossip.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy and a copy is available on our website.

## 4. Roles and responsibilities

### Governance

- The Academy Council is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation. Behaviour is an agenda item in all Academy Council meetings.

### The Head Teacher

- The Head Teacher is responsible for reviewing and approving this behaviour policy.
- The Head Teacher 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 head teacher is responsible for allocating resources to support positive behaviour.

### Staff

- Implement the behaviour policy consistently and fairly.
- Model positive behaviour in the building and beyond.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Seek support from the Inclusion Team or Phase Leader should there be more than three recorded incidents of the same nature.
- Record behaviour incidents – these are stored in class files and staff are required to keep these up to date and accurate and sit alongside medical and SEND information.





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- Complete school or Trust led questionnaires and feedback sessions regarding to the management of behaviour in school.
- Share their concerns with peers and the Inclusion Team to support children in their class.
- Make effective links between the SCARF and PSHRE curriculum, mental health agenda and the behaviour policy to ensure children learn how to become valuable members of the school and wider community.

### Parents and Carers

- Ensure their child adheres to pupil expectations, both in and out of school.
- Actively reinforce school expectations at home to maintain consistency.
- Recognise and praise positive behaviour, celebrating successes to encourage continued good conduct.
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour or wellbeing.
- Address behavioural concerns directly with the class teacher, meeting in person and without delay.
- Attend meetings with Senior Staff or the Inclusion Team when required, to support the school in resolving behavioural issues.

### Pupils:

- Always show respect to everyone in the school community.
- Accept guidance and support from adults when it is offered or needed.
- Work hard and allow others to learn, ensuring lessons are free from disruption.
- Use good manners and speak politely to peers, staff, and visitors.
- Move safely and quietly around the school building and grounds.
- Respect the school environment and property, taking care of classrooms, equipment, and shared spaces.

## 5. Links to other policies

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy





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- Harmful Sexual Behaviour policy
- KCSIE September 2025
- Positive Handling Policy

### 6. Statement of implementation

Our school implements this behaviour policy by setting clear expectations for conduct, consistently applying rewards and sanctions, and always ensuring staff model positive behaviour. The policy is communicated to pupils, parents, and staff, monitored through regular reviews, and reinforced through teaching, assemblies, and staff training to maintain a safe, respectful, and inclusive learning environment.

All 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 pupils to be engaged:**

- Plan lessons thoroughly and thoughtfully to keep pupils engaged, prevent disengagement, and reduce opportunities for poor behaviour.
- Ensure learning is purposeful for all students and clearly addresses any potential barriers to learning which may lead to poor behaviour.
- Apply expectations fairly and consistently for all students.
- Maintain an organised, calm space to support wellbeing and encourages positive conduct across the school.

##### **Develop a positive relationship with pupils, which may include:**

- Greeting pupils in the morning/at the start of lessons
- Establishing clear and consistent 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 robust plan for dealing with low-level disruption
- Using positive reinforcement

##### **Apply consistent rewards and sanctions: Colour coded cloud support for children**

Positive behaviour is recognised and celebrated by all members of the school community. Children experience this recognition through classroom activities, assemblies, one-to-one sessions, and consistent role modelling. Airedale Infant Academy uses a colour coded cloud system to support all children allowing them to understand the expectations for their behaviour and for staff to understand the level of support the child may need.





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### **GREEN Cloud: Positive behaviour demonstrated by being:**

- Ready to learn
- Resilient- knowing to make mistakes and learn from them
- Aspirational- seeking challenge
- Respectful
- A team player
- A good communicator and not always with words
- Quiet when required- like the corridors
- A good friend
- An instruction follower

### **Supported through:**

- Emotion coaching language
- The 'Relate to Educate' guidance
- Equity and Equality
- Learning values
- Naming positive behaviours
- Driven by relationships
- A positive ethos

### **And rewarded through:**

- A sense of belonging
- An opportunity to thrive
- Celebration Assemblies- Class certificate- handed out weekly (to one winner per class) in assembly
- Wider opportunities and experiences
- Praise- verbal, immediate and often
- Class Dojo- an electronic reward system linked to the Learning Attitudes used by all staff where children and classes can accumulate points to exchange for wristbands.
- Text messages, shout outs and telephone calls home
- Praise via social media pages or APP
- Stickers

### **Supporting children when behaviour does not meet expectations**

Logical consequences are implemented to help pupils understand the impact of their actions by linking behaviour directly to outcomes. They are fair, consistent, and proportionate, ensuring that children learn responsibility while maintaining a safe and respectful school environment.





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The school may use one or more sanctions in response to unacceptable behaviour, with each sanction colour coded to help children make effective links. This colour coding system supports pupils in understanding the stage their behaviour sits within and clarifies the type of support they can expect.

**YELLOW Cloud** After a verbal warning, child may need support to bring their behaviour back in line with expectations.

- Child has an opportunity to talk about what needs to change to be successful
- Emotion coaching principles are used to help the child communicate their thoughts around the behaviour
- There is a reminder of the expectations and how to achieve them
- Chance to repair a relationship
- Chance to repair an environment
- Choice based redirection
- Take a break and try again
- Reset opportunity- when repaired it resets
- Supports by giving logical consequences
- Is a space to listen and observe- behaviour is often a communication
- An understanding that it takes more than one practice at a new skill
- It is discussed with the child in a safe space

### **ORANGE cloud**

If further support is required, the child may require a more detailed intervention at breaktime when the teacher is not teaching.

- An opportunity to reset, repair or restore
- Temporary loss of break (10 mins)
- Supported reflection
- Based on emotion coaching in a quiet space
- Private behaviour discussion
- Help to clean up a mess or fix a problem
- Reset choices and give redirection
- Helps the child to belong
- Is based on reasonable adjustments
- Is based on the responsibility of relationships
- Prevents escalation to higher sanction

### **RED cloud**

If the level of disruption to the classroom, learners or the child themselves reaches a point where significant intervention is required, the child will be required to work away from their base classroom. This may be





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another classroom or a space away from other learners. An intervention takes place with a senior leader at lunchtime, and the child loses their privilege of playing outside for that day. Parents and carers are expected to speak with the class teacher on the same day in order to discuss the behaviour and steps to ensure it is not repeated.

- This sanction may be due to an action for which a suspension may be considered
- It is an opportunity for face-to-face repair with a senior leader
- Is an opportunity for planning to be put in place to support if this happens more than once
- Has an expectation that teacher/parent communication is required: Face to face MEETING with child and parent/carer and teacher
- Gives actions and steps for success
- Is an opportunity to hear the child's voice and discuss steps to learn and repair
- Appropriate for the majority
- Reported to governors and the Trust

### **BLUE cloud**

Where behaviour is identified as serious and a child reaches this stage, having exhausted all other stages, and/or the behaviour is a danger to self and/or others, the Head Teacher may take the decision to internally isolate, suspend (see exclusion policy) for a fixed period or permanently exclude.

- Is only awarded by Senior Leaders for the welfare of the child and whole school
- May follow a suspension to support a child returning to class
- May be in place of a suspension
- In the best interests of the child and/or the class
- Is the result of a serious incident/outcome
- Is in response to safety concerns after specific incident
- Protective for the child and for others
- Based on evidence and probable cause
- Legal and follows statute
- Is followed by reflection and evaluation
- Is discussed as part of a wider strategic meeting for student welfare

### **Off-site behaviour**

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Malicious allegations**

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.





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**Please refer to our safeguarding policy for more information on responding to allegations of abuse.**

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

### **Lunch time behaviour**

Sometimes children find lunch times more demanding for self-regulation and control when they are in a less focused environment. The same behaviour policy applies at lunchtime regarding praise and sanctions. Lunchtime Supervisors can use the same reward systems of Dojo, stickers, postcards and certificates. Equally, they use the behaviour sanction stages when necessary. At least half termly updates, and training is provided to all lunch time supervisors. Information on praise and sanctions is fed back to the class teacher or Senior Leader if additional support has been requested. Incidents at lunchtime are recorded in the same way and reported to parents if necessary.

Where children present with particularly challenging behaviour at lunchtime, and all other strategies have been exhausted, the school may consider a temporary removal from site during the lunchtime period. This will always be managed in line with statutory guidance on suspensions and exclusions, or, where appropriate, agreed voluntarily with parents/carers as a supportive measure. The purpose of this step is to reduce anxiety and promote positive school experiences. It is never taken lightly and will always be discussed fully with parents and carers before implementation.

### **Harmful Sexual Behaviour:**

Recognising and responding to harmful sexual behaviour (HSB) is the responsibility of all adults working in school. HSB is defined, managed, and prevented through our designated safeguarding policy, in line with statutory guidance (Keeping Children Safe in Education, DfE guidance on sexual violence and harassment, and the Equality Act 2010). All staff must report concerns to the Designated Safeguarding Lead, who will determine appropriate referrals to external agencies. While children may display a spectrum of sexual behaviours, staff are trained to distinguish between healthy, worrying, and harmful behaviours. Low-level incidents (e.g., derogatory language) are managed through the consequence chart and logged on CPOMS, with restorative work completed where appropriate. Where patterns emerge, or behaviour is assessed as harmful, referrals to safeguarding partners and engagement with parents/carers will follow immediately.

### **Supporting children who are risk of harm to themselves or others:**

Restraint in a primary school is only used as a last resort, guided by principles of safety, proportionality, and respect for the child's dignity. Its purpose is to protect pupils and staff from immediate harm while reassuring parents that any intervention is carefully managed, documented, and focused on restoring a calm and supportive learning environment.





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### Physical Restraint

- The school's approach to restraint is set out in the **Positive Intervention Policy**.
- In exceptional circumstances, staff may use **reasonable force** to prevent a pupil from:
  - Causing disorder or refusing support to co-regulate/self-regulate
  - Hurting themselves or others
  - Damaging property

### Principles:

- Used **only as a last resort**
- Applied with the **minimum force, for the shortest time necessary**
- Must be **reasonable, proportionate, and lawful**
- Conducted in a way that **protects safety and dignity**
- **Never used as punishment**
- **All incidents must be recorded** and reported to parents/carers promptly

### Confiscation

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will confiscate any item which is harmful, disruptive, or detrimental to school discipline, including **mobile phones, smart watches, and other smart technology**.
- Confiscated items will be returned to parents/carers following discussion with senior leaders, where appropriate.

**Searching and screening pupils** is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Pupil Support

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

The Academy's Inclusion Team will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.





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Airedale Junior Academy also recognises that sometimes children behave in response to trauma- either; identified, primary or secondary. A child, to feel safe at school, needs to know that they can approach any member of staff and receive the same response. This response is agreed upon and practised by staff; documented within the safeguarding policy.

We are committed to:

- **Assuming complexity:** Approaching with empathy
- **Building trust and relationships:** We will never stop working on this. For students and families living with prior and ongoing trauma, each day can bring a new struggle, and school can provide a sanctuary
- **Connecting** with the whole family and with external agencies, because we recognise the value of 'Team'
- **Recognising** behaviour as a symptom of the problem, not the problem. This is not to say that violence or breaches of safety do not incur serious consequences, but that the consequences include a depth of investigation and a great deal of support
- **Supporting** children to build the skills that are a struggle for them, and include them in the process

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation." *(Bruce Perry, PhD, MD, researcher & child psychiatrist)*

### To support pupils who may experience trauma or have experienced trauma we:

- Have a predictable environment with clear expectations for behaviour and have structure during the class day
- Establish a quiet, safe place in the classroom for students to go when they are feeling overwhelmed – it is a comfortable space away from others, with comfortable furniture.
- Use active listening with students and demonstrate empathy, 10:1 (Ratio of positive to negative statements for traumatised children) active ignoring of negative behaviour, consistent expectations and behaviour plans that are based on rewards systems, not punishment and collaborative problem-solving with students.
- Think of ways to reach out to parents/caregivers that involves them in the educational process, deepen our understanding about the community the student lives in and available resources for the student and family.

### Transition

This behaviour policy builds on our school values and sets clear expectations for all pupils. It provides a consistent framework for staff, children, and families to promote positive conduct, with additional support in place to help pupils move confidently between phases of school life. Together, we create a safe, respectful environment where learning, relationships, and smooth transitions enable everyone to thrive.





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To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. This information may also be shared with receiving schools at the point of school transfer.

When a child joins school, or transfers to another year group, behaviour systems are shared, revisited and practised by everyone in school. Assemblies, parent meetings and one to one sessions are utilised to support transition.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Training is updated regularly and the behaviour policy and practices are reviewed at least annually. Specific training for positive handling is undertaken bi-annually and delivered by an accredited private provider.

Behaviour management will also form part of continuing professional development and is outlined in minutes, where necessary, in staff meetings and briefings.

### **8. Monitoring and evaluation**

Behaviour across the school is monitored through regular recording and analysis of incidents, with half-termly reports presented to governors to ensure accountability and oversight. Data relating to suspensions is shared with the Local Authority in line with statutory requirements, enabling both the school and external partners to evaluate patterns, identify areas for improvement, and ensure that responses remain fair, consistent, and supportive of pupil wellbeing.

This monitoring process directly informs staff training, curriculum planning, and pastoral support, ensuring that strategies are continually refined to meet pupils' needs. By linking evaluation to professional development and teaching practice, the school sustains a proactive approach to behaviour management that strengthens learning and relationships across all phases.

The Academy Council makes clear that violence or threatening behaviour is unacceptable and will not be tolerated under any circumstances.

