



# BEHAVIOUR FOR LEARNING

January 2026

Passmores Academy  
Part of the Passmores Co-operative Learning Community

# Behaviour for Learning Policy

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**Approved by Local Governing Body:** TBC

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# Behaviour for Learning: Rewards and Discipline

## Vision and Values

At Passmores Academy, all young people are supported to enjoy learning, achieve highly, and develop as confident individuals and responsible citizens. We value diligence, self-discipline, good manners and consideration for others, aiming to nurture well-rounded students prepared for lifelong learning and success.

We celebrate the achievements of our whole community and prioritise positive, supportive relationships so that everyone feels valued, safe and secure. Our work is guided by the Essex Trauma Perceptive Practice framework, promoting emotional wellbeing through a compassionate, relational approach.

Respect, fairness, belonging, compassion and kindness underpin everything we do.

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## Aims of the Policy

This Behaviour for Learning Policy supports the Academy's commitment to high standards of behaviour, personal development and positive learning attitudes. It promotes calm, respectful learning environments, supports the development of self-discipline and responsibility, and ensures behaviour systems are applied consistently and fairly.

The policy sets clear expectations, recognises positive behaviour, outlines proportionate responses to misbehaviour, and ensures students understand unacceptable conduct, including bullying, discrimination and sexual harassment, in line with statutory guidance and safeguarding duties.

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## Introduction

This policy focuses on developing self-discipline and positive behaviour so that all students can learn effectively and feel safe in calm, orderly environments. Clear expectations, consistent routines and fair, proportionate rewards and sanctions support students to reflect and make positive choices.

Creating a safe and inclusive community is a shared responsibility, with all individuals treated with dignity and respect in line with the Equality Act 2010. Positive relationships are prioritised, recognising behaviour as communication through a Trauma Perceptive Practice approach.

The Academy maintains a welcoming, purposeful and orderly environment, with respect for facilities, presentation and shared spaces expected of all.

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## Legislation and Statutory Guidance

This policy is informed by current legislation and statutory guidance, including: - *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2024) - *Searching, Screening and Confiscation* (DfE, 2022) - *The Equality Act 2010 - Keeping Children Safe in Education* (DfE, 2025) - *Suspensions and Permanent Exclusions Guidance* (DfE, 2024) - *Use of Reasonable Force in Schools* (DfE, 2015)

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## 1. Behaviour Principles

Behaviour at Passmores Academy is guided by the following principles: every student has the right to feel safe and learn without disruption; high expectations are supported by clear routines; discrimination, harassment and violence are not tolerated; staff model positive behaviour; rewards and sanctions are applied consistently; students are supported to take responsibility for their actions; suspensions and exclusions are used only as a last resort; and families are involved in behaviour matters. Expectations are taught explicitly, with clear warnings and proportionate consequences for unacceptable behaviour.

### Levels of Consequence

1. Verbal reminder and/or warning
  2. Departmental detention (S30), issued by subject staff
  3. Centralised detention (C60) or Leadership detention (L90)
  4. Additional consequences or targeted support, including On Call, loss of break or lunch, alternative provision, SLT Zone, managed moves, TATE, Firebreak or suspension
  5. Governors' Panel warning, potentially leading to permanent exclusion
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## 2. Rewards

The Academy consistently recognises positive behaviour, effort and attitudes to learning through a structured rewards system that promotes high expectations and a positive behaviour culture.

Rewards celebrate academic achievement, positive conduct, attendance, and contribution to the Academy and wider community. These include Passmores Points, All Star Champion Tickets, certificates, awards, badges, letters or calls home, tickets, attendance incentives, Principal's commendations, Jack Petchey Awards and leadership roles. Many rewards carry points that can be redeemed for prizes.

### Trips and Enrichment

Participation in trips and enrichment activities is a privilege. Access is based on behaviour, conduct and attitudes, reinforcing personal responsibility and high standards.

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## 3. Student Support and Interventions

Support is coordinated through the Inclusion Panel, which meets weekly. Provision may include: - Learning mentors and Access Centre support - Emotional literacy, anger management and wellbeing programmes - Counselling and external agency support - Reports and mentoring with Tutors, Heads of House or Senior Leaders - One Plans and SEND support - Careers guidance and enrichment

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## 4. Unacceptable Behaviours

Behaviour that may result in sanctions includes, but is not limited to: - Disruption to learning or routines - Poor attendance, lateness or truancy - Failure to complete work or attend detentions - Incorrect uniform or lack of equipment - Misuse of technology or social media - Discriminatory language or behaviour - Bullying, harassment or intimidation - Theft, vandalism or damage to property - Verbal or physical aggression - Smoking, vaping or possession of prohibited items - Sexual harassment or sexual violence

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## 5. Prohibited Items

Prohibited items include: - Weapons or items likely to cause harm - Alcohol, drugs, solvents and illegal substances - Vapes, tobacco and ignition devices - Pornographic or extremist material - Stolen items

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## 6. Report Systems

Reports support behaviour improvement and accountability. They may be used following incidents, suspensions or emerging concerns. Reports may be overseen by Tutors, Pastoral Leaders or Senior Leaders, with parental involvement expected.

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## 7. Bullying

Bullying is defined as repeated, intentional harm involving an imbalance of power. It will not be tolerated. Forms include physical, emotional, verbal, sexual, discriminatory and cyber-bullying. Further details are outlined in the Anti-Bullying Policy.

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## 8. Suspensions

Suspensions are a serious sanction used only for significant breaches of the Behaviour for Learning Policy or where a student's presence would harm others. They are authorised by the Principal in line with DfE guidance, with parents/carers informed promptly and a reintegration meeting required. Work is provided via Edclass.

Suspensions may result from behaviours such as assault, abuse, bullying, discrimination, harmful sexual behaviour, endangering others, possession of inappropriate items, or persistent non-compliance. Permanent exclusion is considered only in exceptional cases, with each case reviewed individually.

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## 9. Roles and Responsibilities

### The Principal

Responsible for policy implementation, staff training, consistency, safeguarding alignment and monitoring impact.

### Staff

Responsible for modelling expectations, maintaining calm environments, applying the policy consistently and supporting individual needs.

### Parents and Carers

Expected to support behaviour expectations, communicate concerns and work in partnership with the Academy.

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## 10. The Behaviour Curriculum

Behaviour expectations are explicitly taught through routines, induction and ongoing reinforcement, with regular feedback and support to help students meet Academy standards. The behaviour curriculum defines and models successful behaviour, ensuring it is taught consistently across the school community.

Its purpose is to promote consistency, high expectations, compassion and kindness, respect, fairness and belonging, while encouraging students to take responsibility for their behaviour and understand consequences. Through modelling, practice and recognition, positive behaviours become habits that benefit students and the wider school culture.

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## 11. Mobile Phones

See the Personal Electronic Devices Policy (2024–2025).

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## 12. Responding to Behaviour

### Classroom Management

All staff are responsible for creating calm, orderly learning environments with clear routines, high expectations and positive relationships. They greet students, teach and reinforce routines, communicate expectations consistently, recognise positive behaviour, address low-level disruption promptly, and use positive reinforcement and de-escalation strategies.

### Safeguarding

The Academy recognises that changes in behaviour may indicate unmet needs or safeguarding concerns. Where behaviour raises concern that a student may be at risk of harm, staff will follow the safeguarding and child protection policy and consider early help or referral to external agencies.

### Responding to Misbehaviour

When behaviour falls below expectations, staff respond calmly, consistently and proportionately, supporting reflection and improvement. Students are treated fairly, with reasonable adjustments for personal circumstances or SEND. Parents are informed of after-school detentions in line with the Education Act 2011.

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## 13. Confiscation and Searches

Searching and confiscation are conducted in accordance with DfE guidance to ensure the safety and wellbeing of all members of the community.

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## 14. Power to use reasonable force

In line with DfE guidance, school staff may use reasonable force to safeguard pupils. Reasonable force means using the minimum physical intervention necessary to prevent injury, offences, property damage, or to maintain good order and discipline.

The Headteacher and authorised staff may also use reasonable force when carrying out searches without consent for prohibited items such as weapons, drugs or stolen goods, but not for other banned items. When considering its use, staff must take account of individual pupil vulnerabilities, including SEND, mental health or medical needs.

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## 15. Off-site and Online Behaviour, Suspected Criminal Behaviour, Sexual Harassment and Sexual Violence

Behaviour that occurs off-site or online, including on social media, may be addressed by the Academy where it has a direct impact on the safety, wellbeing or orderly running of the school, or where it involves safeguarding concerns.

Allegations or incidents involving suspected criminal behaviour, sexual harassment or sexual violence are managed in line with statutory guidance, including *Keeping Children Safe in Education*, and the Academy's safeguarding policies.

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## 16. Responding to Misbehaviour from Students with SEND

Passmores Academy fulfils its duties under the Equality Act 2010 and SEND Code of Practice by supporting students with SEND to meet behaviour expectations. While high standards apply to all, responses to behaviour take account of individual needs, barriers and reasonable adjustments, recognising that behaviour may be a form of communication.

### Key Principles

- Students with SEND are not disproportionately sanctioned due to unmet needs or a failure to make reasonable adjustments
- Staff consider whether behaviour is linked to a student's SEND, mental health or emotional wellbeing
- Consistency is balanced with flexibility to ensure fairness and inclusion
- Sanctions are not used as a substitute for support

### Support and Reasonable Adjustments

When a student with SEND displays behaviour below expectations, staff will consider whether it reflects identified needs, whether reasonable adjustments are effective, and whether further support is required. Support may include adapted routines or expectations, individual behaviour plans, access to low-stimulation spaces, increased pastoral or key adult support, and referral to the Inclusion Panel or external agencies.

### Sanctions and SEND

Sanctions, where used, will be proportionate, consider individual needs and context, and be supported by restorative conversations and clear guidance. Where repeated sanctions indicate unmet SEND needs, support and provision will be reviewed.

### Monitoring and Review

Senior leaders regularly monitor behaviour data for students with SEND to identify patterns, review support effectiveness, and inform training, provision, and policy. Parents/carers and relevant professionals are involved in refining support.

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## 17. Removal from classrooms

Removal is a serious sanction requiring a pupil to spend a limited time out of class under supervision, ensuring learning continues. It is used only when necessary, typically after other strategies have been tried, unless behaviour is extreme. Sanctions must always be proportionate and consider any relevant individual circumstances.

## 18. Managed moves

A managed move may be used to permanently transfer a pupil to another mainstream school. Temporary moves to support behaviour follow DfE off-site direction guidance. Managed moves and off-site directions are only used in the pupil's best interest.

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## 19. Preventing recurrence of misbehaviour

Early interventions help pupils manage behaviour and reduce suspensions, including teaching expectations, providing proactive support (often outside the classroom), and tailoring support to individual needs, including SEND. Systems alert staff to persistent, worsening, or sudden behaviour changes. Interventions may include parental engagement, mentoring, behaviour plans, and local agency support for issues like anger, resilience, or social skills.

Support follows a graduated response to assess, plan, deliver, and review provision. Pupils with EHCPs may require early local authority contact or emergency plan review. Multi-agency assessment is considered for serious concerns.

After sanctions, restorative strategies help pupils understand and improve their behaviour through discussions, reflection, parental or agency contact, staff inquiries, external investigations, and reviewing behaviour support. Designated staff are trained, and interventions often support wider wellbeing and mental health.