



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

Positive Behaviour Policy

Secondary

Approved by:	Board	Date: October 2025
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Related Documents	Exclusion Policy (POLEX) Learning and Teaching Policy (POLTL) Equal Opportunities Policy (POLEO) Special Educational Needs (POLSEN) Anti-bullying (POLAB) Care and control Policy Secondary Uniform Policy	
Guidance	Behaviour in schools – advice for headteachers and school staff – February 2024 Keeping children safe in education 2025 Use of Reasonable force in schools January 2025 Searching, screening and confiscation advice for schools 2023 Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement August 2024	
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Introduction

Bradford Academy has high expectations of pupils' conduct and behaviour, which is commonly understood by all stakeholders (learners, staff, parents/carers, and governors) and applied consistently and fairly to help create a calm and safe environment. There are measures in place both general and targeted interventions which are used to improve pupil behaviour. We embody these expectations with the vision of the 3 Rs and the Shining Light Prayer. The following is a home school agreement where staff, learners and parents/carers have a shared responsibility in delivering our vision.

	Bradford Academy will	Learners will	Parents will
RESPONSIBILITY	Embrace their responsibility to every member of the academy community	Take responsibility for their choices accepting consequences both positive and negative.	Take responsibility for their child's attendance, ensuring your child is on time and ready to learn
	Work as one team to continue to improve the academy	Be organised ensuring tasks such as homework are completed	Buy in to the school's expectations and remain steadfast in their support of these.
	Provide a learning environment that is stimulating, safe and caring.	Be responsible for their part in the school being a positive environment for others	Work with the school to ensure your child comes to school ready for learning.
RESPECT	Show and promote respect to everyone within our community	Demonstrate a positive attitude towards others, regardless of differences in age, gender, race, culture, belief, values or need.	Engage in respectful conversations, for the benefit of all.
	Will make the time to listen to problems and concerns and try to resolve them.	Follow school's rules and routines. Using the support given to help with this.	Respect the partnership between school and home by supporting and promoting school systems and rules.
RESILIENCE	Be tenacious in our approach to ensuring your child maintains our high expectations of behaviour and attitudes	Complete classwork and homework to the best of my ability in the time provided.	Work with school to solve any problems that arise.
	Develop resilient staff who teach your child well through excellent support and training.	Attend school every day-on time and ready to learn. Actively engaging with all the academy has to offer.	Use processes and procedures to communicate with the academy directly.
A SHINING LIGHT IN OUR COMMUNITY	Work with everyone in the community so that everyone can be a shining light	Act as a suitable ambassador for the school always.	Encourage their child to be an active and responsible citizen within the community.
	Model 3Rs behaviours so that all at the academy develop a sense of pride and belonging.	Use the skills learnt in school to make a positive contribution to school and the wider world.	Engage with the school and wider partnerships to support their child's development in the academy and beyond.

All stakeholders of the school community will create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

All staff are aware of the measures outlined in the Academy's behaviour policy and how they should implement these measures. All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

The Senior Leaders for Behaviour & Attitudes will determine measures which aim to:

- encourage good behaviour and respect for others.
- secure an acceptable standard of behaviour of pupils.
- promote, among pupils, self-discipline, and proper regard for authority.

Bradford Academy will effectively communicate the Academy policy to its community, as this is an important way of building and maintaining the Academy's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Where changes to the policy occur mid-year or prior to governor ratification, these changes will be communicated to parents via Arbor prior to the point at which new expectations are applied in school.

Responding to good behaviour

Bradford Academy acknowledges that good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards may include:

- Reward points on ClassCharts
- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Learners will be rewarded for the following through ClassCharts:

- Being engaged
- 100% weekly attendance
- Academic Progress
- Elective Attendance
- Collective Worship Contribution
- The 3Rs reward

Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations, or targeted pastoral support.

The following sections outline, in more detail, the school policy, rules and sanctions in place to support management of behaviour throughout the academy. As a school with two resource provisions (DSP and ASD), an onsite AP (RESET), and a Local Authority-run SEMH AP, we recognise that reasonable adjustments may be necessary for specific learners in relation to the approaches outlined below. All adjustments are designed to achieve the core aim of addressing poor behaviour and promoting positive choices through appropriate modification. Where such adjustments are made, they will be determined by the expertise of academy staff and will include liaison with parents and carers.

Searching, screening and confiscation

Detailed guidance for schools can be found in *Searching, screening and confiscation at school* 2023.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for such as phones and other items banned from use on site.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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, or damage to property of any person (including the pupils)
- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Suspected criminal behaviour.

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Although the academy will always endeavour to positively influence students to make positive choices in the wider community, both proactively and following reported incidents, it cannot be held accountable for the behaviour of its learners outside school grounds and operational hours.

RELATIONSHIP TO OTHER POLICIES

For the Promoting Positive Behaviour policy to be effective, it has a clear relationship to other Academy policies, particularly, **Learning and Teaching, Equal Opportunities, Exclusions, Special Educational Needs, Anti-bullying, Care and Control policy, and the Secondary Uniform Policy**. It also supports our commitment to safeguarding the wellbeing of all our learners and should be read in conjunction with the additional guidance provided for children in our EYFS provision.

UNDERPINNING PRINCIPLES everyone has a right to:

- Recognition of their unique identity
- Be treated with respect and dignity.
- Learn, work, and play in a safe environment.
- Expect that information about them will be kept confidential unless it relates to the safety of themselves or others.
- Be protected from harm, and physical, verbal, or emotional abuse.

Learners have a right to:

- Participate in environments carefully planned to nurture their individual progress in the social, emotional, spiritual, physical, and cognitive areas of development.
- Expect staff to undertake their duties and responsibilities in accordance with the agreed values, policies, and procedures.
- Be informed about rules, relevant policies and the expected conduct of all learners and staff.
- Be consulted and have an opportunity to have their voice and opinions heard.

Staff have a right to:

- Expect children and other staff to behave in accordance with the behaviour.
- Be consulted and have an opportunity to have their opinions heard.

In summary, this policy is based on the principle that it is necessary to achieve outstanding behaviour in all aspects of life in the Academy to enable effective teaching and learning,

DUTY OF CARE

All staff have a duty to keep learners safe and to protect them from physical and emotional harm. This duty of care requires all to provide a safe and healthy environment in which learners feel valued and secure. They should have opportunities to develop as individuals through the acquisition of skills and achievements.

We expect that staff undertake their duties, with fairness, integrity, honesty, compassion, and work to secure the very best outcomes for learners.

This document acknowledges that sound professional relationships between staff and learners are vital to ensure good order in every setting. It is recognised that most learners respond positively to the discipline and sanctions practised by the staff who work with them. This contributes to and ensures the well-being and safety of everyone.

Positive Behaviour Policy – practice

To ensure that we create an environment where our learners can be successful, we need to ensure that we implement the Academy positive behaviour policy consistently across the Academy.

Throughout this policy, there is reference to key pastoral who are responsible for monitoring, analysing, and implementing the Behaviour for learning systems. These staff are:

- Assistant Principal for Learning Culture
- Associate Assistant Principal for Behaviour
- Pastoral Support Team – each have responsibility for a year group.

Punctuality Strategy

Learners who arrive after 8.20 to the classroom will be marked as late. 4 behaviour points will be issued for a late arrival at the start of the day.

A member of the attendance/pastoral support team will take students who arrive to school; after 8.20 learners will be asked to line up on the yard (fire drill) and a late register will be completed.

Learners who arrive after 9am will sign in at main reception and go directly to their lesson.

Equipment Check

All learners are expected to have the correct equipment for school. An equipment check will be completed at the start of each day during period 1. Learners must have a pen, pencil, rule, green pen, knowledge organiser, lanyard & student card visible and an appropriate bag as outlined in the Secondary Uniform Policy. Behaviour points will be issued if a learner is not fully equipped.

Mobile Phones

Detailed guidance for schools can be found in Mobile phones in schools February 2024.

Every school has a duty to create an environment that is calm, safe, and free from distraction so all pupils, whatever their background, can learn and thrive. One of the greatest challenges facing schools is the presence of mobile phones. Today, by the age of 12, 97% of pupils own a mobile phone.

Mobile phones risk unnecessary distraction, disruption, and diversion. One in three secondary school pupils report that mobile phones are used in most lessons without permission.

This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers' efforts away from learning. We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online.

By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate. In considering whether a confiscation is a proportionate penalty, schools should consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome. Confiscation as a sanction can be an effective deterrent for a specific pupil or a general deterrent for all pupils at the school.

Bradford Academy has taken the decision that learner's mobile phone must never be used, seen, or heard (including connected devices such as air pods and smart watches). If a learner's mobile phone is used, seen or heard the following policy is in place to ensure we have a no phone culture at Bradford Academy

	School Will	Student	Parent/carer
1st Confiscation	Phone confiscated & stored in main reception. Log sanction (1 st Mobile Phone Confiscation - 4 points) on ClassCharts.	60 minute, next day detention Collect mobile phone from main reception at the end of the day.	Parent will receive message explaining of first offence and informing of 60-minute detention through ClassCharts.
2nd Confiscation	Phone confiscated & stored in main reception. Log sanction (2 nd Mobile Phone Confiscation - 8 points) on ClassCharts.	90 minute, next day detention Collect mobile phone from main reception at the end of the day.	Parent will receive message explaining of first offence and informing of 90-minute detention through ClassCharts.
3rd. Confiscation	Phone confiscated & stored in main reception. Log sanction (3 rd Mobile Phone Confiscation - 12 points) on ClassCharts. Contact home made by Senior Pastoral	1-day internal suspension Parents to collect mobile phone from main reception	Parents notified by senior pastoral to collect mobile phone from school Notified of internal suspension and sent letter confirming sanction
4 th or greater Confiscation	Phone confiscated & stored in main reception. Log sanction (4 th Mobile Phone Confiscation - 12 points) on ClassCharts. Contact home made by Senior Pastoral	2-day internal suspension Collect their phone morning after their sanction is complete.	Notified of 2-day internal suspension and sent letter confirming sanction. Parents notified that child must hand their phone in for the duration of the sanction including overnight.

if a student refused to hand in their phone, they will receive a 1-day internal suspension where they will be required to hand over their phone until the next day.*

Classroom Management

We are committed to providing a positive and conducive learning environment that fosters student progress. Our classroom behaviour management policy is built upon the foundation of 10 positive principles, which serve as a guiding framework for both staff and students. This policy outlines our behaviour system, designed to engage learners, promote self-awareness, and maintain a respectful and focused classroom atmosphere.

Our behaviour system is designed to empower learners with the opportunity to recognise and adapt their behaviours. Its primary objective is to support the learning process by addressing disruptive behaviours at various levels.

Levels of Intervention:

Verbal Reminder: When a learner's behaviour is not aligned with the desired standards, a verbal reminder will be given, emphasising the importance of the 3Rs – respect, responsibility, and resilience.

C1: If a learner does not modify their behaviour after a verbal reminder, a C1 (Consequence Level 1) will be issued. This serves as a formal acknowledgment of the behaviour's deviation from expected standards.

C2: If a learner's behaviour starts to impact others in the classroom, a C2 (Consequence Level 2) will be issued. This signifies a need for immediate intervention to maintain a positive learning environment for all.

C3: In cases where a learner's behaviour severely affects their own learning and disrupts the entire classroom, a C3 (Consequence Level 3) will be issued. At this point, the learner will be temporarily removed from the lesson and placed into restoration for the duration of the lesson.

During the restoration period:

- The learner will complete subject based work and/or a reflective piece, encouraging them to contemplate their actions and their impact.
- They will return to the classroom only after the lesson ends.
- Completion of the subject material will be facilitated through use of their knowledge organiser.

To facilitate understanding, each classroom will have a visual aid displaying the behaviour system. This aid will serve as a reference point for both students and staff, ensuring clarity and consistency in behaviour expectations and consequences.

Our classroom behaviour management policy reflects our dedication to creating an environment conducive to learning and personal growth. By upholding the positive principles and implementing the behaviour system, we aim to nurture responsible, respectful, and resilient learners who contribute positively to their own progress and the overall classroom atmosphere.

Pastoral Support Team Call-Out

When a learner is issued a C3 or displays C4 and C5 behaviours, the Pastoral Support Team can be called using the call-out option on the learning gateway. Reception will contact the Pastoral Support Team and a Pastoral Support Worker (PSW) will refer to the positive behaviour policy.

There will be occasions where there are unresolved issues or serious incidents, which will require senior staff to investigate the incident and decide appropriate sanction.

The Associate Principal will also be involved if an internal suspension/formal suspension is issued.

Detentions

Bradford Academy have a detention workflow system ranging from 60 minutes to 90 minutes after school. Parents and carers will be notified via ClassCharts as the main form and Arbor or phone call/ text in some instances.

4 behaviour points daily = 60-minute detention

8 behaviour points daily = 90-minute detention

12 behaviour points daily = 1 day in restoration +

Restoration, Restoration+ and Internal Suspension

Bradford Academy will use the sanctions above when student behaviour negatively affects the learning and/or safety of other students.

Learners will receive these sanctions for the following reasons:

- Learners refusing to comply with uniform expectations as identified in the Secondary Uniform Policy
- Refusal to follow reasonable staff directions or academy rules
- Internal truancy
- C4/C5 issue
- Pending Investigation
- two or more removals from lesson
- Build-up of 12 behaviour points in a day
- Internal suspension issued for various C4/C5 behaviours. Learners to work from restoration plus for the full school day(s) and 90 minutes after school.

Behaviour Placement

Bradford Academy can also issue behaviour placements on certain occasions depending on the incident. The behaviour placement is often used to avoid a formal suspension. The behaviour placement will consist of the learner attending another school and working for 5 days in their internal isolation unit. The times for a behaviour placement are from 10am until 2pm. Bradford Academy staff take learners on their first day and transport can be provided to ensure learners arrive safely and to support parents/carers.

Serious breach of Bradford Academy expectations

Suspension is only used as a last resort when restoration+ and internal suspension are not appropriate – some examples of why a suspension may be issued are given below:

- Breaches of health and safety implications
- Verbal abuse to staff, other adults, and students
- Possession of drugs
- Failure to comply with behaviour protocols.
- Failure to comply with expectations within Restoration +
- Bringing the Academy name into disrepute
- False allegation against a member of staff
- Persistent poor behaviour (defiance/disruption)
- Any form of discrimination towards staff or students
- Systematic bullying

Behaviour and Attendance Collaborative

Bradford Academy works within a Behaviour and Attendance Collaborative (BAC) group. The schools in the groups work collaboratively to support each other with strategies and advice in support of pupils who have behaviours that

are challenging. They support with managed moves and commissioning of alternative provisions to reduce the need for permanent exclusions.

The BAC is a non-statutory agreement across schools in Bradford, endorsed and supported by Headteachers, to promote 'sector-led' improvements in support of children and young peoples' improved participation, engagement and attendance.

The BAC as a group, challenge and monitor each other at weekly meetings; they are self-regulating and periodically review all processes.

Off-site Direction (OSD) Guidance

There are circumstances in which it is helpful for a student to transfer to another school, for example, to reduce the risk of permanent exclusions. The DfE, the LA and the BAC see this as an important pro-active intervention to support students at risk of permanent exclusion for whom an OSD is seen as an appropriate intervention strategy.

OSDs are one of several strategies used to help support young people within our district. If coordinated and supported within an agreed structure an OSD can be a beneficial strategy to all parties concerned and can help to reduce conflict and/or suspensions/permanent exclusions.

Suspensions and Permanent Exclusions

Bradford Academy Exclusions Policy works in accordance with the DfE guidance, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England" updated August 2024. This policy is linked to the Positive Behaviour Policy, Equal Opportunities Policy and Care and Control Policy.

Bradford Academy recognises that to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to suspend an individual or individuals either for a fixed period, not exceeding forty-five days in any one academic year, or in rare circumstances, permanently.

Suspensions/Permanent Exclusions will only be resorted to when the school can demonstrate with adequate evidence that all reasonable steps have been taken and/or that the presence of the learner is likely to be severely detrimental to themselves, other pupils or staff. There may also be occasions when a short-term suspension is appropriate because of the severity of unacceptable behaviour, to send a clear message to the learner involved and others in the school. Suspensions will be followed with a back-to-school meeting to reintegrate the pupils with clear expectations and may include targets set in a behaviour contract. The academy will make all efforts to engage the parents/carers in this meeting before the learner returns.

Purpose

- To maintain an environment where pupils can develop academically, morally, and socially.
- To maintain the highest standards of behaviour
- To maintain an environment where learners feel safe and secure.
- To protect the well-being of all pupils and adults in the school
- To meet statutory requirements, to confirm with the DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (September 2017)