Behaviour for Learning, Suspension and Exclusions Policy

Version control	
Behaviour Policy 2026-09-01	Reviewed for academic year 2026/2027

Behaviour Policy

This policy is a statement of the aims, principles and strategies for positive behaviour. It lays the foundation upon which our attitudes, respect and conduct towards one another are based, and should be read in the context of all our other policies.

At Jewell Academy we expect and demand high standards of behaviour from all members of our school community. We work with children to help them develop self-discipline and self-respect. When pupils start at Jewell Academy, they and their parent/carer are asked to sign our behaviour contract, agreeing to abide by the Jewell Academy rules of **Safe, Ready and Respect** and our Code of Conduct.

Management of Learning

Our high expectations for behaviour are applied consistently across the academy by all adults, using the clear system of rewards and sanctions set out below.

Systems used to support positive choices

- All classrooms display the class charter and the academy rules (Safe, Ready and Respect).
- All classrooms display the academy's behaviour ladder.
- Achievable targets are set for individual children and achievement is acknowledged.
- WE ARE FANTASTIC promotes a collaborative class approach to making good choices.
- All adults apply the Behaviour Policy consistently.

Positive choices are recognised through: verbal praise directed at positive learning; house points; sharing achievement (within the class, with the Principal, other classes, in assemblies and with families); raffle tickets; and Principal Awards.

Each class has a behaviour ladder displayed in the classroom. Each pupil has a named peg and moves it up or down a stage, as appropriate. The aim is to capture children making the right choices as soon as possible, so that movement is positive and reward is quick.

Reward stages

- Gold — a raffle ticket for the weekly prize draw.
- Class reward for completing the lettering 'We Are Fantastic'.
- Principal Award — for excellent work, a home learning project, or a contribution to school life.
- Badges are earned on Principal Awards per year: 3 = Bronze, 6 = Silver, 9 = Gold, 12 = Platinum.

Sanction stages

- Orange — verbal reminder, with the expectation that the pupil makes the right choices and moves back up the ladder.
- Red (persistent low-level behaviour) — restorative time with a senior member of staff.
- Serious behaviour — SLT become involved and the child leaves the classroom for a calm space with SLT. Parents are informed and, if necessary, an Individual Behaviour Plan (IBP) and Risk Assessment (RA) are written with the child and shared with parents.

Examples of low-level disruption — Orange/Red (Arbor levels 1–2, not exhaustive): calling out; talking over an adult or child; not listening; refusal / non-compliance / defiance; moving around the room without permission; talking in assembly; running indoors; minor playtime incidents; inadequate work completed; damage to property.

Examples of serious behaviour — SLT Amber Call (Arbor levels 3–5, not exhaustive): absconding; verbal abuse; physical abuse (assault/fighting); trashing the classroom; spitting; bullying and threatening behaviour; racism; homophobia; a harmful sexual incident; swearing and inappropriate language; biting; theft; smoking/vaping. Where possible, a member of the Year Group team supports the child first; if there is no change, SLT attend in response to an Amber Call.

Where pupils display persistent poor behaviour, an IBP and RA with strategies and targets are introduced and monitored by the class teacher(s) and SLT. Behaviour is logged on Arbor and, where appropriate, shared with relevant professionals (e.g. Educational Psychologists, behaviour support teams). Behaviour is communicated with parents, and a home–school communication book may be used where daily contact is helpful.

Non-negotiable behaviours

Some behaviours are never acceptable at Jewell Academy and are dealt with immediately, without a warning. Non-negotiable behaviours include:

- Refusing to follow instructions
- Throwing objects
- Swearing

- Intentionally hurting others
- Derogatory comments about any of the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

Where a pupil displays a non-negotiable behaviour, staff respond straight away in line with the serious-behaviour stage above: the pupil is expected to leave the classroom for a calm space with SLT, the behaviour is logged on Arbor, and parents are informed.

Upper Key Stage 2 — Prepared for Learning Cards

The behaviour system is adapted for Year 5 and 6: each child is issued with a **Prepared for Learning Card** each half term. This encourages older learners to take greater ownership of their learning and behaviour, and mirrors the systems used by the secondary schools they move on to, aiding transition.



Positive behaviour

When a child displays positive behaviour, they are awarded house points and write the issuing adult's initials on their card. At certain thresholds, they receive rewards of increasing value:

Reward	Y6 house points	Y5 house points
Golden Ticket — entered into a half-termly prize draw	40	30
Principal Award	80	60
30 minutes of free time	120	90

Negative behaviour

Strikes are issued for negative behaviours. For **persistent low-level disruption**, a learner first receives a verbal reminder; if it continues, their card is taken as a final warning; if it persists, a strike is issued (the adult records the date and behaviour type and signs the card). Two strikes in a morning or afternoon results in an internal exclusion.

- **Uniform —** a strike is issued for substandard uniform by choice (shirt untucked, no tie, incorrect footwear). Spare uniform is always offered before a strike is issued for lost items.
- **Missing home learning —** a strike is issued where home learning is not completed without mitigating circumstances.
- **Serious breaches —** warrant an immediate strike with no warning or, if necessary, an instant internal exclusion.

Detentions

Teachers may issue detentions, including same-day detentions. Parental consent is not required for out-of-hours detentions meeting the statutory conditions, though parents are usually informed. Pupils always have reasonable time to eat, drink and use the toilet, and staff first consider the pupil's safety, caring responsibilities and journey home.

For every five strikes, a child receives a detention of increasing severity. This resets at the end of each half term.

Detention	Year 6	Year 5
1	30-minute after-school detention	Lunchtime detention with Phase Lead
2	45-minute after-school detention	Lunchtime detention + parent meeting with Phase Lead
3	60-minute after-school detention	Lunchtime detention + parent meeting with SLT

Uniform

All pupils are expected to wear the correct academy uniform, as set out in the academy Uniform Policy, which is available on the academy website. A uniform infringement is treated as a behaviour infringement and is dealt with in line with this policy (for Years 5 and 6, this may result in a strike, as set out above). Spare uniform is always offered before a sanction is issued for a lost item.

Complaints regarding uniform costs, availability, or discrimination should be raised in accordance with the Academy's standard Complaints Policy, which can be found on our website.

Play and lunchtimes

The policy applies consistently at play and lunchtimes; duty staff follow up and record incidents on Arbor. Pupils may be directed to a structured play or lunch club — not as a punishment, but to allow quieter play and restorative conversations that promote positive behaviour.

Mobile phones

Jewell Academy is a phone-free environment. Phones and smart devices (e.g. smart watches) must not be used during the school day and must be handed in at the start of the day and collected at the end. Breaches are sanctioned in line with the behaviour ladder, and the device is held securely until home time. Reasonable adjustments are made for genuine medical or SEND needs. This section should be read alongside the DfE guidance 'Mobile phones in schools'.

Smoke-free site

Jewell Academy is a smoke-free zone. Smoking and vaping are not permitted anywhere on the academy premises, or at the academy gates, by any pupil, member of staff, parent/carer or visitor. Tobacco, cigarettes and vapes are prohibited items and may be confiscated (see 'Searching, screening and confiscation' below).

Behaviour outside the academy and online

The academy may sanction misbehaviour off-site where reasonable — for example, travelling to and from school, in uniform, on school activities, or where conduct affects another pupil or the academy's orderly running or reputation. The same standards apply online as offline; inappropriate online behaviour is dealt with in the same way, and any online safeguarding concern is referred to the designated safeguarding lead.

Sexual harassment and sexual violence

We do not tolerate sexual harassment (e.g. sexist comments, jokes or inappropriate messaging) or sexual violence. All staff and pupils call out and report such behaviour. Every report is taken seriously, recorded, and referred to the designated safeguarding lead (or deputy), who leads the response and risk-assesses each incident in line with Part 5 of Keeping Children Safe in Education. We support the victim, educate the perpetrator, inform parents, and involve the police / Safer Schools team where appropriate. Our RSE curriculum teaches healthy, respectful relationships. See the Safeguarding Policy for full detail.

Searching, screening and confiscation

The Principal and SLT have a statutory power to search a pupil and their possessions, with consent or (with reasonable grounds) without it, for prohibited items — including weapons or sharp objects, alcohol, illegal drugs, stolen items, tobacco/vapes, fireworks, phones not handed in, and any item likely to be used to cause harm, commit an offence or damage property. Searches are same-sex with a witness where practicable and require the removal of outer clothing only. Staff may confiscate and dispose of prohibited or harmful items and inform the police where appropriate; parents are informed where alcohol, drugs or harmful substances are found. Conducted in line with DfE guidance 'Searching, screening and confiscation'.

Reasonable force and positive handling

Trained staff may use reasonable force (no more than is needed) as a last resort, only after de-escalation, to prevent injury, damage or an offence, or to maintain good order — in line with a pupil's Behaviour Management Plan/Risk Assessment or in an emergency, taking account of any SEND, medical or mental health needs. Every use is recorded, logged on Arbor, reported to the behaviour lead and notified to parents in writing. Read alongside the Positive Handling Policy and DfE guidance 'Use of reasonable force in schools'. **Corporal punishment is illegal in all circumstances.**

Where staff suspect a criminal offence, the academy makes an initial assessment, preserves evidence and reports to the police and children's social care as appropriate, led by the designated safeguarding lead, taking care not to interfere with any police investigation.

Preventing exclusion

Before considering exclusion, we use preventative measures. Off-site direction (a temporary placement at another setting to improve behaviour, arranged by the Regional Board) and managed moves (a voluntary, permanent transfer agreed by all parties) may be used where in-school support has not succeeded, in line with statutory guidance and with parents kept informed. The academy may also, exceptionally, separate pupils on safeguarding grounds (not a disciplinary exclusion), led by the designated safeguarding lead.

Suspension and permanent exclusion

If a pupil displays dangerous behaviour, the Principal may suspend or exclude with immediate effect, bypassing the steps above. Suspension is always a last resort.

Only the Principal (or, in their absence, the Executive Principal, then the Vice Principal) can suspend or permanently exclude a pupil, and only as a last resort in response to serious or persistent breaches of this policy where allowing the pupil to remain would seriously harm the education, safety or welfare of others. Decisions are made on the balance of probabilities and take account of the pupil's age, understanding and any SEND.

The academy follows the DfE statutory guidance 'Suspension and permanent exclusion from schools' (the version in force from 26 July 2026) and the Aspirations Academies Trust exclusions procedure. Parents are notified in writing on the day — including the reason, the length of any suspension (up to 45 school days a year), their duty for the first five days, and their right to make representations to the Regional Board. Work is set for the first five days; suitable full-time education is arranged from the sixth day of a longer suspension or a permanent exclusion. Where the Regional Board upholds a permanent exclusion, parents may request an independent review panel. Social workers and the Virtual School Head are notified where relevant.

Following any suspension, the pupil and a parent/carer attend a reintegration meeting with SLT to agree how the pupil will be supported on return, with SENCO advice where needed. A copy of the full suspension and exclusion procedure is available from the academy office.

Definitions: a suspension (fixed-term exclusion) is the temporary removal of a pupil; a permanent exclusion means the pupil may not attend unless reinstated. A 'school day' is any day with a school session (INSET days do not count).

Parent, carer and adult behaviour

The Code of Conduct applies equally to parents/carers, staff, LA and AAT officials, and visitors when on the school site.

SEND

Some children with SEND or additional needs need alternative or bespoke behaviour support, as set out in their EHCP, behaviour plan or the academy SEND and Inclusion Policy. When a pupil with SEND misbehaves, the academy considers the behaviour in relation to their needs (though not every incident will be connected to SEND) and uses the graduated approach (assess, plan, do, review). We make reasonable adjustments under the Equality Act 2010, use our best endeavours under the Children and Families Act 2014, and secure any EHC plan provision. We anticipate triggers and put support in place (e.g. movement breaks, adjusted seating or uniform). Having SEND does not automatically exempt a pupil from a sanction, but we always consider whether the SEND contributed and whether the sanction needs adjusting.

Monitoring and review

SLT continually monitor behaviour for patterns, keep in regular contact with parents, and treat behaviour as a standing item in staff and Regional Board meetings. Aspirations leaders review behaviour termly. Individual Behaviour Plans are reviewed regularly with staff, parents, children and outside agencies. This policy is reviewed annually.

Communication and related policies

This policy is published on the academy website and communicated to parents, staff and pupils at least annually. We do not tolerate bullying in any form (including online). It should be read alongside the Safeguarding Policy (including KCSIE), SEND and Inclusion Policy, Anti-Bullying Policy, Online Safety Policy, Uniform Policy, Complaints Policy, Positive Handling Policy and Home School Agreement.

Appendix One — Home School Agreement

The Home School Agreement is issued and signed on entry to the academy and is reproduced in full below. Copies are also available from the academy office and website.

Home School Agreement September 2026

As a school we will do our best to:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behaviour so we can maintain a safe environment for all children
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set homework that supports the delivery of the curriculum and mark it where appropriate

- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through newsletters, text, email and the school website
- Encourage good attendance and address any concerns with parents or carers where necessary

Parents/carers – I will do my best to:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings their PE kit to school where necessary
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure that my child completes their homework on time, and raise any issues that my child has with their teachers
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read all communications sent home by the school and respond where necessary

Pupils – I will do my best to:

- Arrive at school on time and ready to learn
- Try my best to do my work and ask for help if I need it
- Wear the correct school uniform and PE kit to school when I need it
- Bring all the equipment I need each day
- Be friendly and caring towards other children and adults and promote the six learning skills
- Listen to instructions from the adults at school and follow the school rules
- Do my homework and bring it back to school on time
- Look after the school equipment and be respectful of the school environment

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Home School Agreement September 2026

Please sign and return this slip to your child's class teacher.

Pupil name: _____

Class: _____

Parent/carer signature: _____

Pupil signature: _____

Date: _____