

Behaviour Policy

Freemantle Church of England Community Academy Trust



Approved by:	SAT	Date: September 2026
Last reviewed on:	November 2025	
Next review due by:	September 2027	

Contents

1. Purpose and Aims	2
2. Legislation, statutory requirements and guidance	2
3. Definitions	3
4. Bullying	3
5. Roles and responsibilities	3
6. Freemantle's behaviour curriculum	5
7. Responding to behaviour.....	6
8. Serious sanctions	9
9. Responding to misbehaviour from pupils with SEND	10
10. Supporting pupils following a sanction	11
11. Pupil transition	11
12. Training	11
13. Monitoring arrangements.....	11
14. Links with other policies.....	12
Appendix A: Freemantle Behaviour Curriculum	13

1. Purpose and Aims

Freemantle CE Community Academy has a holistic approach to education, valuing all learning both in and out of the classroom. We focus on building positive relationships between pupils and staff, and between pupils and their peers by believing that 'every child deserves a champion'*...people who nurture, guide and support each other to be the best versions of themselves. **Rita Pierson*

Through the development of positive relationships, we encourage reflective thinking and do not accept prejudice in any form. We strive for the Freemantle child to develop confidence about their capacity to think for themselves and to make sense of their own lives and experiences which will shape their time at Freemantle and their lives beyond this.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

For definitions of *positive behaviours* and *detrimental behaviours*, please refer to **Appendix A: Freemantle Behaviour Curriculum**

Serious misbehaviour is defined as:

Repeated breaches of academy rules or any form of child-on-child abuse, including but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Please refer to our Academy Anti Bullying Policy

5. Roles and responsibilities

5.1 The Board of Directors

The board of directors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on academy culture and how they can uphold our academy rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the academy's expectations

The senior accountability team (SAT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to our behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, while continuing to work in partnership with the academy
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at our academy
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- Rewards and consequences for behaviour
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of our behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Freemantle's behaviour curriculum

At Freemantle we have four simple rules which enable all stakeholders to fully embrace them. They are:



To achieve our academy rules, we ensure that all adults and pupils:

- Create and maintain a healthy environment that is supportive of everyone's mental health and wellbeing
- Understand our behaviour expectations in simple and meaningful terms (according to key stage) and understand how they can apply these rules in a variety of contexts – we ensure that rules are depicted visually in classrooms
- Revisit these expectations regularly in a range of subjects and contexts and through planned and timetabled behaviour, PSHE, RSHE lessons
- Learn routines to ensure consistency and develop independence and responsibility
- Recognise their rights and responsibilities within the academy community, local community and society as a whole
- Build and maintain positive relationships with all pupils and adults

Pupils are encouraged to:

- Talk through any problems and show forgiveness in their response
- Be considerate and respectful of others
- Show respect for their surroundings and property
- Work hard to be the best that they can be

Staff encourage good behaviour by:

- Teaching emotions through the curriculum
- Creating a safe environment with clear and consistent use of rules and consequences
- Teaching, encouraging and praising good behaviour
- Promoting respect for individuals by embracing their culture and background, modelling desired behaviours, and listening to pupils, valuing all contributions
- Maximising opportunities for pupils to take responsibility for their behaviour
- Ensuring there is good communication between academy and home, including sharing successes and updates on behaviour

Please refer to Annex A for our approach to creating a culture that promotes excellent behaviour and to understand the ways in which we respond to behaviour.

7. Responding to behaviour

7.1 Mobile phones

Please refer to our Mobile Phone and Smart Tech Policy

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Also, specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#). Please refer to our restrictive intervention policy for more information on this legal duty.

7.4 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to our academy. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on an educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, assistant headteacher or DDSL to try to determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the academy rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or tray.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including desks, trays and bags. A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy’s safeguarding system, CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents/carers, or they aren't able to come into the academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on academy premises, and monitor them for any trends that emerge.

7.5 Child-on-child abuse

All child-on-child abuse is unacceptable and will be taken seriously. Please see our child protection and safeguarding policy, and child on child abuse policy for more information.

7.6 Off-site misbehaviour

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

- Taking part in any academy -organised or academy -related activity (e.g. educational visits)
- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

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

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a academy-organised trip).

7.7 Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SAT, DSL or DDSL will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Southampton Children's Resource Service (CRS), if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The academy's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

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

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

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

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The academy will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Completion of a behaviour risk assessment plan
- Advice from LA Services
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2 Suspension and permanent exclusion

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our suspension and exclusion policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned; these may include:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory space or TEACCH Bay) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the academy to sanction the pupil for the behaviour. The academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following any suspension, a reintegration meeting will be held with the child and their parents/carers, led by the Headteacher, a member of the SAT, and/or the SENCo. The purpose of the meeting is to review the circumstances surrounding the suspension, identify any additional support needs, and agree appropriate interventions. Further pastoral support and referrals to external agencies will be arranged where appropriate.

11. Pupil transition

11.1 Inducting incoming pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

Behaviour management forms part of ongoing professional development. Additional training needs will be identified and addressed as required to ensure staff are supported in implementing the school's behaviour policy effectively.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, directors, and other stakeholders (via anonymous surveys)

When collected, data will be analysed from a variety of perspectives including:

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the academy will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by SAT and the Board of Directors at least annually, or more frequently, if needed, to address findings from regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the board.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mental Health and Wellbeing Policy
- Staff and Directors Behaviour Policy (Code of Conduct)
- Induction Policy
- SEND Policy

Appendix A: Freemantle Behaviour Curriculum

Freemantle Vision

At Freemantle Church of England Community Academy, *everyone is welcome*. Our school family is dedicated to fostering a caring, inspiring environment where every child can thrive and achieve their full potential. We celebrate diversity and cultivate a strong sense of belonging among our children, families, and staff through our Christian ethos. Together, we nurture courage, fellowship and creativity, empowering everyone to learn, achieve, and grow with confidence. We believe in the power of *learning together, supporting one another* and caring for the wider world every step of the way.

Policy Intent

The purpose of the Behaviour Curriculum is to teach, model and practise the behaviours that enable every child to thrive academically and socially, preparing them for the world beyond Freemantle. The curriculum is built from the school's values and expectations. The curriculum ensures that these behaviours are explicitly taught, not left to chance.

Policy Implementation

The policy will be delivered through the following:

- Policy sent to staff prior to the school holidays to read and sign
- INSET day training
- Ongoing CPD staff meetings
- Daily updates
- Phase meetings
- Sprints
- PDM sessions
- Termly assemblies
- Parent communications, welcome meetings, PIB

Ready, Respect, Safe, Belonging



Our norms are rooted in the principles of being **Ready, Respectful, Safe and Belonging**.

Freemantle Values

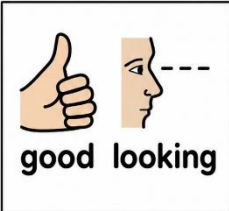
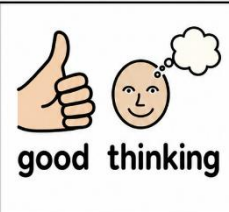


Whole School Expectations and Routines – Progression

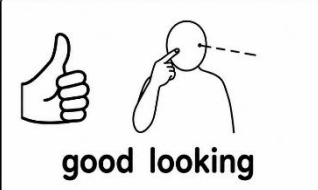
	N	R	KS1	KS2
STAR Strategy		X	X	X
Voice & Volume		X	X	X
Arrival/ Morning routine		X	X	X
Transition routine		X	X	X
Listening routine		X	X	X
Partner Talk routine			X	X
End of Day routine		X	X	X
Assembly routine		X	X	X
Coming in from the playground routine		X	X	X
Lunchtime routine		X	X	X
Silent Signals - Gain Attention		X	X	X
Silent Signals – My Turn, Your Turn	X	X	X	X
Silent Signals – Paired Talk			X	X
Silent Signals – More Detail			X	X
Silent Signals – Build On It			X	X
Silent Signals - Wait	X	X	X	X

Active Listening & STAR Strategy

Teach children to:

Active Listening – Lower School	STAR - KS2
	S Sit up straight
	T Track the speaker
	A Ask and answer questions
	R Respect those around you and equipment

Use nonverbal gestures such as Makaton prompts in lower school to praise those using Active Listening/STAR so that it becomes a social norm within the classroom.

			
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Voices (Taught in lower school and mixed classes)

We want children to be aware of the volume they should be using during a lesson.

- Silent Voice: A voice in your head only you can hear/no talking
- Partner Voice: A voice only your partner can hear
- Table Voice: A voice only your table can hear
- Class Voice: A voice the whole class can hear

The whole class routines will be explicitly taught, practised and rehearsed throughout the year.

Arrival/ Morning Routines	Transition Routines	Listening Routine	Partner Talk Routine	End of Day Routine
Adults stand and welcome warmly at the door Children enter calmly, walking inside the building Greet adults Prepare equipment (KS2) Begin morning do nows (displayed on the board or at tables)	Children walk quietly Walk in single lines Walk on the left up and down stairs Carry equipment safely All staff will challenge/ reinforce if not meeting the expectation (not using a shouting tone)	Hand raised to signal attention + verbal signal of Freemantle in a shared space (e.g. hall) or class name/year Adults to cut conversation when the teacher brings class back – all adults in the room react to the speaker Children's eyes on the speaker (eyes forward/ tracking) Voices off unless partner talk, group work or response Hands still Sitting comfortably and safely (sitting on bottom and no swinging on chairs) (All of above unless IEP or behaviour plan states otherwise)	The teacher will show the silent hand signal to signify partner talk. Turn to face partner Make eye contact to show you are listening Invite response and take it in turns to speak: don't dominate the conversation. No talking over each other. Be ready to share what your partner has said. Full sentence silent signal of reminder will be used to reinforce the expectation of full sentences.	Pack away Check space is tidy Collect belongings calmly waiting for the people around you Children being collected to be sent to adult by the teacher. UKS2 – Walkers at the front of the line. Children being collected to be sent to adult by the teacher. Teachers and children exchange goodbyes.

Coming in From Playground Routines

1st whistle to initiate children freezing.

2nd whistle to start walking movement to designated areas.

Children line up in line order.

Non-verbal praise given

Lunchtime Routines

Collecting Food - Reception

Children arrive in the hall sorted in the line by school meals & packed lunch.

Children collect food from the hatch, thank the kitchen team, walk to, and are seated where cutlery is setup.

Collecting Food – Year 1 – Year 6

Children arrive in the hall sorted in the line by school meals & packed lunch.

Children collect cutlery, collect food from the hatch, thank the kitchen team, walk to and are seated at designated year group tables.

Eating

Children eat food sensibly using cutlery.

Children try their best to eat all or nearly all the food chosen.

Tidying Up

Children with lunchboxes do not throw away their packaging.

Children who have had school meals scrape plates, place cutlery in the places provided, and pour away remaining water before stacking cups.

Listening Routine

Hand raised with “Freemantle” to signal attention + verbal signal

Children walk to the line silently table by table.

Assembly Routines

Support staff to join assemblies & support with behaviour.

The teacher reminds children of expectations before leaving the classroom.

Children line up in line order; key children to be seated next to an adult.

Entry

Enter assembly led by the adult.

Sit down without speaking.

Keep your hands and feet to yourself.

Exit

Stay seated without communicating until guided to exit.

Stand without making any sound.

Leave the hall in one line without making any sound. Remain in seating order – no overtaking.

Corridor Routines

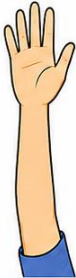
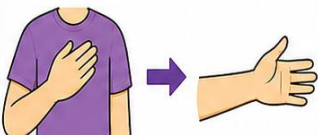
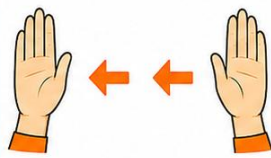
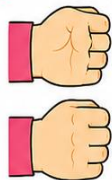
Children walk on the left.

Children have their eyes forward and walk forward.

Years 1-6 line up in line order (apart from lunchtime) Line order is set by the teacher to give pupils the best chance of meeting the desired expectation.

Quiet corridors -

FREEMANTLE SILENT SIGNALS

1. Gain Attention  Raise your hand high with an open palm.	2. Wait  Gentle hand up, palm facing out.	3. My turn, Your turn  My turn Your turn Hand to chest, then hand outwards.	4. Paired talk  Hands upright, then move toward each other.
5. Hands down  Hands forward, then lower them together.	6. More detail  Turning motion with one finger.	7. Build on it  I want to build on that idea. Fists stack to show adding to an idea.	

1. Gain Attention

Raise your hand + a consistent chosen verbal signal (if multiple classes present, "Freemantle"). If in your own class in lower school, use the class name or year group.

Used in conjunction with: Signal. Pause. Insist.

2. Wait

Gentle hand up, smile, palm facing child

3. My turn, Your turn

Put your hand to your chest to show your turn.

Then bring your hands forward to show children's turn.

4. Paired talk

Hands facing forwards and then close to face each other.

Children to then turn to face their talk partner.

5. Hands down (used in conjunction with cold call)

One/Two hands raised forwards, palms down, bring down in a squashing motion

6. More detail

Turning motion with single hand

7. Build on it

Hands in fists and place on top of each other a few times.

Children to then say:

"I want to build on that idea."

8. Wait

One hand up, fingers together, palm facing outwards

WINE approach (for dysregulated pupils)

The WINE approach will be used by all staff to support children who are dysregulated, showing empathy and ultimately encouraging relationships.

W – I wonder...

if it is too noisy in here?

if you would like to go for a walk outside?

I – I imagine...

That was very frightening.

That was very upsetting.

That was very scary for you.

That was very confusing.

N – I notice...

That you have pushed that away shall we move it away?

I notice that your sounds have changed shall we go somewhere quiet?

You have a flushed face, shall we take your jumper off?

E – Empathy...

Remember – maintain a sense of compassion for the child and their feelings.

How we teach behaviour: pedagogical approaches

- Behaviour narration

Staff use narration to reinforce expectations using behaviour narration which highlights the valued behaviour and encourages others to follow suit.

Example:

"Chris has written the date and title so is ready."

- Modelling

Adults demonstrate expected behaviours explicitly in their own conduct.

Example:

Staff will walk calmly and quietly down the corridor. Staff will greet other members of staff warmly to reinforce what is expected of the children.

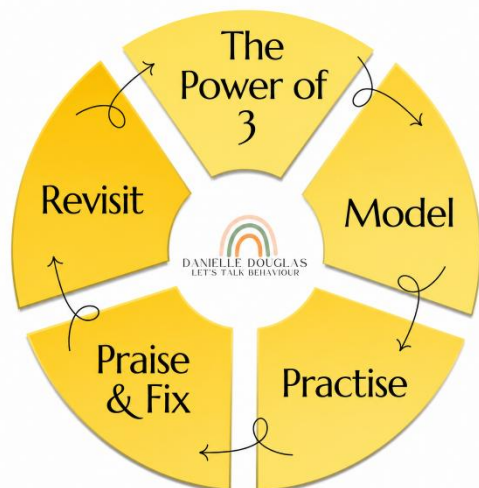
- Guided practice and rehearsal

The teacher will support the children by practising routines repeatedly until fluent, revisiting throughout the year. These routines will form part of the expectations established at the start of each year.

- Power of 3 – Danielle Douglas (Lower school)

Teachers agree and share

3 key expectations to teach routines through a model, practice, praise and retrain approach. Teaching of these strategies will be explicitly taught, revisited daily and retaught if required.



- Silent signals

Consistent silent signals will be used to reduce cognitive load and support smooth transitions.

Sequencing: when and how behaviour is taught

Autumn term

Greater emphasis on the teaching of behaviours (behaviour curriculum (at start of each term and then revisited weekly as a non-negotiable.

Whole school routines and expectations – as per the table starting on page 3.

Relaunch school values – Assemblies, behaviour narration, certificates in assemblies, welcome meetings with parents, weekly PIB.

Playground expectations – Staff modelling, rehearsing and reinforcing, CPD for all staff.

Celebrations and praising valued behaviours – behaviour narration and positive praise, certificates in assemblies, communication with parents

Leadership roles – new pupil leadership team, digital leaders, MHC team,

Celebrating difference/Anti-bullying week (compassion week) – RE, PSHE, Whole school activities, Assembly.

Spring term

Greater emphasis on the teaching of behaviours (behaviour curriculum (at start of each term and then revisited weekly as a non-negotiable).

Revisit whole school expectations and routines.

Courage and resilience – welcome back tasks, assemblies, PSHE (dreams and goals), courage day.

Online behaviour – Online safety week, Computing, Parent workshops.

Celebrations and praising valued behaviours – behaviour narration and positive praise, certificates in assemblies, communication with parents

Summer term

Greater emphasis on the teaching of behaviours at start of each term and then revisited weekly.

Coping with change – PSHE (RSE).

Maintaining expectations of behaviour – Assemblies, newsletter.

Celebrations and praising valued behaviours – behaviour narration and positive praise, certificates in assemblies, communication with parents

Preparing for transition – Transition tasks and days.

For our policy:

Graduated approach to behaviour

We recognise that one size does not fit all. Children who have experienced Trauma, ACE's or have additional needs such as SEND or SEMH may require a different approach.

In response to this we adopt the therapeutic approach of 'predict' 'prepare' 'progress' to proactively support children to access learning.

Predict (proactively anticipating triggers/barriers)

Knowing the child's influences/anxieties and dependencies.

Anxiety analysis – gather pupil voice

Discussions with parents.

Analysis of triggers using Arbor.

Prepare (proactively preparing for reducing barriers)

Therapeutic plans (Template).

Risk assessments.

Adapted timetables such as (Harbour, Forest School or part time timetables).

Progress (review)

After 6 weeks, meet with team around the child to review the progress (teacher, SLT and parent).

Consider if removal of the plan is appropriate, adaptations are made or whether further intervention is necessary, for example alternative provision, reduced timetables etc.

Consequences

Consequences can be for valued (positive), detrimental or dangerous (negative) behaviours. Consequences are not punishments or punitive—they are feedback that behaviour needs re-teaching. This **can** be supported through a restorative conversation. 'Clean slating' will be used following a consequence/reflection time for detrimental or dangerous behaviours (e.g. warmly welcoming the child back or using the phrase 'Tomorrow is a new day').

Behaviours	Consequence	Adult actions
Valued behaviours • Displaying school values Following school routines and expectations Going above and beyond Displaying British Values – democracy, rule of law, individual liberty, mutual respect and tolerance. • Showing a sustained positive attitude to learning	• Intrinsic rewards such as genuine, labelled verbal praise/class wristbands, by teacher/leader'/non-verbal praise • Effort stamps/stickers • Tell parents at the end of the day on the door or phone call. • Star of the Week • Headteacher's award • Class collective rewards • Sharing quality work with leaders	• Publicly celebrate* Enthusiastic tone *Some pupils prefer quiet praise
1. Detrimental behaviours • Rudeness • Off task • Calling out • Distracting others (physically or verbally) • Speaking in assembly • Running inside the building Not displaying school values • Not taking care of equipment or property	• Class positive reinforcement • Non-verbal signal (if child is attending) • Positive framing • Verbal warning to signal possible consequence (non-confrontational and remain positive)	• Positive reinforcement for those doing the desired behaviours • Non-confrontational non-verbal or verbal reminders (positive framing) • Private – gentle hand on shoulder (lower school), crouch, down beside, calm • Verbal reminder of the valued/desired behaviour
2. Repeated Detrimental Behaviours	• Restorative threshold conversation after lesson (2-3 minutes). Follow the threshold conversation script. • Opportunity to practise desired behaviour.	• Identify detrimental behaviour • Discuss and practise desired behaviour • Move child to another seat/ workstation to support regulation • Consider cause of behaviour (e.g. environment, routines, relationships, Maslow's basic needs, contextual factors, curriculum, SEND etc) and make changes. • Track behaviours on an ABCC form to try to

		identify possible triggers.
3. High profile detrimental behaviours - Repeat behaviour from stage 2 - Stealing - Refusal to come/leaving the classroom - Physical retaliation - Intentional hurting (lower level such as scratch, pinch, slap) - Antagonistic behaviour (e.g. arguing with teacher) - Personal insults - Deliberate damage to property - Swearing (no intent) - Online abuse in school (e.g. on Google Classroom) - Lying	- Move space within class to support focus. - Scripted phone call home to parents to communicate behaviour. - Reflection time with teacher at break or lunch current day or following day. Opportunity to practise desired behaviour.	- Restorative discussion Focus on the impact of themselves and others. Re-teach valued behaviour/norms Log on CPOMS - Adult will make contact parents/carers
4. Repeated behaviour from 3	- Work in partner class (within year group) for the remainder of the AM/PM. - SAT informed. - Behaviour Risk Assessment created in conjunction with the Inclusion Team and parents (parents must co-create and sign the document).	- Communicate with teaching partner; send work if in different lesson - Restorative discussion Focus on the impact of themselves and others. Re-teach valued behaviour/norms Log on CPOMS - Adult will make contact parents/carers - Discussion with other professionals within school around the cause of these behaviours: what is the behaviour communicating? - Reset and then reintegrate Adult will welcome back child warmly encouraging a clean state/fresh start
5. Dangerous or prejudicial behaviours Fighting/serious intentional hurting (punching, kicking, biting, spitting)	- Phone call with SAT/arrange to meet with parents with SAT. - Internal suspension from class with SAT or fixed-term suspension at the discretion of the headteacher.	- Reflection time with SAT - SAT contact parent and carer - SAT log on CPOMS as an action to the teacher's original CPOMS

• Threats to harm or intimidate • Dangerous behaviour (e.g. throwing furniture) • Serious damage to property • PLAB: Homophobic, sexist or racist language with abusive intent (age dependent) • Attack on pupil/staff • Bringing a weapon, alcohol, drugs, stolen items, or any article that a member of staff reasonably suspects has been or is likely to be used to cause an offence or damage to property. • Harmful sexualised behaviour (HSB) • Repeated level 5 behaviours (to be determined by SAT)		• Suspension paperwork and suitable learning sent home. • Where suitable, a reintegration meeting will be held with the child and parents before the child returns to school. Targets and adaptations will be written and shared as appropriate. • Use of the PLAB toolkit. • Use of the HSB toolkit.
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