

## 1. Aims

- 1.1. This is the behaviour policy of Great Western Academy
- 1.2. The aims of this policy are as follows:
  - 1.2.1. to promote good behaviour amongst pupils;
  - 1.2.2. to actively promote and safeguard the welfare of pupils at the Academy;
  - 1.2.3. to ensure, so far as possible, that every pupil in the Academy is able to benefit from and make his / her full contribution to the life of the Academy, consistent always with the needs of the Academy community;
  - 1.2.4. to encourage pupils to accept responsibility for their behaviour;
  - 1.2.5. to set out the sanctions adopted by the Academy in the event of pupil misbehaviour.

## 2. Scope and application

- 2.1. This policy applies to the whole Academy.
- 2.2. This policy (together with other applicable Academy policies) applies to all pupils at the Academy and at all times when a pupil is:
  - 2.2.1. in or at Academy;
  - 2.2.2. representing the Academy or wearing Academy uniform;
  - 2.2.3. travelling to or from the Academy;
  - 2.2.4. on Academy-organised trips;
  - 2.2.5. associated with the Academy at any time.
- 2.3. This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
  - 2.3.1. affect the health, safety or well-being of a member of the Academy community or a member of the public;
  - 2.3.2. have repercussions for the orderly running of the Academy; or
  - 2.3.3. bring the Academy into disrepute.

## 3. Regulatory framework

- 3.1. This policy has been prepared to meet the Academy's responsibilities under:
  - 3.1.1. Education (Independent Academy Standards) Regulations 2014;
  - 3.1.2. Education and Skills Act 2008;
  - 3.1.3. Children Act 1989;
  - 3.1.4. Equality Act 2010.
- 3.2. This policy has regard to the following guidance and advice:
  - 3.2.1. Behaviour in schools (September 2022);
  - 3.2.2. Suspension and permanent exclusions from maintained schools, academies and pupil referral units, including pupil movement in England (DfE, September 2022);

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|                            |                                |
|----------------------------|--------------------------------|
| Policy Owner               | Ms. A Britton – Vice Principal |
| Date of Last Review        | July 2024                      |
| Date of Governor's Meeting | September 2024                 |
| Date of Next Review        | August 2025                    |

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- 3.2.3. Use of reasonable force (DfE, July 2013);
- 3.2.4. Searching, Screening and Confiscation (July 2022);
- 3.2.5. Keeping children safe in education (DfE, September 2022) (**KCSIE**).
- 3.2.6. School Uniform guidance for governing bodies, school leaders, school staff and local authorities (DFE, September 2013, updated November 2021)

3.3. The following Academy policies, procedures and resource materials are relevant to this policy:  
Acceptable use policy for pupils;

- 3.3.1. Anti-bullying policy;
- 3.3.2. Esafety policy;
- 3.3.3. Safeguarding and promoting the welfare of pupils policy;
- 3.3.4. Risk assessment policy for pupil welfare;
- 3.3.5. Special educational needs and disability policy;

## 4. Monitoring

This policy is requested to be reviewed in July 2025.

## 5. Publicity and availability

- 5.1. This policy is published on the Academy website.
- 5.2. This policy is available in hard copy on request.
- 5.3. A copy of the policy is available from Reception and parents/carers will be reminded of this on an annual basis.
- 5.4. This policy can be made available in large print or other accessible format if required.

## 6. Definitions

- 6.1. Where the following words or phrases are used in this policy:  
References to **working days** mean Monday to Friday, when the Academy is open during term time. The dates of terms are published on the Academy's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening Academy holidays, the Academy's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
- 6.2. References to **Parent/Carer** or **Parents/Carers** includes one or both of the parents/carers, or a legal guardian.

## 7. Responsibility statement and allocation of tasks

- 7.1. The Great Western Academy Trust has overall responsibility for all matters which are the subject of this policy.
- 7.2. To ensure the efficient discharge of its responsibilities under this policy, the Great Western Academy Trust has allocated the following tasks:

*(see table overleaf)*

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| Task  | Allocated to                | When / frequency of review         |
|---|-----------------------------|------------------------------------|
| Keeping the policy up to date and compliant with the law and best practice  | Amy Britton                 | As required, and at least termly   |
| Monitoring the implementation of the policy   | Amy Britton/Graham Davis    | As required, and at least termly   |
| Seeking input from interested groups (such as pupils, staff, Parents/Carers) to consider improvements to the Academy's processes under the policy | Amy Britton                 | As required, and at least annually |
| Formal annual review  | Great Western Academy Trust | Annually                           |

### 8. Promoting Good Behaviour

- 8.1. Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE programme and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 8.2. The Academy believes that establishing a culture of praise and reward can be more effective than sanctions in motivating pupils. Rewards will be made frequently in order to encourage positive actions and contributions. The ways in which the Academy will reward good behaviour are set out in [Appendix 1 \(Ladder of Success\)](#).

### 9. Breaches of discipline

- 9.1. The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the Academy rules and policies for behaviour and discipline. These are set out in [Appendix 2 \(Ladder of Consequences\)](#).
- 9.2. Should pupils need further support in managing their behaviour, they will be placed onto a Graduated Response Programme (GRP). This programme of support to improve student behaviour is set out in [Appendix 3 \(Graduated Response Programme\)](#).

### 10. Parent/Carer Involvement

- 10.1. The Academy seeks to work in partnership with Parents/Carers over matters of discipline, and it is part of the Parents'/Carers' obligations to the Academy to support the Academy rules.
- 10.2. Parents/Carers will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the Academy is prevented from doing so by the police if they are involved.
- 10.3. Parents/Carers will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

### 11. Safeguarding

- 11.1. If behaviour and discipline matters give rise to a safeguarding concern, the Academy's child protection procedures will be followed (see the safeguarding policy and procedures).

### 12. Record Keeping

- 12.1. All records created in accordance with this policy are managed in accordance with the Academy's policies that

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apply to the retention and destruction of records.

12.2. A record is kept of sanctions imposed for serious misbehaviour. The record includes:

12.2.1. the name and year group of the pupil concerned;

12.2.2. the nature and date of the offence;

12.2.3. the sanction imposed and reason for it; and

12.2.4. the name of the person imposing the sanction.

12.3. This record is reviewed regularly by the Vice Principal so that patterns in behaviour can be identified and managed appropriately.

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## Appendix 1 – Ladder of Success

### Great Western Academy Ladder of Success 2024-25

|   | When can this be awarded?                     | ACE points awarded                                      | In addition to ACE points;   | What can you reward for?<br>(This is not an exhaustive list)   |
|---|---|---|--|--|
| ACE points - <b>Achievement</b>   | In class<br>At social times<br>In tutor times | 1 ACE point standardly, but up to 3 at staff discretion | Verbal praise<br>Written comments in books<br>Stamps/Stickers<br>Verbal or written contact with parent/carer | Excellent verbal contribution in class<br>High standard of work in class<br>High standard of home learning<br>Excellent report   |
| ACE points - <b>Care</b>  | In class<br>At social times<br>In tutor times | 1 ACE point standardly, but up to 3 at staff discretion | Verbal praise<br>Written comments in books<br>Stamps/Stickers<br>Verbal or written contact with parent/carer | Helping another student<br>Helping a member of staff<br>Contributing to the school community e.g. picking up litter, tidying, producing a display  |
| Care points can also be given on back of conduct card in social times.  |   |   |  |  |
| ACE points - <b>Excellence</b>  | In class<br>At social times<br>In tutor times | 1 ACE point standardly, but up to 3 at staff discretion | Verbal praise<br>Written comments in books<br>Stamps/Stickers<br>Verbal or written contact with parent/carer | Maintaining good attendance (awarded centrally each term for 97% - 100%)<br>Participation in a House event<br>Representing the school<br>Demonstrating fantastic leadership skills<br>Being a role model to others |
| ACcoladE  | In class<br>At social times<br>In tutor times | 5 ACE points  | Postcard home (departments to stock these)<br>Praise in assembly   | Demonstrating outstanding Achievement<br>Demonstrating outstanding Care<br>Demonstrating outstanding Excellence  |
| Bronze/Silver/Gold Star Badges  | Assembly                                      |   | For Achieving 150/300/500 ACE points   |  |
| Platinum Badge  | Assembly                                      |   | For Achieving 750 ACE points   |  |
| ACE points will be reset at the end of each Key Stage. In years 10, 11 and Sixth form, students will be rewarded with ACE points, which will go towards an end of year trip and Prom. |   |   |  |  |

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| Star of the Term           | Assembly Letters                      |  | Nominated 3 times per year by tutors and teachers for students who have stood out during that term. One per tutor group per term.<br>Nominated by class teachers once a term and communicated home via letter. |
| Always Club                | At the end of each term               |  | Awarded if a student reaches the following in a term:<br>95% Attendance<br>Only 1 low level behaviour incident in a term (no more than level 3)  |
| Letter home from Principal | Following reports, and as appropriate |  | Outstanding report showing sustained good progress<br><br>Any single outstanding action recommended to Principal   |

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## Appendix 2 – Ladder of Consequences

**Conduct Cards** – These are for use outside of the classroom **during social times**. Conduct points should not be given in lessons, with the exception of a student arriving late to your lesson. A point can be added to a conduct card as follows:

|                      | Consequence  | Behaviour  |
|----------------------|--|--|
| <b>Conduct Point</b> | Point added to conduct card.   | <b>Social times</b><br>Not responding appropriately to staff<br>Not respecting other people or their property<br>Running and/or shouting in corridors<br>Dropping litter<br>Use of poor language<br>Wearing uniform incorrectly<br>Arriving late to a lesson without good reason   |
| <b>Level 1</b>       | Staff to <u>intervene</u> in the event of a Level 1 incident. Where possible, staff will have a positive learning conversation with the aim of supporting the student to change their behaviour/make a better choice.<br>Strategies include <ul style="list-style-type: none"> <li>• A range of non-verbal signals to a student</li> <li>• Brief, positively phrased words reminding students of expected behaviour</li> <li>• Clear warning that behaviour is impacting the learning of others and will lead to escalation unless changed</li> </ul> Removal from the classroom for a short period; clear terms for reintegration established, including strategy such as a change of seating | <b>Any of the following:</b><br><b>In lessons</b><br>Dropping litter (also made to pick up)<br>Talking out of turn/lack of attention<br>Running/minor messing about<br>Lack of courtesy/unkindness/one off unkind comments to other students/staff<br>Not getting on with work/poor work<br>Using laptop for other than current learning task<br>Not bringing equipment/reply slips etc. to lesson/tutor time<br>Interfering with other students' work/possessions |

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| <p><b>Level 2</b></p> | <p>Break or lunch detention run by member of staff whose expectations were not met, or by Head of House in case of non-lesson based issues</p> <p>Safety Net – removal to work in another classroom with another member of staff</p> <p>Staff will also take steps to offer support</p> <p>Confiscation of mobile device/headphone wires- to be collected from reception by a parent/carer</p> | <p><b><i>In and around lessons</i></b><br/>         Repeated incidents of level 1 behaviour after interventions have taken place<br/>         Removal from a lesson to work with other staff<br/>         Overdue library book<br/>         Incorrect kit (PE)</p> <p><b><i>Social times</i></b><br/>         Minor scuffles<br/>         Repeated name-calling<br/>         Targets not met whilst on report<br/>         Two or more lates in a week<br/>         Repeated issues with mobile technology</p> <p>Homework not satisfactorily completed</p> <p><b><i>Mobile Technology</i></b><br/>         Mobile technology (other than learning devices) including headphone wires, visible or heard within the school building</p> |
| <p><b>Level 3</b></p> | <p>Break and lunch detention supervised by a member of the Senior Leadership Team.</p> <p>Social times – action led by House Teams</p>   | <p><b><i>Any of the above repeated</i></b><br/>         5 conduct points<br/>         Chewing gum<br/>         Failure to bring laptop to lesson<br/>         Lost laptop<br/>         Lost library book<br/>         Missed Level 2 sanction<br/>         Poor behaviour when removed from a lesson<br/>         Poor behavior during staff detention or failure to attend staff detention<br/>         Call for referral<br/>         Being in an out of bounds area or failure to follow the instructions of staff/prefects on duty<br/>         Rudeness to staff/visitor<br/>         Persistent disruption of lesson/unsafe behaviour<br/>         Poor behaviour whilst on report</p>   |



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|                       | <p>Payment for damage if relevant</p> <p>Restorative interventions following a Level 3 consequence will be faculty led and could include:</p> <ul style="list-style-type: none"> <li><i>Repeating work</i></li> <li><i>Repeating failed sanctions</i></li> <li><i>Subject reports</i></li> <li><i>Removal from lessons to work with other staff</i></li> <li><i>Removal from practical lessons</i></li> <li><i>Change of sets</i></li> </ul> | <p>Bullying behaviour (i.e. sustained and malicious)</p> <p>Serious disobedience/defiance of school authority</p> <p>Poor behaviour in the community</p> <p>Poor behaviour on a school trip</p> <p>Repeated issues with mobile technology</p> <p>Damage to property of school or student</p> <p>Truancy - missing a lesson or leaving a lesson without authorisation</p> <p><b>Mobile Technology</b></p> <p>Mobile technology (other than learning devices) including headphone wires, visible or heard within the school building</p> |
| <p><b>Level 4</b></p> | <p>Contact with parents.</p> <p>Break and lunch and after school detention supervised by a member of the Senior Leadership Team.</p>   | <p>Set following non-attendance at L3 or disruption whilst in L3</p> <ul style="list-style-type: none"> <li>Use of racial, homophobic or sexual insults</li> <li>Dangerous physical behavior</li> </ul> <p>Level 3 offences where, after investigation, behaviour is deemed to warrant a more serious sanction</p> <p>Continued/repeated incidents of poor behaviour following Level 3 sanction</p> <p>Serious rudeness to staff (not swearing)</p> <p>Phone handed in after initial refusal</p>                                       |

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| <p><b>Level 5</b></p> | <p>Contact with parents, internal isolation (including alternative social times) in the Reflection Base and same day SLT afterschool detention</p> | <p>Continued/repeated incidents of poor behaviour following Level 4 sanction</p> <p>Persistent poor behaviour whilst on report</p> <p>Repeated incidents of poor behaviour in the community</p> <p>Multiple incidents of poor behaviour which disrupt the learning environment, school and/or wider community</p> <p>Failure to attend SLT detention after contact with parent Repeated incidents of (or continued) poor behaviour after level 4 sanctions</p> <p>Level 4 behaviour which is deemed to warrant a more serious sanction such as racist or homophobic language, bullying, dangerous behaviour.</p> <p>Possession of e-cigarettes or Smoking Paraphernalia Smoking (including e-cigarettes) on school premises or in uniform</p> <p>Refusal to hand over mobile technology when</p>  |
| <p><b>Level 6</b></p> | <p>Suspension 1-45 days</p>  | <p>Continued/repeated incidents of poor behaviour following Level 5 sanction</p> <p>Abusive language towards or in direct response to a member of staff; abusive reference to a member of staff Offensive and/or lewd behaviour</p> <p>Persistent bullying after Level 3 sanction, or a serious incidence of bullying</p> <p>Theft (defined as intending to permanently deprive) False allegations against a member of staff</p> <p>Smoking (including e-cigarettes) on school premises</p> <p>Being in school in possession of or under the influence of alcohol</p> <p>Being in school under the influence of illegal drugs Vandalism involving actual damage</p> <p>Violence against another student/causing harm Action that endangers students, staff or visitors Persistent truancy</p> <p>Bringing the School into disrepute</p> <p>Serious disobedience/defiance of the school's senior leadership team</p> <p>Serious misuse of personal or school technology which contravenes the student guidelines</p> |

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|                       | <p>Student may be refused permission to attend future school trip(s)</p> | <p>Distributing/sharing material on social media that brings the school into disrepute<br/>           Distributing/sharing material on social media that show individuals filmed with/without their permission, on school premises or are identifiable as GWA students<br/>           Serious threatened violence against another student or member of staff<br/>           Sexual, homophobic or racial assault<br/>           Sustained use of sexual, homophobic or racist language<br/>           Failure to meet targets on Graduated response plan.</p> <p>Serious incidence of poor behaviour on a school trip</p>  |
| <p><b>Level 7</b></p> | <p>Permanent Exclusion</p>   | <p><b>Repeated incidents/continued poor behaviour after fixed term exclusion</b><br/> <b>Failing Graduated Response Level 5</b><br/>           Criminal behaviour<br/>           Bringing an offensive weapon in school and/or possessing it (<i>Offensive Weapons</i> are defined in the Prevention of Crime Act 1953 as ‘any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him’)<br/>           Possessing or supplying an illegal drug<br/>           Physically attacking or injuring a member of staff<br/>           Fight or violence against another student leading to serious harm<br/>           Aggravated sexual, homophobic or racial assault Arson<br/>           Single significant, or repeated, action(s) that endanger staff, students or visitors</p> |

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### Appendix 3 – Graduated Response Programme (GRP)

Every year, there are a small number of students who struggle to comply with the behaviour system. Leaders go out of their way to ensure that students are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the student and their family to identify triggers, personalise provision, offer support and find solutions.

Great Western Academy would seek to make reasonable adjustments for students who have a clear, diagnosed, and underlying special educational need / disability as well as students who have identified additional needs which require SEND support, which makes reaching the expected standard of behaviour consistently challenging.

Initially, when it becomes clear that a student is being removed regularly from class or is being sanctioned for their behaviour around school, the student will be monitored and supported closely by their tutor and House Team through the graduated Response Programme (GRP). This will trigger a period of assessment and support designed to help them to address the cause of their problems and to understand the behaviours expected of them as a member of the school community. The aim of this early intervention is to address the cause of the problem and help the student to regulate and improve their behaviour.

Should the student not respond to the early interventions provided, they will be considered for an escalation in the graduated response programme. This will trigger a period of further intensive support which is personalised to the student and designed to help them to address the cause of their problems.

During the time that a student is part of the GRP, close contact will be maintained with the family, and students will be monitored closely by their house teams and by members of SLT. Students remain on the GRP for the rest of the Academic year. All students are given a fresh start at the start of each academic year.

When a student is placed on the Graduated Response Programme, there are a range of possible actions to support them. These will be discussed at a meeting with the house team and parents and used as appropriate. Where a student's behaviour warrants a suspension whilst on GRP, this may lead to an escalation of GRP stage. All actions will be recorded on the student Behaviour Support Record and reviewed. At every stage of the Graduated Response Programme, leaders will seek to support the student and deescalate sanctions.

| Stage | Entry Criteria | Actions | Interventions |
|-------|----------------|---------|---------------|
|-------|----------------|---------|---------------|

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| Graduated Response Stage 1 | 25+ behaviour points                        | <ul style="list-style-type: none"> <li>• HOH to meet with tutor and discuss appropriate wave 1 interventions.</li> <li>• HOH to arrange meeting with parents.</li> <li>• HOH, tutor, and parents to hold meeting and complete GR1 meeting using proforma.</li> <li>• HOH, tutor, and parents to hold an 8-week review meeting.</li> </ul>  | Wave 1 interventions |
| Graduated Response Stage 2 | 50+ behaviour points<br>1+ Suspensions      | <ul style="list-style-type: none"> <li>• HOH to meet with PIL and discuss appropriate wave 2 interventions.</li> <li>• HOH to arrange meeting with parents.</li> <li>• HOH and parents to hold meeting and complete GR2 meeting using proforma.</li> <li>• HOH and parents to hold an 8-week review meeting.</li> </ul>  | Wave 2 interventions |
| Graduated Response Stage 3 | 80+ behaviour points<br>5 days suspensions  | <ul style="list-style-type: none"> <li>• HOH to meet with Pastoral Leads and discuss appropriate wave 3 interventions.</li> <li>• HOH to arrange meeting with parents.</li> <li>• HOH and parents to hold meeting and complete GR3 meeting using proforma.</li> <li>• HOH and parents to hold an 8-week review meeting.</li> </ul>   | Wave 3 interventions |
| Graduated Response Stage 4 | 110+ behaviour points<br>15 days suspension | <ul style="list-style-type: none"> <li>• Governors panel held with student.</li> <li>• HOH to meet with SLT and discuss appropriate wave 4 interventions.</li> <li>• HOH to arrange meeting with parents.</li> <li>• HOH, member of SLT, and parents to hold meeting and complete GR4 meeting using proforma.</li> <li>• HOH, member of SLT and parents to hold an 8-week review meeting.</li> </ul> | Wave 4 interventions |
| Graduated Response Stage 5 | 150+ behaviour points<br>30 days suspension | <ul style="list-style-type: none"> <li>• HOH to meet with SLT and discuss appropriate wave 5 interventions.</li> <li>• HOH to arrange meeting with parents.</li> <li>• HOH, Principal, and parents to hold meeting and complete GR5 meeting using proforma.</li> <li>• HOH, Principal, and parents to hold an 8-week review meeting.</li> </ul>  | Wave 5 interventions |

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| Graduated<br>Response Stage 6 | 45 days suspension | <p>At stage 6 of the GRP a student will have reached the limit for fixed term suspensions in one year and is therefore automatically permanently excluded from Great Western Academy</p> <p>The local authority will be notified. Work will be set by the academy for the first 5 days and then full-time education will be provided by the Local Authority from the 6<sup>th</sup> day.</p> |
|-------------------------------|--------------------|--|