

SMITH'S WOOD PRIMARY ACADEMY

Behaviour Policy

2026/27



STATUTORY POLICY | Applies from September 2026

Policy owner	Nick Hobbis
Named senior leader	Nick Hobbis
Lead Behaviour Professional	Nick Hobbis
Approval body	Governing Body
Approved	TBC
Effective from	1 st September 2026
Next review	No later than September 2027
Review cycle	At least annually and sooner following significant statutory guidance, safeguarding or academy-practice change
Version	1.0
Publication	Academy website and staff policy system
Staff requirement	All staff must read, understand and consistently implement this policy and the Behaviour Management Pathway

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1. Purpose, status and aims

Smith's Wood Primary Academy is committed to a calm, safe, respectful and purposeful culture in which excellent behaviour is explicitly taught, consistently reinforced and supported. This policy sets the academy's whole-school approach to behaviour and fulfils the requirement for an academy to have and publish a written behaviour policy.

The academy's approach is built around high expectations, predictable routines, relational practice, proportionate consequences, appropriate support and a clear understanding that behaviour can communicate need without removing pupils' responsibility for their actions.

The policy aims to:

- Create a calm, safe and supportive environment in which every pupil can learn and every member of staff can teach and work effectively;
- Establish a consistent whole-academy behaviour culture rooted in the academy values of Honesty, Friendship, Responsibility, Determination, Perseverance and Respect;
- Make classroom expectations, routines, rewards and consequences explicit and predictable;
- Prevent low-level disruption from becoming normalised by requiring staff to address it promptly and consistently;
- Ensure behaviour responses are fair, proportionate and lawful, including for pupils with SEND, disabilities, medical needs or other vulnerabilities;
- Ensure safeguarding, child-on-child abuse, discrimination, bullying and harmful sexual behaviour are never treated merely as routine behaviour matters;
- Support pupils to repair relationships, reflect, reintegrate successfully and develop self-regulation; and
- Use behaviour information intelligently to identify patterns, evaluate impact and improve provision.

2. Legal and guidance framework

This policy has been updated for the 2026/27 academic year with regard to the current Department for Education framework and relevant legislation. It should be read alongside the academy's safeguarding, SEND, attendance, exclusions, anti-bullying, online safety, mobile phone and smart technology, and reasonable-force/restrictive-intervention arrangements.

- Education and Inspections Act 2006, including the statutory powers and duties relating to school discipline and reasonable force;
- Education (Independent School Standards) Regulations 2014, including requirements relating to safeguarding, behaviour and bullying;
- Equality Act 2010;
- Children and Families Act 2014 and the SEND Code of Practice;
- Behaviour in schools: advice for headteachers and school staff;
- Improving behaviour in schools: DfE resources, audit tools, research and case studies;
- Keeping Children Safe in Education 2026;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - statutory guidance effective July 2026;
- Restrictive interventions, including the use of reasonable force, in schools - effective from 1 April 2026;
- Searching, screening and confiscation: guidance for schools;
- Mobile phones in schools - statutory guidance to be followed from September 2026;
- Preventing and tackling bullying and the July 2026 guidance on bullying and harassment of school staff; and
- Working Together to Safeguard Children 2026 and other safeguarding guidance where behaviour indicates risk or harm.

Where statutory or Department for Education guidance is updated during the life of this policy, the academy will have regard to the current version and will amend local procedures where required.

3. Academy behaviour culture and curriculum

Behaviour is taught. Pupils are not expected simply to infer routines or standards. Staff explicitly teach, model, rehearse, notice and reinforce the behaviours that enable learning and positive relationships.

3.1 Core expectations

- Be ready to learn and allow others to learn.
- Follow reasonable adult instructions promptly.
- Speak and act respectfully.
- Keep hands, feet and objects to yourself unless an activity requires otherwise.
- Move safely and calmly around the academy.
- Look after academy property, resources and the environment.
- Use technology only as permitted.
- Accept correction and consequences appropriately.
- Tell an adult when something is unsafe, unkind or worrying.
- Represent the academy positively on visits, journeys, clubs and in the community.

3.2 Classroom routines

Every classroom will use a small number of explicitly taught routines so pupils experience predictable expectations across the academy. Teachers retain professional flexibility over age-appropriate implementation, but the underlying standard must remain consistent.

- Entry: pupils enter calmly, settle promptly and begin the expected task or routine.
- Attention: staff use an agreed attention signal and pupils stop, listen and respond promptly.
- Instruction: pupils listen without interrupting, ask for clarification appropriately and begin tasks when directed.
- Independent work: pupils remain focused, use agreed help routines and avoid distracting others.
- Transitions: equipment is collected and movement takes place safely, quietly and efficiently.
- Discussion: pupils take turns, listen respectfully and disagree appropriately.
- End of lesson/day: pupils leave the environment orderly and ready for the next group or session.

4. Roles and responsibilities

4.1 Governing Body

- Monitor the effectiveness and fairness of the academy's behaviour arrangements;
- Hold the Headteacher to account for implementation, safeguarding, equality and statutory compliance;
- Review behaviour information, including suspensions, permanent exclusions, restrictive interventions and relevant pupil-group patterns; and
- Approve this policy in accordance with academy governance arrangements.

4.2 Headteacher

- Establish and sustain a clear behaviour culture and ensure staff understand the standard expected;
- Ensure staff receive appropriate induction, training, coaching and support;
- Ensure sanctions, support and safeguarding responses operate together appropriately;
- Authorise staff who may undertake searches and ensure statutory procedures are followed;
- Make decisions on suspension and permanent exclusion in accordance with current statutory guidance; and
- Ensure behaviour data is reviewed for patterns, disproportionality and improvement priorities.

4.3 Lead Behaviour Professional

- Lead the operational implementation and evaluation of this policy and the Behaviour Management Pathway;
- Support staff with serious, persistent or complex behaviour;

- Review Arbor behaviour information and identify patterns at pupil, class, phase and academy level;
- Coordinate reports, behaviour contracts, individual behaviour plans, reintegration and targeted intervention;
- Liaise with the SENCO, DSL team, attendance lead (current post held by Lead Behaviour Professional), families and external agencies where behaviour intersects with additional need, safeguarding or attendance; and
- Report key behaviour information and emerging themes to senior leaders and governors.

4.4 Teachers and support staff

Classroom behaviour is first and foremost managed by the adults responsible for the class. Staff should not routinely transfer ordinary low-level behaviour management to senior leaders.

- Teach and reinforce routines and expectations;
- Build positive, professional relationships while maintaining clear boundaries;
- Notice and recognise appropriate behaviour;
- Intervene early when behaviour begins to disrupt learning;
- Apply the classroom response sequence consistently and calmly;
- Make reasonable adjustments where required without lowering the core expectation of safety and respect;
- Record their own low-level 'red' behaviour incidents on Arbor promptly and accurately;
- Escalate serious, repeated, safeguarding-related or discriminatory behaviour through the appropriate route; and
- Support reintegration after time out, removal or another consequence.

4.5 Parents and carers

- Support the academy's behaviour expectations and discuss concerns constructively with staff;
- Inform the academy of circumstances that may affect behaviour or regulation;
- Engage with meetings, plans and support where behaviour is persistent or serious; and
- Support safe, respectful conduct including online and on journeys to and from the academy.

4.6 Pupils

- Learn and follow academy rules and routines;
- Respond to reasonable instructions and correction;
- Take responsibility for choices and repair harm where appropriate;
- Report bullying, discrimination, harassment, unsafe behaviour or safeguarding concerns; and
- Engage with support designed to help them meet expectations.

5. Recognition, rewards and positive reinforcement

Positive recognition is purposeful: it identifies the behaviour the academy wants repeated. Staff should use specific praise and avoid systems that inadvertently reward disruption before compliance.

- Verbal praise and positive acknowledgement;
- Positive comments on work and communication home;
- House points;
- Golden Folder recognition;
- Postcards or messages home;
- Pupil of the Week / Pupil of the Term and academy awards;
- Whole-class recognition where appropriate; and
- Leadership recognition for sustained improvement, exceptional effort or positive contribution.

The academy's reward ladder is ordinarily: 1 - house point; 2 - Golden Folder; 3 - postcard home; 4 - recognition that the pupil has chosen the 'right thing to do' because it is the expected standard. Staff should avoid making every expected behaviour dependent on a tangible reward.

6. Classroom behaviour management: precise response to low-level behaviour

Low-level disruption must be managed promptly because repeated calling out, off-task talk, refusal to begin, distracting others, misuse of equipment and similar behaviours erode learning time. Responses should be brief, calm and minimally disruptive to teaching.

6.1 Prevention before correction

- Plan seating, resources and transitions to reduce predictable triggers;
- Ensure tasks are appropriately pitched and reasonable adjustments are available;
- Use clear, concise instructions and check understanding;
- Pre-correct before known pressure points ('When we move to the carpet, we...');
- Position adults strategically and use proximity/non-verbal cues;
- Provide planned movement or regulation breaks where identified in a pupil's support arrangements;
- Use visible, short-term goals for pupils who need more immediate reinforcement; and
- Avoid public confrontation, repeated negotiation or lengthy discussion during teaching.

6.2 Classroom response sequence

Unless the behaviour is serious enough to require immediate escalation, staff should ordinarily use the following sequence:

Stage	Expected staff action
1. Prompt / redirect	Use a low-key non-verbal cue, proximity, name, brief reminder or restatement of the expected behaviour. Keep teaching moving.
2. Clear warning	State the behaviour that must stop, the behaviour required and the consequence if it continues. Give the pupil a genuine opportunity to correct it.
3. Time away / time out	If low-level disruption continues, the pupil moves to the agreed year-group partner classroom or designated supervised space for up to 10 minutes with appropriate work. This is a short reset, not an unsupervised exclusion from learning.
4. Reintegration	The pupil returns through a brief, calm reintegration. The adult restates the expectation, checks readiness and avoids re-litigating the incident in front of the class.
5. Further incident after return	A further incident following reintegration may trigger withdrawal/removal and involvement of the Lead Behaviour Professional or SLT, proportionate to the behaviour and the pupil's needs.

Staff should not repeatedly restart the sequence where a pupil is deliberately cycling through warnings and time out. Persistent behaviour is addressed through escalation, analysis and additional support.

6.3 Recording low-level behaviour on Arbor

Staff are responsible for recording their own low-level red behaviour incidents on Arbor. Entries should be made promptly, using objective and professional language. The record should identify the behaviour, relevant context, response/consequence and outcome. It should not contain speculation, emotive language or safeguarding disclosures that belong on the safeguarding system.

Arbor is the academy's behaviour record. MyConcern is used for safeguarding concerns. Where an incident is both behavioural and safeguarding-related, staff must follow the safeguarding procedure and ensure the DSL team is informed; the existence of a behaviour record does not replace a safeguarding record.

6.4 Immediate escalation

The graduated classroom sequence may be bypassed where behaviour presents a significant risk, serious defiance, deliberate aggression, discriminatory abuse, serious damage, sexualised/harmful behaviour, suspected criminality, possession of a prohibited item, or another circumstance requiring immediate leadership or safeguarding response.

- Direct swearing, abusive or threatening language towards another person;
- Violence intended to cause physical harm;
- Deliberate and sustained behaviour that makes continuation of the lesson impossible;
- Clear and persistent refusal of a reasonable instruction after an opportunity to comply;
- Bullying, discriminatory or prejudicial behaviour;
- Sexual harassment, sexual violence or harmful sexual behaviour;
- Serious vandalism, theft or possession/use of a prohibited item; and
- Behaviour creating an immediate safety or safeguarding risk.

7. Time out, removal and reintegration

7.1 Time out

Time out is a short, supervised reset of no more than 10 minutes in the agreed partner classroom or designated space. The pupil should have suitable work where practicable. Time out is not the same as formal removal from the classroom.

7.2 Removal from the classroom

Removal is a serious response and should be used where necessary to restore order, maintain safety, enable learning to continue or provide a managed environment in which the pupil can regain regulation. It must not become a routine substitute for effective classroom practice.

Pupils removed from class must remain supervised and continue to receive meaningful education. The length of removal will be proportionate. Prolonged or repeated removal requires senior oversight and consideration of underlying need, SEND, safeguarding, attendance and whether an individual plan is required.

7.3 Reintegration

Every return from time out or removal should include reintegration. The purpose is to restore successful participation, not to impose an additional punishment.

- Check that the pupil is calm and ready;
- Briefly identify what happened and the expected behaviour on return;
- Identify any immediate support or reasonable adjustment needed;
- Where **appropriate**, repair harm through an apology, restorative conversation or practical action;
- Return the pupil to learning without public shaming; and
- Monitor whether the same trigger or pattern recurs.

8. Behaviour support, reports and individual plans

Where behaviour is repeated, escalating or linked to identified need, the academy will move beyond repeated sanctions and use structured intervention.

- Short-term school report with specific, measurable targets;
- Behaviour contract with pupil and family;
- Individual behaviour plan setting out prevention, adult response, consequences, regulation strategies and reintegration;
- Targeted pastoral or counselling support;
- SENCO review, APDR or review of reasonable adjustments;
- Risk assessment or positive handling plan where required;
- Attendance review where absence, lateness or school avoidance intersects with behaviour;

- Multi-agency support or Early Help where appropriate; and
- Review of curriculum access, peer dynamics, transitions and environmental triggers.

A pupil's plan may legitimately modify how a consequence is delivered. It should not create an unsafe environment or remove the rights of other pupils to learn.

9. Safeguarding and behaviour

Changes in behaviour can be a sign of abuse, neglect, exploitation, trauma, peer-on-peer harm, online harm, mental-health difficulty or other safeguarding need. Staff must remain professionally curious and follow the Child Protection and Safeguarding Policy where behaviour raises concern.

Safeguarding action takes precedence over a purely disciplinary response where necessary. However, safeguarding support and proportionate behavioural accountability can operate together.

9.1 Child-on-child abuse, sexual harassment and sexual violence

Sexual harassment, sexual violence and harmful sexual behaviour are never dismissed as 'banter', 'part of growing up' or ordinary conflict. Reports will be taken seriously, victims supported, risks assessed and safeguarding procedures followed in line with KCSIE 2026. Behaviour sanctions may be used where appropriate but do not replace safeguarding action.

9.2 Discriminatory and prejudice-related incidents

Racist, sexist, homophobic, biphobic, transphobic, disability-related, faith-related or other discriminatory language or conduct will be challenged and recorded. The academy will consider both the impact on those affected and the educational/support response required for the pupil responsible.

10. Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally and commonly involves an imbalance of power. The academy recognises that bullying may be physical, verbal, relational, prejudice-based, sexual or online.

Not every conflict, falling-out or one-off unkind act is bullying. Such behaviour will still be addressed. Staff will look at repetition, intent, impact, power imbalance, context and patterns rather than relying solely on the label used by pupils.

- Reports are listened to and recorded;
- Immediate safety is addressed;
- Patterns and previous incidents are checked;
- Parents are involved where appropriate;
- Support is provided to the pupil affected;
- The pupil responsible receives proportionate consequences and intervention; and
- Online or off-site behaviour is addressed where it affects pupils or the orderly running of the academy.

11. SEND, disability and additional need

The academy recognises that SEND, disability, communication needs, sensory differences, trauma, mental-health needs and medical conditions can affect behaviour. Staff must distinguish between explanation and exemption: additional need may explain behaviour and require adjustment, but does not mean unsafe or harmful behaviour is ignored.

When responding to behaviour, staff will consider whether:

- The pupil understood the expectation or instruction;
- The pupil was able to act differently at that moment;
- The environment or task created a foreseeable barrier;
- A reasonable adjustment was required under the Equality Act 2010;

- The academy is using its best endeavours to meet identified SEND;
- An EHC plan or APDR specifies relevant provision; and
- The incident suggests unidentified or changing need requiring assessment.

Examples of reasonable adjustments may include visual prompts, reduced language, additional processing time, planned movement breaks, sensory regulation, adapted seating, supported transitions, alternative ways to complete reflection, and personalised reinforcement. Adjustments are recorded and communicated so that practice is consistent.

12. Reasonable force and restrictive interventions

From 1st April 2026, the academy follows the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools'. Restrictive intervention is not a behaviour sanction. It is used only when lawful, necessary, reasonable and proportionate.

The academy seeks to minimise the need for restrictive intervention through prevention, de-escalation, understanding need and appropriate planning. Where force is used, staff must consider the pupil's age, SEND, medical needs, communication, trauma and other vulnerabilities.

Significant incidents of force must be recorded and reported to parents in accordance with the statutory framework. Seclusion is subject to specific legal recording and reporting requirements and must not be used casually or as a routine disciplinary measure.

The academy's Positive Handling / Restrictive Intervention arrangements provide the detailed operational procedure, including recording, parent communication, post-incident support, review and analysis.

13. Searching, screening and confiscation

Searching, screening and confiscation will be carried out in accordance with current DfE guidance. Only the Headteacher or staff authorised by the Headteacher may conduct searches where authorisation is required.

The academy will seek pupil cooperation wherever possible, consider safeguarding before and after a search, respect dignity and privacy, use an appropriate location and comply with requirements concerning sex of the searching adult and witnesses, subject to the urgent serious-harm exceptions in the guidance.

Searches for prohibited items, including where nothing is found, will be recorded as required and the DSL informed without delay where the search concerns a prohibited item or reveals a safeguarding risk. Parents will be informed of searches for prohibited items as soon as reasonably practicable.

13.1 Prohibited items

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers and other prohibited smoking/vaping products;
- Fireworks;
- Pornographic images; and
- Any article that has been or is likely to be used to commit an offence, cause injury or damage property.

The academy may also identify items banned under academy rules. The legal powers available to search for a school-banned item are not identical to the powers relating to statutory prohibited items, and staff must follow the current searching guidance.

14. Mobile phones and smart technology

Smith's Wood Primary Academy is a mobile-phone-free environment for pupils throughout the school day. This section operates alongside the academy's Mobile Phone and Smart Technology Policy and the statutory DfE guidance applying from September 2026.

Where a pupil brings a phone because it is needed for the journey to or from school, it must be switched off and handed to the designated member of staff on arrival for secure storage. Pupils must not have access to or use mobile phones or covered smart technology during lessons, transitions, breaktime or lunchtime except where an individual exception has been expressly authorised.

Unauthorised possession or use will be addressed proportionately, including confiscation where appropriate. Any use involving photography, recording, harmful content, bullying, harassment or safeguarding risk will be escalated.

Staff use of personal mobile phones and smart technology is governed by the Staff Code of Conduct and Mobile Phone and Smart Technology Policy. Staff must model the standards expected of pupils.

15. Detentions and other sanctions

Sanctions are used to uphold standards, protect learning and help pupils understand that choices have consequences. They should be proportionate, reasonable and applied with regard to individual circumstances.

- Verbal correction or warning;
- Completion or repetition of work;
- Loss of an appropriate privilege;
- Break or lunchtime detention;
- After-school detention authorised through academy arrangements;
- Time out or removal;
- Restorative or reparative action;
- Behaviour contract or report;
- Withdrawal from a specific activity where proportionate and safe;
- Suspension; and
- Permanent exclusion in the most serious circumstances.

There is no general legal requirement to give parents 24 hours' notice of an after-school detention. The academy will nevertheless communicate after-school detentions to parents in advance wherever practicable and will always consider whether the detention creates a safeguarding issue, conflicts with essential medical/caring responsibilities or prevents the pupil travelling home safely.

16. Suspension, permanent exclusion and pupil movement

Suspension and permanent exclusion are governed by the statutory guidance effective from 26th July 2026. The Headteacher may suspend a pupil or permanently exclude in accordance with the legal framework and the academy's Suspension and Permanent Exclusion Policy.

Permanent exclusion is reserved for a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. Decisions must be lawful, reasonable, fair and proportionate.

The academy will consider relevant SEND, disability, safeguarding, looked-after/previously looked-after status and other vulnerabilities, and will avoid informal or unlawful exclusion. Off-site direction, managed moves and alternative provision will only be used within the applicable statutory framework and with appropriate review.

17. Off-site and online behaviour

The academy may respond to misbehaviour outside the premises where the pupil is taking part in academy activity, travelling to or from the academy, wearing uniform, otherwise identifiable as a pupil, or where the behaviour could have repercussions for orderly running, threatens another pupil or staff member, or could adversely affect the academy's reputation.

Online behaviour may be addressed where it causes or threatens harm, disrupts school life, targets pupils or staff, or creates a safeguarding concern. Staff will consider whether the matter requires safeguarding action, parental involvement, preservation of evidence or police referral.

18. Suspected criminal behaviour and police involvement

Where behaviour may constitute a criminal offence, the academy will make an initial assessment of whether police involvement is appropriate. Relevant evidence will be preserved. Safeguarding action and referral to children's social care will be considered alongside any police report.

The academy may continue its own fact-finding and behaviour process provided this does not prejudice or conflict with police action. Serious violence, weapons, sexual offences, hate crime and other high-risk incidents will be escalated promptly.

19. Malicious, false or unfounded allegations

A pupil will never be sanctioned merely because an allegation is not substantiated. Where an allegation is demonstrated, following appropriate consideration, to have been deliberately invented or malicious, the academy may consider a behaviour response. Before doing so, it will consider whether the allegation was a cry for help or indicates safeguarding need.

The academy will also consider the welfare and pastoral needs of any pupil or staff member who has been the subject of an allegation.

20. Staff safety, intimidation and harassment

The academy will not tolerate violence, threats, intimidation, bullying or harassment of staff by pupils, parents, carers or others. Behaviour incidents involving staff will be managed through this policy, safeguarding procedures, site-security arrangements and, where appropriate, police involvement.

The academy will have regard to the Department for Education's July 2026 guidance on preventing and tackling bullying and harassment of school staff, including online harassment.

21. Transition, induction and re-induction

Pupils entering the academy, including mid-year arrivals, will be explicitly taught the behaviour curriculum and routines rather than assumed to know them. Transition information will be shared lawfully and proportionately so that support and risk controls are ready from the outset.

Where pupils struggle to meet expectations, repeated teaching and re-induction may form part of the intervention plan.

22. Training and staff development

- Behaviour expectations and classroom routines form part of staff induction;
- Staff receive updates when the Behaviour Management Pathway or recording arrangements change;
- Training includes SEND, de-escalation, safeguarding, child-on-child abuse and appropriate use of restrictive intervention;
- Leaders use monitoring, coaching and case review to improve consistency; and
- Staff who require additional support with classroom behaviour receive practical coaching rather than routine transfer of responsibility.

23. Recording, monitoring and quality assurance

Arbor is the academy's primary behaviour recording system. Staff record their own low-level red incidents. Serious incidents, removals, discriminatory incidents, bullying concerns, detentions, suspensions and other relevant events are recorded through the appropriate academy process.

Safeguarding concerns are recorded on the academy safeguarding system and are not replaced by an Arbor behaviour entry.

Leaders will review behaviour information from multiple perspectives, including:

- Frequency and type of incident;
- Pupil, class, year group and phase;
- Time, location and lesson/context;
- Repeat incidents and escalation;
- Removal from class and reintegration;
- Suspension and permanent exclusion;
- Searches and confiscation;
- Restrictive interventions and seclusion where applicable;
- Bullying, discriminatory and harmful sexual behaviour;
- Pupils with SEND and other vulnerable groups;
- Protected characteristics and potential disproportionality; and
- Staff consistency and areas requiring training or support.

Data will be used for improvement and safeguarding, not simply counting incidents. Leaders will consider whether patterns indicate curriculum, environment, staffing, peer-group, unmet-need or implementation issues.

24. Complaints and concerns about behaviour decisions

Parents should raise concerns about the application of this policy through the academy's normal communication and complaints arrangements. Behaviour sanctions are not ordinarily reconsidered through informal pressure; however, the academy will correct factual errors, consider relevant information and ensure decisions are lawful and fair.

Statutory representations and review rights relating to suspension and permanent exclusion operate under the separate statutory framework.

25. Related academy documents

- Child Protection and Safeguarding Policy
- Behaviour Management Pathway
- Anti-Bullying Policy
- Suspension and Permanent Exclusion Policy
- SEND Policy and SEN Information Report
- Positive Handling / Restrictive Intervention Policy
- Searching, Screening and Confiscation Procedure
- Mobile Phone and Smart Technology Policy
- Online Safety / Acceptable Use Policy
- Attendance Policy
- Equality Policy / Equality Information and Objectives
- Educational Visits Policy
- Staff Code of Conduct
- Complaints Policy

26. Monitoring and review

The Lead Behaviour Professional will review implementation throughout the year. The Governing Body will review and approve the policy at least annually and sooner where statutory guidance, safeguarding learning, behaviour data or academy practice requires amendment.

Pupil, staff and parent experience will be considered alongside quantitative information. The academy will specifically review whether behaviour systems are predictable, understood, consistently implemented, proportionate and equitable.

Appendix 1 - Smith's Wood Behaviour Principles

- Every pupil has the right to feel safe, valued and respected and to learn without unreasonable disruption.
- Every member of staff has the right to work and teach without violence, abuse, intimidation or persistent disruption.
- Behaviour is taught, modelled, practised and reinforced.
- Adults respond calmly, consistently and proportionately.
- High expectations apply to all pupils; reasonable adjustments enable pupils to meet them.
- Safeguarding concerns are never reduced to 'just behaviour'.
- Bullying, discrimination, sexual harassment and violence are not tolerated.
- Consequences are paired with opportunities to repair, reintegrate and improve.
- Parents are partners in supporting behaviour but the academy retains responsibility for decisions during the school day.
- Suspension and permanent exclusion are used only within the statutory framework.
- Behaviour information is analysed to identify patterns, disproportionality and opportunities to improve provision.

Appendix 2 - Behaviour Management Pathway

Behaviour / stage	Academy response
Low-level behaviour	Examples: calling out; disruptive talking; off-task behaviour; name-calling; disrespect to another pupil; misuse of resources; low-level refusal or disruption.
Stage 1 - Prompt	Low-key correction / redirect. State or signal the expected behaviour.
Stage 2 - Warning	Clear warning: identify behaviour, expected behaviour and next consequence. Opportunity to put it right. (Red Log)
Stage 3 - Time out	Up to 10 minutes with agreed year-group partner / designated supervised space, with work where practicable.
Reintegration	Brief readiness check and restatement of expectation before return.
Further incident	Withdrawal/removal with Lead Behaviour Professional / SLT as proportionate. Consider whether additional intervention or support is needed.
Immediate escalation	Serious aggression; direct abusive/threatening language; serious refusal; discriminatory abuse; bullying; harmful sexual behaviour; serious damage; prohibited item; significant safety/safeguarding risk.

Important: staff record their own low-level red incidents on Arbor. Serious or safeguarding-related concerns must also follow the appropriate leadership/safeguarding route.

Appendix 3 - Classroom Behaviour Checklist for Staff

- Have I taught and rehearsed the routine rather than assumed it?
- Is the instruction brief, specific and achievable?
- Have I used proximity/non-verbal correction before interrupting teaching?
- Have I clearly told the pupil what to do, not only what to stop?
- Have I given a genuine opportunity to correct the behaviour?
- Am I avoiding public argument or negotiation?
- Is the task accessible and are agreed reasonable adjustments in place?

- Have I followed the warning -> time out -> reintegration sequence unless immediate escalation is justified?
- Have I recorded my own low-level red incident on Arbor?
- If the behaviour may indicate harm or safeguarding need, have I followed safeguarding procedures?

Appendix 4 - Primary external guidance

Behaviour in schools: advice for headteachers and school staff:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Improving behaviour in schools: <https://www.gov.uk/government/collections/improving-behaviour-in-schools>

Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Suspension and permanent exclusion - statutory guidance: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

Restrictive interventions, including the use of reasonable force, in schools:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching, screening and confiscation: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile phones in schools - statutory guidance: <https://www.gov.uk/government/publications/mobile-phones-in-schools>

Preventing bullying: <https://www.gov.uk/government/publications/preventing-bullying>

Preventing and tackling bullying and harassment of school staff:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff>

Appendix 5 - Approval and version control

Version	Date	Change / reason	Approved by
1.0 (Policy Writer Nick Hobbis)	September 2026	Full update of previous policy; aligned to 2026/27 statutory/guidance framework, academy recording practice and revised classroom behaviour pathway.	Governing Body

Approval signatures:

Role	Name / signature	Date
Policy Writer	Nick Hobbis	01.09.26
Headteacher	Nichola Damms	01.09.26
Chair of Governors	Neil Henderson	