



GREENWOOD ACADEMIES TRUST

Skegness Academy Behaviour Policy

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1. Aims

Skegness Academy aims to be a school:

- where every student is put on the path to a happy, successful, and fulfilling life ([UNICEF Article 3: Best interest of the child](#)),
- where teachers can effectively teach and students can effectively learn,
- where everyone is warm, welcoming, and friendly,
- and where all members of the school community feel safe.

In order for this aim to be realised, excellent attitudes towards learning, as well as good conduct and behaviour, are essential. Skegness Academy achieves this by establishing clear expectations and routines regarding student behaviour, as well as outlining how staff will respond when these behaviours are, or are not, demonstrated.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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 July 2026](#)
- [Restrictive interventions, including use of reasonable force, in schools July 26](#)
- [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](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Roles and Responsibilities

The governing board

The Trust Board, through the Education Directorate, is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Staff

Staff are responsible for:

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

The senior leadership team will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Students

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

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

4. Consistency

The Academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability

- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

Where negative behaviours are linked to a student's special educational needs or disability, reasonable adjustments will be made to ensure equitable treatment and support. This includes adapting routines, expectations, and responses to behaviour. These reasonable adjustments not only ensure that students with SEND are not disadvantaged and are appropriately supported in line with the Equality Act and SEND Code of Practice but a consistency of expectation in terms of outcome can be maintained.

5. Training

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

The academy's learning and professional development offer includes bespoke training and development in all areas of positive relationships and behaviour. In addition, training will be offered to support staff understanding of special educational needs, disabilities, or mental health difficulties and how these can affect a student's behaviour.

On-going support and training is provided to all early career teachers, as part of the Early Career Framework and offered to all colleagues whenever a refresher is requested or recommended.

To promote equity and reduce disadvantage for vulnerable learners, the academy will provide regular, targeted CPD focused on:

- Understanding and responding to SEND-related behaviours, including those linked to neurodivergence.
- Trauma-informed de-escalation strategies that prioritise emotional safety and dignity.
- Supporting students affected by trauma through compassionate, inclusive practice.
- Communication strategies for students with speech, language and communication needs

This training ensures staff are equipped to meet diverse needs and uphold our commitment to inclusive, safe, and supportive education

6. Expectations and Routines – The Skegness Academy Way

Start of the school day

- Students should line up in alphabetical order with their form group before 8.40am.
- At 8.40am, a member of staff will blow the whistle twice. After the whistle has been blown for the second time, students should be silent.

- Form tutors will check students' uniform and equipment. If a student's uniform and/or equipment does not meet the expectations, the student will be asked to report to the Year Team who will resolve the issue.

Assembly

- Students should walk in the hall in silence and in single file.
- Their form tutor will show them where they are to sit.
- Once seated, students should put their bags and coats under their chairs. Students should not have anything in their hands.
- During the assembly, students should sit up straight at all times and listen carefully to the member of staff delivering the assembly.
- Students should not disrupt the assembly by talking, trying to get the attention of another student or engaging in any other form of inappropriate behaviour.
- At the end of the assembly, students should leave the hall in the same manner as they entered it, namely, in single file and in silence.

Start of lesson

- Students should enter the room in silence.
- Students should take off their coats, get their equipment out and sit down ready to work.
- Once their teacher has asked students should complete the 'Do now' task that will be displayed on the board.
- Whilst students are completing the 'Do Now,' their teacher will call the register. When their name is being called, students should answer with 'Yes, Miss/Sir' or 'Here, Miss/Sir.'

During the lesson

- Students should always sit up straight and concentrate fully.
- Students should never disrupt the lesson in any way.
- Students should listen carefully to their teacher's instructions and follow them at all times.
- Students should complete all work to the highest standard.
- If a student wants to answer or has a question, they should put their hand up and wait patiently for the teacher to call on them. Students should not call out.
- When the teacher needs the students' attention, for example, when students are in the process of completing an activity, they will say '3, 2, 1 - STAR.' Students should follow this instruction immediately and give the teacher their full attention.

End of lesson

- Three minutes before the end of the lesson, the teacher will ask the students to pack up.
- Students should make sure they leave their workplace in a tidy manner.
- They should do this in silence and then stand behind their chairs, ready to leave the classroom.

Lesson changeover

- Students should walk on the left-hand side, directly to their next lesson.

Break/lunchtime

- Students should always behave in an orderly and safe manner.
- If a student wants to buy food or a drink, they should join the queue.
- Students should wait patiently and should not push or shove other students.
- All litter should be placed in the bin.
- If a staff member asks a student to pick up a piece of litter and put it in the bin, they should follow instructions immediately, even if the piece of litter might not be theirs.
- Boisterous (which includes running around), dangerous and unsafe behaviour, or any other behaviour that is likely to disrupt the orderly running of the school, is not allowed. In addition, students should not walk around in groups of more than six people.
- Eating is prohibited inside the school building. Students must only eat in the Bistro or outside.
- At the end of break time, students should go to their next lesson immediately.
- At the end of lunchtime, students should go to their year group zone and line up immediately.

Toilets

- Students should only use the toilet during break and lunchtime, and before and after school. Students should leave the toilet when finished; they should not loiter around.
- It is vital that students respect each other's privacy. Students should also keep the toilets free from litter and graffiti.
- If a student needs to use the toilet during a lesson, the teacher will call for the on-call staff member, who will then accompany the student to the toilet. This procedure is in place to maintain calm and orderly corridors during lesson time.

End of the school day

- At the end of the school day, students should leave the premises in an orderly manner.
- If a student has an afterschool club, they need to go to the appropriate place straight away.
- No students should loiter on school site at the end of the school day without a valid reason.
- When travelling on public transport, students should respect others' space and belongings. They must use appropriate language and voice levels as well as listen and respond politely to instructions given by members of the transport company.

Respect

- All students are expected to speak to all members of the staff in a respectful, pleasant and polite manner. Therefore, students should use the following whenever they are talking to a member of staff: > Sir/Miss > Please/Thank you > Excuse me
- Students should reply in full sentences.

- When a member of staff is speaking to a student, the student is expected to listen carefully.
- In addition, students should treat fellow students and other people they might come across on the way to and from school in a respectful and polite manner. Bullying, unkind comments and put-downs, even when meant as a joke, are not acceptable.
- Students should also treat the school environment and any equipment they are given with respect. This means they should not litter and must keep the school environment clean and graffiti-free.

7. Mobile Phones, Electronic Devices, Headphones and Earbuds

Skegness Academy recognises that mobile phones, smartphones, smart watches, headphones, earbuds (including AirPods), and other electronic devices are an established part of modern life for pupils, parents, staff, and the wider community. The Academy also acknowledges that mobile devices can play an important role in safeguarding pupils, particularly when travelling to and from school.

To support pupil safety while maintaining a focused learning environment, pupils are permitted to bring electronic devices onto the Academy site. However, all devices must be switched off upon arrival at the Academy and stored securely in the pupil's bag for the entirety of the school day. Devices must not be seen, heard, or used anywhere on the Academy site unless explicitly authorised by a member of staff.

The Academy operates a “**not seen, not heard, not used**” approach to mobile phones and personal electronic devices. This expectation applies at all times whilst pupils are on the Academy site and whenever they are representing the Academy or wearing Academy uniform.

Pupils must not use electronic devices to take photographs, make audio recordings, record video footage, or access social media involving other pupils, staff, or visitors without explicit permission.

Sixth Form

The Academy recognises that Sixth Form students are young adults who demonstrate the Academy's values and ethos. As a result, Sixth Form students are afforded additional privileges appropriate to their age and responsibilities. Mobile phones and electronic devices may be used by Sixth Form students in designated areas and in accordance with Sixth Form expectations and procedures.

Sanctions for Breaches of the Mobile Phone Policy

Failure to comply with the Academy's “**not seen, not heard, not used**” expectation will result in sanctions.

Any mobile phone or electronic device that is seen, heard, or used without permission will be confiscated. Parents/Carers will receive a text asking them to collect the item from the school office

Refusal to hand over a device when requested by a member of staff will be treated as a failure to follow a reasonable instruction and may result in an internal exclusion or other appropriate sanction.

Exceptional Circumstances

The Academy recognises that some pupils may require access to electronic devices to support the management of a medical condition, such as diabetes. In such cases, the use of the device will be permitted where this has been agreed in advance with Academy leaders and is supported by an appropriate medical plan. Use of the device must be limited to agreed purposes and locations.

Loss, Theft and Damage

Pupils bringing electronic devices onto the Academy site must ensure that they are switched off and stored securely in their bags upon arrival.

Pupils are encouraged to take reasonable precautions to protect their devices, including the use of passwords, PIN codes, and other security features.

The Academy accepts no liability for any electronic device that is lost, stolen, or damaged on Academy premises, during educational visits, whilst travelling to and from the Academy, or when attending Academy-related activities.

Any device found on Academy premises should be handed to Main Reception. Reasonable efforts will be made to identify and contact the owner.

8. Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Positive points

Behaviour	Credits	Responsible for logging
Excellent effort	1	Class teacher
Student of the lesson (1 student per lesson)	3	Class teacher
Excellent piece of homework	1	Class teacher
Being kind	1	Class teacher
100% attendance in one week	10	Form tutor
No negatives in one week	10	Class Charts
Phone call home	5	Class teacher
Postcard home	5	Class teacher

Fantastic Friday

Student of the week (3 students)	15	Head of Year
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100% attendance raffle	Bar of chocolate	Head of Year
No negatives in one week raffle	Bar of chocolate	Head of Year
Form with the highest attendance	Tub of sweets	Head of Year
Form with the least debits	Tub of sweets	Head of Year

Badges

Badge	Milestone	Responsible for awarding badge
Bronze	300	Head of Year
Silver	600	Head of Year
Gold	900	Head of Year
Platinum	1200	Head of Year

Half termly rewards

These rewards change regularly but may include:

- Domino's pizza treat
- Inclusion in a special lunchtime activity
- An offsite trip

9. Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment ([UNICEF Article 28: Access to education](#)), and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future. If a student has been suspended, the support to be put in place moving forward will be discussed at the reintegration meeting. ([UNICEF Article 12: Respect for children's views](#))

The table below outlines the potential consequences for negative behaviour. Please note that these consequences do not follow a sequential order.

Level	Consequence	Negative points
C1	Verbal warning	-1

C2	Reflection for the remainder of the lesson	-2
C3	Internal suspension 5-periods	-4
C4	Suspension	-5
D1	10-minute after-school detention	-1

- If a student is disruptive in a lesson, they will receive a warning from their teacher clearly communicating that their behaviour needs to change. If the student continues to be disruptive, they will be removed from the lesson and placed in our Reflection room until the end of the lesson. Students can return to their normal lesson if they meet the expectations in Reflection and complete the required work.
- If a student does not adhere to the expectations in Reflection, they will have to stay in Reflection for an additional period. Serious disruption may result in further sanctions.
- All detentions will take place the following day. If a student accumulates multiple D1 detentions throughout the day, they will have to complete a detention of up to 1 hour at the end of the following school day. Parents/carers will be notified via Class Charts of any detentions that their child has received.
- If a student misses an after-school detention, they will be issued with an extended detention. If this continues to happen further sanctions will be put in place.
- Where a student on the SEND register is subject to repeated removals from lessons or formal sanctions, the academy will initiate a graduated and reflective response. This may include a review by the SENCO, collaborative engagement with the student's family, and consideration of further assessment or enhanced support.

Typical sanctions for negative behaviour

Level	Sanction	Behaviour
C1	Verbal warning	- Disruptive behaviour - Disruptive/inappropriate/dangerous behaviour at break/lunchtime
C2	Reflection for the remainder of the lesson	- Persistence of C1 behaviour - This list is not exhaustive. A C2-sanction can also be issued for any other behaviour the academy deems to be at that level

C3	Internal suspension up to Five periods	- Internal truancy - Leaving premises without consent - Refusal to hand over a prohibited item - Physical assault against a student - Physical assault against an adult - Verbal abuse against a student - Verbal abuse against an adult - Threatening behaviour against a student - Threatening behaviour against an adult - Child-on-child abuse - Racist abuse - Homophobia - Transphobia - Biphobia - Abuse relating to disability - Sexual misconduct - Drug and alcohol related - Damage - Theft - Persistent disruptive behaviour - Inappropriate use of social media or online technology - This list is not exhaustive. A C3-sanction can also be issued for any other behaviour the academy deems to be at that level
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C4	Suspension	- Physical assault against a student - Physical assault against an adult - Verbal abuse against a student - Verbal abuse against an adult - Threatening behaviour against a student - Threatening behaviour against an adult - Use or threat of use of an offensive weapon or prohibited item - Child-on-child abuse - Racist abuse - Homophobia - Transphobia - Biphobia - Abuse relating to disability - Sexual misconduct - Drug and alcohol related - Damage - Theft - Persistent disruptive behaviour - Inappropriate use of social media or online technology - This list is not exhaustive. A C4-sanction can also be issued for any other behaviour the academy deems to be at that level
D1	10-minute after school detention	- Lack of equipment - Incorrect/incomplete uniform - No PE kit - Late to school - Late to lesson (P2 onwards) - Chewing gum - Unacceptable behaviour during lesson changeover, break or lunchtime

Permanent exclusion

The school can use permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to permanently exclude will be made by the principal and only as a last resort.

10. Prohibited Items

All the items listed below are prohibited on the school's grounds. If a student is found in possession of any of these items, the item(s) will be confiscated. Furthermore, any confiscated items will not be returned; they will be disposed of safely.

The prohibited items are detailed below:

- chewing gum
- high-energy and high-sugar-content carbonated drinks
- any aerosol (note: students must use non-aerosol deodorants only)
- any form of liquid-based correction fluid
- laser pens and LED torches
- lighters of any kind
- matches
- cigarettes
- e-cigarettes and liquids
- tobacco
- cigarette papers
- cigarette filters
- illegal substances ([UNICEF Article 33: Protection from harmful drugs](#))
- any dangerous, illegal or offensive items

In addition, fidget spinners or other similar items other than those provided by the SEND department are not permitted and will be confiscated on sight.

Please note that this list is not exhaustive. Skegness Academy reserves the right to confiscate any items that are likely to cause disruption to learning or to the orderly management of the school.

11. Child-on-Child abuse ([UNICEF Article 19: Protection from violence](#))

Child-on-Child abuse is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Child-on-Child abuse is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Child-on-Child abuse can include:

Type of Child-on-Child abuse	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

There is absolutely no room for child-on-child abuse and these behaviours will not be tolerated in our academy. Any harmful behaviour against protected characteristics will be dealt with using appropriate sanctions. Where necessary, the police will be notified of these behaviours.

12. Zero-tolerance approach to sexual harassment and sexual violence (UNICEF Article 34: Protection from sexual abuse)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

13. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

14. Support

In addition to applying sanctions, Skegness Academy provides support to enable students to improve their behaviour. Support will be offered, wherever possible, to help individual students to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the student and parents/carers to review the support package in place for the student. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Gathering student voice to evaluate the actions leading to the suspension and identify strategies to prevent a re-occurrence
- Restorative justice conversations
- Home visits
- Booster classes

- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Placement in the Inclusion Centre

Skegness Academy also works positively with external agencies and will seek support from them to ensure that the needs of all students are met.

Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student.

Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

Skegness Academy recognises that changes in behaviour may be an indicator that a student needs help or protection. Skegness Academy will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

15. Managing Confrontational and Dysregulated Behaviour

When a pupil becomes increasingly confrontational, the primary responsibility of staff is to de-escalate the situation and maintain a calm, safe environment for all involved. Staff should seek to exert a calming influence on both the individual pupil and any surrounding pupils, particularly when incidents occur in the presence of others.

Where appropriate, staff may attempt to calmly engage the pupil in discussion and encourage them to remain and listen. This approach should only be used where the member of staff can remain composed, maintain professional control of the situation, and assess that such engagement is likely to support de-escalation.

In circumstances where a pupil is experiencing heightened anxiety, is unable to self-regulate, or is displaying behaviour that indicates a loss of emotional control, it may be more appropriate to allow the pupil time and space to regain composure without further interaction. In such situations, staff must notify a member of the Senior Leadership Team (SLT), providing brief details of the incident and the pupil's location. Appropriate supervision must be maintained at all times through visual observation to ensure the safety of the pupil and others.

Staff should not physically prevent a pupil from leaving a classroom or designated area. While pupils will be expected to remain in lessons and follow staff instructions, no physical barriers should be used to stop them from leaving. Pupils should be clearly informed that any concerns arising from their behaviour will be addressed at a later stage when they are calm and able to engage constructively.

All pupils are expected to take responsibility for their actions and will be subject to appropriate consequences in line with the Behaviour Policy. Sanctions, alongside any necessary pastoral or additional support, will be applied as appropriate. Discussions relating to behaviour and its consequences should take place when the pupil is sufficiently regulated to reflect upon and engage with the process. It is also important that the wider pupil group

understands that inappropriate behaviour will be addressed, ensuring confidence in the consistent application of school expectations.

Nothing within this guidance restricts the legal authority of staff to physically intervene using reasonable force where necessary to prevent injury to a pupil or others, to prevent serious damage to property, or to maintain good order and discipline.

16. Use of Reasonable Force and Physical Intervention

In exceptional circumstances, staff may use reasonable force to restrain a pupil where it is necessary to prevent them from:

- Causing persistent and significant disruption or disorder;
- Injuring themselves;
- Injuring others; or
- Causing serious damage to property.

The Academy follows current Department for Education (DfE) guidance regarding the use of reasonable force and restraint.

Any use of physical intervention to protect pupils, staff, or others must be recorded on CPOMS in accordance with safeguarding policies and procedures. Staff should be aware that members of the Pastoral and SEND Teams hold current Understanding Behaviour Training (UBT) accreditation and are trained in the use of physical intervention where required. Such interventions will only ever be used as a last resort and when all other reasonable strategies have been exhausted or are deemed inappropriate due to the level of risk.

The key principles underpinning all responses to challenging behaviour are de-escalation, the preservation of dignity, the maintenance of safety, and the restoration of calm. Physical intervention should always be proportionate, necessary, and used for the shortest time possible.

17. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour ([UNICEF Article 28: Access to education](#))

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Skegness Academy's approach to anticipating and removing triggers of misbehaviour include the following:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Provision of separation and adjusted environments—such as the SEND hub, low sensory input areas, or the academy's sensory room—to support students in regulating their emotions during moments of sensory overload, and to facilitate both self- and co-regulation in a safe, supportive setting.

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Prior to issuing a suspension or permanent exclusion for a student with SEND, the academy will review all evidence to assess whether reasonable adjustments and support strategies related to the SEND need have been appropriately considered and utilised. However, the academy maintains clear boundaries around behaviour. Actions that compromise the safety,

dignity, or wellbeing of others will not be tolerated. Where behaviour is deemed unacceptable, appropriate and consistent sanctions will be applied in accordance with the academy's behaviour policy. While the academy remains committed to inclusive and trauma-informed practice, it also upholds clear behavioural expectations.

This balanced approach ensures accountability while promoting emotional growth, equity, and respectful relationships across the school community.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

18. Student transition

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year

19. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic including SEND

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- ICT Acceptable use policy
- UN Convention on the Rights of the Child