



TCAT Behaviour Policy

Last Reviewed	12/02/2026
Next Review	11/02/2027
TCAT Lead	VB

Document Control

Member Academies:	<p>Appleton Thorn Primary (ATP) Beamont Collegiate Academy (BCA) Bridgewater High School (BHS) Broomfields Junior School (BRO) Dallam Primary School (DAL) Great Sankey Primary School (GSP) Meadowside Community Primary and Nursery School (MEA) Padgate Academy (PAD) Penketh High School (PHS) Penketh South Primary School (PSP) Sir Thomas Boteler Church of England High School (STB) South Wirral High School The Sutton Academy</p> <p><i>Although Priestley College does not formally adopt this policy, it aligns with and upholds the core principles of behaviour and inclusion outlined within it as shown in the college Behaviour for Learning Policy, including Support & Disciplinary Procedures and Fitness to Study.</i></p>
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Version	Date	Action
1	8/6/2026	GME adapted for TSA
2		
3		
4		

1. Introduction

At The Challenge Academy Trust (TCAT), our mission is to serve, challenge and empower our educational community. Our behaviour policy is rooted in the belief that excellent behaviour is essential for effective teaching and learning. We believe that all students have the right to learn in a calm, safe and supportive environment, and that all staff have the right to teach free from disruption. We are unwavering in our commitment to inclusivity, equity and the wellbeing of every learner.

We recognise that behaviour is a form of communication and that positive behaviour must be taught, modelled and reinforced. Our approach is proactive, relational and restorative. We prioritise de-escalation and early intervention, and we support staff to respond with compassion, consistency and clarity. We understand that behaviour is everyone's responsibility and that strong, respectful relationships are the foundation of a positive school culture.

Our behaviour systems are designed to promote personal growth, mutual respect and academic excellence. They are underpinned by TCAT's core values:

- Collaboration and Interdependence
- Challenge and Service
- Sustainability and Wellbeing
- Celebrating Difference
- Educational Excellence
- Inclusivity and Social Justice

We are committed to ensuring that all learners, including those with SEND or additional needs, are supported to meet high expectations through reasonable adjustments and personalised support. We believe in the power of reflection, accountability and restorative practice.

This policy sets out the trust-wide expectations for behaviour and provides a framework for each academy to develop its own procedures in line with our shared principles. It is a living document, reviewed annually, and shaped by the voices of our students, staff and families.

2. Legislation, statutory requirements and statutory guidance

This policy is underpinned by the statutory duties placed on academies and trusts and reflects the most recent guidance from the Department for Education (DfE). It ensures that all TCAT academies operate within a consistent legal and ethical framework, while allowing for contextual flexibility across phases and settings.

This policy is based on the following legislation and statutory guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (DfE, 2025)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, 2024)
- Use of Reasonable Force in Schools (DfE, 2013)
- Supporting Pupils with Medical Conditions at School (DfE, 2015)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (DfE, 2015)

- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (DfE, 2023)
- Mobile Phones in Schools (DfE, 2024)

It also reflects the following legislation:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- Children and Young Persons Act 1963

3. TCAT Behaviour Principles

All students have the right to feel safe, valued and respected. Our principles include inclusivity, high standards, effective relationships, educational excellence, and student accountability and are detailed in Appendix 1.

4. Roles and Responsibilities

At The Challenge Academy Trust (TCAT), we believe that creating and sustaining a culture of high expectations and excellent behaviour is a shared responsibility. All members of our trust community—trustees, governors, leaders, staff, students, and parents—play a vital role in ensuring that every academy within TCAT is a safe, inclusive, and respectful environment where all learners can thrive.

4.1 Trustees and the Executive Team

The TCAT Trustees, through the Executive Team, are responsible for:

- Establishing and articulating the trust-wide behaviour principles that underpin all academy-level behaviour policies.
- Ensuring that these principles reflect TCAT's core values: Collaboration and Interdependence, Challenge and Service, Sustainability and Wellbeing, Celebrating Difference, Educational Excellence, and Inclusivity and Social Justice.
- Monitoring the implementation and impact of behaviour policies across all TCAT academies.
- Supporting academy leaders to develop effective, context-sensitive systems that align with trust-wide expectations.

4.2 Local Governing Challenge Board

Local Governing Challenge Boards (LGCBs) are responsible for:

- Ensuring that each academy's behaviour policy is implemented effectively and reviewed regularly.
- Supporting academy leaders in maintaining high standards of behaviour and ensuring that policies are inclusive and non-discriminatory.
- Holding academy leaders to account for the consistent and fair application of the behaviour policy.
- Ensuring compliance with the Equality Act 2010 and safeguarding legislation.

4.3 Headteachers / Principals

Headteachers / Principals are responsible for:

- Leading the development and implementation of their academy's behaviour policy in line with TCAT's trust-wide principles.
- Setting a clear vision for behaviour and culture within their academy.
- Ensuring that all staff are trained, supported, and confident in applying the behaviour policy.
- Providing appropriate support for students with additional needs, including those with SEND or social, emotional, and mental health needs.
- Monitoring behaviour data and using it to inform strategic decisions and interventions.

4.4 All Staff

All staff, including teaching, support, administrative staff, and volunteers, are responsible for:

- Creating calm, safe, and inclusive environments for learning.
- Modelling high standards of behaviour and professional conduct at all times.
- Teaching and reinforcing the academy's behaviour expectations and routines.
- Applying the behaviour policy consistently and fairly, with a focus on de-escalation and relational practice.
- Recording behaviour incidents accurately and promptly.
- Supporting colleagues and seeking support when needed.
- Making reasonable adjustments for students with SEND or other vulnerabilities.

4.5 Parents and Carers

Parents and carers are expected to:

- Support the academy's behaviour policy and reinforce expectations at home.
- Communicate openly with the academy about any factors that may affect their child's behaviour.
- Attend meetings and engage with pastoral support when required.
- Celebrate their child's successes and work in partnership with the academy to address concerns.
- Promote respectful relationships and model positive behaviour in interactions with staff and students.

4.6 Students

Students are expected to:

- Follow the behaviour policy and uphold the academy's values.
- Take responsibility for their actions and behaviour.
- Engage positively with learning and contribute to a respectful academy culture.
- Understand the rewards for meeting expectations and the consequences of not doing so.
- Access and engage with pastoral support when needed.
- Provide feedback on the behaviour culture to help improve the academy environment

5. Behaviour Curriculum (Early Years–KS5)

At The Challenge Academy Trust (TCAT), we believe that positive behaviour must be explicitly taught, modelled, and reinforced. Our behaviour curriculum is a proactive, preventative framework that supports all learners in understanding expectations, developing essential life skills, and contributing to a safe, inclusive, and respectful learning environment.

Purpose and Principles

The behaviour curriculum is not simply a list of rules or sanctions. It is a structured, developmental approach to teaching students how to behave in a way that reflects TCAT's core values: Collaboration, Challenge, Wellbeing, Inclusivity, Educational Excellence, and Social Justice. It is designed to help students:

- Understand and internalise behavioural expectations
- Build strong relationships with peers and adults
- Develop self-regulation, empathy, and resilience
- Thrive as learners and citizens in their communities

Key Features of the TCAT Behaviour Curriculum

- **Explicit Instruction**
Behaviour is taught directly through PSHE, assemblies, tutor time, and across the wider curriculum. Students are taught what it means to behave appropriately, and how this looks in different contexts (e.g. classrooms, corridors, online, and in the community).
- **Positive Reinforcement**
Staff consistently recognise and celebrate positive behaviour through praise, rewards, and responsibilities. This reinforces the behaviours we want to see and builds a culture of encouragement and aspiration.
- **Consistency and Clarity**
Expectations, routines, and consequences are clearly defined and consistently applied across all phases and settings. This ensures fairness and predictability for all students.
- **Whole-School and Trust-Wide Approach**
The behaviour curriculum is embedded in every aspect of academy life—from the classroom to the playground, from the dining hall to the digital space. All staff are responsible for modelling and reinforcing expectations.
- **Modelling and Practice**
Staff model respectful, calm, and inclusive behaviour in all interactions. Students are given regular opportunities to practise and reflect on their behaviour in a supportive environment.
- **Induction and Transition**
All students, including mid-year arrivals, receive a structured induction into the academy's behaviour culture. Expectations are revisited regularly, particularly at the start of each term.
- **Prevention and Early Intervention**
The curriculum is designed to prevent poor behaviour by teaching students how to make positive choices. Where concerns arise, early support and intervention are prioritised over punitive responses.
- **Relational Practice and Restorative Approaches**
Staff build strong, respectful relationships with students. When behaviour falls short, restorative conversations help students reflect, repair, and re-engage.

Each TCAT academy will adapt the behaviour curriculum to suit its phase and context, while maintaining alignment with trust-wide principles. Academies will also ensure that students with SEND or additional needs are supported to access and engage with the curriculum through reasonable adjustments and personalised strategies.

6. Rewards and Sanctions

At The Challenge Academy Trust (TCAT), we believe that positive behaviour should be recognised, celebrated, and reinforced consistently across each academy. Our approach to rewards and sanctions is

rooted in our core values of Educational Excellence, Inclusivity, Challenge, and Wellbeing, and aims to foster a culture of encouragement, aspiration, and accountability.

6.1 Rewards (Academy specific rewards are detailed in Appendix 2)

All TCAT academies are expected to foster a strong culture of praise and recognition, where positive behaviour, effort, and contribution are acknowledged more frequently than poor conduct is sanctioned. Rewards systems should be inclusive, motivating, and accessible to all students, regardless of ability, background, or starting point.

Each academy will:

- Develop a rewards system in consultation with staff and students to ensure it is meaningful and age-appropriate.
- Recognise a wide range of positive behaviours, including academic achievement, effort, improvement, kindness, leadership, and contribution to the school community.
- Ensure that students at all levels of attainment have opportunities to be recognised and celebrated
- Use a variety of reward strategies, including:
 - Verbal praise and positive feedback
 - Written praise in books or planners
 - Achievement points or house points
 - Certificates, postcards, and phone calls home
 - Celebration assemblies and awards events
 - Positions of responsibility (e.g. student leaders, prefects)
 - Whole-class or year group rewards

Rewards should be applied consistently and fairly, and their impact should be monitored to ensure they are motivating and equitable.

6.2 Sanctions (Academy specific sanctions are detailed in Appendix 3)

While TCAT academies prioritise positive reinforcement, there are times when it is necessary to apply sanctions to address behaviour that falls below the expected standard. Sanctions are used to uphold trust-wide expectations, maintain a safe and respectful environment, and support students in learning from their actions.

Each academy within TCAT is responsible for designing and implementing its own sanctions framework, tailored to its context and student population. However, all academies must adhere to the following shared principles as well as follow the **TCAT Suspensions and Permanent Exclusions Policy and guidance:**

Trust-Wide Principles for Sanctions

- Sanctions must be proportionate, fair, and consistently applied.
- The purpose of a sanction is to correct behaviour, not to punish.
- Sanctions should be accompanied by clear explanations, opportunities for reflection, and restorative conversations where appropriate.
- Adjustments must be made for students with SEND or other vulnerabilities, in line with the Equality Act 2010.
- Staff responses should be age-appropriate and take into account the student's individual needs and circumstances.
- Sanctions should be part of a graduated response with early intervention and support prioritised.

Creating a Culture That Reduces the Need for Sanctions

Headteachers / Principals are expected to:

- Set the tone for behaviour by modelling high expectations and fostering a culture of mutual respect.
- Ensure that lessons are engaging, purposeful, and inclusive, reducing the likelihood of disengagement or disruption.
- Promote participation in enrichment and extra-curricular activities that build relationships and a sense of belonging.
- Build strong partnerships with parents and carers, ensuring they understand and support the academy's approach to behaviour.

Examples of Sanctions Used Across TCAT Academies

Each academy will outline its specific sanctions in its appendices, but the following are examples of trust-wide practices:

- Verbal reminders and warnings
- Loss of privileges or free time
- Detentions (break, lunchtime, or after school)
- Restorative conversations or reflective tasks
- Withdrawal from lessons or social time (internal reflection or "isolation")
- Behaviour reports or contracts
- Community service or reparative tasks
- Suspensions (used only when necessary)
- Permanent exclusions (used only as a last resort)

All sanctions must be clearly communicated to students and parents. Academies should ensure that students understand:

- What behaviour led to the sanction
- What they can do differently next time
- What support is available to help them improve

Sanctions should never be applied in a way that humiliates or isolates students unnecessarily. Instead, they should be used as part of a wider strategy to promote accountability, reflection, and re-engagement with learning

7. Suspensions, Off-Site Direction, Managed Moves and Permanent Exclusion

7.1 Suspensions

Suspensions are a serious sanction and should only be used when other strategies have been exhausted or in response to a serious breach of the academy's behaviour policy. The decision to suspend a student rests solely with the Headteacher / Principal, who may delegate the investigation but not the decision itself.

A student may be suspended for one or more fixed periods, up to a maximum of 45 academy days in a single academic year. A suspension may be for part of a day but must be clearly defined.

Key requirements:

- For suspensions over 5 days, the academy must arrange suitable full-time education from day 6.

- If a student is suspended for more than 15 days in a term, the governing board must meet within 15 school days to consider reinstatement.
- For suspensions totalling between 6 and 15 days, the governing board must meet within 50 school days if requested by a parent.
- For suspensions of 5 days or fewer, the governing board is not required to meet unless requested and deemed appropriate.

All suspensions must be:

- Proportionate and lawful
- Clearly communicated to parents/carers in writing
- Recorded and monitored by the academy and trust

Parents wishing to challenge a suspension should contact the Clerk to the Governors at the academy.

7.2 Off-Site Direction

Off-site direction is a statutory tool that allows a governing board to require a student to attend another educational setting temporarily to improve behaviour. This is typically used for short-term placements (e.g. 6 weeks) in another mainstream school or alternative provision.

- Off-site direction must be used in the best interests of the student.
- Parents must be informed in writing, and the placement must be reviewed regularly.
- The student remains on roll at their home school.

7.3 Managed Moves

A managed move is a voluntary agreement between two schools, the student, and their parents to transfer the student permanently to another mainstream school. It is used as a preventative measure to avoid permanent exclusion and must be in the student's best interests.

- Managed moves must be planned, documented, and reviewed.
- They should only be used when the student is likely to benefit from a fresh start.

7.4 Permanent Exclusion

A decision to permanently exclude a student should only be taken:

- In response to a serious breach or persistent breaches of the academy's behaviour policy; and
- Where allowing the student to remain in the academy would seriously harm the education or welfare of others.

Permanent exclusion may be appropriate for a first or one-off offence in exceptional circumstances, such as:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying or possession of an illegal drug/controlled substance
- Possession of an offensive weapon

The Headteacher / Principal must:

- Consider all relevant factors, including SEND, safeguarding, and mitigating circumstances

- Allow the student to present their case
- Inform parents in writing and notify the local authority

The governing board must meet within 15 school days to review the exclusion. Parents have the right to request an Independent Review Panel (IRP).

Safeguarding and SEND Considerations

All decisions regarding suspension or exclusion must comply with:

- The Equality Act 2010
- The Children and Families Act 2014
- The student's Education, Health and Care Plan (EHCP), where applicable

8. De-escalation, Positive Handling and use of Reasonable Force

Staff are trained in de-escalation techniques. Reasonable force is used only when necessary to prevent harm. Positive handling plans are in place for students who need them.

8.1 Use of Reasonable Force

All TCAT schools are committed to creating calm, safe, and inclusive environments. However, there may be very rare occasions where the use of reasonable force is necessary to prevent harm or maintain order. This section outlines the trust-wide approach, in line with the latest DfE guidance (2025) and Section 93 of the Education and Inspections Act 2006.

Legal Framework

All members of school staff have a legal power to use reasonable force to:

- Prevent a student from hurting themselves or others
- Prevent damage to property
- Prevent serious disruption to learning or school activities
- Maintain good order and discipline in the classroom

This includes the power to use reasonable force when conducting a search for prohibited items, as outlined in the *Searching, Screening and Confiscation Guidance (2022)*.

It is always unlawful to use force as a punishment.

There is no statutory definition of "reasonable force," but the DfE defines it as:

- A broad range of actions involving physical contact used to control or restrain
- Using no more force than is necessary in the circumstances

Examples include:

- Passive physical contact (e.g. standing between students)
- Active physical contact (e.g. guiding a student by the arm)
- Physical restraint (e.g. separating students in a fight)

Additional Considerations:

- Extra care must be taken when considering the use of force with students who have SEND or disabilities.
- Staff must consider the age, developmental stage, and individual needs of the student.
- Positive handling should be used only when other de-escalation strategies have been exhausted.

Training and Trust-Wide Practice:

- All TCAT academies must have designated staff trained in Team Teach or an equivalent accredited positive handling programme.
- Training should be refreshed regularly and include de-escalation, risk assessment, and safe physical intervention techniques.
- Staff likely to use reasonable force (e.g. pastoral staff, SEN support, SLT) must be clearly identified and supported.

Recording and Reporting

- All incidents involving the use of force must be recorded promptly and reported to the Headteacher / Principal or DSL.
- Parents/carers must be informed on the same day if force has been used on their child.
- Academies must maintain a central log of incidents and monitor patterns to inform training and policy review.

Allegations and Complaints

- Any allegation that a member of staff has used unreasonable force will be investigated thoroughly, fairly, and in line with safeguarding procedures.
- Staff will be supported throughout the process, and outcomes will be communicated to all relevant parties.

9. Allegations Against Staff

At The Challenge Academy Trust (TCAT), we are committed to fostering strong, respectful relationships between students and staff. Allegations against staff are taken seriously and handled in line with statutory guidance and local safeguarding procedures.

All TCAT academies follow the Pan-Cheshire Safeguarding Procedures and the statutory guidance in *Keeping Children Safe in Education (2025)* when managing allegations against staff.

9.1 Managing Allegations

- All allegations will be dealt with promptly, fairly, and consistently, ensuring the safety of students while protecting the rights and reputation of staff.
- The Local Authority Designated Officer (LADO) will be informed of all allegations that meet the threshold for referral.
- Staff subject to allegations will be supported throughout the process, and confidentiality will be maintained in accordance with legal requirements.

9.2 Malicious or Unfounded Allegations

If, after investigation, an allegation is found to be deliberately invented or malicious, the academy will:

- Consider whether disciplinary action is appropriate against the student in line with the behaviour policy
- Apply serious sanctions, which may include suspension or permanent exclusion
- Offer support to the member of staff affected

In such cases, the Headteacher / Principal will also consider whether the student's behaviour indicates a need for additional support or intervention, including referral to external services.

10. Searching, Screening and Confiscation

At TCAT, we are committed to maintaining safe, calm, and orderly environments. All TCAT academies follow the statutory guidance set out in the *DfE's Searching, Screening and Confiscation Advice for Schools (2022)*

10.1 Searching with Consent

Academy staff can search a student for any item if the student agrees. Consent does not need to be in writing and can be withdrawn at any time. There is no legal requirement for staff to be formally trained to carry out a search with consent.

10.2 Searching Without Consent

Headteachers / Principals and authorised staff have the legal power to search students or their possessions without consent if they have reasonable grounds to suspect the student is in possession of a prohibited item.

Prohibited items include (but are not limited to):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Matches or lighters
- Cigarettes, e-cigarettes, or vapes
- Fireworks or bangers
- Pornographic images
- Chewing gum
- Correction fluid
- Aerosol cans
- Laser pens
- Any item reasonably suspected to be used to commit an offence, cause injury, or damage property

10.3 Conducting a Search

- The search must be conducted by a member of staff of the same sex as the student, with a witness present (also a staff member).
- A search without a witness or of the opposite sex may only occur if there is a risk of serious harm and it is not reasonably practicable to summon another member of staff.

- Staff may only require the removal of outer clothing, such as coats, hats, shoes, boots, gloves, and scarves—not items worn next to the skin.
- If a student refuses to cooperate with a lawful search, this will be treated as a serious breach of school rules. Staff may apply appropriate disciplinary sanctions. In some cases, reasonable force may be used to conduct a search for knives, weapons, alcohol, illegal drugs, or stolen items, in line with Section 550ZB(5) of the Education Act 1996.

10.4 Confiscation and seizure

Legal Basis

Under Section 91 of the Education and Inspections Act 2006, staff have the authority to confiscate, retain, or dispose of a student's property as a disciplinary measure, where reasonable to do so.

Items Found During a Search

- Prohibited items must be seized and may be handed to the police, especially where the item is illegal (e.g. weapons, drugs, stolen goods).
- School-banned items (e.g. mobile phones, energy drinks, aerosol cans) may be confiscated at the discretion of the school.
- Staff may retain or dispose of items found during a with-consent search, provided it is reasonable in the circumstances.

Electronic Devices

- If a device is suspected to contain material that poses a safeguarding risk or is evidence of a criminal offence, it may be examined and retained.
- In serious cases, the device may be handed to the police.

11. Mobile Phones and Banned Items

Each TCAT academy will define its own mobile phone policy, but all academies must:

- Clearly communicate expectations to students and parents
- Ensure mobile phones are not used, seen, or heard during the school day
- Confiscate phones if they are used in breach of school rules
- Apply an escalation process for repeated breaches, which may include daily hand-in procedures

In emergencies, parents should contact the school office directly. Students will not be permitted to use mobile phones during the school day for communication, research, or as calculators.

12. Safeguarding and Child-on-Child Abuse

At TCAT, we are committed to creating safe, inclusive, and respectful environments where all students feel protected, valued, and heard. We do not tolerate any form of discriminatory behaviour or child-on-child abuse. All incidents are taken seriously and responded to promptly, proportionately, and in line with statutory safeguarding guidance.

12.1 Types of Child-on-Child Abuse

Child-on-child abuse can take many forms. TCAT academies will ensure that all staff are trained to recognise and respond to the following, which may include but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying

- Abuse in intimate personal relationships between peers
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment, including:
 - Causing someone to engage in sexual activity without consent
 - Sharing of nude or semi-nude images or videos (consensual or non-consensual)
 - Upskirting (a criminal offence)
 - Initiation/hazing-type violence and rituals

12.2 Reporting and Response

All students are encouraged to report any concerns, no matter how minor they may seem. TCAT academies will ensure that students have access to multiple, age-appropriate reporting routes, including trusted adults, anonymous reporting tools, and digital platforms where appropriate.

Following a report, the academy will:

- Conduct a timely and thorough investigation
- Complete a risk assessment to determine the appropriate response
- Decide whether the case should be managed internally, referred to Early Help, escalated to Children's Social Care, or reported to the police

All responses will be:

- Proportionate to the nature and severity of the incident
- Supportive of both the victim and the alleged perpetrator
- Case-by-case, recognising the individual needs and context of those involved

12.3 Anti-Bullying and Discrimination

TCAT academies are required to:

- Have clear anti-bullying strategies embedded within their behaviour policies
- Promote British Values, including mutual respect and tolerance
- Build a culture where prejudice, discrimination, and bullying are actively challenged
- Ensure that all students, staff, and parents understand what constitutes bullying and discriminatory behaviour
- Provide regular education and awareness through PSHE, assemblies, and the wider curriculum

12.4 Recording and Monitoring

All incidents of bullying, discriminatory behaviour, and child-on-child abuse must be:

- Logged accurately and securely
- Monitored for patterns or repeat concerns
- Reviewed regularly by academy leaders and safeguarding teams

Academies must also ensure that their safeguarding policies are aligned with the latest version of *Keeping Children Safe in Education* and that all staff understand their responsibilities in preventing, identifying, and responding to child-on-child abuse.

APPENDICES

Appendix One: Behaviour Principles at The Sutton Academy

The right to feel safe at all times

Every pupil/student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. The actions taken to address undesirable behaviour is with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

All schools have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

Inclusivity

All pupils/students, staff and visitors are free from any form of discrimination and prejudice. Each school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

Effective relationships

Developing effective relationships are at the heart of all our work. Developing respect, responsibility and reflection are a high priority in our approach to behaviour management.

High standards of behaviour

Staff and volunteers set an excellent example to pupils / students at all times and the behaviour policy is understood by all members of the school community. Rules are consistently applied across the school and, where sanctions and punishments are exercised, they are proportionate to the misdemeanour, in line with the school's Behaviour Policy.

Educational excellence

Staff and pupils/students are committed to fostering a culture of high achievement and continuous learning. Students should take responsibility for their own learning and contribute positively to the learning environment. Disruptive behaviour that hinders the learning of others will not be tolerated. All members of

the school are expected to support a culture of continuous improvement and aspiration, encouraging each other to strive for academic excellence.

Engaged community

Parents/carers should be encouraged and helped to support their children's education, just as the pupils/students should be helped to understand their responsibilities during their time in school. Parents/carers and pupils/students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.

Responding to incidents of desirable and undesirable behaviour

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and in accordance with Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff, with prevention and de-escalation always the priority. The school behaviour policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved. The TCAT permanent exclusion policy is adopted by all academies.

Student accountability and reflection

Pupils/students are helped to take responsibility for their actions and strategies are adopted to allow pupils/students to reflect on their behaviour choices. Schools have a range of behaviour management and support systems that are shared and understood by all.

The academy is committed to embedding these values into the learning environment, fostering a community where everyone can thrive.

Appendix Two: Rewards

The Sutton Academy - Rewards & Recognition Strategy

Purpose

At The Sutton Academy, we believe that positive recognition drives positive behaviour and plays a crucial role in shaping the culture of our school.

Our rewards and recognition strategy is designed to:

- Reinforce our core values
- Promote high expectations and positive conduct
- Motivate and engage all students
- Strengthen relationships between staff and students
- Create a calm, respectful and aspirational learning environment

We recognise character, effort and contribution, not just outcomes. Rewards and recognition are a core part of our behaviour strategy.

Students can earn rewards:

- In lessons
- Around the academy
- Through their behaviour, effort and attitude
- By getting involved in House activities
- Through good attendance and punctuality

Staff Expectations (All Staff)

- Actively look for positive behaviour
- Praise frequently and specifically
- Award rewards consistently and fairly
- Log points accurately on Class Charts
- Reinforce high expectations for all students

In Lessons – What Staff Should Do:

- Recognise effort, and students who demonstrate the Academy Values.
- Use verbal praise alongside points


- Award Attitude to Learning grades.





Developing excellent Attitudes to Learning in the classroom

At the core of our work is our Attitude to Learning Criteria, which provides clarity over the behaviour and attitude we are expecting of our students. This is modelled on the academy values.

Attitude to Learning

For Teachers



Grade	Examples <i>(NB: this is not a checklist)</i>	
<p style="color: #6a3d9a; font-weight: bold; margin: 0;">Grade 1 - Excellent</p> <p style="font-size: small; margin: 0;"><i>This student was a role model and increased the opportunities to learn in the lesson</i></p>	<ul style="list-style-type: none"> ✓ Spotlighted by the teacher (*must happen for this category) ✓ Actively sought feedback from teacher ✓ Did not require the teacher to prompt behaviour ✓ Embraced challenge in the lesson ✓ Overtly respectful to peers and/or teacher 	
<p style="color: #6a3d9a; font-weight: bold; margin: 0;">Grade 2 – Good</p> <p style="font-size: small; margin: 0;"><i>This student took opportunities to learn in the lesson</i></p>	<ul style="list-style-type: none"> ✓ Prepared and ready to learn. ✓ Engaged with tasks without delay ✓ Remained attentive throughout the lesson. ✓ Responded with resilience and kindness (gratitude) to feedback 	
<p style="color: #6a3d9a; font-weight: bold; margin: 0;">Grade 3 - Inconsistent</p> <p style="font-size: small; margin: 0;"><i>This student may missed opportunities to learn in the lesson</i></p>	<ul style="list-style-type: none"> • Attention drifted which will have required prompting from the teacher. • Behavioural choices required teacher intervention • Avoided challenge, and/or was slow to ask for teacher support. • May have been slow to respond to feedback • *Must have received a warning (on ClassCharts) for this category 	
<p style="color: #6a3d9a; font-weight: bold; margin: 0;">Grade 4 - Poor</p> <p style="font-size: small; margin: 0;"><i>This student prevented opportunities for others to learn in the lesson</i></p>	<ul style="list-style-type: none"> • Caused others' attention to be distracted from learning • Did not correct behaviour after spotlighting of role models / teacher intervention • Was overtly unkind to peers and/or teacher, for example refusal to follow instructions. • *Must have been removed from lesson for this category 	

The House System

Fortnightly House challenges will allow students to work as a team to collect bonus house points for their House.

Each term, one reward will celebrate the House achievements.

Rewards overview

Daily

ATLs on Class Charts
Values points on Class Charts
Verbal praise from staff

Weekly

Attendance reward in assembly
Year team focus reward
ALT phone call of the week
Class Chart communication to parents for X amount of points
Sutton Shoutouts
House challenge/competition points
Staff voucher of the week

Monthly/Half termly

Student of the month
Faculty half term heroes
Thank you cards to staff

Termly

Year team celebration assemblies
Staff end of term awards

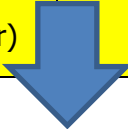
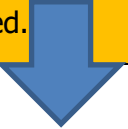
Yearly

Year team awards evening

Rewards Structure & Overview

Appendix Three: Specific to The Sutton Academy Sanctions

Where a student's behaviour falls below our high expectations and are not responding positively to the behaviour management techniques above, staff should follow the academy protocol.

1 st Warning	
Identify with the student that there are currently not making the right choice and what they need to do to improve their behaviour (warnings cannot be removed because of subsequent better behaviour)	Member of staff records name
	
Student fails to respond to 1st warning	
2 nd Warning	
Explain how their behaviour is affecting the learning of other students, outlining what they need to change to avoid moving up to an On Call Child can be moved seats or alternative support provided.	Member of staff records name
	
Student fails to respond to 2nd warning	
On Call	
Where a student fails to modify their behaviour, and continues to disrupt the learning of other students, confirm to the student they have chosen to ignore the warnings and they will be "on-called". Request On Call attends the class through Class Charts. Ask the student to wait outside the classroom if necessary for the on-call member of staff to arrive to avoid further disrupting the learning of other students. Student will serve a 30-minute same day detention	The member of staff should use class carts to record the on call

If there is a serious incident within a lesson, the teacher should inform On Call before completing a pink "Serious Incident" report form or a serious incident on line form.

This is to be handed to the Year Team as soon as possible after the incident or completed online to that ALT are made immediately aware.

When dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in one subject, we take a variety of approaches.

In one particular subject:

If a student's behaviour becomes an ongoing concern in a subject, it is important that there is an increase in the response to aim to quickly and effectively resolve the issue, with the class teacher and Faculty Leader maintaining ownership and responsibility. This will be of benefit to the student themselves in developing a better attitude to learning, the member of staff being able to focus on high quality teaching and of the other students in the class being able to learn.

- Class teacher to discuss the student with the Faculty Leader alongside the pastoral teams support, outlining the actions they have taken already.
- Faculty Leader to speak to the student, along with the class teacher. There should be a clear expression of what is needed to improve and what will happen if there is no improvement.
- If there is no improvement, the student to go onto Report for two weeks
- If there is no improvement, Faculty Leader to discuss this further with the Achievement leader / Head of Year for further actions inc parental engagement for example meetings

General behaviours across subjects:

The Behaviour System (outlined below) is designed to monitor the behaviour of all students in the academy, developing a consistent response to students whose behaviour becomes concern with the aim of sustainably modifying behaviour to ensure they work to the academy behaviour expectations in all lessons.

Behaviour System:

Students will move up the system in response to the ongoing monitoring of behaviour across the academy. All students will start at stage 0 at the beginning of the Academic Year. At each stage there is appropriate intervention put in place to modify the student's behaviour, with the aim of returning them to the stage below as soon as possible.

Academy Trigger system

The academy trigger system is used to support the graduated response across the academy. Each level is responsive to key behaviours such as truancy or regular defiance. A student who engages in these behaviours will obtain negative points. These points are collated and as they increase if there is no change in behaviours the student will move up the system. At each level a student receives intervention and support to help them move back down the system (see TSA graduated response) and stop further escalation.

The Academy reserve the right to implement a intervention at any point if required, even if the students have not hit the required trigger. This will be in rare circumstances but will always be decided in the child's best interests.



Academy Sanctions

We use a range of sanctions as a consequence to poor behaviour or failure to follow academy rules.

These may include: -

- Detention (break / lunch / after the academy day).
- Removal from a lesson
- Using the academy behaviour report system

- Parental meeting
- Being placed in Internal Suspension
- Fixed term Exclusion
- Behaviour Panels
- Permanent Exclusion
- Working with the Local Authority to instigate the managed move process

Use of Suspension:

At The Sutton Academy, suspension is regarded as a measure of last resort and is used only when all appropriate interventions, support strategies, and behaviour management approaches have been exhausted or where a serious breach of the Academy's Behaviour Policy makes a suspension necessary. In line with Department for Education (DfE) guidance, any decision to suspend a student is made carefully, fairly, and proportionately, taking into account the individual circumstances of the student, including any additional needs, vulnerabilities, or safeguarding considerations. The Academy is committed to maintaining a safe, calm, and purposeful learning environment for all members of the school community. Where a suspension is issued, it forms part of a wider process of support, reflection, and reintegration, with the aim of helping students understand the impact of their actions, rebuild positive relationships, and successfully re-engage with their education. A suspension is always followed by a re-admission meeting with parents/carer and the student. A return from suspension plan will be put into place upon the student's return to the academy.

Investigating Incidents of a Serious Nature:

This is the process that is followed when investigating incidents of a serious nature.

Investigation

- The investigation will not be undertaken by the person who will decide on the suspension unless circumstances dictate this;
- Witness statements will be recorded, signed and dated;
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. N.B. It is important that all parties recognise that less reliance can be placed on anonymized statements; and
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others.
- The academy reserves the right to increase the suspension if new information comes to light.

Decision

- Following the investigation, the Principal, or a delegated member of the Senior Leadership Team acting on their behalf, will consider the findings and determine the most appropriate outcome in line with the Academy's Behaviour Policy and Department for Education guidance.
- Any decision will be made fairly, proportionately, and with consideration of the individual circumstances of the student, including any additional needs, vulnerabilities, or safeguarding concerns.
- Where the outcome of an investigation determines that a suspension is necessary, this will be used only as a last resort, when all appropriate interventions and support strategies have been exhausted, or where the severity of the incident warrants such action.
- The Academy remains committed to supporting students to reflect on their behaviour, repair relationships, and successfully re-engage with their education.

The persons having parental responsibility for the student will be told without delay by student post, and/or letter and telephone message as appropriate:

The academy uses suspensions as a sanction following a serious incident or repeated and persistent failure to follow academy rules, this could include: -

- Physical assault against student
 - Physical assault against adult
 - Verbal abuse/threatening behaviour against student
 - Verbal abuse/threatening behaviour against adult
 - Bullying
 - Racist abuse
 - Sexual misconduct
 - Drug and alcohol related
 - Damage
 - Theft
 - Smoking
 - Persistent defiance of academy authority or disruption of teaching and learning
- This list is not exhaustive.*

Reintegration Following Suspension

At The Sutton Academy, we are committed to supporting students to successfully reintegrate into school following a suspension. Reintegration is a key part of our behaviour and inclusion strategy and aims to help students reflect on their actions, repair relationships, re-engage with learning, and achieve future success.

Preparation for Return

Prior to a student's return, the Principal or a delegated member of the Senior Leadership Team will review the circumstances surrounding the suspension. This may include gathering information from staff, the student, parents/carers and, where appropriate, external agencies. Any safeguarding concerns, SEND considerations or underlying factors contributing to the behaviour will be carefully considered. An initial reintegration plan will be developed, identifying appropriate support, reasonable adjustments and clear expectations to support a successful return to school.

Reintegration Meeting

A reintegration meeting will take place on the day the student returns to school. This meeting will normally involve the student, their parent/carer, a member of the Senior Leadership Team and, where appropriate, the Head of Year, SENDCo or Safeguarding Lead.

The purpose of the meeting is to:

- Reflect on the incident and its impact on others.
- Re-establish positive relationships and expectations.
- Identify any triggers or barriers that may have contributed to the behaviour.
- Agree clear and achievable targets for improvement.
- Discuss the support available to the student.
- Confirm arrangements for monitoring progress and reviewing outcomes.

Individual Support

Support will be tailored to the individual needs of the student and may include:

- Daily check-in and check-out with a key adult.
- Pastoral mentoring or coaching.
- Managed transitions between lessons.
- Access to a safe space or additional support when required.
- Adjustments to routines or timetables where appropriate.
- Referral to SEND, safeguarding, counselling or external support services.

Academic Reintegration

Students will be supported to minimise the impact of missed learning during their suspension. Subject teachers will provide appropriate work and guidance to enable students to catch up with learning and re-engage positively with lessons. Additional support may be provided through intervention sessions, independent study or Learning Support Assistant support where appropriate.

Restorative Practice

Where appropriate, restorative approaches will be used to support accountability, repair harm and rebuild relationships. This may include facilitated conversations with staff or students affected by the incident. The focus is on learning from the incident and reinforcing the Academy's values and expectations.

Monitoring and Review

Following reintegration, progress will be monitored by the student's Tutor, Head of Year and other relevant staff. Regular reviews will consider behaviour, attendance, punctuality, engagement with learning and progress towards agreed targets. Support strategies will be adapted as required and gradually reduced when sustained improvement is demonstrated.

Communication

The Academy will maintain regular communication with parents/carers throughout the reintegration process. Relevant staff will be informed of agreed strategies and support arrangements to ensure a consistent approach. All actions and outcomes will be recorded in line with the Academy's safeguarding and behaviour procedures.

Internal Suspension

Students returning from an external suspension will normally complete a period of internal suspension as part of their reintegration process. This provides an opportunity for the Academy to support a successful return to learning, reinforce expectations, address any concerns arising from the incident, and implement any agreed support strategies before the student returns to their normal timetable.

Students in internal suspension will work in a designated supervised area and will be expected to complete work set by their teachers. Appropriate support and supervision will be provided throughout the placement.

Internal suspension may be used as an alternative to an external suspension where it is appropriate to remove a student from mainstream lessons whilst allowing them to remain on the Academy site. This provides

an opportunity to de-escalate situations, maintain the safety and learning of others, and support reflection on behaviour.

Removal of students from the Academy site

Where a student is presenting a real or perceived Health & Safety risk either to themselves, to any other student, or any member of staff or academy property, they will be required to leave site. A student's timetable may be adapted if a Risk Assessment is completed and the student is found to potentially endanger the wellbeing of students, staff or any of the Sutton Academy stakeholders.

Loss and damage

The academy will not accept legal responsibility for loss, theft, damage to property whilst on academy premises. It is suggested that parents cover clothing and property on their household insurance.

Energy drinks and Fizzy drinks

Energy drinks and fizzy drinks are banned from the academy site and will be confiscated and disposed of if found.

Incidents during unstructured times / to and from academy

Students are expected to behave in an appropriate manner at all times throughout the academy day to ensure an orderly and safe environment. If there is an incident during unstructured times or traveling to and from the academy, the member of staff should report this to the year team. The sanctions would depend on the severity of the incident, and ultimately could result in a permanent exclusion. We follow an unstructured time vision for implementation as staff to support this.

Smoking/Vaping

Students who are seen to be smoking /vaping or in the company of someone who is smoking or vaping will automatically receive an Internal Suspension. This includes on or off the academy site and before, during or after the academy day. Students who are regularly caught will be placed on a smoking contract which results in an increase of sanctions. Please refer to our Anti-Smoking policy.

Mobile phones

The Academy has a mobile phone policy in place supporting the TCAT ethos. Student phones must be switched off and put away at all times on the academy site or they will be confiscated and collected from 3:10pm.

Please refer to the Academy mobile phone policy for further details.

Uniform Standards:

The academy has the highest possible standards for uniform.

- Skirts must be the correct length.
- School shoes must be worn at all times.
- Students must wear their blazer when moving around the academy site.
- Hair colour must be natural, make up must be moderate and there can be no facial piercings.
- Students can not wear false eyelashes or false nails. Nail varnish is not allowed.

Failure to follow the standards detailed on the Academy web page can result in internal exclusion. Please refer to the Uniform and equipment policy