



Behaviour Policy

(Relationships For Learning)

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To be read alongside all relevant BOA Digital Technologies Academy policies and procedures including Safeguarding, Anti-bullying Policy and E-Safety Policy

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Statement of intent

At **BOA** we believe that, in order to facilitate teaching and learning to the highest standard, acceptable 'Relationships For Learning' and 'Behaviour' must be taught, demonstrated and held accountable in all aspects of school life. The school is committed to:

- Clear expectations and routines among staff and students
- Staff promoting and modelling desired behaviour including how to respond appropriately (verbally with politeness)
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on respect for yourself and others
- Promoting resilience
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with students to enable early intervention
- Promoting a culture of praise and encouragement in which all students can achieve •
Explicitly teaching desired learning behaviours where required

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum, particularly Personal Development, is used to develop student's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and

education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

Our Approach

Positive relationships are at the heart of all we do at BOA-Digital, we have a strong sense of community. In all communities there can and will be times when we struggle to regulate emotion and experience conflict. We therefore use a restorative approach to restore good relationships when there has been conflict or harm; when developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm happening.

Our restorative approach recognises the need and purpose behind the misbehaviour, as well as focus on repairing relationships through a collaborative approach and should be used by all staff and students wherever possible.

Restorative practices in action: The four 'Rs'

- Respect: Listening to others' opinions and valuing them
- Responsibility: Taking responsibility for your own actions
- Repair: Engaging in conversations to understand the impact of our actions on ourselves and others and build a positive relationship to move forward
- Reintegration: Working through a process that solves the problem but allows students to remain included and involved in mainstream education

BOA-Digital will:

- Provide a safe and positive learning environment to enable all students to achieve their full potential.
- Establish a positive ethos & culture to ensure that all students can thrive in our academy community.
- Promote consistency when managing behaviour.
- Support students to self-regulate and manage their own behaviour in lessons and around the school site.
- Investigate reasons behind persistent negative behaviour and refer to appropriate intervention.

Our students should expect to:

- Receive mutual respect and kindness amongst all members of the school community.
- Improve their skills to become resilient, independent, supportive and learners who aspire to achieve their potential.
- Become successful learners who can integrate effectively into society, develop as responsible citizens and be confident throughout their lives in their ability to learn.
- Show respect to others around them and respect their right to learn.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2024) Suspensions and Permanent Exclusions for maintained schools, academies and student referral units in England, including student movement
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2026) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools' T

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Reasonable force and restrictive practice
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Principal and Senior Leadership Team will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.

- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy.

Teaching staff will be responsible for:

- Implementing the behaviour policy.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Maintaining a calm and safe environment and taking proportionate action to restore acceptable standards of behaviour if disruption occurs.

The Pastoral Team will be responsible for:

- Being proactive in promoting and maintaining high standards of behaviour.
- Deal with incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary.
- Ensuring the behaviour policy is implemented.
- Supporting staff and providing ongoing CPD in the management of behaviour when required.
- Analyse and monitor incidents recorded on the school's behaviour management system and will act/report to SLT/other stakeholders as appropriate. Heads of Key Stage, Pastoral Managers will also analyse the distribution of points via our management information system and reward students in their year groups.
- Celebrating and rewarding good behaviour.
- Communicating with and updating parents about their child's behaviour.
- Logging and recording all information and with accuracy.
- Liaising with external agencies.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.

- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Pastoral Leaders
 - Senior Leadership
 - Subject leaders
 - Principal
- As authorised by the Principal sanctioning students who display poor levels of behaviour.

Students will be responsible for:

- Treating each other with mutual respect and kindness.
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Recognising that being a 'bystander' is not acceptable.

Parents will be responsible for:

- Supporting the school's behaviour policy fully.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working in partnership with the school to encourage good behaviour.

3. Definitions

For the purposes of this policy, the school will define "**serious unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Sexual harassment**, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or vapes
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger to oneself or others
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate and urgent attention of a staff member

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Repeated lateness to school/ lessons
- Incorrect uniform
- Low-level disruption and talking in class
- Failure to complete classwork
- Disrespectful language or behaviour towards another person
- Lack of correct equipment
- Shouting out, interrupting or questioning the teacher
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption outside of school such as in the community/ on public transport
- Use of mobile phones/ear phones without permission
- Getting out of seat without permission
- Repeatedly asking to use the toilet/ get tissues
- Graffiti or damage to school property
- Chewing/eating
- Excessive noise in the corridors
- Inappropriate movement around the corridors (for example, running)

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour displayed or persistent nature.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Behaviour curriculum

Positive 'Behaviour' and 'Relationships For Learning' will be taught and modelled to all students as part of the Academy Behaviour Curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school on a day to day basis.

Routines will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Students will be taught about the Behaviour Curriculum through: assemblies, form time inputs, interactions with staff, referring to visuals around the academy and reinforced within the curriculum during day to day lessons.

BOA – 3 Golden Rules

Staff and Students will follow and be taught 3 academy rules which embody our expectations of all. These are to be **ready, respectful** and **safe** at all times. Staff and students adhere to these rules by being:

Ready At All Times

Examples but not limited to:

- Be on time to school and all lessons
- Move around the academy in a purposeful manner, taking the shortest possible route to lessons and not delaying arrival to them
- Dress in full and correct uniform
- Access toilets during designated break and lunch times to not impact on learning

- Attend with correct equipment, including planner and a bag large enough to hold an A4 folder

Respectful In Every Action

Examples but not limited to:

- Respect yourself, others and your environment
- Be polite, kind and considerate.
- Always demonstrating positive manners and language
- Listening to others and expecting the same from those around them
- Respect the right for students to experience the best possible education and for staff to work in a calm, safe and friendly environment by following instructions at all times.
- Not use language that insults or upsets any other member of the academy community.
- Enter and exit the academy sensibly, using the footpaths and not engaging in any anti-social activity that causes unrest in the community or to other academy users.
- Use all academy facilities for the intended purpose only and not vandalise, graffiti or misuse any such facility.

Keep Everyone Safe At All Times

Examples but not limited to:

- Move in a calm and quiet manner around the Academy
- Eat and drink in appropriate places within the school site
- Be in the right place at the right time. During break and lunchtimes this involves students attending their 'wet break / lunch' zone as instructed and avoiding any area classed as out of bounds under normal 'non wet' circumstances.
- Not engage in any physical contact with others including play fighting or grabbing / pulling other peoples equipment.
- Not bring illegal, stolen or inappropriate / unnecessary items onto site.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will then consider and teach students through restorative practice following incidents to understand how to prevent such behaviour from recurring.

Pastoral staff will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as interventions, targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL and safeguarding team, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reminder of the expected behaviour and teaching of desired behaviours
- Use staff behaviour management strategies to de-escalate incidents
- Call for 'on-call' if needed – student will be sent to the Head of Department where possible to continue working
- Detention issued which could be classwork based or School-based community service
- Resolution meeting held with student and staff member

Where a student's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The student is directed to the Pastoral Team
- The Pastoral team will speak to the student and discuss the incident.
- The Pastoral team will investigate the incident and decide whether it constitutes unacceptable behaviour.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the student will be removed from the classroom – the pastoral lead will determine the period the student will be removed from the classroom, as well as any detention time.
- The pastoral lead will inform the student's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The student will be placed on the appropriate level of report and behaviour stage
- Report to be monitored on a daily basis by key member of staff
- Regular contact with parent/carer regarding student's behaviour
- Although unacceptable behaviour does not necessarily mean a student has SEND, a lesson observation could be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.
- An Individual Behaviour Contract may be created to outline the necessary provisions in place.
- A Staff Short training session may be delivered to teaching staff to share strategies which support the student in removing barriers to learning.
- If the student repeatedly undertakes undesirable behaviour, the principal will consider whether the student should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Appropriate support will be put in place when need is identified.
- There will be an escalated response to repeated breaches of the behaviour policy with an increased severity of sanctions.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as an off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep students stimulated

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school rules, which requires students to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Arrive to school and lessons on time
- Be fully prepared for lessons with all equipment required
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff and students
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment

8. Praise and rewards

The school will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied – positives recorded, phone calls, emails.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Rewards for good behaviour will include, but are not limited to:

- Positive points
- Verbal praise.
- Communicating praise to parents such as praise phone calls or Bromcom emails.
- Certificates, prize ceremonies and special assemblies.
- Reward events.
- Positions of responsibility, e.g. being entrusted with a particular project.
- Trips and activities for a whole-class or year group.

9. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve student's behaviour in the future.

9.1 Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including in school meetings or home visits
- Staff Short training sessions on common strategies and contextualised information
- Strategy Meeting with key members of staff.
- Providing in school counselling or mentoring
- Referring to MHST nurses for a package of support from Trainee Mental Health Nurses
- Short-term behaviour report cards

- Long-term behaviour contract
- Stay Away Contract
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support them, and if the has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a student's education will be considered where serious concerns about their behaviour exist.

9.2 Behaviour Stages & Reporting

If a student accumulates a number of negative behaviour incidents then they may be placed on an appropriate behaviour stage and reporting system. A student may be placed on the appropriate stage due to a serious breach of the academy procedures for monitoring purposes. Report cards may be used for accountability purposes and inform reflective conversations around successes and barriers to learning. Report cards may also inform whether a student needs to be removed from a behaviour stage, downscale or upscale to a different stage. Parents/ Carers should be kept informed at each stage of the report process.

BOA operates a systematic behaviour stage. Stages are not linear and a student can enter at any reporting stage dependent on the seriousness of the behaviour exhibited.

Stage 1 Universal	This may include but not limited to: <ul style="list-style-type: none"> • Form tutor report • Communication home • Check ins • Detentions • Restorative conversations • Quality first teaching
Stage 2: Targeted	This may include but not limited to: <ul style="list-style-type: none"> • Pastoral reports due to multiple concerns across subjects • Regular check ins with the pastoral team • Regular communication with home • Parental meetings • Detentions and Internal Reflections • Intervention sessions within the pastoral team • Signposting to internal supports
Stage 3 Specialist	This may include but not limited to: <ul style="list-style-type: none"> • As above including <ul style="list-style-type: none"> ○ SLT reports due to persistent breaches of behaviour policy ○ Behaviour contracts ○ External sign posting to agencies ○ Interventions with specialist provisions ○ Suspension

<p>Stage 4 Critical</p>	<p><i>This is a very rare occurrence and indicates a student is in danger of losing their place at the school. Due to concerns around persistent poor behaviours or serious incidents</i></p> <p>This may include but not limited to:</p> <ul style="list-style-type: none"> • As above including <ul style="list-style-type: none"> ○ Offsite direction ○ Managed moves ○ Offsite periods of internal exclusion
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Students will not be removed from a behaviour stage at the end of a half-term or term if there have been no improvements in behaviour.

9.3 Positive teacher-student relationships

Positive teacher-student relationships are key to encouraging acceptable behaviour. The school will focus heavily on forming positive relationships based on consistency, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

The staff training programme includes a number of behaviour inputs. Also, we will have undertaken TIASS (Trauma Informed Awareness in School Support) training including more in-depth TIASS training for Pastoral Staff.

9.4 Preventative measures for students with SEND

BOA-Digital will create a good behaviour culture with a calm environment that will benefit students with SEND, enabling them to learn. The school is fully aware of the legal duties with regards to students with SEND needs.

In applying the behaviour policy, staff will consider if a child's SEND need is a contributing factor to their behaviour and reasonable adjustments will be made where appropriate. However, it does not follow that every incident of unacceptable behaviour is a result of SEND need.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring identified students have fiddle toys
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism, ADHD and other conditions
- Ensuring Student Profiles and Inclusion Registers are shared with staff

- Ensuring students have the necessary class-based resources such as overlays and coloured paper when required.

9.5 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies or take a graduated approach to diffusing situations. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using non-verbal interactions where possible to provide discreet reminders of expectations
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Providing student to have 'time out' outside the classroom door for 2-3 minutes to allow them time to reflect if safe to do so
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Please see Appendix A for further approaches to de-escalation that may be used in a classroom environment.

9.6 Safer Handling

Our approach to best practice

BOA-Digital is committed to safeguarding our students and staff. The Academy aims to reduce the need for physical intervention through early support, clear routines, de-escalation and positive relationships. Staff and adults with responsibility for students' safety and welfare will deal professionally with incidents involving aggressive, unsafe or reckless behaviour. Reasonable force or restrictive practice will only be used where it is necessary, proportionate and reasonable in the circumstances, and as a last resort unless immediate action is required to prevent harm. Staff should avoid intervening alone wherever possible and should seek assistance from colleagues.

The Academy's Use of Reasonable Force and Restrictive Interventions Policy reflects the DfE guidance "Restrictive interventions, including use of reasonable force, in schools", effective from 1 April 2026. Under section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force where it is necessary, proportionate and reasonable in the circumstances.

In line with the Academy's Use of Reasonable Force and Restrictive Interventions Policy, staff must judge whether reasonable force or restrictive practice would be necessary, proportionate and reasonable in the specific circumstances, including where there is:

- Risk to the safety of students, staff or visitors or
- Where there is a risk of serious damage to property or
- Where a student's behaviour is seriously prejudicial to good order and discipline or
- Where a student is committing a criminal offence

This judgement will take into account the specific circumstances of the incident. Staff will view reasonable force as a last resort for the purposes of maintaining a safe environment. If students are behaving disruptively or anti-socially, every escalation strategy will be used to manage behaviour positively to prevent a deterioration of the situation and the need for physical contact.

Staff will understand the general importance of listening to and respecting students to create an environment that is calm and supportive, especially when dealing with students who may have emotional and behavioural needs which may increase their aggression. All staff will understand the importance of responding to the feelings of students, which lie beneath the behaviour as well as to the behaviour itself.

Decisions to restrain must be judged on whether it is reasonable (necessary and proportionate) in the specific circumstance to use physical restraint. Physical restraint will only be used in exceptional circumstances.

9.7 Use of reasonable force and restrictive practice

Reasonable force/restrictive practice covers a range of interventions that may involve physical contact or other restrictions on movement. All members of school staff have a legal power to use reasonable force where it is necessary, proportionate and reasonable in the circumstances. Reasonable force must never be used as a sanction or punishment. It may only be used to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Behaving in a way that disrupts a school event or a trip/visit
- Prevent a student leaving a classroom where allowing the child to leave would risk their safety or lead to disruptive behaviour
- Pose a safeguarding risk

Incidents of physical restraint must:

- Always 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Who can use reasonable force or restrictive practice?

- All members of school staff have a legal power to use reasonable force where it is necessary, proportionate and reasonable in the circumstances.

- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances, the risk presented and whether there are safer alternatives available.
- Refer to the Academy's Use of Reasonable Force and Restrictive Interventions Policy and the DfE guidance "Restrictive interventions, including use of reasonable force, in schools", effective from 1 April 2026.

In line with the Academy's Use of Reasonable Force and Restrictive Interventions Policy, members of staff have the legal power to use reasonable force or restrictive practice to prevent students from committing an offence, injuring themselves or others, damaging property, or seriously disrupting good order and discipline in the Academy environment.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the student will be immediately taken to the Pastoral Lead (who is available at the time) and the student's parent will be contacted and the incident recorded

Any violent or threatening behaviour will not be tolerated by the school.

9.8 Removal from the classroom

The Academy may decide to remove a student from a lesson for a limited period. The school will only remove students from a lesson where absolutely necessary and for the following reasons:

- Repeated examples of poor behaviour exhibited and as a last resort due to de-escalation strategies and supports exhausted
- To allow the student to regain calm in a safe space
- To enable disruptive students to be taken to a place where education can continue in a managed environment and not disrupt the rest of the class
- To maintain the safety of all students and restore stability following an unreasonably high level of disruption

When a removal from lesson occurs the Academy operates a Remind, Strike 1, Strike 2 and remove protocol unless in the rare instance the behaviour is deemed serious enough for an instant removal. See appendix B for an example of this protocol

9.9 Detentions

The school will make it clear to parents and students that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

Parental consent will not be required for detentions as these all take place the following day and communicated via Class Charts allowing for reasonable notice prior to sanction being served.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the student; this is irrelevant of whether or not these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

Detentions are held Monday – Friday and take place during lunch time and after school dependent on the sanction received.

Teachers, form tutors and the Pastoral Team will ensure all students complete their detentions. Detentions also provide a valuable opportunity for restorative practice to take place between staff and students. Staff will attend detentions in order to discuss incidents of below expected behaviour to help teach and guide students on more positive behaviour choices to avoid reoccurrence of sanction. Restorative practice also allows students and teachers to repair the professional relationship so that a fresh start can be held ready for the next lesson

Detention levels and upscale are as follows:

Detention Level	Length and time of day issued	Examples of when issued (not limited to):
Late to school	15 minutes To be completed after school the following day.	- When a student arrives between 9am- 9:15am with no justified cause.
Severely late to school	30 minutes To be completed after school the following day. <i>None attendance will upscale to a pastoral detention after school</i>	- When a student arrives after 9:15am with no justified cause.
Late to lesson	15 minutes To be completed after school the following day. <i>Non-attendance will upscale to a 30-minute detention. Further failure to attend will escalate to a 45 minute pastoral detention</i>	- Arriving late to lesson without a valid note from a member of staff
2 nd Strike Teacher Detention	15 minutes	- Failure to adhere to Academy expectations at any time - Failure to follow the Academy rules

	To be completed after school the following day. <i>None attendance will upscale to a Removal detention</i>	- Poor social time behaviour
Removal from Lesson	30 minutes To be completed after school the following day. <i>None attendance will upscale to a Removal detention</i>	- Removal from a lesson - Failure to attend social time detention
Pastoral Detention	15-45 minutes dependent on reason To be completed after school the following day. <i>None attendance may lead to a period of time in Internal Reflection</i>	- Poor conduct around the academy - Bringing the academy into disrepute - Serious or repeated misbehaviour - Persistent disruptive behaviour - Failure to hand mobile phone in upon confiscation - Negative behaviour accumulation - Failure to attend late detentions - Repeated late incidents - Failure to attend 2 nd Strike detentions or Removal detentions
Further escalation of sanction will likely result in a period of Internal Isolation or Suspension		

10. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

11. Smoking and controlled substances

The school will follow the procedures outlined in its Alcohol, Drugs and Substance Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, drug paraphernalia legal highs and other controlled substances. Where incidents with students related to controlled

substances occur, the school will follow the procedures outlined in the Alcohol, Drugs and Substance Policy and Child Protection and Safeguarding Policy.

12. Prohibited items, searching students and confiscation

The Principal and staff authorised by them (SLT and Pastoral Staff) will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. School policy is that student searches are carried out with consent and 2 members of staff present. All searches will be recorded on CPOMS and parents will be contacted. Prohibited items are:

- Knives and weapons (or anything deemed to be a weapon)
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or -
To damage the property of any person, including the student themselves.
- E-cigarettes, vapes, powdered tobacco pouches and lighters
- Legal highs/psychoactive substances

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

13. Behaviour outside of school premises

Students at the Academy must agree to represent the Academy in a positive manner. Student behaviour will apply both inside the Academy and out in the wider community, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a student at the school

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another student, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once they have returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

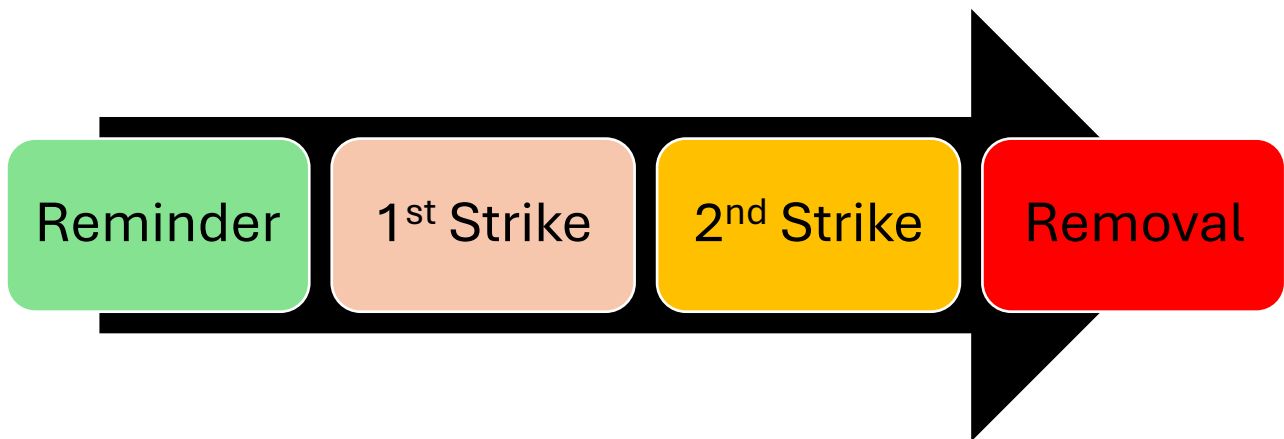
14. Monitoring and review

This policy will be reviewed by the Principal and Governing Body on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

De-escalation Scale

Behaviour intervention	What is it?	Impact	Examples
Non-verbal	<p>A discreet signal to pupils to show the behaviour expected.</p> <p>Indicating an instruction that pupils need to follow without talking.</p>	<ul style="list-style-type: none"> Allows fast, invisible correction Does not disrupt the flow of learning Teacher can maintain the pace of the lesson Addresses behaviour instantly 	<p>One pupil still has their book closed. The teacher walks to their desk and taps the table discreetly to redirect attention</p> <p>Discrete eye contact with pupil to make them aware they are being monitored without drawing whole class attention</p>
Positive group reminder	In the instance that an individual or group is not behaving at the expected standard, a whole group reminder about what they are doing well accompanied by an area for development	<ul style="list-style-type: none"> Quick and positive Corrects behaviours you see and those you don't Anonymous and supports positive relationships 	<p>'Thanks to all who have done this, you should all now have your books open.'</p> <p>'Excellent concentration levels so far, remember you should be reading the text carefully to not miss important information.'</p>
Anonymous individual reminder	This is the same as a positive group reminder but you make it clear that you do not have all pupils following instructions/on task.	<ul style="list-style-type: none"> Makes it clear that you cannot see 100% on task Tells pupils exactly what they should be doing Anonymous and supports positive relationships 	<p>'I can see 90% of the class on task, I am just waiting on the last 10%.'</p> <p>'I am just waiting for 3 pupils to look this way.'</p>
Private individual reminder	In the event that a pupil is still demonstrating below expected behaviour after an anonymous individual reminder, an appropriate moment will be identified to go over to the pupil, come down to their level and explain what they should be done to meet expected standards	<ul style="list-style-type: none"> Tells the pupil explicitly what they should be doing Making it private supports your relationship with the pupil Does not draw attention to the poor behaviour 	'When I was talking, I did not see your eyes on me. Remember we always have our eyes towards the speaker to show we are listening. Can I see you picking your pen up and making a start? Thank you.'
Lightning quick public	Quick correction directly to the pupil telling them what they need to do and then normalise the behaviour to what the rest of the class are doing.	<ul style="list-style-type: none"> Limits the attention the pupil gets for the poor behaviour Tells the pupil what they should do rather than what they did wrong Needs to be fast and clear 	'X, I need to see you looking this way. Thank you.'
Consequence	When the least-invasive strategies have not been effective and the pupil has not corrected their behaviour the teacher will follow the behaviour policy as outlined beginning with a reminder, warning and leading to removal when all else fails	<ul style="list-style-type: none"> By using the least-invasive reminders first, you have given the pupil opportunity to correct their behaviour and reminded them of expectations A sanction is not the first choice The pupil can see the escalation process as a result of their behaviour Align consequences with the behaviour policy, such as giving one reminder and then moving to a sanction 	'X, I have given you a number of reminders about what I need you to do to meet the expectations like everyone else has done. This is now your warning and I need you to move to this seat here to make sure you can stay focused on your work and avoid you escalating any further, I want you in my lesson and we will talk about it at the end'

Appendix B: Example of a removal protocol



Reminder	1 st Strike	2 nd Strike	Removal
<p>Universal approach to correcting misbehaviour and teaching a desired behaviour</p> <p>Every student has the opportunity to correct a low level behaviour with no formal sanction given.</p> <p>Staff are committed to teaching, modelling and supporting students with positive behaviours</p>	<p>Formal warning log following a repeated misbehaviour despite reminders of expectations</p> <p>This will be recorded formally on Class Charts</p>	<p>Formal warning issued with sanction.</p> <p>15 minutes after school the following day</p> <p>The log and sanction will be recorded on Class Charts</p>	<p>Formal warning log issued with sanction and removal from lesson</p> <p>Student removed to head of faculty classroom by a member of staff 'on-call'</p> <p>30 Minutes the following day</p> <p>The log and sanction will be recorded on Class Charts</p> <p>Multiple removals in a day or period of time will be escalated to Internal Reflection or possible suspension in line with the behaviour policy</p>