TITLE: BEHAVIOUR POLICY	REF: GOV017	VERSION:7
APPROVAL BODY: CEO	DATE: 20.08.26	REVIEW DATE: 20.08.27
LEAD PERSON: Executive Team Member		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. July 2018	Deputy CEO	Full Review
2. July 2019	Policy Committee	Full Review
3. July 2020	CEO	Full Review
4. April 2022	Exec Team/CEO	Full Review
5. May 2023	Exec Team /CEO	Full Review
6. Jan 2024	Exec Team /CEO	Minor revision for KCSIE
7. July 2025	Trust Board	Full Review
8. July 2026	CEdO/Trust Board	Review

Behaviour Policy

Policy Statement
This policy sets out expectations regarding behaviour and bullying.

Principles
ALET seeks to ensure that students learn in a supportive, caring, and safe environment. Unacceptable behaviour affects everyone. Challenging unacceptable behaviour effectively will reinforce our strong professional ethos, improve the safety and wellbeing of students, demonstrate that we care and make it clear to students that unacceptable behaviour will not be tolerated.

This behaviour policy is linked to:

- Exclusion policy
- Child Protection and Safeguarding policy
- Anti-bullying strategy

Contents

1. Aims Page 2
2. Legislation and statutory requirements Page 2
3. Definitions Page 2
4. Bullying Page 3
5. Roles and responsibilities Page 4
6. Student Code of Conduct Page 5
7. Rewards and sanctions Page 5
8. Behaviour management Page 7
9. Student transition Page 8
10. Training Page 8
11. Monitoring arrangements Page 9
12. Links with other policies Page 9

1. Aims

This policy recognises that behaviour is communication, and negative behaviours may be the result of unmet needs.

The policy aims to:

- Provide a consistent approach to behaviour management in line with ALET Attributes
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Examples of serious misbehaviour are identified below, but this is not an exhaustive list and individual schools will have their own responses, based on shared values.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude or general conduct
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules or expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Any form of vape device
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy please refer to the ALET anti bullying strategy on the trust's website http://www.alet.org.uk/policies-and-resources/

5. Roles and responsibilities

5.1 The governing board

The ALET board is responsible for monitoring this behaviour policy's effectiveness and holding the Chief Executive Officer to account for its implementation.

The Local Governing Committees are responsible for holding the headteacher/principal of the school to account for its implementation.

5.2 The Chief Education Officer

The Chief Education Officer is responsible for reviewing and approving this behaviour policy.

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

The Head Teacher of each school will ensure there are processes to identify if negative behaviours are as a result of unmet needs.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to specific learning and behavioural needs of students
- Recording behaviour incidents via the relevant school behaviour data management system.
- Reviewing their own behaviours in line with ALET attributes.
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly.
- Work in partnership with the school

6. Student Code of Conduct

ALET students are expected to:

- Aspire to the ALET attributes of behaviours.
- Behave in an orderly and self-controlled way.
- Show respect to others and the school environment
- In class, make it possible for all students to learn.
- Wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and sanctions

- Adults Students will be supported to regulate their behaviours based on needs
- The focus of behaviour management is positive, not confrontational.
- Students are treated with respect and allowed both choice and control of their own behaviour.
- A clear distinction is made between the child and his or her behaviour.
- take responsibility for ensuring that children grow in awareness of the consequences of their behaviour.
- Staff are consistent about their expectations of students' behaviour and share those expectations with parents.

- Staff support each other and actively draw attention to desirable behaviour. Students know that their cooperation is both expected and appreciated.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive recognition as defined by each school.
- Letters or phone calls home to parents
- Special privileges

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

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Senior staff support
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use reflection area in response to serious or persistent breaches of this policy. This provision will be to support a young person to re-regulate. They should be engaged in learning when able to do so. Restorative processes should be used whenever possible to enable staff and students to maintain relationships.

Students may be sent there during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students will be expected to engage in a restorative meeting with staff.

In cases of persistent, unacceptable behaviour or for serious individual events, schools may:

- Suspend a student from school for a fixed period.

It should be noted that in circumstances of a serious incident, a student could face Permanent Exclusion, depending on the nature of the event. A decision to exclude a student permanently should only be taken:

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

7.2 Zero-tolerance approach to sexual harassment and sexual violence

All schools within the ALET will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

All schools in the Trust promote a positive attitude towards reporting inappropriate behaviour to staff. This is promoted through the **Speak Up, Speak Out campaign**. This is an approach that promotes specific understanding of what constitutes inappropriate behaviour and uses a student manifesto to make it easy for students and staff to understand and challenge behaviour that does not meet appropriate standards.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally.
    - Refer to early help.
    - Refer to children's social care.
    - Report to the police

Please refer to our child protection and safeguarding policy and the school arrangements for Speak Up, Speak Out for more information which is available via the ALET website http://www.alet.org.uk/policies-and-resources/

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform or identification as required by the school
- In any other way identifiable as a student of one of the ALET schools.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

7.4 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy accessible via the ALET website http://www.alet.org.uk/policies-and-resources/

8. Behaviour management

8.1 Classroom management

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

They will:

- Plan learning to engage students and meet their needs.

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

be used as a last resort.

- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.

- Never be used as a form of punishment.
- Be recorded and reported to parents

Be recorded in detail on the school safeguarding software.

8.3 Confiscation

Any prohibited items found in students' possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

8.4 Student support

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

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Student transition

To ensure a smooth transition to the school or to a new Key Stage students will have transition sessions with their new teachers and staff/leaders responsible for the students.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Training takes place for all staff, as part of induction and through our Continuing Professional Development programmes.

11. Monitoring arrangements

This Behaviour Policy will be reviewed by the ALET Executive Group and the Chief Executive Officer and ALET Board annually. At each review, the policy will be approved by the Chief Executive Officer.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the chief executive officer annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child protection and safeguarding policy
- Anti-bullying strategy

Appendix 1: Written statement of Behaviour principles

- Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed term suspensions.
- Behaviour is a form of communication and adults will recognise this.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

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