



SIR WILLIAM ROBERTSON ACADEMY

Behaviour Policy October 2025

Version Control

Owner	Revision no.	Revision Date	Effective From	Distribution	Approved by	Revision Date
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Version	Date	Summary of Changes
V2.00	01.10.2025	Page 7 Updated Definition of Prejudice-based and discriminatory bullying. Added: harassment which undermines or targets the protected characteristics including homophobia, biphobia and transphobia Page 7/8 Serious unacceptable behaviour now includes: Using objects offensively, Sexual misconduct, Inappropriate use of social media and Abuse relating to disability Page 8 Low level behaviour now includes non-completion of training Page 9 Details of relational curriculum added Page 14 Section on Physical intervention: new first paragraph added Page 15 Section on Removal from classroom updated Page 16 Detentions can be given for repeated failure to complete homework. Page 17 Section on Prohibited items, searching students and confiscation updated Page 23 New sections on Off Site Direction & Provision (OSD) and Specific Separation Order (SSO) added.

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Statement of intent

Sir William Robertson Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour through our curriculum including our relational curriculum.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

Legal framework

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

➤ [Behaviour in schools: advice for Headteachers and school staff 2024](#)

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [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](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#);
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'.

This policy operates in conjunction with the following school policies:

- Relationships and Sex Education Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Use of Physical Intervention Policy

- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Drug and Substance Misuse Policy
- Anti-bullying Policy.

Roles and responsibilities

The Local Committee will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health leads will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with SEMH needs.

The Deputy Headteacher and Pastoral Team will be responsible for:

- Collaborating with the governing board, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour provision in the school.

- Undertaking day-to-day responsibilities for the operation of the behaviour policy to support students.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENDCO, the Pastoral Team and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning students who display poor levels of behaviour.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Prejudice-based and discriminatory bullying** – harassment which undermines or targets the protected characteristics including homophobia, biphobia and transphobia
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Using objects offensively
- Sexual misconduct
- Inappropriate use of social media
- Abuse relating to disability
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Non-completion of homework

- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “persistent disruptive behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Our Relational Curriculum

We have the highest expectations of our learners: Our students play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and our students actively support other learners and the school. Sir William Robertson Academy students consistently have highly positive attitudes towards staff and one another and make a highly positive, tangible contribution to the life of our school.

Our core values of Kindness, Achievement, Involvement, Creativity and Critical Thought, Responsibility and Resilience underpin how these standards fit into our Relational Curriculum in which the school sets out both our basic expectations and those that we Aspire to for every student. These mirror the unconditional positive regard our staff demonstrate towards our students.

Sir William Robertson Academy and this policy seeks to sanction students who fail to meet these basic expectations and reward those who work towards our Aspirations.



SIR WILLIAM ROBERTSON ACADEMY

SWRA Students – Relational Curriculum NO BORDERS, JUST HORIZONS
Kindness SWRA students value each other's individuality and needs
Understand staff commitment to them and respond by valuing them as people Respect each other and staff and encourage other learners to do the same – off or online Value our community and add value Use kind language and challenge those who do not Celebrate community and individuality
Achievement SWRA students are the best they can be
Don't disrupt lessons and place great importance on everyone's learning Know their strengths and focus on their areas for development Take ownership of their learning and learn independently Strive for excellence and support the ambitions of others
Involvement SWRA Students lead each other in our Houses and our School
Join clubs, go on trips, try new things and represent their school when they are able Work well in teams and groups and encourage their peers Attend school every day they can and make each count Know and model the expectations of the classroom
Creativity and Critical Thought SWRA students engage fully in a broad and ambitious curriculum
Take interest in others' points of view and enjoy challenge Ask questions and apply their understanding to what they learn Appreciate beauty and enjoy making art Learn from history but focus on the future
Responsibility SWRA students aren't afraid to share information which keeps others safe and happy
Acknowledge the importance of their own well-being and support the well-being of others Look after our school environment and expect everyone to do the same Don't drop litter and pick up the litter they see Remember their equipment, wear their uniform and take responsibility if they don't Respect the protected characteristics and nurture, value and celebrate difference
Resilience SWRA students don't give up easily
Attend and stay in all lessons and arrive prepared to learn on time Motivate themselves and others and are persistent in the face of difficulty Model restorative language and take steps to resolve conflict

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral team will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Staged approach to Behaviour Management

Sir William Robertson Academy follows a staged approach to behaviour management:

Stage 1	Stage 2	Stage 3	Stage 4
A Stage 1 sanction is issued to a student who is disrupting the learning in classroom. The Teacher or, for Stage 1s a Teaching Assistant, will highlight what is wrong and the student must immediately stop disrupting learning. Stage 1 sanctions are not recorded and if the student follows the principles of the Relational Curriculum for the rest of the lesson no further action is taken. Teachers may warn groups of students with Stage 1 when behaviour is not individual. This informal warning supports all learners to refocus and avoid receiving an individual Stage 2.	A Stage 2 sanction is issued when a student continues to disrupt learning after being issued a Stage 1 warning. Staged 2 sanctions are recorded on the school Information Management System. Parents will be able to see this through the My Child at School parent app (MCAS). The number of Stages issued is monitored by the Pastoral Team. If the child continues to receive Stages, further support/action will be taken. This may take the form of a Subject / Pastoral report and a meeting with parents.	If a student continues to be disruptive the teacher will issue a Stage 3 sanction which they will record on the School's Information Management System. The student will be removed from the lesson to work in the neighbouring classroom. They will be given work which must be completed in silence. The student will be issued a lunchtime Detention by the Department and the teacher will contact home. The number of Stages issued is monitored by the Pastoral Team. If the child continues to receive Stages. Further support/action will be taken. Continued disruption may lead to a Aspire Support Plan and Local Authority Pastoral Support Planning on a path to Exclusion	If following a Stage 3 removal, a student continues to be disruptive they will be issued a Stage 4 sanction. Alternatively, a teacher may issue a Stage 4 for any serious breach of the school's expectations e.g. abusive language, bullying, discrimination, refusal etc. For serious incidents, further action will be taken depending on the circumstance (this may include Suspension or Exclusion) When a Stage 4 is issued, the student will be removed by SLT / HoY and will work in Reflection. The Head of Year will use the school's email system to contact home and the student will attend the next lunch-time detention. Continued disruption may lead to a Aspire Support Plan and Local Authority Pastoral Support Planning on a path to Exclusion

Following repeated or serious instances of unacceptable behaviour, the following sanctions will be implemented:

- The Headteacher will consider whether the student should be placed in Reflection, Internally Suspended or Suspended, in line with statutory Department for Education Guidance on School Suspensions and Permanent Exclusions. The Headteacher will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.
- Where a student is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

- Where SEND is not identified, but the Headteacher determines that support is still required for the student, an Individual Behaviour Plan may be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- External Behaviour Support
- Aspire Support Plans
- Alternative Provision
- Engagement with local partners and agencies.

- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, which goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all students.

Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long periods
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
 - Adjusting uniform requirements for a student with sensory issues or relevant medical condition
 - Training for staff in understanding autism and other conditions.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

When student behaviour presents a serious danger of them causing significant harm to themselves, others, or to property, or there is a major threat to good order, staff may need to take physical control until such time as the student is able to take back control for themselves. This is completely in line with guidance from the Department for Education which can be found on the website: [DfE advice template](#)

Any violent or threatening behaviour will not be tolerated by the school and may result in a Suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for a Suspension in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove students from the classroom for a limited period, at the instruction of a member of staff.

Our Reflection Room is:

- In an appropriate area of the school
- Stocked with appropriate curricular physical and online resources
- Suitable to learn and refocus
- Supervised by trained members of staff and qualified teachers
- Not an area to 'isolate' students. Sir William Robertson Academy does not use Isolation Booths. Our space is a quiet, classroom with appropriate breaks when students may communicate and where staff model the respectful, reflective behaviour we expect from students.

The school will only remove students from the classroom where absolutely necessary and for the following reasons:

- To respond to persistently disruptive behaviour and allow time to arrange the meetings and intervention which support students back into the classroom.

- To investigate or respond to a serious incident. The time investigations take may vary and in some cases students may be asked to remain in Reflection for a period of time in excess of a single day.
- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm in a safe space
- To provide learning outside the classroom for students who are persistently failing to meet the school's reasonable expectations.

The school will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the student is not removed from the classroom any longer than necessary.

Students will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

Our Teachers and Department Leads set short detentions at breaks and lunches in response to Stage 3s and more minor disruption. These are arranged with the students themselves, housed in Departments and communicated home by teachers.

These 'Redlist' Detentions occur only at lunchtime and last thirty minutes - after which students have ample time to eat. These are communicated home by email and are given for:

- Poor behaviour outside lessons;
- Stage 4s in lessons;
- Failure to meet basic expectations around equipment, uniform and punctuality;
- Repeated failure to complete homework.

When students accrue several of these Detentions, the Head of Year may choose to escalate these to a limited period in Reflection.

Lateness

Sir William Robertson is set on a small, rural site and it is possible to walk from one end of the buildings to the other in far less than five minutes. We place great importance on punctuality as students who arrive to lessons late not only delay their own learning but that of the rest of the class. Consequentially, a lunchtime detention is issued for students who are more than five minutes late to a lesson. Late passes are issued when staff conversations make students late and our teachers are contextual in their application of the expectation – we don't issue late marks for whole classes made late by the previous lesson for example. Students who feel they have been awarded a late mark in error should speak with their Head of Year during the breaktime before the lunchtime detention.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials or nicotine products to school, including electronic cigarettes.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching students and confiscation

Headteachers and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or - To damage the property of any person, including the student themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters

- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

In addition, the following items may be confiscated

- Non-uniform items worn as uniform
- Mobile phones used without permission
- Items brought to site likely to interfere with the everyday, safe running of the school

Prohibited items such as these are the legal property of parents and Sir William Robertson Academy reserves the right to return them to parents and not students within a reasonable time frame. Non uniform items which are not prohibited will be returned to the students themselves at the end of the day in the first instances and in two weeks time in all further instances.

All members of staff can use the power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfE's [Searching, screening and confiscation in schools - GOV.UK](#) when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected demonstrate a commitment to our values as represented by our Relational Curriculum and:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.

- Report unacceptable behaviour.
- Show respect for the school environment.

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised. All rules outlined in the classroom rules agreement are applicable to students' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that students understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

Our Aspire Values are applicable in all situations in school and underpin our rewards and our behaviour curriculum.



The school supports a merit system which is linked to the school's Aspire Vision of 'No Borders, Just Horizons' and students are awarded Aspire Cards for demonstrating these values. Multiple Aspire Cards, or instances of excellent effort/achievements are recognised through Aspire Bands which are converted to Badges and distributed through Tutors once swapped for queue jumps and treats. Students can achieve House Points for demonstrating any of our six values. Reward Assemblies every half term recognise these achievements.

KINDNESS	ACHIEVEMENT	INVOLVEMENT	CREATIVITY & CRITICAL THOUGHT	RESPONSIBILITY	RESILIENCE

The school will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group
- Aspire Bands
- Queue jumps and treats.

Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online. Particularly, when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school can impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school

premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously.

Off Site Direction & Provision (OSD)

Off Site Provision In cases where interventions and support have not been successful the Academy have the right to direct a student to an offsite alternative provision or other mainstream school. During this time the student will be dual registered. The placements will be time limited with review points to establish next steps. This will be completed in line with DfE guidance.

Specific Separation Order (SSO)

The school may deem it necessary to direct students to allocated areas of the school site during 'free time' or to insist that they do not travel on specific bus routes for periods of time when a student's behaviour dictates the need for this either alone or in the context of group of students whose choices together are anti-social or disruptive.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed regularly by the Deputy Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026.