London South East Academies Trust

Behaviour Policy

Responsible post holder	Headteacher
Approved by / on	November 2025
Next Reviewed	November 2026

Introduction

Many of our pupils have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment. Our staff within the school recognises the difficulties that our pupils are facing and will act with compassion and understanding in their interactions with them. Staff always aim to build good relationships with pupils so that they understand their needs and are able to support learning and behaviour to maximise potential and achievements.
This policy has been written with regards to the Equality Act 2010 and public sector equality duty, Bramley Oak Academy recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs.

We know that behaviour is a form of communication and a pupil's poor behaviour is often a way of communicating that there is something untoward in their life. This may cover a wide range of difficulties from social issues, to being the victim of abuse, to mental health issues.

Many of our pupils have complex needs and can present their own challenges, however, Bramley Oak Academy will provide the stability, consistency and care which will allow them to develop and thrive in safety. Staff within the Trust recognise the difficulties that our pupils have faced and will act with compassion, integrity and understanding in all interactions. Staff will ensure that they know each of their pupils to increase their understanding of them, as well as

implementing effective management of behaviour and learning. Where sanctions are necessary, they will be issued consistently, fairly and the reason for the sanction and the future expectation will be explained to the pupil(s).

The ethos of the school actively encourages all members to make the correct choices and to take ownership and responsibility for behaviour.

1. Principles of Behaviour management

1.1. We encourage all pupils to acknowledge that they have rights and responsibilities towards themselves and the wider school community including the responsibility to resolve any difficulties among themselves or with assistance from staff. In this way, we endorse our responsibility to help pupils develop appropriate social skills which are acceptable to society in general. Through this policy we aim to make explicit our expectations of appropriate behaviour, to reward it and to help pupils to understand the consequences of their inappropriate behaviour through our disapproval and consequences. These include the quality of behaviour and language in the classrooms, on the corridor, in the playground and beyond and the quality of work produced and displayed. Other indicators are attendance and exclusion records, reports, behaviour records and home-school reports.

1.2. Developing appropriate relationship with pupils of all ages, based on mutual respect, is key to ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation and secure compliance and staff should seek to divert and de-escalate incidents at the earliest possible opportunity.

1.3. The level and nature of appropriate staff support, or intervention, in dealing with pupils will depend on our knowledge of them and their attitude and behaviour at the time. Physical presence and verbal communication should allow for pupils' behaviour to be diverted away from any potential violent outcome.

1.4. Authorised sanctions include:

- Entries onto behaviour and learning minute sheets
- Telephone calls to parents/carers to discuss pupil's day
- Information recorded on CPOMS.
- Restorative justice conversations ;
- Catch-up (time made up at break or lunch)
- Requiring parents/carers to attend school
- Catch-up sessions for time or work owed after school
- Internal – exclusion
- Fixed Term Suspension
- Permanent Exclusion
- Use of alternative Learning Space

1.5. If serious incidents occur, then it may also be necessary to involve the Police. As an absolute last resort, this may also involve the pupil being suspended or excluded from the provision, either for a period of time (Fixed-term Suspension are at the discretion of the Head of School) or permanently (Under the guidance of the Trust Leads).

1.6 Suspension and Post-Suspension Process

At the conclusion of a suspension, the pupil will return to school with a parent/carer for a post suspension meeting with the Head of School or Behaviour Lead. This is the forum at which the pupil will be expected to take responsibility for their actions and embrace a process for reparation.

Persistent and repetitive misbehaviour or violent behaviour may result in a longer period of suspension. The Head of School may decide that pupils returning from such suspension may, for a temporary period, be placed on a reduced timetable to enable them to re-integrate more successfully.

2. Positive Behaviour and Sanctions

2.1. The use of sanctions alone has not been found to be effective in altering patterns of behaviour in pupils with complex needs; instead the use of sanctions can often create frustration leading to further issues. We therefore ensure that restorative justice, emotional coaching and positive praise are at the heart of our practice.

2.2. Staff should also be aware that some sanctions may cause an adverse reaction for the pupil – in the event of a specific strategy resulting in such a reaction, this should be noted and the information shared with other staff accordingly. Consistency in the application of rules will apply.

2.3. Rewards and praise will be favoured over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, earning their learning and behaviour minute and by earning bonus points for demonstrating positive behaviours. There will be more emphasis placed on a pupil exhibiting positive behaviour than on displaying unacceptable behaviour.

2.4. Staff must ensure that they know their pupils to increase their understanding of them, as this will assist with the effective management of behaviour and learning. Where sanctions are necessary, they will be proportionate to the unacceptable behaviour. They must be issued fairly and the reason for the sanction and the future expectation explained to the pupil in clear terms which they can understand.

2.5. Behaviour management in the school involves trying to modify the behaviour being displayed by pupils with complex needs. Behaviour management strategies are not guaranteed to succeed and require staff to be resilient, consistent and calm in supporting our pupils.

2.6. Strategies should be 'SMART' – Specific, Measurable, Achievable, Realistic and Timely. The nature of the strategy may correlate directly to how well the member of staff knows the pupil and the success of a strategy will largely depend upon the relationship between the pupil and the member of staff leading the strategy.

2.7. It is important that achievement and improvement, in any area, is acknowledged and celebrated. Staff must seek to actively promote regular achievement so as to develop pupil self-motivation.

3. Bramley Oak Rules and Procedures

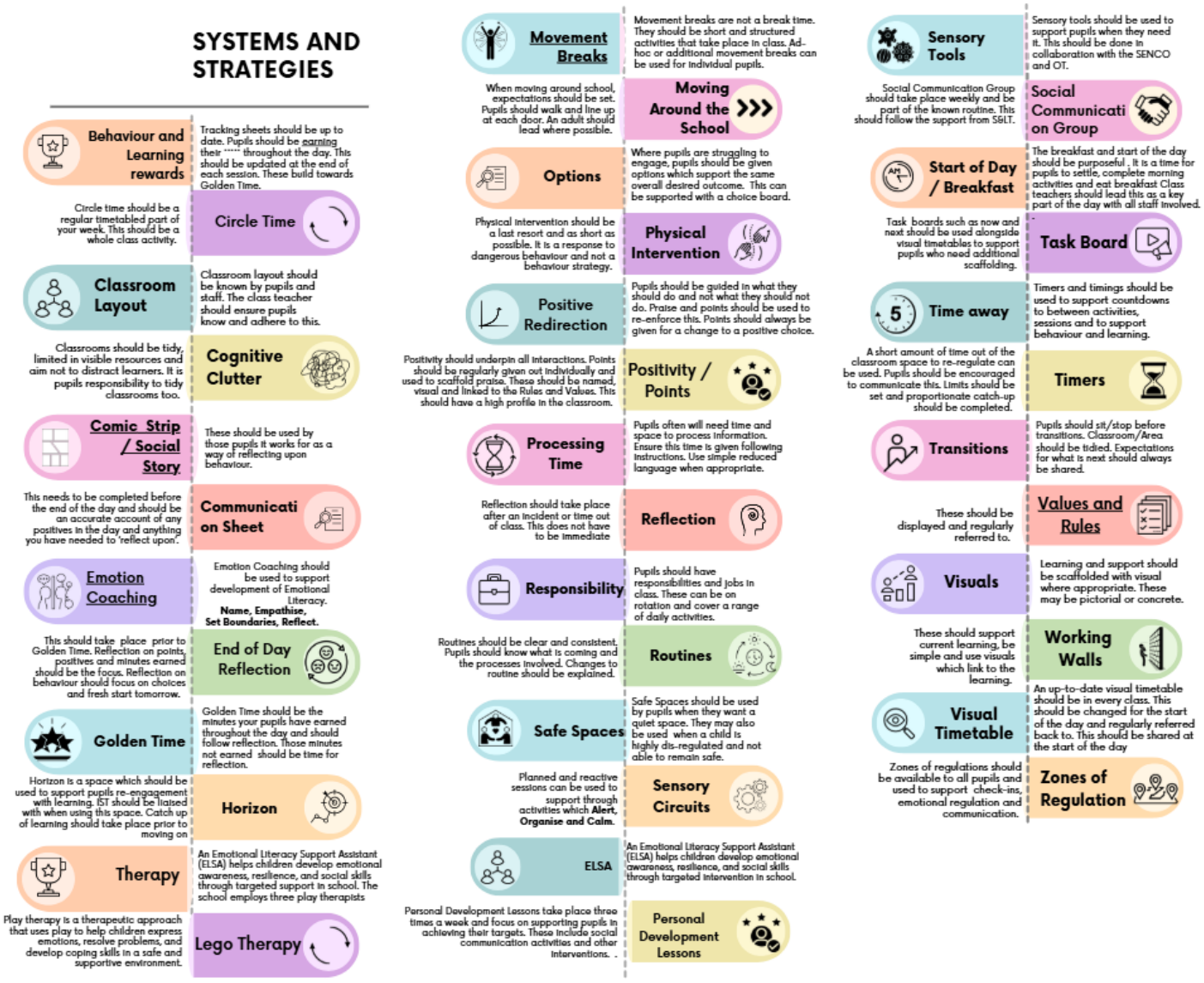
3.1 Bramley Oak Academy believes that we all respond better to encouragement and support rather than negative response. Therefore, at Bramley Oak Academy pupils are expected to take responsibility for their learning and adhere to the following positive rules:

When dealing with pupils who may be struggling with following the daily expectations, staff will use positive language to enable pupils to remember the positive rules. An example of this would be "Are you following instructions and are you being safe?" Staff will ensure that the language used and the messages given to all pupils are consistent to ensure there is a caring and consistent environment within the school.

By adhering to these rules, pupils are able to earn the following rewards as acknowledgement for their positive behaviour:

- Pupils earning learning and behaviour minutes and bonus points
- Verbal praise and acknowledgement
- Stickers
- Positive phone-call home
- Golden time
- Certificates given out in assemblies
- Earning 10-minute reward with staff member of their choice where possible.
- Reward trips
- Values bands

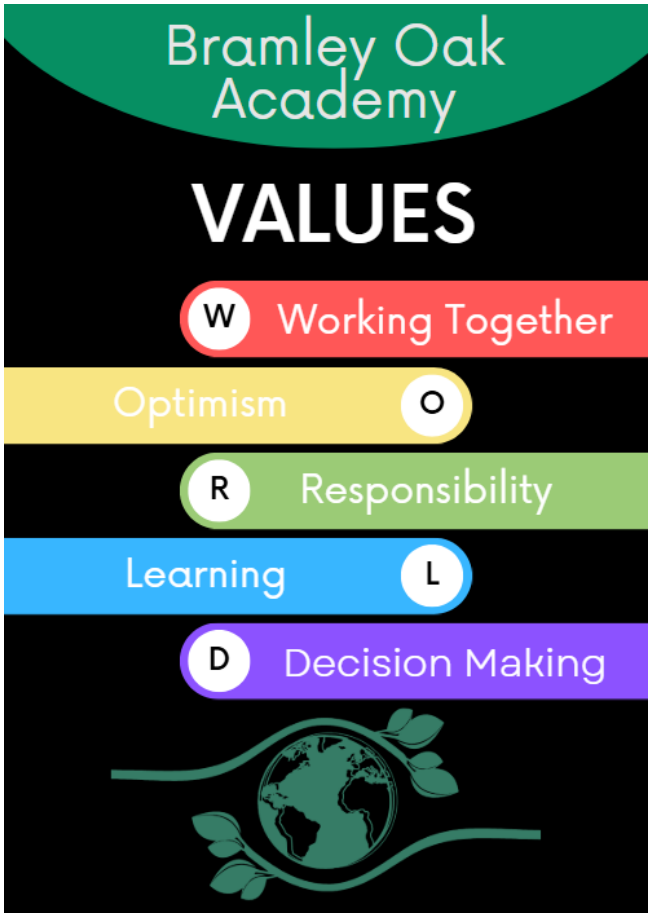
3.2. Staff should know individual pupils and build a relationship with them. The use of effective engagement, communication and de-escalation strategies should be used to support pupils. Staff should also be aware that if possible, a change of face may need to be used as a de-escalation strategy when a crisis may be occurring. An overview of systems that support pupils is in place. Staff, over time, are trained in how to use a wide range of systems and processes to increase consistency of approach and behaviour and engagement from pupils.



3.3. It is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally, these will involve a recording of behaviour on the pupil's 'learning and behaviour sheet', a restorative justice conversation, a period of supervised time out from class and a telephone call to parents/carers, or face to face conversation where children are collected by parents.

3.4. In order to support pupils to take responsibility for their actions, the culture of 'World' has been adopted to provide a consistent approach towards positive behaviour across the school. A brief summary of 'World' is given below and the full version is available on the School's network:

- **Working Together** – To care for all members of our school community
- **Optimism** – To be assertive, positive and have the determination to face challenges
- **Responsibility** – To take ownership of our learning and behaviours
- **Learning** – To take every opportunity to learn or experience something new
- **Decision Making** – To make the correct choices and know that all of our actions have a consequence or outcome.



Pupils work to earn values bands to reinforce positive values.

3.5. The School will endeavour to ensure that pupils are only sent home through (a) illness or, (b) if it is unsafe for a pupil to be in school. The School recognises that suspension should not be routinely used but there are circumstances in which a suspension is appropriate. Staff must complete incident logs using CPOMS following an incident(s) and ensure that the correct members of staff with responsibility (Senior Leaders, the Lead Teacher responsible for Behaviour and Designated Safeguarding Officers) are notified, via CPOMS.

3.6 Positive Handling

If a pupil loses self-control, then positive handling may be required. The techniques and procedures used are in accordance with DFE guidelines and the School's Positive Handling Policy. All incidents of physical handling are recorded on CPOMS and parents/carers informed on the day the incident occurred via phone calls.

Staff may employ physical handling as a last resort if:

- The behaviour of the pupil represents a physical danger to themselves
- The behaviour of the pupil represents a physical danger to others
- The behaviour of the pupil represents a significant physical threat to property
- The behaviour of the pupil represents a serious threat to the good order of the school

*please refer to positive handling policy.

3.7 De-Escalation

Staff will physically intervene to assume control over a pupil who has lost self-control. De-escalation is designed to create the conditions in which control may gradually be returned to the pupil. Only trained staff may employ positive handling and de-escalation techniques and procedures; however, it is a requirement of the school that all contracted staff are trained.

3.8 Consequences to Actions

Although not extensive, the below actions and consequences are intended to provide a framework for staff, pupils and parents in regards to different acceptable responses to behaviour, positive and negative and rewards and sanctions that can be used. These will be linked to Pupil Profiles.

BRAMLEY OAK ACADEMY

Action	Consequences
Non-completion of set work to satisfaction	Work to be completed before moving onto the next activity or completed at another suitable point in the day. Learning minutes should not be frequently lost due to work being caught up. Behaviour minute not earnt.
Success in area of work, behaviour, meeting personal targets, correct decision making.	Certificates to be given in assemblies Use of stickers Bonus points to be given when pupils have gone beyond expectations. Reward time with an adult Positive phone call home Positive reflection sheet Values Band
Helpful actions towards others	Bonus points Certificates Positive phone call home Values Band
Failure to come in from play	Time to be made up at next break(s) with loss of breaks if behaviour is ongoing.
Work refusal/ disruption resulting in time wasted or preventing others from learning	Time to be made up at next break(s) or Golden time. Loss of behaviour and learning minutes shown as a dot on behaviour sheet Phone-call home, discussion with parent "continued behaviour time spent away from class in internal exclusion room (The Learning Hub) in consultation with SLT/IST" Catch up with learning may need to be completed in 'The Horizon'.
Deliberate damage	Loss of behaviour minute shown as a dot on behaviour sheet Phone-call home, discussion with parent A bill sent home for larger items Time spent away from class in internal exclusion room (The Horizon).
Continued unsafe behaviour including fighting, representing danger to others, self or building/ equipment.	Loss of behaviour minute shown as a dot on behaviour sheet Isolation from the rest of the class (The Horizon) Contact with Police or other relevant agencies. Meeting with parents/ carers Opportunities for reparation Positive Handling Fixed Term Suspension
Violence towards staff	Loss of behaviour minute shown as a dot on behaviour sheet Isolation from the rest of the class (The Horizon) Suspension – internal or fixed term Positive Handling Contact with Police or other relevant agencies. Phone-call home Meeting with parents/ carers Opportunities for reparation Loss of next break time

Racist comments and anti-social behaviour e.g. bullying, swearing	Loss of behaviour minute shown as a dot on behaviour sheet Minute taken away from the environment the behaviour was shown in Parents/Carers contacted Meeting with parents/ carers Opportunities for reparation Contact with Police or other relevant agencies. Suspension – internal or fixed term
Stealing	Loss of behaviour minute shown as a dot on behaviour sheet Return property Parents/Carers contacted Meeting with parents/ carers Opportunities for reparation Contact with Police or other relevant agencies.
Bringing unacceptable items into school or refusal to hand items over to staff	Discussion with pupil, Parents/Carers contacted Items to be confiscated and sent home at end of day Items to be confiscated and collected by parents Incident recorded on CPOM's via DSL
Leaving classroom without permission	Pupils will ask for permission to leave the classroom; however, staff must be aware that in some cases when a pupil is at crisis, they may leave the classroom without permission. This can stop a situation from reaching a violent or dangerous point. Discussion with pupil once safe and when they are ready to communicate with staff.
Leaving site without permission	Loss of behaviour minute shown as a dot on behaviour sheet Loss of outside space and possible loss of trips and off-site visits. Parents/Carers contacted Meeting with parents/ carers Suspension – internal or fixed term Contact with Police or other relevant agencies.

A behaviour matrix is in place and used by staff teams to support actions around pupil behaviour.

Behaviour	Must	Possible
Misuse of keys or Radio		
Swearing		
Off task		
Graffiti		
Out of agreed space		
Destruction of property		
Targeted disruption		
Threatening		
Throwing objects		
Bullying		
Repeated school rule breaking		
Sexualised behaviour or language		
Racism, Homophobia, Ableism etc		
Spitting		
Weapons		
Hurting a pupil		
Hurting staff		

All forms of negative behaviour highlighted above **MUST** be recorded via CPOMS and reported to Behaviour leads within the school on the day of incident, with Senior Leadership Team and Safeguarding officers notified on CPOMS.

4. Expectations for all Bramley Oak Pupils

4.1 Responsibility and Reparations
A pupil accepts responsibility by:

- Giving their version of what has happened either verbally or in writing
- Understanding other versions
- Outlining what they could have done differently to avoid conflict
- Making reparations, including apologies where appropriate, for their actions

Reparations may include a written and/or verbal apology. It may also include community service or a financial repayment for damages to school property or to another pupil's property.

4.2 Conflict and closure
To ensure an effective closure to any given incident, it is essential that the pupil or pupils feel secure and confident that there is no lasting resentment; that there is no likelihood of a repeat incident and that the perpetrator feels forgiven. Staff will use Restorative Justice practices where possible to support closure to incidents.

4.3 Therapy
Pupils may be offered therapy as a supplement to other behaviour management strategies and parents/carers may be given the opportunity to be referred to external agencies.

4.4 External Agencies
Supporting pupils may involve external agencies. This can include Social Services, CAMHS (Including allocated Primary Mental Health Worker), Learning Space, Local Authority Virtual School and the Inclusion Service.

4.5 Discrimination and Bullying
Challenging discrimination and bullying are part of a broad educational provision at the school, both within and beyond the formal curriculum. These issues are dealt with as specific behaviours requiring particular management procedures. Any form of negative behaviour designed to denigrate or humiliate another member of our community, physically, verbally or emotionally is dealt with appropriately. Our response is to support the victim and the perpetrator.

Incidents of discrimination/bullying should be recorded as a serious incident on CPOMS with Senior Leaders, the Behaviour Team and the Safeguarding team notified.

4.6 Off Site /Out of Bounds
Supervision of all aspects of the school day is essential for the safety and welfare of our pupils. Therefore, there needs to be a clear response to pupils going off site or out of bounds.

4.7 Other Misbehaviours
Other common misbehaviours will be dealt with by staff in attendance. Such misbehaviours include play fighting, foul and abusive language, name-calling and provocation. These behaviours should always be challenged as inappropriate and unacceptable and there should be clear consequences for such behaviour.

4.8 Use of New Media
The Head of School will take firm action against any pupil who posts defamatory or intimidating messages or images on new media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of school, about another pupil or member of the school's staff.

4.9 Attendance and uniform
All pupils are expected to attend each day punctually and in uniform. The Head of School to present a termly award for consistent high attendance and achievement at all Key stages.

5. Responsibilities

5.1 The Trust
The Trust will review the Behaviour Policy and support the school in maintaining high standards of behaviour. They will ensure that the application of the policy and procedures is fair and equitable with particular reference to ethnic or national origin, culture, religion, gender, disability or sexuality.

5.2 Head of School
The Head of school will ensure the policy is followed consistently on a day-to-day basis by pupils and staff and where appropriate take necessary action when the policy is breached. They should establish a positive relationship with parents/carers and the local community.

5.3 Staff
Staff are responsible for ensuring the principles and practices of the policy underpin their management of pupil behaviour leading to a high-quality learning environment.

5.4 Pupils
Pupils will be expected to take responsibility for their own behaviour to ensure it is in line with the Behaviour policy in and out of the learning environment. They should report any incidents of disruption, violence, bullying and any form of harassment.

5.5 Parents and Carers
Parents and carers will take responsibility for the behaviour of their child both inside and outside of the school environment. They will be encouraged to work in partnership with the school to ensure that high standards of behaviour are met.

5.6. Review
The Trust Leads and Head of School in consultation with staff, Pupils and parents/carers will undertake systematic monitoring, review and evaluation of the Behaviour Policy to ensure that the operation is effective, fair and consistent.

6. **Searching, Screening and confiscation**

6.1 Searching with consent. All pupils are requested to hand in any items not needed at the of the School day. Pupil are check for anything they should not have. Schools' common law powers to search state that School staff can search pupils with their consent for any item and are 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 if the teacher can look in the pupil's bag 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 matter will be escalated to the Senior Leadership Team of the school.

6.2 Searching without consent
Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This will be done in accordance with DFE guidance.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

6.3 **Confiscation**
Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

7. Training
The School will ensure that the policy is explained to all new and existing pupils through assemblies, Home-School Agreement and within the curriculum. The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy and through staff training.

8. Interrelationship with other school policies
In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly Inclusion, Anti-Bullying, Positive Handling Policy, Rewards, Teaching and Learning and Special Educational Needs have been established.