PICKHURST ACADEMY

BEHAVIOUR POLICY

OCTOBER 2026

Next Review Date: October 2027

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Executive Summary - Pickhurst Academy Behaviour Policy October 2026:

- **Positive and respectful school culture:** The policy aims to create a safe, supportive environment where pupils take responsibility for their actions, respect others and achieve academically and socially. Behaviour expectations and consequences are taught regularly.

- **Five Golden Rules:** Pupils should treat themselves and others with respect; play friendly and fair games; walk quietly and calmly around school; look after property and belongings; and work hard and try their best.

- **Clear expectations throughout the day:** Specific rules cover classrooms, playgrounds, assemblies and the dining hall. Pupils must follow instructions, use kind language, wear the correct uniform and behave appropriately on visits and when travelling to and from school. Bullying, physical violence and abusive language are unacceptable.

- **Recognition and rewards:** Positive behaviour, effort and achievement are recognised through praise, House Points, classroom rewards, stickers, awards and positive contact home. The winning House receives a half-termly treat. Pupils can earn merits in their Pickhurst Passport, leading to a letter from the Executive Headteacher, badge and certificate. "Star of the Week" and "Star of the Term" celebrate achievement.

- **Learning zones and restorative practice:** Classroom learning zones charts help pupils recognise effective learning behaviours. Restorative conversations encourage pupils to consider what happened, who was affected and how they can repair relationships and make better choices.

- **Classroom sanctions:** The usual sequence is a first warning, second warning and third warning, followed by referral to the Head of Year or Senior Leadership Team (SLT). Continued concerns may be escalated to the Assistant/Deputy Headteacher and Executive Headteacher, with parents contacted. Consequences can include supervised lunchtime reflection and, where appropriate, an apology letter.

- **Playground procedures:** Responses progress from a verbal warning to reflection time, usually five minutes, and referral to the Senior Midday Supervisor. Physical violence or racist comments prompt immediate escalation. Repeated concerns lead to parental involvement.

- **Behaviour reports:** There are three monitoring stages: Stage 1 – white Behaviour Monitoring Report; Stage 2 – yellow Behaviour Concern Report; and Stage 3 – red Behaviour Final Report. Senior leaders may move pupils directly to a higher stage when necessary. Stage 2 and 3 reports are sent home daily for parents to review, sign and return; Stage 2 usually lasts two weeks.

- **Individual support and SEND:** Positive Behaviour Support Plans identify triggers, strengths and personalised strategies, developed with pupils, parents and staff. The policy provides for reasonable adjustments, additional adult support, de-escalation and specialist advice. Its approach is trauma-informed,

with responses intended to be fair, proportionate and sensitive to individual needs.

- **Internal exclusion, suspension and permanent exclusion:** Internal exclusion provides supervised learning away from the usual classroom, alongside reflection and restorative support. Serious or persistent behaviour may lead to suspension or, exceptionally, permanent exclusion, with reference to the separate Suspension and Permanent Exclusion Policy.

- **Searches, confiscation and physical intervention:** The policy sets out procedures for searching pupils and possessions, confiscating prohibited items and using reasonable force. Physical intervention may be needed to protect pupils, staff or property. Year 6 pupils may bring phones, which must be handed in on arrival.

- **Woodlands specialist provision:** The policy includes a staged approach involving adapted classroom strategies, individual behaviour plans, risk assessments, specialist intervention and formal reviews of pupils' needs. Relevant specialist provision staff receive annual positive handling retraining.

- **Parents, recording and monitoring:** Parents are expected to support good behaviour, sanctions and regular, punctual attendance. Concerns should initially be raised with the class teacher, then the Head of Year. Behaviour incidents and relevant parent conversations are recorded on Arbor. Serious incidents are reviewed weekly and discussed fortnightly with the CEO to identify patterns and support early intervention.

The policy is reviewed annually, with the next review scheduled for October 2027.

PICKHURST ACADEMY

BEHAVIOUR POLICY

The Trust acknowledges its legal duties under the Equality Act 2010, particularly with respect to both safeguarding and pupils with SEND.

This policy has been drawn up in accordance with the Trust's obligation under The Education (Independent School Standards) (England) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils, and its duty under the Independent Schools Standards Regulations to have a written behaviour policy.

Philosophy

At Chancery Education Trust, we have adopted a positive approach to discipline. All pupils are treated the same and we have high expectations of all our pupils. All members of staff deal with any inappropriate behaviour fairly and consistently.

The pupils need to know exactly where the boundaries are and what happens if they step over them. Behaviour expectations are, therefore, taught to pupils on a regular basis so that they know exactly:

- What is expected of them
- What the consequences are **before** they make the wrong behaviour choice

Aims of the Behaviour Policy

- To encourage good behaviour
- To develop children's positive self-image by supporting them to make good decisions and wise choices
- To create a positive, supportive and secure environment based on a sense of community and shared values, where pupils are enabled to achieve academically and socially
- To ensure respect for everyone in our school community

Objectives

- To encourage outstanding behaviour at all times
- To encourage the recognition of good behaviour
- To provide a consistent approach
- To provide a positive atmosphere in the Academy School
- To provide a well-structured environment
- To provide early intervention so poor behaviour does not escalate
- To teach the child to be responsible for his/her actions
- To ensure property is respected and pride in the Academy School and each other is nurtured
- To provide teachers and other adults with effective techniques of dealing with poor behaviour

Expectations for Everyone

- All members of the Academy School must treat others and themselves with respect
- Everyone must have high aspirations and try their best to make sure they achieve their goals
- Everyone is expected to respect and be responsible for all property and belongings
- Everyone is expected to respect the Academy School environment
- Everyone must be considerate to others when moving around the Academy School, by walking carefully, calmly and quietly
- Hold doors open for others
- Speak quietly to others when moving around the Academy School
- Food or drink must not be consumed when walking
- No physical violence is acceptable
- No abusive language is acceptable
- Everyone is expected to be punctual

Expectations for Pupils

Pupils should:

- Keep prohibited items away from the Academy School. These include:
    - Sharp or dangerous objects
    - Toys; expensive personal belongings; money
    - Mobile phones, smart watches and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the class teacher on arrival at the Academy School)
- Wear the correct school uniform (including PE kit)

Positive Playground Behaviour

Pupils should:

- Stay in the playground, and only leave if permission has been given from an adult
- Play in areas that are allowed
- Play games kindly and fairly
- Share equipment and show consideration to everyone
- Look after the equipment
- Listen to each other
- Use kind words and show each other respect
- Follow instructions
- Line up silently to show their teachers that they are ready for learning

At the end of playtime, the teacher blows a whistle. Pupils must stand still – and stop their game or conversation.

On the second whistle, pupils must walk quietly to their line, line up in single file and wait for their class teacher to lead them into the building/classroom without talking.

Positive Classroom Behaviour

Pupils should aim to:

- Be ready to learn at all times
- Follow your teacher's instructions
- Be patient and not interrupt others or speak while they are speaking
- Stay focussed and complete all tasks to the best of your ability
- Put your hand up if you wish to ask or answer a question
- Work well with everyone in your class – be kind, gentle and respectful at all times
- When working with others, listen to their views with respect and kindness
- Bring the right equipment to school

Positive Behaviour in Assemblies

Pupils should:

- Enter the assembly hall in silence
- Listen very carefully to the person leading the assembly
- Participate in the assembly – for example, when asked to answer a question or share an idea (children will usually be asked to raise their hand)
- When asked to leave the hall, leave in silence

Dining Hall Behaviour

Pupils should:

- Make sure their hands are clean before they eat
- Walk quietly into the dining hall, and remain with 'quiet voices' when they line up at the counter
- If appropriate bring a healthy packed lunch to the Academy School. Avoid crisps, nuts or products containing nuts, or any other allergenic foods that children must be refrained from bringing in, soft drinks or other drinks with a high sugar content
- Take the first available seat where the lunch supervisor indicates
- Be polite to other children and adults
- Eat with good manners
- Remain seated until they have finished eating
- Clear away their tray and glass, leaving the table clean

Learning Zones Chart

To reinforce positive behaviour throughout the school, every class uses a learning zones chart, which staff will refer to throughout the day to help children to recognise and take ownership of their learning behaviours, understanding what each learning behaviour zone represents. The learning zones chart will help children understand the significance of each learning behaviour, what their learning behaviours indicate and what the desired (level 5 green) learning behaviours look like.



Interacting With Other People

- Bullying is not accepted (please refer to the Anti-Bullying policy)

Children are also expected to behave well on their way to and from the Academy School as well as on the Academy School visits.

Teachers' Powers to Discipline Pupils

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Executive Headteacher says otherwise)
- Teachers can discipline pupils at any time the pupil is in the Academy School or elsewhere under the charge of a teacher, including on Academy School visits
- Teachers can also discipline pupils in certain circumstances when a pupil's poor behaviour occurs outside of the Academy School
- Teachers can confiscate pupils' prohibited property

Pupils' Conduct Outside the School Gates – Teachers' Powers

- Teachers have the power to discipline pupils for poor behaviour outside of the school premises "to such an extent as is reasonable". These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, parents/carers will be informed

Teachers May Discipline Pupils For:

Poor behaviour when the pupil is:

- Taking part in any Academy School - organised or Academy School - related activity or
- Travelling to or from the Academy School
- Not wearing school uniform
- Poor behaviour at any time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the Academy School or
    - Poses a threat to another pupil or member of public or
    - Could adversely affect the reputation of the Academy School

In all cases of poor behaviour, the teacher can only discipline the pupil on Academy School premises or elsewhere when the pupil is under the lawful control of the staff member.

Teachers' Power to Search a Pupil

Searching With Consent

Academy School common law powers to search:

- Academy School staff can search pupils with their consent for any item. Staff will take account of the pupil's ability to give consent, considering the child's age or other factors

Also note:

- The Academy School is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in the pupil's bag, desk or locker and for the pupil to agree
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment, such as outlined in the sanctions
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

Searching Without Consent

What the law says:

The Executive Headteacher and staff authorised by the Executive Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones, smart watches and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy School)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Executive Headteacher and staff authorised by the Executive Headteacher can use such force as is reasonable when searching a pupil without consent for the above mentioned prohibited items.

The Executive Headteacher or and staff authorised by the Executive Headteacher can carry out the search, as long as:

- They are the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Establishing Grounds for a Search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have, in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a Search

- Searches without consent can only be carried out on the Academy School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on Academy School trips in England or in training settings.

During the Search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing
- 'Outer clothing' means clothing that is not worn next to the skin
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

Lockers and Desks

- Under common law powers, Schools and Academies are able to search lockers and desks for any item provided the pupil agrees. Schools and Academies can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above

Children's Classroom Trays

- As children's classroom trays are deemed to be the property of the classroom (and therefore directly managed and overseen by the teacher), the Executive Headteacher and staff authorised by the Executive Headteacher may also search without consent any classroom tray used by a pupil in order to view and check its contents.

Teachers' Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Executive Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Confiscation of Inappropriate Items:

There are two sets of legal provisions, which enable Academy School staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. The Academy School we would keep the item secure and contact the parent/carer.
2) Power to search without consent for 'prohibited items' including:
    - Knives and weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images

- Mobile phones, watches and tablets (except for Year 6 who are able to bring in phones, but they need to be handed into the office on arrival at the Academy School)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Vulnerable Pupils

During their time at the Academy School some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and a member of the Senior Leadership Team (SLT) will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.
This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the outside agencies/ specialist professionals

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate may be used to help avoid cross contamination or any potential virus spread.

The Five Golden Rules

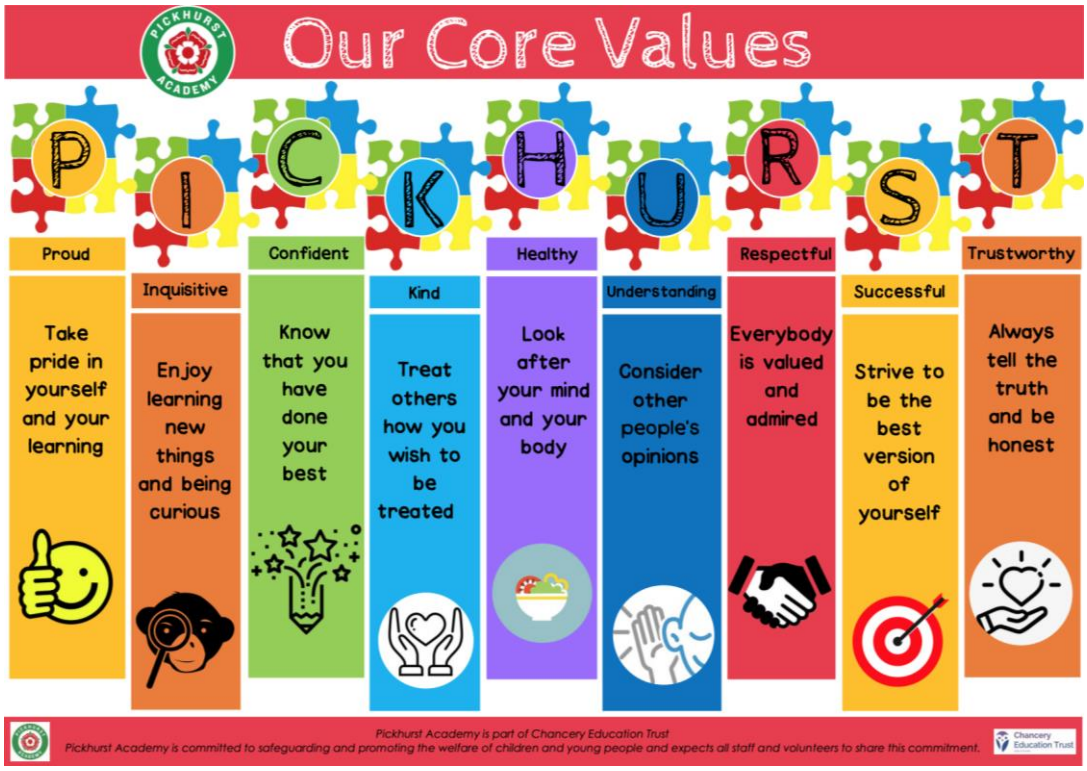
The 'Golden Rules' are as follows:

We will……..

- Treat others and ourselves with respect
- Play friendly and fair games
- Walk quietly and calmly around the school
- Be responsible with property and belongings
- Work hard and always try our best

Core Values

The Core Values were devised after consulting with children, staff, parents and governors:



Rewards

House Points

We aim to reinforce good behaviour by the use of praise and House Points. House Points are intended to foster positive student behaviours and classroom culture. Students earn '**House Points**' based on their classroom conduct and achievements.

House Points are awarded, for example:

- Following the 5 Golden Rules consistently
- Demonstrating the Pickhurst Core Values
- Kind/considerate behaviour
- Good class and/or homework
- An exceptional act of kindness

All parts of the day are monitored and are worth House Points. Positive behaviour will be awarded with house points as well as effort and achievement. Teachers will be responsible for organising a manageable system that will monitor the number of points each House has in their class.

Throughout the week children can be awarded House Points, and these will be collated/counted by members of the Pupil Parliament at the end of each week.

The winning House at the end of each half term will be rewarded collectively with a treat and it will be noted on display in the school hall.

Examples of rewards and incentives for the winning House may include:

- Own Clothes Day
- Movie Afternoon
- Extra Break Time
- Hot Chocolate and Marshmallows
- Games on the Field
- Golden Table at Lunch

These rewards are designed to promote positive behaviour, teamwork and a shared sense of achievement across the school community.

Class Rewards

Class Teachers use a variety of systems to recognise and reward positive behaviour within the classroom. These may include raffle tickets, sweets in a jar, a secret student system, or table points. Such approaches are effective in motivating pupils, promoting positive behaviour, and fostering a supportive and encouraging learning environment.

Merits

Merits can be awarded to children by any member of staff, as/when they demonstrate or model one of the core values.
Each child has a 'Pickhurst Passport', and a member of staff will award a merit by either stamping or signing the child's passport under the relevant core value.
Once a child has a completed 'Pickhurst Passport' (i.e. each core value signed/stamped at least once), they will be sent a letter from the Executive Headteacher, and they will be awarded a school badge and certificate.

Celebrating Progress and Achievement

At our school, we recognise and celebrate pupils' positive choices, personal progress and achievements through a range of individual rewards. These incentives encourage pupils to consistently demonstrate our school values, show commitment to learning, make positive choices and act as role models for others.

Level 3: Outstanding Achievement

Awarded to pupils who consistently go above and beyond expectations, demonstrating exceptional personal development, effort, leadership or commitment to our school values.

- **Headteacher Award**
- **Golden Ticket**, leading to a special treat from Mrs Rampton

Level 2: Excellent Contribution

Awarded to pupils who consistently demonstrate a positive attitude, excellent effort, commitment to learning and a meaningful contribution to school life.

- **Teacher Award**
- **Positive phone call or email home** to parents/carers

Level 1: Positive Choices

Awarded to pupils who regularly demonstrate positive choices, show our school values and make progress in their attitudes, effort and behaviour throughout the school day.

- **Sticker or stamp**
- **House Points**
- **Star of the Day**

Star of the Week and Star of the Term

Each teacher will nominate a child who has behaved exceptionally well that week and/or has completed excellent work as their 'Star of the Week'. These names are read out during 'Feel Good Friday' assembly, each week, and the children will be awarded with a certificate.

At the end of each term, each teacher awards a child 'Star of the Term'. This recognises children who go above and beyond. In a special assembly, the class teachers share the 'story behind their success' with all the children in school. The child also receives a special certificate to commemorate the achievement.

Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they have done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people because it is an adult who has intervened and told them what they have done wrong.

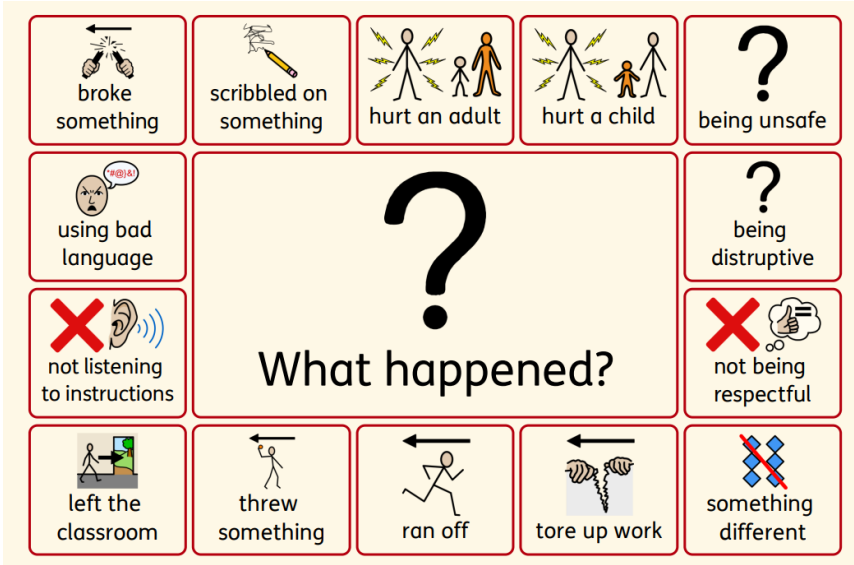
Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

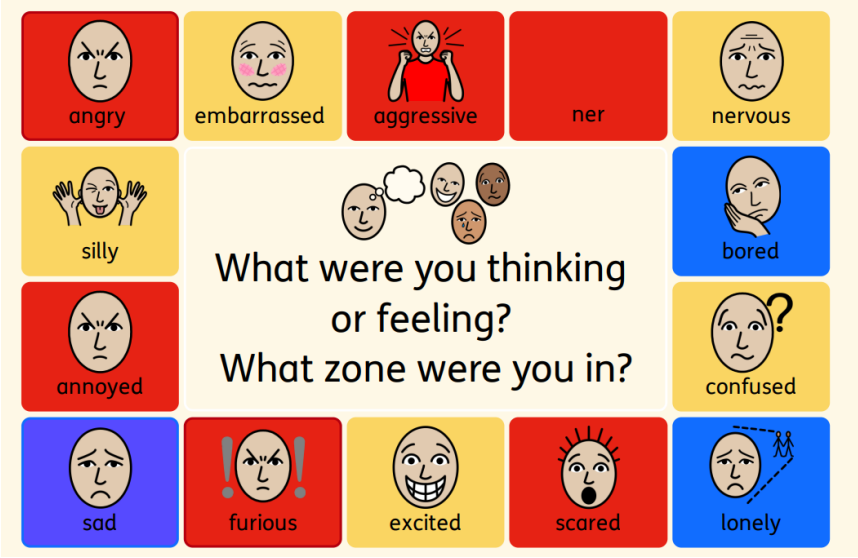
At Pickhurst Academy, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

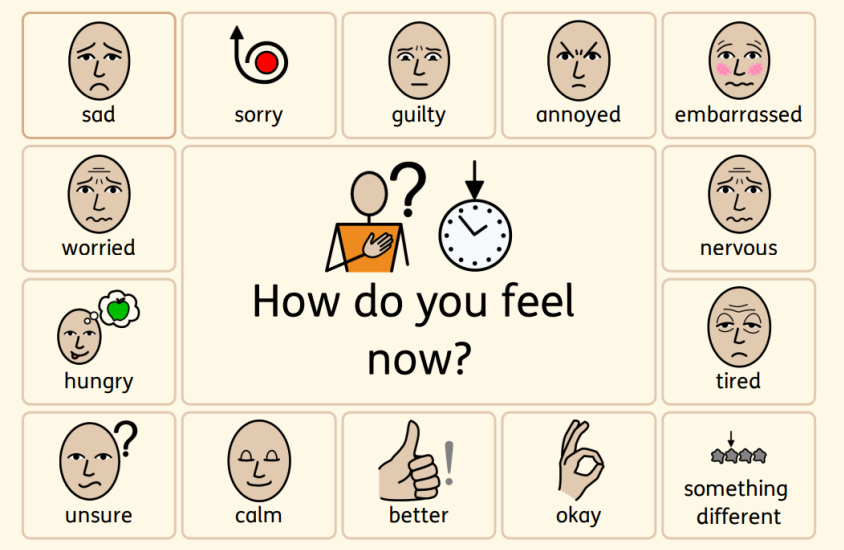
Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

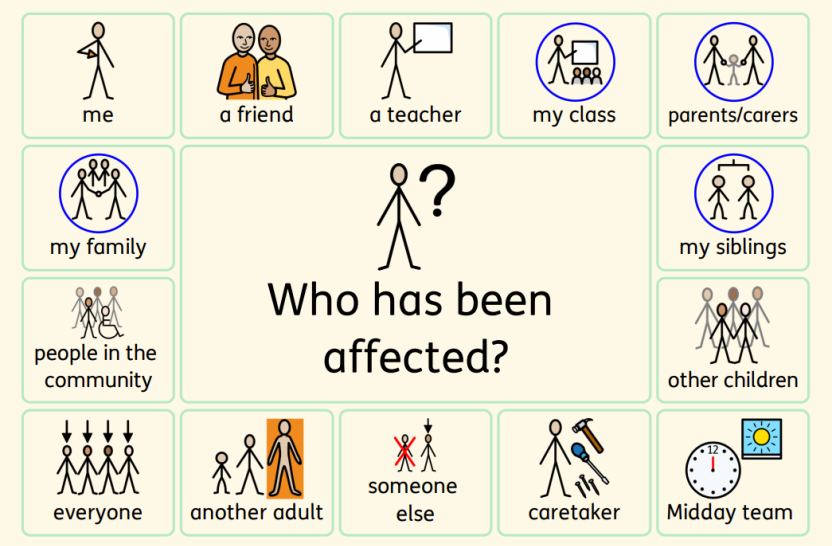
- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At Pickhurst Academy, we use a set of visual prompts to encourage children to reflect and discuss the above:

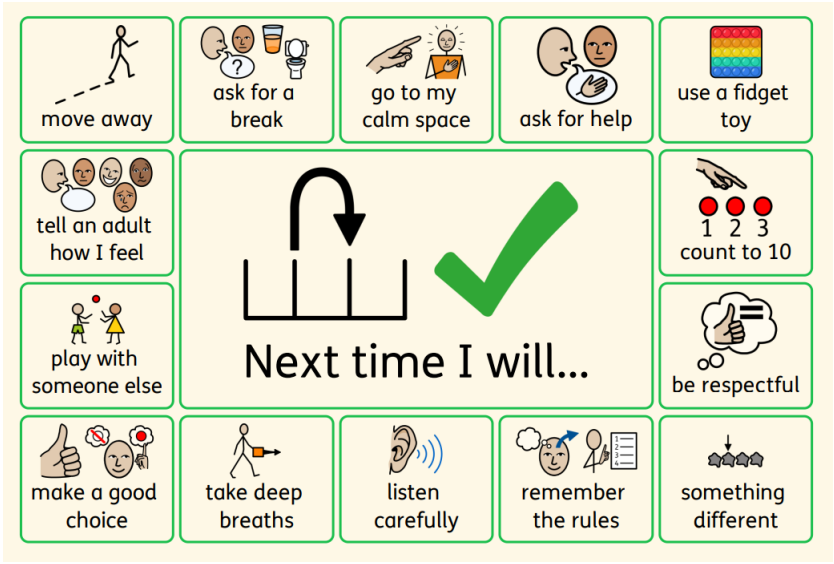





sad
sorry
guilty
annoyed
embarrassed
worried
How do you feel now?
nervous
hungry
tired
unsure
calm
better
okay
something different


me
a friend
a teacher
my class
parents/carers
my family
Who has been affected?
my siblings
people in the community
other children
everyone
another adult
someone else
caretaker
Midday team





Positive Behaviour Support Plan

A Positive Behaviour Support Plan (PBS) is developed to provide a consistent, proactive approach to understanding and supporting a pupil's individual needs. The plan identifies key triggers that may lead to challenging behaviour and outlines personalised strategies to help the pupil regulate and respond positively. It also details the support provided following any incident, ensuring reflection, learning, and emotional restoration for the pupil.

In addition, the plan celebrates the pupil's skills, talents, likes, and achievements, recognising their strengths as a foundation for building confidence, resilience, and positive engagement in school life. The PBS is created collaboratively with the pupil, parents or carers, and relevant staff to ensure a shared understanding and a consistent, supportive approach across all settings.

Sanctions

The rules and consequences are pre-taught and the sanction is a logical and just outcome for inappropriate behaviour. The stages are as follows:

1. Issue a first warning
2. Issue a second warning
3. Issue a third warning – The child will be sent to their Head of Year, or a member of the Senior Leadership Team.

Class Teachers will log on Arbor when a child has been sent to the Head of Year and will also log inappropriate/disruptive behaviour on Arbor. Class Teachers will communicate concerns they have with parents and log conversations on Arbor.

As a consequence for inappropriate behaviour, a pupil may be required to spend a short period of time away from the playground during lunchtime. This time will be used constructively to allow the pupil to reflect on their actions, consider the impact of their behaviour on others, and discuss ways to make more positive choices in the future. During this reflective time, the pupil may also be asked to write an apology letter where appropriate, as part of taking responsibility and repairing relationships. This approach aims to promote understanding, accountability, and positive behaviour moving forward.

Continued bad behaviour

- An Assistant/Deputy Headteacher will be notified if the Head of Year deems it necessary
- The child will be sent to the Executive Headteacher, if the Assistant/Deputy Headteacher deems it necessary. The Executive Headteacher may choose to inform the CEO. Parents/Carers will be contacted

Playground

On the playground, as in the classroom, consistency is needed.

Children will be recommended for House Points for good behaviour and keeping to the "Five Golden Rules."

If there is a serious incident the Lunchtime Team will report it to a member of the Senior Leadership Team.

The following stages are to be followed in the playground:

- ✓ Warning Child verbally warned of inappropriate behaviour and the reason why it is inappropriate explained. Child remains on the playground
- ✓ Reflection Time Child spoken to about their behaviour and asked to stand away from others who are playing. This is for 5 minutes depending on the incident.
- ✓ Intervention Child sent to Senior Midday Supervisor. If necessary, they will inform

the Senior Leadership Team and the class teacher. The Senior Midday Supervisor will record incidents on 'Arbor'.

If there is physical violence, or racist comments are ever made, children will be sent immediately to the Senior Midday Supervisor, who will inform a member of the Senior Leadership Team.

If a child is involved in physical violence, the child is sent to a member of the Senior Leadership Team where the incident is investigated and appropriate consequences are issued.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Executive Headteacher will become involved and parents/carers will be invited into school to discuss their child's behaviour.

Behaviour Reports

The following supportive measures are put in place in a discretionary way in accordance with the professional judgement of the Senior Leadership Team.

A child may be placed directly on stage 3 of the Final Report if the Senior Leadership Team believes it is necessary.

White Form
Stage 1 - Behaviour Monitoring Report

If a class teacher is concerned/worried about a pupil's behaviour, they may choose to use a Behaviour Monitoring Report, which assists in monitoring behaviour within or outside the classroom.

Yellow Form
Stage 2 – Behaviour Concern Report

If there are on-going concerns over a pupil's behaviour the Executive Headteacher/SLT may wish to put the child on Behaviour Concern Report as a means to monitoring the child's behaviour closely. Note: A child may be placed directly on a Stage 2 Report if the Executive Headteacher/SLT deem it necessary. Throughout the school day the child reports regularly to a member of Senior Leadership Team with their report. Praise and positive reinforcement are given for good behaviour. Each lesson is monitored and annotated accordingly.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 2 Behaviour Concern Report. (Refer to Appendix 1). In order to promote a positive and supportive partnership between the Academy School and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back in to school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. The report will be in place for a time-limited period, usually two weeks.

Red Form
Level 3 – Behaviour Final Report

A child will be placed on a Stage 3 Behaviour Final Report, in the event that the above warnings have been imposed and have failed to produce a positive outcome. Note: A child may be placed directly on a Final Report if the Executive Headteacher/SLT deem it necessary.

The Executive Headteacher or member of the SLT may decide to put a child on a Behaviour Final Report in the event of serious, repeated behaviour that poses a danger to the child concerned or others. Repeated disruptive behaviour that impedes the learning of the child concerned or others, or inappropriate behaviour, including swearing, assaulting staff, damage to premises or offensive behaviour, may result in a suspension from school. In exceptional circumstances a permanent exclusion, when all other strategies, external agency help, Behaviour Support Plan have failed. Parents/Carers will be immediately telephoned and the sanction will be confirmed in writing. Suspensions and Permanent exclusions will be notified to the appropriate Local Authority Officers and departments, following DfE Guidance for permanent exclusions.

A letter will be sent to the parent/carer informing them that their child has been placed on a Stage 3 Final Report. (Refer to Appendix 2). In order to promote a positive and supportive partnership between the Academy School and the parent/carer, the report will be sent home with the child on a daily basis. The parent/carer should review their child's report and provide any comments. They must sign and date the report, and ensure that their child takes it back into school the following day. The child will need to show their report to either the Executive Headteacher or a member of the SLT to review. Should the child fail to produce their signed report card then it may be necessary for the Executive Headteacher to call and confirm with the parent/carer that they have seen their child's report card.

If a pattern of inappropriate behaviour is emerging, the Executive Headteacher will become involved, parents/carers will be invited into the Academy School to discuss their child's behaviour. The child may be heading for suspension.

Internal Exclusion

Internal exclusion is used as a supportive and reflective measure when a pupil's behaviour warrants time away from their usual classroom environment. During this period, the pupil will continue to access their learning in a quiet, supervised setting to ensure continuity of education.

The purpose of internal exclusion is to provide the pupil with an opportunity to reflect on their behaviour, understand the impact of their actions, and engage in a restorative conversation with staff before returning to class. This process aims to promote accountability, repair relationships, and support the pupil in making positive choices moving forward.

Reasonable Adjustments for Pupils with SEND

We are committed to ensuring that all pupils, including those with SEND, are supported to access education in a safe, inclusive, and respectful environment at Pickhurst Academy.

In line with the Equality Act 2010 and the SEND Code of Practice (2015), reasonable adjustments will be made to support pupils with SEND in managing their behaviour.

Additionally, as a trauma-informed school, we are committed to implementing our behaviour policy with fairness, empathy, and flexibility, ensuring it is adapted to support the individual needs and experiences of all our pupils.

Class Teachers retain full autonomy to address behaviour as needed, regardless of any diagnosis or identified need. This ensures that classroom management remains effective and that all pupils are held to appropriate standards of conduct.

Support will be provided to meet the needs of the pupil, and behaviour will be addressed fairly and proportionately.

This may include:

- Adjustments to routines or expectations
- Additional adult support
- Use of de-escalation strategies
- Collaboration with external professionals

If further actions are necessary due to recurrent incidents, each case will be considered individually, considering the pupil's specific needs, diagnosis, and circumstances. However, it is essential to maintain a consistent and fair approach to behaviour across the school.

The aim is to balance the needs of the individual with the rights of the wider school community, ensuring a safe and productive learning environment for all.

Parents/Carers

Parents/Carers are under a legal duty to ensure that their child receives a suitable full-time education at a school (unless other suitable arrangements have been made), and pupils' parents/carers must ensure that their child attends punctually and regularly.

Parents/Carers have an important role in supporting this policy, and are responsible to a large extent for their child's good behaviour at the Academy School.

Parents/Carers will celebrate their child's good behaviour and also support any sanctions the Academy School applies. If parents/carers have any concerns about how their child's behaviour is being managed, they should contact the classroom teacher initially. If this does not resolve the issue, parents/carers should speak to the Head of Year.

Record Keeping and Monitoring

Weekly serious incident reports are kept by the Executive Headteacher to log any incidents of abuse, racist/sexual harassment/child-on-child/homophobia/transphobia/ significant bullying/online incidents.

On a fortnightly basis these reports are presented from each Academy School within the Trust (as a standing Agenda item) at the Headteacher and Principal's meeting with the CEO.

The reports are discussed/analysed by the CEO and Executive Headteacher to identify patterns in order to intervene early, to prevent abuse, racist/sexual harassment/child-on-child /homophobia/transphobia/significant bullying/online incidents. (See Appendix 3 - Weekly Review of Pupil Behaviour Form).

To reinforce a culture where sexual harassment and online sexual abuse are not tolerated record-keeping and monitoring of sexual harassment and sexual violence, including online communications is regularly reviewed as part of this process.

Suspension & Permanent Exclusion

Please refer to the Suspension & Permanent Exclusion Policy.

The Additionally Resourced Provision (Woodlands)

The whole school Behaviour Policy is adhered to where appropriate for students within Woodlands. Where required and appropriate the following behaviour stages will be implemented:

Stage 1

General strategies used in class for all pupils:

- Differentiated curriculum
- Calm ordered environment
- Symbols, photos to aid understanding
- Visual class timetable
- Reduced language at child's level
- Makaton signing to support language
- Daily relaxation sessions

Stage 2

Pupil does not respond to the above strategies. Behaviour continues to be challenging:

Frequent refusals to comply with requests, hitting other children and/or adults on a daily basis; general disruption to the class; pupil may need to be withdrawn or removed for short periods to refocus; risk assessment may show behaviour risk rating as low-medium after control measures in place.

- More individualised strategies:
- Individual behaviour support plan drawn up for specific behaviours
- Parents informed, asked to sign IBSP and given a copy
- Risk assessment if appropriate
- Use of non-teaching areas to withdraw a child (or others) if necessary
- Individual workstation
- Individual timetabled support if necessary

- Continued use of a more individualised reward/motivation system

Stage 3

Challenging behaviour escalates; pupil is often violent and/or disruptive on a daily basis; above strategies are not effective in meeting pupil's needs; more detailed analysis of pupil's needs undertaken; pupil needs a significant level of adult support to maintain acceptable behaviour; risk rating is medium after control measures in place.

- Continued use of the above strategies
- Intervention by the ASD Advisory Service and other Advisory teachers
- Parents fully informed of all major incidents

Stage 4

Continued frequent displays of violent behaviour towards staff and/or other pupils;

Pupil causing significant disruption to classroom order; pupil attempting to or causing significant damage to property; pupil needs full time individual support to maintain order; limit damage and protect other pupils;

- Formal review of child's needs
- An Interim Review will be arranged to discuss and review the child's needs if the above strategies are not successful.
- The Interim Review may involve all parties: parents, Executive Headteacher, SENCo

Service, LEA placement officer, Educational Psychologist and any other agencies as appropriate

Stage 5

All issues are placed in the hands of the Executive Headteacher.

SEN Intervention: Collation of the evidence, IBSP and any other documentation relating to the pupil referral process.

Positive Handling Approach to Managing Challenging & Unsafe Behaviour

We adopt the Positive Handling Approach to managing and de-escalating challenging & unsafe behaviour. This includes the use of restraint where required by the staff who are qualified in this technique. The staff who are qualified and retrained annually include the:

- All Teachers in the Specialist Provision
- All Teaching Assistants in the Specialist Provision

Expected Intervention Outcome:

If improvement does not occur and the pupil will not comply with school rules and

regulations or, a pupil shows behaviour and actions of such an extreme nature as those cited above then the Executive Headteacher, with support from the Local Governing Board, Deputy Headteacher, Key Stage Leader and where appropriate the SENCO and Class Teacher will look to:

- review all the evidence and referral procedures and decide upon a course of action that will lead to:

- suspension
- permanent exclusion

Exclusion will never be considered lightly and will always involve notification of the Governors through the Chair of Governors and appropriate members of the Borough authorities. Exclusion may be temporary (suspension) or permanent. In exceptional circumstances it could result after only one incident should this be felt the only appropriate course of action.

With a child requiring this level of support it would be expected that they would be within the Special Needs Code of Practice and a close contact between child / class teacher / SENCo / parent will have been established.

A support plan will have been discussed between the people concerned and this support plan will be known to all members of the team to ensure appropriate and continuous action.

The ARP link their sanctions into the Pickhurst Academy's reward system to reinforce and encourage appropriate behaviour. This is based on the Pickhurst Academy's core values and passport.

Expectations for pupils at home

Remote learning rules

If pupils are not in school due to school closure, such as a global pandemic, we expect them to follow all of the rules set out below to ensure that they are able effectively continue their learning at home.

Parents should also read the rules and ensure their children follow them. Parents should contact the school, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Complete work set by teachers
- Seek help if they need it, from teachers using the class email addresses
- Alert teachers if they're not able to complete work
- adhere to e-safety rules and appropriate internet safety when using devices and the internet

Additional support and differentiated learning will be provided for those children who have additional needs.

The Inclusion team and Well-being Team will work together to plan for children who need additional support.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Organise a meeting with parents/carers to offer support
- Identify if the style of home learning is not appropriate ie. Using devices online when internet connection is poor or if a child requires a more practical approach and hard copies of work provided
- Add details of how you'll follow up on this. You'll likely want to get in touch with parents and see if there's any issues you can help them address.

Appendix 1 – Stage 2 Behaviour Concern Report Letter to parent/carer

Dear [ ],

I am writing to inform you that your child has been placed on a Behaviour Concern Report due to [brief reason for report].

In line with our Behaviour Policy, a Behaviour Concern Report is initiated when a class teacher identifies ongoing concerns regarding a pupil's behaviour. Additionally, the Executive Headteacher may place a pupil on report as a means of closely monitoring their conduct to support improvement.

While on report, your child will check in regularly with a member of the Senior Leadership Team throughout the school day. Each lesson will be monitored, and positive reinforcement will be given to acknowledge and encourage improvements in behaviour. Feedback will be recorded on the report accordingly.

This report will be sent home daily. We kindly ask that you review the report each evening, provide any comments, sign, and date it. Your child must then return the signed report to the Executive Headteacher or a member of the Senior Leadership Team the following day.

We are committed to working in partnership with you to support your child's development. Your cooperation is greatly appreciated, and we are hopeful that, by working together, we will see positive progress in your child's behaviour.

Kind
regards,

Appendix 2 – Stage 3 Behaviour Final Report Letter to parent/carer

Dear [ ],

I am writing to inform you that, due to the continued disruptive and unacceptable behaviour of your child, they will now be placed on a Stage 3 Behaviour Final Report, effective immediately and until further notice.

To ensure transparency, please be aware that the Behaviour Final Report represents the most serious stage of our Behaviour Policy prior to formal exclusion. It serves as a final written warning and reflects our firm commitment to addressing the situation while offering structured support to help your child make meaningful improvements. Your child will be expected to work towards the following behaviour targets, which will be reviewed and assessed throughout each day:

1. [Enter target]
2. [Enter target]
3. [Enter target]
4. [Enter target]

While on report, your child's behaviour will be closely monitored. Positive conduct will be acknowledged and celebrated, and we will keep you informed of any progress. However, any breaches of the agreed targets will result in appropriate consequences, in line with our school policy.

A member of the Senior Leadership Team will contact you shortly to arrange a meeting to discuss a Behaviour Support Plan. This will give us the opportunity to work together to provide the necessary guidance and intervention for your child.

The report will be sent home daily. We ask that you review it, add any comments, sign, and date it each evening. Your child must return the signed report to the Executive Headteacher or a member of the SLT at the start of each school day.

We value working in partnership with you and appreciate your support in helping to guide your child towards more positive behaviour. Through consistent collaboration, we are hopeful that meaningful improvements will be achieved.

Kind
regards,

Appendix 3 – Record Keeping and Monitoring Form

WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

Pupil Name:	A N Other			
Year Group:	Year 4			
Date of Incident:	15/06/2022			
Name of Staff Reporting:	Mrs J Smith			
Name of SLT Member involved:	Miss N Won			
Reported to DSL:	15/06/2022			
	Sexual Harassment / Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:	Enter details in relevant column/box	EXAMPLE		
Action/Next Steps:	Enter details in relevant column/box			

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:				
Action/Next Steps:				

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment/ Child-on-child	**Racism**	**HBT** *(homophobic, biphobic, transphobic)*	**Bullying**
Details:				
Action/Next Steps:				

Supporting Policies and Procedures

- Anti-bullying Policy
- Educational Visits Policy
- Suspension & Permanent Exclusion Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEND Policy

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Behaviour Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	Executive Headteacher	October 2026
Review by Committee	CET Board	October 2026
Approved by Committee	CET Board	December 2026
Adopted by Governing Board	Local Governing Board	February 2027
To be reviewed annually		
Review by	October 2027	