



Behaviour Policy

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Approved and Adopted by:	LGB
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1.1 Rationale

At Lace Hill Academy, positive behaviour is rooted in belonging, relationships, high expectations and inclusion. We recognise that behaviour is communication and that pupils may require different support to meet consistently high expectations. Our approach seeks to understand and remove barriers, explicitly teach expected behaviours and provide appropriate reasonable adjustments, while maintaining a calm, safe and purposeful environment in which every child can learn and thrive.. Staff are good role models and we place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes that stem from our school vision and aims. There are occasions when we will need to deal with behaviour that does not meet our expectations and this policy sets out the sanctions for this behaviour, should it occur.

1.2 School Vision

'We reach for the stars; our pathways are endless.' We believe, regardless of a child's background and starting points, that at Lace Hill Academy our broad and balanced curriculum ensure children get the best possible education to go on to be successful and valued citizens.

1.3 School Aims

At Lace Hill we want every child to leave our school as good citizens and lifelong learners ready for the world around them. Our values (**Resilience, Respect and Integrity**) are rooted in our behaviour expectations and provide the vehicle for good behaviour choices, alongside our LHA Class Charter and behaviour non-negotiables. (**See Appendix 1**).

When children leave Lace Hill, we want them to be:

- A confident person
- An independent thinker and self-starter
- Able to empathise with others
- An inquisitive thinker
- Able to take risks with their learning
- Able to bounce back and move forward when faced with a challenge
- Proactive and innovative
- Able to have a sense of belonging

It is through our teaching of values and expectations of behaviour that children will be able to leave our school with these qualities.

2.1 Behaviour policy aims and expectations

Every member of the school community will feel valued and respected. Each person is treated fairly and well. We are a caring community, and our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. All members of the school are treated fairly with consideration and respect.

Children with Special Educational Needs and Disabilities (SEND): We understand that reasonable adjustments may need to be made for those children with SEND and we will ensure that this policy is applied fairly to these children.

2.2 How we will reach our aims

- Our values will be deep rooted in our behaviour expectations.
- We will follow the Class Charter rules and our behaviour non-negotiables
- We will establish a praise and reward system.
- We will establish a clear set of values that enable children to be lifelong learners and good citizens.
- Ensure staff, children and parents know and understand.
- All staff will lead by good example and will model correct behaviours.
- All children will take part in Personal, Health, Social, Education (PHSE).

The results of the successful implementation of this policy are:

- minimisation of all forms of bullying among children.
- behaviour within the school which is compliant with the LHA Equality Policy and legal duties under the Equality Act 2010, in particular with respect to children with SEND.
- children will be good citizens and appreciate what this means, what it looks like and why it is important.

Through learning in an environment which promotes emotional health and well-being, our children will be motivated and have the skills to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others and themselves;
- manage strong feelings such as frustration, anger and anxiety;
- recover from setbacks and persist in the face of difficulties;
- work and play co-operatively;
- compete fairly and lose with dignity and respect for competitors;
- celebrate successes, including those achieved by others;
- recognise and stand up for the rights of others;
- understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

3. Equality statement

At Lace Hill Academy, we are committed to ensuring equality of opportunity for all children, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Lace Hill Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

4. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, Screening and Confiscation: guidance for schools
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Mobile phones in schools
- Keeping Children Safe in Education Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Supporting pupils at school with medical conditions. It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property. DfE guidance explaining that maintained schools should publish their behaviour policy online.

5. SEND, Additional Needs and Behaviour

At Lace Hill Academy, we maintain high expectations for all pupils while recognising that behaviour can be a form of communication and that some pupils may require additional support or reasonable adjustments to meet those expectations successfully.

When responding to behaviour that does not meet school expectations, staff will consider whether there are underlying factors that may be contributing to the pupil's presentation. These may include:

- identified or emerging SEND;
- disability;
- social, emotional or mental health needs;
- speech, language or communication needs;
- sensory or physical needs;
- trauma, adverse experiences or significant changes in personal circumstances;
- developmental needs; or
- other vulnerabilities known to the school.

A pupil does not need to have a formal diagnosis or an EHCP for the school to consider whether additional needs may be affecting their behaviour.

Where a pupil has SEND or a disability, staff will consider whether reasonable adjustments are required to enable the pupil to understand and meet the school's behaviour expectations. Adjustments will be individual to the pupil and may include changes to communication, routines, environment, transitions, sensory support, adult support, regulation strategies or the way in which a consequence is implemented.

Reasonable adjustments do not mean that pupils with SEND are exempt from the school's behaviour expectations or that behaviour which places themselves or others at risk will be overlooked. Rather, the school will seek to understand the reasons for the behaviour and provide appropriate support while maintaining clear, consistent and safe boundaries.

Responding to Behaviour

Before, or alongside, the use of a sanction or consequence, staff should consider:

- Does the pupil understand the expectation and the behaviour that is required?
- Could SEND, disability, mental health, communication needs or another vulnerability have contributed to the behaviour?
- Have appropriate reasonable adjustments been made?
- Is the proposed consequence appropriate and proportionate in light of the pupil's individual circumstances?
- Does the pupil require additional teaching, intervention or support to develop the skills needed to meet the expectation?
- Is the behaviour indicating an unmet or unidentified need that requires further assessment?

Consequences may still be appropriate for pupils with SEND. However, they should be used alongside appropriate support and should not knowingly disadvantage a pupil because of their disability or additional need.

Persistent or Significant Behaviour

Where behaviour is persistent, escalating or significantly different from a pupil's usual presentation, staff should not simply increase sanctions without considering why the behaviour is occurring.

The class teacher, SENDCo and/or senior leader will consider whether further action is required. This may include:

- reviewing existing reasonable adjustments and provision;
- undertaking further observation or assessment;
- implementing or reviewing an Assess–Plan–Do–Review cycle;
- reviewing the pupil's SEND Support Plan, EHCP or individual risk assessment;
- seeking the pupil's and parents'/carers' views;
- providing targeted pastoral, regulation or learning support;
- consulting the DSL where safeguarding, trauma or wider vulnerability may be contributing;
- seeking advice or assessment from relevant external professionals where appropriate.

Where a pupil does not have identified SEND but their behaviour gives the school reason to believe there may be an underlying need, the school will consider whether assessment through the graduated approach to SEND is appropriate.

Inclusion and High Expectations

Our aim is not to lower expectations for pupils with additional needs, but to remove barriers that make those expectations more difficult to achieve.

We recognise that fairness does not always mean treating every pupil in exactly the same way. Some pupils will require different strategies, additional teaching, greater structure or reasonable adjustments to enable them to participate successfully in school life.

The school's response will therefore seek to balance the needs and rights of the individual pupil with the safety, wellbeing and learning of the wider school community.

Our overarching aim is to enable every pupil to understand expectations, develop the skills to regulate and manage their behaviour increasingly independently, repair relationships where necessary and remain successfully included in high-quality education.

6. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of behaviour that does not meet our expectations.

It follows that lessons should have clear objectives, understood by the children, and differentiated or adapted to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The school will establish clear routines for behaviour within the school day, lunchtimes and in the extended school day. These routines will be consistent and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly. The staffing of activities will be consistent and their approach will be consistent towards all children. Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children's well-being will be monitored for early identification of possible problems. Any issues will be quickly identified and responded to. Staff and children will recognise that there are different learning styles and that routines for nurturing these could include 1 to 1 learning space and time, group learning and the use of outdoor learning whenever appropriate. By ensuring clear routines and an understanding of the differences we all bring in to a school community, we hope that everyone, regardless of race, religion, gender, social background or ability, will be able to enjoy their time in school, to develop the lifelong skills they need and to flourish in our care.

7. Rewards and Consequences (see Appendix 2 for Behaviour Flow Chart)

It is important that all members of the school community understand what is acceptable behaviour. Equally unacceptable behaviour and the consequences must also be clearly stated. From the outset, we recognise that there is distinction between emotionally challenging behaviour (which may be a Special Educational Need) and behaviour that does not meet our expectations.

At Lace Hill Academy, children should learn to expect equity and consistently applied sanctions for inappropriate behaviour. The systems are designed to allow a consideration of children's individual needs, the extent of the reward and consequence will depend on individual circumstances. The emphasis of the school's Behaviour Policy, is on recognition, reward and praise, which should be given whenever possible for both learning and behaviour.

All class teachers should operate a stepped approach to consequences, which ensure all children are aware of the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences.

7.2 Rewards - Recognition and Praise

We believe that in developing the children for the wider world and helping them to become good citizens, all praise should be constructive, specific and earned. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display, performance and public praise.

We praise and reward children for good behaviour in a variety of ways

Reward	Examples of how to achieve this
Value cup	Being a role model in the school by showing our school values throughout the week
Golden Catch Me tokens	Exceptional individual behaviour that enables them to be the best version of themselves
Catch Me tokens	Individual behaviour that enables them to do the best learning they can at that moment in time

7.3 Consequences (see Appendix 3 Examples of undesirable behaviours and possible sanctions)

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Despite positive reinforcement as a means to encouraging good behaviour at Lace Hill Academy, it may be necessary to employ a number of consequences to ensure a safe and positive learning environment for all. Boundaries are essential in order to promote children's sense of justice. We believe that when children clearly understand the system of consequences of their behaviour, they are more in control of making positive choices. Ensuring that there is a clear system for inappropriate behaviour is essential.

As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower staff to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- Be calm - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Logical consequences - a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the poor choice. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
- Fresh start - although persistent or serious poor choices needs recording, every child must feel that every session/day is a fresh start.

Most problems are dealt with on the spot, with the child being reminded about expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. It is imperative that any sanction is applied fairly and the consequences fully explained. All behaviour requiring a sanction should be recorded in the pupil’s behaviour log to enable careful monitoring of individuals.

7.4 Strategies used for minor incidents.

If a child is showing behaviour that does not meet our expectations, it is vital to use de-escalation strategies by applying the following steps:

- Polite request to stop inappropriate behaviour using the script, “No, thank you.”
- “Warning – remind child that if they do not follow instructions they will lose 2 minutes off free time using the script “This is your warning. I am worried that if this continues you will lose 2 minutes off your free time.”
- If the poor choices continue the child will miss 2 minutes off their free time (including after school if required in order to have a fresh start the next day) and minutes will continue to accrue if behaviour persists.
- If behaviours do not improve following this process then move on to the escalating behaviours steps.

7.5 Escalating behaviours

- If a child is escalating, they need to be given 2 choices. These choices need to be in the best interest of the child to promote success. For example, “You can work in the calm room or in the classroom, you choose.”
- If there is no response to these choices, then say “I can see you are not ready to learn. I am going to start your free five minutes.”
- If there is no response to choices offered after the free 5 minutes then the timer will go on and the accrued time will be taken from the child’s free time.
- For frequent examples of behaviour that does not meet our expectations, the teacher is responsible to notify SLT. At this point, a strategy meeting may be arranged to offer clear procedures and support for the child in improving their behaviour. The class teacher will meet with the child’s parents/carers to share strategies and inform them of ways that the school/parents can support their child

and the next steps. A date for a review meeting will be agreed with an appropriate timescale.

- In extreme cases of inappropriate behaviour, children may be referred directly to SLT. If deemed appropriate, the SLT will contact parents/carers prior to the end of the school day.

7.6 Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. Child on child abuse can be shown in many different behaviours.

Child-on-child abuse is most likely to include, but may not be limited to:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- **Physical abuse**, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **Sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- **Upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Lace Hill Academy has a zero-tolerance approach to child-on-child abuse. All concerns and allegations will be taken seriously and responded to appropriately and proportionately in accordance with the school's Child Protection and Safeguarding Policy

All staff will challenge inappropriate behaviours between children. We will never downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"

This section summarises our approach to child on child abuse. For comprehensive details about our school's policy on child on child abuse, please refer to our Child Protection Policy on our website

7.7 Searching, screening, confiscation and prohibited items

Lace Hill Academy is committed to maintaining a safe environment for all pupils and staff. Searching, screening and confiscation will always be undertaken with regard to safeguarding, the dignity of the pupil and the school's duties under the Equality Act 2010.

The school will follow the Department for Education guidance *Searching, Screening and Confiscation: Advice for Schools*.

The Headteacher and members of staff authorised by the Headteacher 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.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage the property of, any person, including the pupil.

In addition, the school's behaviour policy may identify other items that are banned from school and for which a search may be undertaken in accordance with the school's published rules. This includes mobile phones and similar devices where their possession or use is contrary to the school's Mobile Phone Policy. The school's expectations regarding mobile phones and other personal electronic devices are set out in the Mobile Phone Policy. Breaches of that policy will be addressed in accordance with this Behaviour Policy. Reasonable adjustments or other appropriate exceptions will be considered where required.

Wherever possible, staff will seek the pupil's cooperation before conducting a search.

The authorised member of staff should explain to the pupil why a search is being considered, how and where it will take place and give the pupil an opportunity to cooperate.

Where a pupil refuses to cooperate, staff will consider the reasons for this and whether there are any SEND, communication, mental health, safeguarding or other vulnerabilities that should inform the school's response.

A search without the pupil's cooperation will only be undertaken where the legal conditions for doing so are met. Staff should seek advice from the Headteacher or another senior leader where practicable before proceeding.

Searches under the school's statutory powers will only be carried out by the Headteacher or a member of staff authorised by the Headteacher.

The member of staff carrying out a search should normally be the same sex as the pupil and another member of staff should be present as a witness.

The witness should also be the same sex as the pupil where possible.

There are limited exceptions where a search may be conducted without a same-sex member of staff and/or without a witness where there are reasonable grounds to believe that there is a risk of serious harm if the search is not carried out urgently. Any such decision must be clearly recorded.

Searches will be conducted in an appropriate location away from other pupils wherever possible, with due regard to the pupil's privacy and dignity.

A pupil will not be required to remove clothing other than outer clothing, such as a coat, jacket, gloves, hat or footwear.

Staff may search a pupil's possessions, including bags and other items they have with them, in accordance with the school's legal powers and DfE guidance.

Staff must never conduct an intimate search. Where there are grounds to believe that a pupil may be concealing a dangerous or prohibited item in circumstances requiring a more intrusive search, senior leaders will consider whether police involvement is necessary.

The welfare of the pupil will remain central throughout any search.

Before and during a search, staff will consider whether the pupil has SEND, a disability, communication needs, mental health needs, previous trauma or any other vulnerability that may affect how the search should be conducted.

If a search gives rise to a safeguarding concern, or staff believe that possession of an item may indicate that the pupil is experiencing or at risk of harm, exploitation or criminal involvement, the Designated Safeguarding Lead will be informed and the school's Child Protection and Safeguarding Policy followed.

Staff may confiscate, retain or dispose of items in accordance with the law and DfE guidance.

The action taken will depend upon the nature of the item and the circumstances in which it was found. Items may be:

- returned to the pupil or parent/carer at an appropriate time;
- retained by the school for an appropriate period;
- disposed of safely; or
- passed to the police or another appropriate agency where required.

Any item that presents an immediate safeguarding or safety concern will be secured appropriately while further advice or action is sought.

Where an electronic device is confiscated and there is a concern that it contains evidence of an offence or safeguarding concern, staff will seek advice from the DSL and/or police as appropriate before accessing, deleting or sharing content.

Where an incident involves nude or semi-nude images of a child, staff must follow the school's safeguarding procedures and must not intentionally view, copy, print, share or save the imagery unless specifically required as part of an agreed safeguarding response.

The school will keep an appropriate record of searches, particularly searches for prohibited items and any search conducted without the pupil's cooperation.

The record should include:

- the date, time and location of the search;
- the reason for the search;
- who conducted the search and who witnessed it;
- whether the pupil cooperated;
- what was searched;
- any items found and action taken;
- any safeguarding considerations or referrals;
- any reasonable adjustments made; and
- when and how parents/carers were informed.

Significant searches and any associated safeguarding concerns will be recorded on the school's safeguarding/recording system in accordance with school procedures.

Senior leaders will monitor searching records to identify patterns and ensure that searching powers are being used appropriately, proportionately and consistently.

Parents/carers will be informed of any search for a prohibited or banned item and the outcome of that search, including any item confiscated and any subsequent sanction or safeguarding action.

Parents/carers will normally be informed as soon as reasonably practicable following the search.

Where there is a safeguarding reason why informing a parent immediately may place a child at increased risk, the DSL will determine the appropriate course of action in accordance with the school's safeguarding procedures.

Searching a pupil is a significant action and will never be undertaken casually or as a routine behaviour management strategy.

Any search will be lawful, necessary and proportionate, with the safety, dignity and welfare of the pupil and wider school community at the centre of decision-making.

7.8 Behaviour Support

Possible strategies for managing serious behaviours or children requiring additional behaviour support:

- A Positive Intervention Plan will be put in place and reviewed regularly- including multi-agency advice.
- Reduced timetable (hours of the school day) if in the best interest of the child.
- Re-integration meeting following any suspension to ensure the child returns to routine successfully.
- A 'safe space' may be offered to the child to scaffold self-regulation and offer an 'alternative' in challenging situations.
- Adult support for the child may be put in place.
- Regular review meetings will take place to ensure a consistent message is being given from school to home, this may involve multi-agency support.
- Suspensions or exclusion may be considered at this stage.

Please note that at Lace Hill Academy we work as a team, so children may be helped with their behaviour choices by an adult from a different class or a member of the senior leadership team.

7.9 External agency support

In some cases, whereby a child requires support to self-regulate their behaviour the school will employ a multi-agency approach. The most effective team will be used to support developing a child's plan. This is with the aim to decrease unacceptable behaviours and support and teach, the child experiencing difficulties, new coping behaviours or strategies.

8. Children with specific behavioural difficulties

The Lace Hill Academy understands that some children may experience specific difficulties with behaviour. We will work specifically with these children and their families to support the child to make the right choices when in Lace Hill Academy and to promote good citizenship outside of school.

It may be appropriate for certain children, at certain times, to have an individual Positive Intervention Plan which set out clear targets for behaviour and sets out a consistent approach in what you will say and do in order to meet the child's need.

Children with specific behavioural difficulties are identified and in cases of significant behavioural, emotional or social needs, which go beyond mainstream expertise, the school may seek support from outside agencies. Lace Hill Academy works with external agencies to support the child with making progress. This might include: working with the Pupil Referral Unit, Educational Psychologist, CAMHS (Child and Adolescent Mental Health), Police Officer or School Nurse.

9. Positive handling and the use of restraint (see Appendix 4)

We look to use de-escalation. (See Appendix 5) for de-escalation language staff have been trained to use) to help support a child and restraint is our very last option when all others have been used and the child is deemed to be unsafe to themselves or others.

Staff will undertake Step On and Step Up training to further improve confidence in de-escalation and restraint.

10. Suspensions and exclusions

9.1 Internal suspensions

There are occasions where an internal suspension is the most appropriate course of action. This is when a child is removed from the classroom but not from the school site, for a period of time. The purpose may be protection of others or the child following disruptive behaviours that prevent themselves and others from learning. This action may follow on from other incidents where behaviour has not improved and, if it is linked to behaviour on school activities or trips, an internal suspension during a future activity or trip may be applied. In the event of an internal suspension, suitable supervised location will be found for the child on the school site.

9.2 Suspensions and permanent exclusions

Sometimes it may be necessary to issue a child with a suspension or permanent exclusion. As it is our ethos to be an inclusive school; this is not a decision which is taken lightly and careful consideration is given before deciding to exclude any child. We may consult with the Bucks Exclusions officer.

The Head of School (and where necessary the Executive Headteacher) has the authority to exclude a pupil from the school and in the absence of the Head of School this can be delegated to someone else. The Head of School may suspend a pupil for one or more fixed periods, for behaviour that breaches the school's behaviour policy. The Head of School may also exclude a pupil permanently. If the Head of School excludes a pupil, they will inform the parents/carers immediately, giving reasons for the exclusion. The Head of School will follow this up with a letter informing parents/carers of the reasons for the exclusion, their right to appeal, and sources of support and advice.

The Head of School will inform the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The Head of School will also inform the Local Authority of any suspensions or permanent exclusions, when it occurs.

Any consequence or sanction must be considered in accordance with Section 5: SEND, Additional Needs and Behaviour, including the school's duties in relation to reasonable adjustments

10. Roles and Responsibilities (see Roles and Responsibilities Appendix 6)

10.1 The role of the Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Teachers treat each child fairly and enforce a positive approach to behaviour consistently. Teachers treat all children in their class with respect and understanding.

Teachers have responsibility to implement the rewards and consequences fairly and consistently.

Teachers report to parents/carers about the progress and behaviour of each child in their class.

10.2 The role of the Teaching Assistant

It is the responsibility of the teaching assistant to ensure that they support the class teacher in enforcing the School rules in their class.

Teaching Assistants must have the same high expectations of the children in terms of behaviour as class teachers, and they strive to ensure that all children work to the best of their ability.

Teaching Assistants treat each child fairly and enforce a positive approach to behaviour consistently. Teaching Assistants treat all children in their class with respect and understanding.

Teaching Assistants have responsibility to implement the rewards and consequences fairly and consistently in collaboration with the class teacher.

Teaching Assistants may be asked to support the teacher in reporting to parents/carers the behaviour of children in the class, possibly by recording in a home school communication book.

10.3 The role of the Head of School

It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school, and to report to governors termly through the Head of School's report on the implementation of the behaviour policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children and staff in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported incidents of misbehaviour.

The Head of School has the responsibility for giving suspensions to individual children. The Head of School may permanently exclude a child.

The role of the Executive Headteacher

The Executive Headteacher has overall strategic responsibility for ensuring that the school's behaviour policy is effective, consistently applied, and aligned with the Trust's vision, values and statutory requirements. This includes:

- Providing strategic leadership and ensuring high expectations for behaviour across the school.
- Supporting and holding the Head of School to account for the consistent and fair implementation of the policy.
- Ensuring staff have the training, resources and professional development necessary to promote positive behaviour and manage incidents effectively.
- Monitoring behaviour trends, suspensions, exclusions, and serious incidents across the school to identify patterns and inform improvement strategies.
- Liaising with the Governing Body to report on the effectiveness of the policy and any significant behaviour issues.
- Acting as the final point of escalation in behaviour matters where appropriate, including in relation to permanent exclusions.

10.4 The role of parents/carers (see Appendix 7 Guidelines for Parents'/Carers Behaviour)

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at the school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If a child is excluded from school, then it is the parent's responsibility to ensure that their child is not present in a public place during school hours, without reasonable justification during the first five days of each and every suspension or permanent exclusion. This requirement applies whether or not the child is with the parent.

10.5 The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school's behaviour policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

11. Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis reporting to the governing body and, if necessary, making recommendations for further improvements.

The school keeps records of incidents of inappropriate behaviour and these records are analysed weekly to ensure the school is being responsive to the needs of the children

The Head of School keeps a record of any pupil who is suspended, or who is permanently excluded.

Behaviour data will be regularly analysed to identify patterns, trends and any disproportionate impact on particular groups of pupils, including those sharing protected characteristics, pupils with SEND and disadvantaged pupils. This will include, as appropriate, behaviour incidents, removals from classrooms, suspensions and permanent exclusions, searches and confiscations, and significant incidents involving restrictive intervention. Where patterns or disparities are identified, leaders will review practice, provision and reasonable adjustments and take appropriate action.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is supported by the DFE Suspension and Exclusion Guidance 26 July 2026.

<https://www.gov.uk/government/publications/school-exclusion>

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: LHA Class Charter & Non-negotiables

LACE HILL ACADEMY

Class Charter

Year X


At


Lace


Hill


Academy:

- 






1. We are respectful communicators because we use the right







body language, tone of voice and words.
- 








2. We care for our environment by looking after school property






and keeping everywhere tidy.
- 






3. We are mindful movers because we walk around the school



calmly
- 








4. We are ready to learn by listening, focussing and following



instructions.

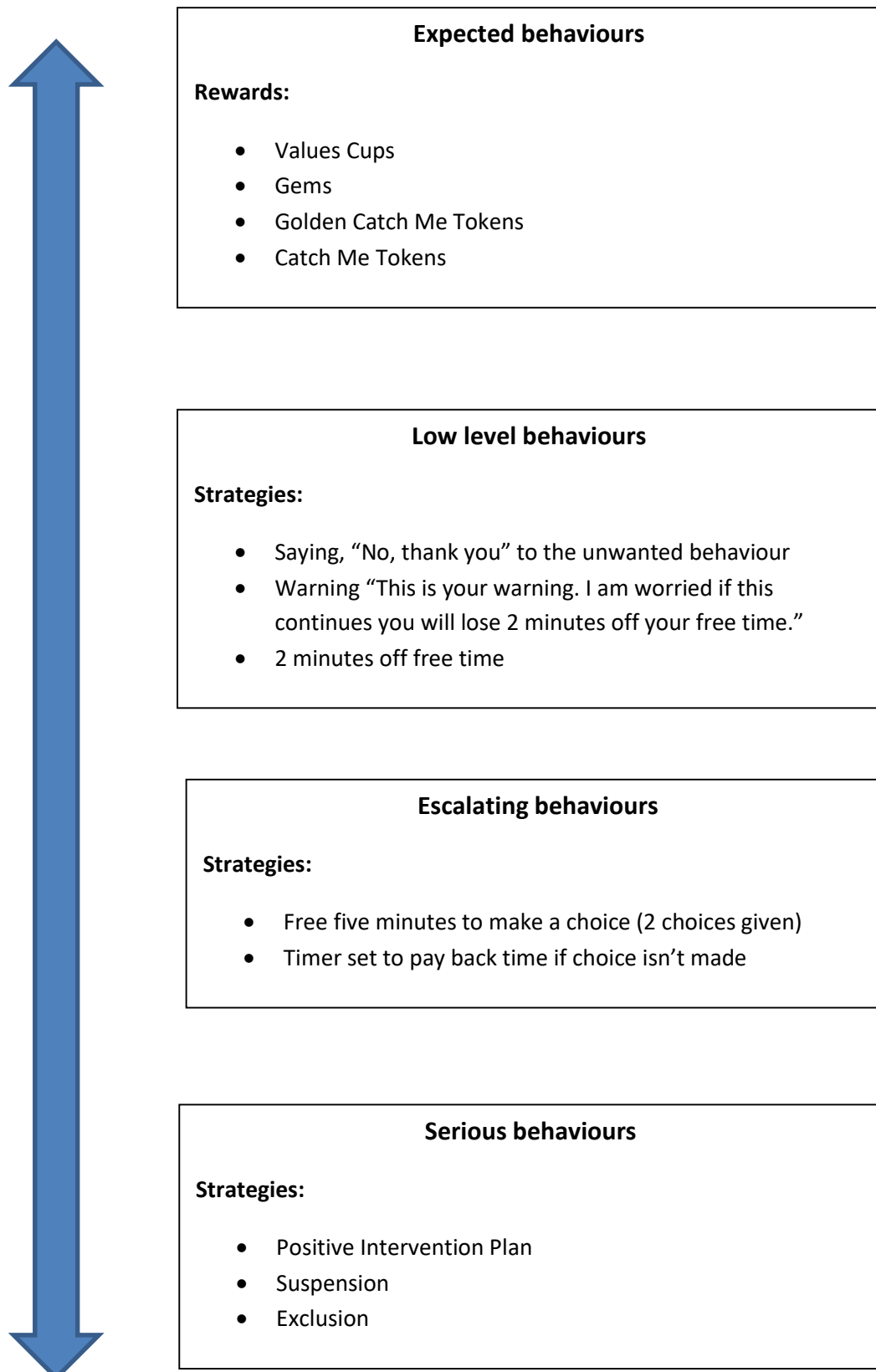
Context:

All classes will follow our school values which thread through each of our 4 class charter rules. These non-negotiable behaviours provide further details on expectations to support children in achieving each of the 4 class charter rules.

Non-negotiable behaviours in the classroom



Appendix 2: Behaviour Flow Chart



Appendix 3: Examples of undesirable behaviours

Low Level Behaviours	• Not listening • Answering back/ calling out • Distracting others • Showing disrespect to people's property but not damage, e.g. treading on bag • Pushing/ barging others (e.g.: in line) • Whistling/ making inappropriate noises • Rocking on chair • Lateness coming in to class from break	Possible Sanctions: Warning At least 2 minutes off free time
Escalating Behaviours	• Refusing to attempt work • Refusing to carry out instructions • Rudeness / Mimicking • Personal insults including those commenting on: • race, religion, gender, social background or ability • Taking things that belong to others • Drawing on property • Throwing books or equipment • Leaving the classroom or playground without permission • Spitting • Climbing on furniture • Shouting at random • Sitting under furniture, hiding in toilets	Possible sanctions: Timer implemented and time accrued is paid back during or after school in order to start the next day positively. This would be discussed with parents/carers on an individual level. Parental consent will always be required
Serious Behaviours	• Being in possession of prohibited items • Fighting / Physical violence • Swearing or offensive language • Damaging property intentionally • Throwing books or equipment at others • Stealing • Confrontational behaviour • Verbal threats to children or staff • Premeditated physical violence	Possible sanctions: Positive Intervention Plan Suspension Exclusion Confiscation of item(s) causing distress

	• Disconnection through 'blind rage' • Any persistent comments on: • race, religion, gender, social background or ability • Bullying / Harassment • Non-criminal behaviour that does not meet our expectations, and bullying that occurs off the school site and is witnessed by a member of staff or reported to the school • Using a mobile phone or other property, on school premises, to cause distress to others	
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Appendix 4 – Restrictive Interventions, Including the Use of Reasonable Force

Lace Hill Academy is committed to creating a safe, inclusive and supportive environment in which positive relationships, early intervention and effective de-escalation reduce the need for restrictive interventions.

This section reflects the Department for Education guidance *Restrictive interventions, including the use of reasonable force, in schools*, effective from 1 April 2026.

Principles

Restrictive intervention should only be used when necessary and should be reasonable, proportionate and for the minimum amount of time required.

Staff should seek to prevent situations escalating wherever possible through positive relationships, understanding individual pupils' needs, appropriate reasonable adjustments and effective de-escalation strategies.

The use of reasonable force is not a punishment and must never be used to cause pain, humiliation or distress.

When considering any intervention, staff should take account of the pupil's age, SEND, disability, communication needs, medical needs, previous experiences and any other relevant vulnerabilities.

When reasonable force may be used

Members of staff have a legal power to use reasonable force where necessary. This may include circumstances where intervention is required to prevent a pupil from:

- causing injury to themselves or another person;
- committing an offence;
- damaging property; or
- seriously prejudicing the maintenance of good order and discipline at the school or during an authorised school activity.

The decision to physically intervene will always depend upon the individual circumstances. Staff should consider whether intervention is necessary and whether there is a less restrictive way of managing the situation safely.

There is no expectation that staff should put themselves at unreasonable risk.

Planned and Emergency Interventions

Where it is known that a pupil may present behaviours that create a foreseeable risk to themselves or others, the school will seek to plan proactively.

This may include an individual risk assessment, behaviour/support plan or other appropriate plan developed with the pupil, parents/carers and relevant professionals. The plan should identify known triggers, preventative strategies, reasonable adjustments, preferred de-escalation approaches and, where appropriate, agreed responses to foreseeable situations.

Unplanned or emergency interventions may sometimes be necessary where there is an immediate risk and staff have had no reasonable opportunity to develop a planned response.

In all circumstances, the intervention used must be reasonable and proportionate to the risk presented.

De-escalation

Where it is safe and appropriate to do so, staff should attempt to de-escalate situations before considering restrictive intervention. Strategies may include:

- calm and clear communication;
- reducing language and demands;
- allowing appropriate time and space;
- removing unnecessary triggers or audiences;
- offering choices;
- changing the environment;
- using known regulation strategies; and
- seeking support from familiar or appropriately trained staff.

The safety of the pupil, other children and staff remains paramount.

Following an Incident

Following any significant restrictive intervention, consideration should be given to the physical and emotional wellbeing of everyone involved.

The pupil should be supported to regulate and recover before any restorative or reflective conversation takes place. Where appropriate, staff should provide an opportunity for the pupil to communicate their experience and views.

Staff involved should also have an opportunity to reflect on the incident and access appropriate support.

The incident should be reviewed to establish whether anything can be learned to reduce the likelihood of recurrence. This may result in changes to provision, reasonable adjustments, risk assessments, support plans or referrals for additional support.

Recording

Lace Hill Academy will maintain an appropriate record of significant incidents involving the use of reasonable force or other restrictive interventions.

Records should be completed as soon as reasonably practicable following the incident and should include, where relevant:

- the date, time and location;
- the circumstances leading to the intervention;
- known triggers or antecedents;
- de-escalation and preventative strategies attempted;
- why intervention was considered necessary;
- the nature and duration of the intervention;
- staff and pupils involved and any witnesses;
- any injuries or medical attention required;
- the pupil's views, where these can appropriately be obtained;
- actions taken following the incident; and
- any changes required to risk assessments, provision or support plans.

Records should be factual, objective and avoid judgemental language.

Repeated use of restrictive intervention for an individual pupil will be reviewed by senior leaders and the SENDCo/DSL as appropriate to identify patterns, consider whether the pupil's needs are being adequately understood and supported, and determine whether additional assessment, reasonable adjustments or external professional support are required.

Informing Parents and Carers

Parents/carers should be informed about significant incidents involving the use of reasonable force or another restrictive intervention involving their child as soon as practicable.

Communication should explain the circumstances surrounding the incident, the action taken and any follow-up support or review being undertaken.

Where there is a safeguarding reason why informing a parent may not be appropriate, the Designated Safeguarding Lead should be consulted and the rationale recorded.

Safeguarding and SEND

Any use of restrictive intervention must be considered within the school's wider safeguarding responsibilities.

Particular consideration will be given to pupils with SEND, disabilities, communication difficulties, trauma or other vulnerabilities. Staff should consider whether behaviour may be

communicating an unmet need and whether reasonable adjustments or changes to provision could reduce the likelihood of restrictive intervention being required.

The use of restrictive intervention should never become a routine response to an individual pupil's behaviour.

Where incidents are frequent or increasing, senior leaders will review the pupil's needs and provision and consider whether further professional advice or assessment is required.

Staff Training

Staff will receive information and training appropriate to their roles and responsibilities.

Where individual pupils present a foreseeable risk that may require planned physical intervention, the school will ensure that appropriate staff have access to suitable training and that individual plans clearly identify agreed approaches.

Training does not remove the legal power of other members of staff to use reasonable force in an unforeseen emergency where it is necessary, reasonable and proportionate to protect a pupil or another person.

Monitoring and Review

Senior leaders will monitor incidents involving restrictive intervention to identify patterns and ensure that practice remains proportionate, appropriate and consistent with this policy.

Monitoring will consider whether particular pupils, groups or individuals with protected characteristics are disproportionately affected and whether changes to practice, provision, staff training or reasonable adjustments are required.

The school's overarching aim is always to reduce the need for restrictive intervention through high-quality inclusive practice, strong relationships, early identification of need and effective preventative support.

Appendix 5 De-escalation vocabulary examples

Pupil's name

I can see something has happened (or name the behavior)/I'm wondering if... (e.g. I can see you are crying, I am wondering if you are upset or in a particular zone.)

I'm here to help

When you are ready to talk, I am here to listen

You can come with me and talk about it or complete the work in your free time

You can listen from there..

Come back into the room when you are ready.

That's an interesting idea, thank you for sharing.

I can hear you are passionate about that.

Ask for help if you need it. I'm happy to help you.

Appendix 6 Roles and Responsibilities

Governors	Head of School (in collaboration with the Executive Headteacher)	SLT	Teachers	Teaching Assistant	Parents/carers	Children
Draw up a statement of general principles on behaviour and discipline.	Determine the school rules and routines. Make disciplinary arrangements.	Determine the school rules and routines.	Model high standards of behaviour.	Model high standards of behaviour.	Model high standards of behaviour.	
	Establish rewards and consequences.	Establish rewards and consequences.	Reward children's good work and behaviour as well as maintained good behaviour.	Reward children's good work and behaviour as well as maintained good behaviour in collaboration with the teacher.		
	Create a positive climate with realistic expectations.	Create a positive climate with realistic expectations.	Create a positive climate with realistic expectations.	Support a positive climate with realistic expectations.		
	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Provide a caring and effective learning environment.	Bring concerns, queries and questions to the school's attention.	Talk to adults in and out of school to share problems and concerns so that they can be dealt with.
	Regulate the behaviour of children. Make time to listen and to talk to children and parents/carers.	Regulate the behaviour of children. Make time to listen and to talk to children and parents/carers.	Make time to listen and to talk to children and parents/carers.	Make time to listen and to talk to children and parents/carers.	Ask questions alongside school to support your child's learning and development.	Be open and honest about your own behaviour and that of others.
			Create real and reciprocal relationships based on kindness, respect and understanding. Value all individuals.	Create real and reciprocal relationships based on kindness, respect and understanding. Value all individuals.	Create real and reciprocal relationships with the people in the school based on kindness, respect and understanding.	Create real and reciprocal relationships with others by being kind, respectful and understanding of others.
	Promote good behaviour and respect.	Promote good behaviour and respect.	Set a good example.	Set a good example.	Set a good example.	Treat other people as they wish to be treated themselves.
	Prevent bullying.	Prevent bullying.	Report bullying to SLT.	Report bullying to the teacher.	Report bullying to school.	Report bullying to an adult.

Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.	Be honest and courteous.
Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.	Treat everyone fairly.
Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.	Show appreciation of the efforts and contributions of all.
	Consult with parents/carers, children and staff for an agreed policy. Remind the community of the behaviour policy annually.	Consult with parents/carers, children and staff.	Liaise with parents/carers regarding their child's behaviour.	If requested to be the teacher liaison with parents/carers regarding their child's behaviour.	Liaise with staff regarding their child's behaviour.	Discuss their behaviour with their teachers and parents/carers.

Appendix 7 Guidelines for Parents'/Carers' Behaviour (please refer to our Parent Code of Conduct for details)

We believe staff, parents/carers and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school - that all members of the school community treat each other with respect.

Expectation

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no members of staff, parents/carers or children are the victims of abusive behaviour or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents/carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.
- Please note that incidents of rudeness will be logged with the Chair of Governors

Additional notes

School premises are private property and parents/carers have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, children or other parents/carers, the school may ban parents/carers from entering school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community are listed below this is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Possession of prohibited item(s)
- Shouting, either in person or over the telephone or in an email
- Inappropriate posting on Social Networking sites deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person

- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments

Unacceptable behaviour may result in the Police being informed. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. Where parents/carers have been banned from the school premises and grounds; parents/carers will need to provide alternative arrangements for bringing children into school. Parents/carers have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.