



# **Wreake Valley Academy**

## **Behaviour Policy**

<b>Date of review</b>	October 2025
<b>Date approved by SLT</b>	October 2025
<b>Date of next review</b>	Summer term 2026

## 1. Aims

This policy aims to:

- Provide a **consistent, prompt and predictable approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Behaviour Principles

‘Ready, Resilient and Respectful’

At Wreake, we are committed to creating a positive and inclusive environment where all students can thrive academically, socially and emotionally. Our behaviour policy underpins our ethos and values, ensuring a safe, calm and supportive learning environment that promotes high standards of behaviour and discipline. We are committed to ensuring that all individuals within our community can work and learn in an environment which is safe, conducive to effective learning and where everyone is valued, thus allowing all to be their best at all times. This is exemplified in our **Wreake Way** (Appendix 1).

Our approach to behaviour management is centred on promoting and reinforcing positive behaviour through kindness, praise, recognition, and encouragement whilst discouraging inappropriate behaviour through considered supportive programmes and the use of a variety of suitable sanctions.

## 3. Legislation and statutory requirements

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

### DfE Behaviour in Schools (2022)

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Education and Inspections Act 2006
- DfE Suspension and Permanent Exclusion Guidance (2023)
- Equality Act 2010
- Children and Families Act 2014
- Ofsted Education Inspection Framework (EIF)

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 students

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students’ property

#### 4. Definitions

**Misbehaviour** is defined as any action that disrupts learning or the general running of the school. This includes behaviour in lessons, in corridors between lessons, social times and both before and after school.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or any other form of 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 student)

Staff and students should feel safe and secure at all times. Where staff feel this is under threat, we have the legal right to search students. The school will act in accordance with the **Screening, Searching and Confiscation** advice for schools (DfE 2022), whilst also upholding our obligations to the European Convention of Human rights (Article 8).

#### 5. Bullying

At Wreake Valley Academy, bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>▪ Racial</li><li>▪ Faith-based</li><li>▪ Gendered (sexist)</li><li>▪ Homophobia/bi phobia</li><li>▪ Transphobic</li><li>▪ Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 6. Roles and responsibilities

In order to uphold and maintain impeccable behaviour at Wreake Valley Academy, **all staff**, no matter their role, are responsible for implementing this behaviour policy.

### 6.1 The Trust

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with incidents of misbehaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **6.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

### **6.4 Parents and carers**

Parents and carers should:

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

## 7. Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules, expectations and routines
- The rewards they can earn for positive behaviour, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

## 8. Recognition (Rewards)

At the centre of our rewards processes is the firm belief that any 'reward' is used as a sign of **recognition** for students being ready, resilient and respectful, aligned with The Wreake Way. This approach is designed to develop an intrinsic desire to learn. This is achieved through the establishment of positive relationships, high quality lesson planning and the management of whole class, group and individual work through praise and formative feedback.

To recognise positive behaviour in all forms, Wreake Valley Academy operates a Positive Point system (PPs) through Arbor. To see what students can be recognised for, please see Appendix 2

## 9. Managing Misbehaviour

At Wreake Valley Academy we have identified behaviours that disrupt learning. When required, these will be logged by staff as a Behaviour Point (BP) using Arbor (Appendix 3). This will enable us at all levels of our pastoral and curriculum structures to identify target students/behaviours to implement immediate corrective measures to eliminate incidents without escalation or repetition.

At Wreake Valley Academy we use an incremental system (Appendix 4) that is designed to allow students to modify their behaviour at each stage. To further support students, we provide staff with a guided resolution script known as the Resolution Dialogue (Appendix 5). Staff are introduced to this as part of their induction and may choose to utilise it when they see fit.

Both pastoral and department teams will regularly review PPs and BPs within their respective year groups and subjects and where necessary will take appropriate action, for example, place a student on report, send a letter home, set detentions etc.

In certain cases, some students may require alternative intervention which supersedes the guidance provided. This decision will be made by the HoY and/or HoD in discussion with other relevant staff.

We are a school that uses a range of sanctions. These may include (but not limited to) verbal reminders, written tasks, loss of privileges and detentions. By law, parental consent is not required for detentions, but we endeavour to communicate dates, times and durations where possible. Where deemed appropriate we use a 'Isolation' such as whilst conducting investigations or used as a sanction.

### Bradgate Sixth Form

Students at Bradgate Sixth Form are role models to students in Years 7-11 and as such, we don't expect students to behave in a way that would cause us any concerns.

Students in Years 12 and 13 will be given BPs and redirections for misbehaviour. BPs will be monitored by the Head of Sixth Form and the Sixth Form Centre Manager. Students will be spoken with by their Form Tutors each time a BP is received. If a student receives 5 or more BPs, then the Head of Sixth Form will speak with the student and will contact home.

Our expectations are that no student should give us cause to be removed from a lesson as outlined for students in Years 7-11. If a student is removed from their lesson, they will be taken to work in the Sixth Form

Centre with the Head of Sixth Form and the Sixth Form Centre Manager. The Head of Sixth Form will also contact parents to inform them of the removal and arrange a meeting with parents and the student to discuss the removal.

If a student is removed more than twice from their lessons, the student and parents will have a meeting with the Head of Sixth Form and the Head Teacher to discuss their place at Bradgate Sixth Form.

At Bradgate Sixth Form we believe in celebrating the successes of our students and rewarding students for this. At Bradgate Sixth Form students can be celebrated in the following ways:

- Rewarding on Arbor (PPs which can be seen by students, parents and staff)
- Positive contact home
- Learner of the Week (teachers and tutors are encouraged to reward one member from each class a Learner of the Week which recognises and rewards progress, skills and improvements within lessons)
- B6 Celebration Assemblies (these will take place each half term and will focus on attendance, progress, positive points, involvement in the wider life of B6 and 'on the spot' celebrations.)
- End of Year Academic Rewards Evening (students in Year 12 will be nominated and a select number of students will be invited to attend an awards evening in June to celebrate success. This will have a progress/academic focus).

### **Reasonable Adjustments:**

The school acknowledges that some students may find it more difficult than others to adhere to the expectations set out in the policy. For examples, students who are LAC, have SEND needs or those who may have experienced adverse childhood experiences.

We recognise that individual learning needs, along with emotional, psychological and social trauma can lead to difficulties in building sustainable relationships of trust and the possible consequences these can have on a student's behaviours. We believe in creating a behaviour culture which creates calm environments where students are supported and enabled to learn. We will use our 'best endeavours' to meet the needs of these students and anticipate likely triggers of misbehaviour and put in place support to prevent them.

When incidents of misbehaviour arise, we will consider them in relation to the above, although we recognise that not every incident of misbehaviour will be connected to this. Decisions on an incident of misbehaviour will be made on a case-by-case basis and reasonable adjustments applied as appropriate.

### **8.1 Staff expectations**

All staff are expected to enforce the behaviour policy and in doing so must ensure they do the following:

- Have high expectations of behaviour. Explain and maintain these expectations in all areas of the school.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- Maintain good relationships with students whilst exercising appropriate authority.
- Deal with positive and negative behaviours consistently and fairly
- Highlight and praise good behaviour (Rewards).
- Take ownership of negative behaviour by effectively implementing management strategies and setting sanctions where appropriate.
- Follow up the incident with the student, preferably during sanction. Reinforce expectations and demonstrate an attitude to indicate that the matter is resolved and thereby allowing all concerned to move forward.
- Record (e.g., BPs, Serious Incidents) and communicate, if necessary, with HoD and form tutor.
- Follow the guidance set out in the Safer Working Practice document.

## **8.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This could include a school trip or during their travel to school or on their journey home, for example, walking home or catching the bus.

## **8.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the student will be sanctioned in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8.4 Physical restraint**

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child. 'Reasonable' in these circumstances means 'using no more force than is required' (Behaviour in Schools, DfE 2022). Staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible. Any use must be reasonable and proportionate to the behaviour being displayed.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **8.5 Confiscation**

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students.

## **8.6 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



## **9. Training**

Our staff are provided with training on managing behaviour, and all aspects of this policy, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governors every two years. At each review, the policy will be approved by the Headteacher.

## Appendix 1

### The Wreake Way Poster



## Appendix 2

### Positive Points

<b>Ready</b>	<b>Resilient</b>	<b>Respect</b>
<b>Motivated</b> 1 point	<b>Determined</b> 1 point	<b>Manners</b> 1 point
<b>Contribution</b> 1 point	<b>Courage</b> 1 point	<b>Kindness</b> 1 point
<b>Volunteering</b> 1 point	<b>Reflective</b> 1 point	<b>Support</b> 1 point

## Appendix 3

Behaviour Points : Example of some of the reasons students may receive Behaviour Points

<b>Misbehaviour</b>	<b>Behaviour points</b>
<b>Redirection - Ready</b>	
Uniform Issue	-1
Not equipped – Book/folder	-1
Not equipped - Pen	-1
Not equipped – PE Kit	-1
<b>Redirection - Resilient</b>	
Homework issue	-1
Repeatedly off task	-1
Refusal	-1
<b>Redirection - Respect</b>	
Disturbing others	-1
Rudeness	-1
Shouting out/Talking out of turn	-1

## **Appendix 4**

### **Behaviour Management toolkit**

At Wreake Valley Academy we believe that consistent, positive behaviour management is essential for creating a calm, focused, and respectful learning environment. Our Behaviour Management Toolkit provides staff with a shared set of strategies, techniques, and approaches designed to promote positive conduct, prevent disruption, and respond effectively to challenging behaviour.

This toolkit supports staff in using a graduated response — starting with preventative and low-level interventions and escalating only when necessary — in line with our commitment to fair, inclusive and proportional behaviour practices. It also ensures consistency across the school so that all students experience clear boundaries and high expectations, regardless of the classroom or teacher

### **Proactive Toolkit**

Managing behaviour begins before students enter the room / begin the work. Misbehaviour will be minimised if we do the following:

- A considered seating plan
- Be knowledgeable of and plan for individual needs
- Learn student's names
- Plan lessons aligned to the Teaching and Learning Policy
- Meet and Greet students at the door
- Have an activity ready for students to engage with as soon as they take their seat
- Ensure all students are equipped (lend pens, provide paper etc)

### **Responsive Toolkit**

At Wreake Valley Academy our graduated approach to managing behaviour is set out in 4 distinct layers:

1. Remind
2. Redirect
3. Reposition
4. Remove

To empower and support staff in implementing the Wreake Valley Toolkit, we have provided guidance (below) on when and how to initiate each layer. Staff may enter this graduated approach at any stage, but it must be proportionate to the misbehaviour displayed by the student.

#### **Remind:**

- Well-rehearsed, predictable classroom routines (e.g., how to enter the room, giving books out, use of mini white boards)
- Use of non-verbal cues, such as:
  - Use of proximity to identified student
  - Facial expressions such as shake / nod of the head, raised eyebrows, smile
  - Eye contact, such as the 'supportive stare'
  - Hand signals, such as, 'fingers on lips', 'sit back down' 'thumbs up' and 'turn around'
- Check for Understanding

- Re-issue instructions
- Re-explain
- Question
- Pre-check vocabulary
- Task modification, such as the use of chunking
- Provide a task list
- Circulate the room and identify misconceptions / early errors
- Verbal reminders of expectations

*If a teacher needs to deploy any of the above strategies, there is no need to record on Arbor*

### **Redirect:**

When using this layer of the graduated approach, it must be made explicit to students that they have reached this stage. We do this by using the following phrase:

“<student name>, this is now a redirection”

When implementing a redirection, we recommend using one of the below strategies:

- Move students to another location in the classroom
- Request the student stands outside for a short period of time to reflect (maximum of 5 minutes). When using this strategy, ensure you utilise the ‘Resolution Dialogue’

*If the teacher needs to ‘redirect’ then they should record the most relevant BP on Arbor*

### **Reposition:**

If a student has not been successful at modifying their behaviour after the redirection and continues to interrupt the learning of others, then the student should be removed to a pre-arranged designated classroom (parking). Students should continue their original work in the new classroom.

If teacher needs to ‘reposition’ then they should record this on Arbor and contact home to inform parents/carers.

*The student will receive an automatic 30 minute after school detention the following day. If a student is ‘repositioned’ twice in a school day they will receive a 60 minute after school detention the following school day. If a student has 3 or more in a day, the sanction to be issued will be at the discretion of the pastoral team.*

### **Removal:**

If a student’s misbehaviour continues in the ‘new’ classroom (parked), then the ‘new’ teacher should request ‘on call’ to remove the student.

*The student will receive an automatic 60- minute after school detention the following day. The classroom teacher will call home to discuss the student’s behaviour and outline a positive way forward for their next lesson. If a student is ‘removed’ twice in a school day, then they may be isolated until it is deemed, they can be successful in future lessons.*

### **Recording of misbehaviour**

Staff should only record the ‘main’ behaviour on Arbor. This is the highest level of intervention. For example, if a student is redirected and then repositioned, then **only** the reposition should be recorded on the system. Staff should not record repeated redirections.

When a student's behaviour strays from **The Wreake Way**, they will be explicitly told this and provided with a graduated approach to support them in adjusting their behaviour

Support Level		What this may include	Consequence
R1	<b>REMIND</b>	<p>A reminder of expectations and signs of success</p> <p>A check for understanding and / or an adaptation to task</p>	No further action required
R2	<b>REDIRECT</b>	<p>A reminder of expectations and signs of success</p> <p>A move to another seat/location within the classroom</p> <p>Being asked to stand outside of the classroom for an opportunity to reflect before discussing this with the teacher</p>	The most appropriate <b>Behaviour Point</b> will be recorded
R3	<b>REPOSITION</b>	<p>The student will be placed into a pre-arranged alternative classroom</p> <p>Students will be expected to continue with their originally set work</p>	<p>A REPOSITION <b>Behaviour Point</b> will be recorded</p> <p>A <b>30-minute</b> school detention</p>
R4	<b>REMOVE</b>	<p>The student will be removed to the Pastoral Hub</p> <p>The student will be required to complete a series of reflection tasks before returning to lessons</p>	<p>A REMOVE <b>Behaviour Point</b> will be recorded</p> <p>A <b>60-minute</b> school detention</p> <p>A <b>phone call</b> home</p>

Please note a member of staff does not have to enter this system at REMIND. They will enter this system at the most appropriate point based on the level of student behaviour. For example, they may deem it necessary to enter at 'REMOVE'

## Appendix 5

### Resolution dialogue

Q1	<b>Why do you think I need to talk to you?</b>	Communicate these questions in a calm manner
Q2	<b>Is this what is expected of you at Wreake Valley?</b>	Model the behaviour we want in our students
Q3	<b>What effect is this having on: You? Other people?</b>	Show the student you are listening to them
Q4	<b>Do you know what you need to do to be successful? Do you need any support from me?</b>	Be respectful of each other's personal space

#### Resolution Dialogue Top Tips

- Adapt these questions to suit your style, the needs of the child and the specific situation.
- Communicate the questions in a calm manner.
- Always focus on solutions rather than problems.
- The Pastoral Team are available to support with any Resolution Dialogue.