



Lisle Marsden Church of England Primary Academy

Behaviour Policy

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This procedure is non-contractual and can be amended by the academy at any time

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1. Vision statement

Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills, grounded in the Christian belief that everyone is created in the image and love of God.

‘Teach children how they should live, and they will remember it all their life.’

Proverbs 22:6

We feel that this vision statement encapsulates who we are, why we are here, what we desire and how we are going to achieve it. Our distinctively Christian school aims to ensure that children acquire and live by the wisdom of God. To achieve this, our behaviour policy needs to reflect the biblical teachings and values that we want to equip our children with to lead a life in all its fullness. This document aims to ensure that we have a behaviour policy that promotes our vision statement and one that ensures that the well-being of children and our staff is at the core.

At Lisle Marsden, we want a community that is built on compassion and care; our school values support this notion and are a fundamental tool in our teaching and the character education of our young and maturing children.

2. School values

‘There are three things that last forever: faith, hope and love; and the greatest of these is love’.

Corinthians 13

These foundation values are achieved through the teaching of six core values:

- Wisdom
- Friendship
- Endurance
- Forgiveness
- Trust
- Respect

These values are treated with high importance and are deeply rooted within the everyday life of the academy. It is through the teaching of these values that children can begin to understand the difference between right and wrong and the consequences of their actions for themselves and others.

3. Statement of Intent

At Lisle Marsden Primary Academy, we expect high standards of behaviour from all our pupils and staff that demonstrate and promote our vision and values. We recognise the right, for every member of our community to be treated with the respect, dignity and compassion that they deserve as a child of God. Furthermore, we expect that pupils and staff will thrive in an environment that enables them to flourish: one that is calm, safe and nurturing. We will not allow disruptive or violent behaviour to inhibit the learning, teaching or safety of all members of our school community. We will promote a whole-school approach and ethos to behaviour that is adopted by all staff (teaching and non-teaching) and pupils. When undesirable behaviour is demonstrated then clear procedures for support will be put in place and clear consequences that are fair and just will be used.

We expect Lisle Marsden staff to create and uphold this high-quality child centred learning environment through high standards of teaching and learning that both engage and support all pupils to meet our high expectations for good conduct, both in and out of the classroom. This includes the careful monitoring of pupil behaviour throughout our academy site – classroom, corridors, cloakrooms, playground and field. This is the responsibility of all staff. With good monitoring and positive and quick intervention from all staff, incidents of inappropriate behaviour can be effectively managed. With such support and guidance, we believe that our pupils will develop the necessary skills and understanding to both regulate and successfully manage their own behaviour. Whilst many children will be able to do this, others will require greater support, time and careful management to successfully moderate and manage their behaviour – all staff will recognise and understand that all our pupils are ‘...created in the image and love of God’ and will need our understanding, patience and care to flourish and achieve the high expectations we have of them.

Teachers can discipline pupils whose conduct falls below the standard that is expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil.

All paid members of the academy staff are to follow the academy’s Behaviour Policy. Decisions to sanction pupils are only to be taken by paid members of the school community authorised by the head teacher. The decision to impose a sanction upon the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; any sanction issued must not breach any other legislation (for example, in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

This Policy has also been formulated to meet the demands of the Equality Act 2010, ensure the academy’s legal obligations towards the safeguarding of all our pupils

and meet the needs of pupils categorised as having Special Educational Needs (SEND). Appropriate reference has also been made to the statutory requirements of the DFE 'Behaviour and Discipline in Schools 2016' document (advice for head teachers and schools' staff) and non-statutory 'Behaviour in Schools' (advice for headteachers and school staff) 2024 document; as well as DFE 'Restrictive interventions, including the use of reasonable force in schools' 2026. Due reference has also been made to statutory safeguarding guidance for schools and academies 'Keeping Children Safe in Education' 2026.

Furthermore, as a Church school, this Policy was constructed with the guidance of 'Flourishing for All: Anti-bullying Guidance for Church of England Schools' (Church of England, 2025) and 'A Diocesan Vision for Church Schools' (Church of England 2016).

This Policy will be reviewed in line with new or revised DFE statutory and non-statutory guidelines and shared with all staff. It will also be published annually and made available to parents on the academy's website together with supporting documentation.

Aims

- Actively promote "good" (appropriate) behaviour in our pupils through character education and the teaching/promotion of our school values and vision.
- Equip our children with skills to solve problems of conflict in an appropriate manner that enables reconciliation, forgiveness and support.
- Adopt a restorative approach across the school where pupils are encouraged to self-regulate their own behaviour and gain a self-awareness of their responsibility within the school and wider community.
- To set out a clear consequence/approach, when behaviours are repeated, that ensures the safety and well-being of all pupils and staff.
- To ensure pupils can learn in a calm, safe and supportive environment which protects them from disruption.
- To support staff in upholding and promoting high standards of pupil behaviour and conduct at all times.
- To ensure that an excellent partnership and communication is maintained with parents/carers.

4. Promoting good behaviour

All members of the school community share a collective responsibility for creating a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe, everyone is treated respectfully and any incidents of bullying discrimination, aggression, derogatory language, (including name calling), are dealt with quickly and effectively.

All members of the school community are expected to model high standards of behaviour, at all times, in the school environment and when off site on school related

educational visits with children. New members of staff will be provided with advice and support on upholding the principles of this Policy upon induction and supported to implement strategies consistently in and out of the classroom.

The Heads' Team will support all staff with understanding and implementing the behavioural expectations of the academy and the importance of maintaining them; and will engage with pupils, parents and staff on setting and maintaining the desired behaviour culture and environment.

Teachers will set out clear expectations, at the beginning of the academic year that the children will be expected to adhere to, to promote an enabling environment for all. Teachers have the freedom to use different rewards and sanctions within their own classroom that are fair, proportionate and clearly promote the rules, ethos and vision held by the academy as a whole, alongside whole school positive behaviour management strategies such as the use of Class DoJo and the use of value tickets.

Strong emphasis will be placed on clear visible positive strategies that both recognise, exemplify and reward the good behaviours we wish to see – both in and outside of the classroom. Where these are deemed ineffective, support will be provided to teachers by senior teachers (Leaders of Learning/mentors)/ members of the Heads' Team to support teachers in constructing an appropriate system that achieves the aim of this policy.

We will develop the children's own wisdom and understanding through character education and the teaching and exploration of our school values. Positive behaviour strategies promote good behaviour and modelling for pupils. As a whole school, we have adopted the Jigsaw PSHE mindfulness programme. This supports our staff and children with character education as the skills, knowledge, techniques and mindfulness ethos is embedded throughout the programme. Furthermore, our weekly 'Praise' and celebration act of Collective Worship celebrates not only the academic success of our pupils but their success in demonstrating our values in action with recognition of good behaviour linked to the both the academy's values and the teachings of Christ.

5. Restorative approach

As a Church school, we value the importance of a restorative approach in teaching the wisdom of God.

Bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive.

Colossians 3:13

We must learn to forgive as God forgives us our trespasses. Forgiveness is an important value to demonstrate within our school community. It is human nature that we make mistakes and, that is when, we must ask and accept forgiveness. At Lisle Marsden, we adopt a restorative approach in our behaviour management by asking the children to reflect on their behaviour and find ways to make amends with all parties involved. By adopting this approach, the children grasp a better understanding of consequences and the impact of their actions; this has proved to be successful in reducing incidents and demonstrating justice in a positive light.

Restorative approaches are based on four key principles:

- RESPECT by listening and valuing the feelings and opinions of all involved.
- RESPONSIBILITY: taking responsibility for your role and actions in the negative behaviour.
- REPAIR: develop skills to identify solutions so that forgiveness and reconciliation are able to take place and ensure behaviours are not repeated.
- RE-INTEGRATION: a supportive plan, for all involved, that allows the pupil to remain within the school environment.

6. Dealing with inappropriate behaviour

Managing behaviour in and around the classroom is primarily the responsibility of the teacher and teaching assistants as well as lunchtime staff, who are tasked with managing pupil behaviour during the lunch break.

It is paramount that teachers follow through with appropriate sanctions when dealing with inappropriate behaviour. The teacher must support any adult (teaching assistant/ lunchtime supervisors/student/ volunteer etc.), that are working with the children, to implement the rules and display the expectations in a consistent and fair manner. In most incidences, a warning should be given and an opportunity for the child to modify their behaviour be given. If the behaviour is repeated, within a reasonable timescale, then the next step will be an appropriate sanction determined by the teacher.

General Rules

We promote the Golden rule through the teachings of Christ... *'thou shalt love thy neighbour as thyself.'* Matthew 22:36-40. This key teaching and stories from the bible are used to exemplify the positive behaviours we wish our pupils to both recognise and understand. Our children are taught that rules are important and necessary to enable all to live a life in all its fullness.

- Violent or physical conduct that is deliberate and aggressive in nature will not be tolerated under any circumstances.

- Bullying (verbal, physical, child on child abuse, homophobic/biphobic or online) will not be tolerated under any circumstances (See Anti-Bullying Policy guidelines).
- Racist comments, or any racially motivated behaviour, will be challenged, and will not be tolerated under any circumstances.
- Prejudicial behaviour will be challenged and not tolerated under any circumstances.
- Pupils are not allowed to behave in a manner that puts themselves or the safety of others at risk of harm or danger.
- All members of the school community must treat each other with respect. We will not tolerate rude behaviour in school. This includes swearing, inappropriate verbal abuse, ignoring instructions or acting in a manner that does not demonstrate dignity or respect.
- Pupils are expected to complete their work to the best of their ability and the disruption of the learning environment, where the teacher or pupils are unable to effectively learn/teach, will not be tolerated.
- All members of the school community are expected to demonstrate high expectations outside of school. The failure to do so, may incur a sanction from an appropriate member of staff. If an unpaid member of the school community is witness to inappropriate behaviour on the playground or outside of school, then this should be reported immediately to a member of staff.

Procedures for dealing with inappropriate behaviour

Staff will deal with inappropriate behaviour as they deem appropriate: this needs to be both carefully considered and proportionate, and take account of the circumstances and the views/ testimony of pupils and other adults where relevant.

Sanctions may include:

- A warning/reminder,
- A final warning
- Being moved/isolated within the classroom
- Missed period of playtime/ missed whole playtime or “time out” in isolation on the playground/ time out/ reflection area.
- A short period of time spent outside of the classroom for reflection or until the negative/disruptive behaviour is modified.
- Arrangement with a colleague or paired class to have a child for a short period.
- Removal of a privilege.
- Period of detention after school.
- In more serious incidents, for example where the pupil has endangered themselves or another member of the school community, then playtimes may be withdrawn for a longer period of time for the safety of themselves and others. At this stage, the teacher should discuss concerns with the parent/ carer.
- Members of senior leadership may intervene to see child and teacher, or to speak with parents to discuss alternative sanctions (the possible use of detention, daily report, personal behaviour contract etc.). A child may spend

time with a member of the Heads' Team, Well-being Team for counselling/ time away from other pupils to support them to help regulate their behaviour.

- Removal from the classroom for the purposes of 'internal exclusion' from class for a longer period of time should only be used when necessary and other behaviour management strategies have proved to be unsuccessful, unless the behaviour is so extreme to warrant immediate removal. In such cases, parents would normally be contacted and the seriousness of the situation explained to them as well as asking for support. Removal time from the classroom would normally be limited to no more than one to two school days. However, due to the individual nature of such incidents requiring removal, this would be reviewed on a case-by-case basis. With an appropriate re-integration strategy aligned to the sanction to ensure return to the classroom was successful, thus minimising the risk of further removal.
- In serious incidents, a behaviour log will be kept and referred to appropriate staff members, within school, or outside agencies if deemed appropriate.

First and foremost, in most cases, children and adults can support the child/children in a restorative approach and a resolution should be sought: children must be given an opportunity for forgiveness and to change their behaviour.

All children are individuals so it is not, therefore, always possible to have one set procedure to cover all types of behaviour but examples of strategies, targets and charts can be made available. Some children who have social emotional and/or mental health issues (SEMH) or a diagnosed neuro-diverse condition such as autism or ADD will be included on the SEND register. These pupils will receive appropriate SEMH/ more specialist support through the academy's SEND policy and procedures, which will include managing any challenging or unacceptable behaviours. Wherever possible, staff will be provided with training and guidance to make reasonable adjustments to classroom practice and environmental considerations to both moderate and understand individual pupil behaviours associated with such diagnosed conditions. Should procedures cease to be effective, children with severe disruptive behaviour problems may need to be referred for specialist support to outreach services such as the Educational Psychologist, the Specialist Advisory Service or NAVIGO. In rare entrenched and severe cases, the Primary RAP (referral for an alternative place) will be consulted for support and advice, with a possible request for alternative provision, with the intention of preventing potential risk or harm to the child or others, and of repeated fixed term suspensions/ avoiding possibility of a permanent exclusion.

Where appropriate and necessary, a child will be supported by a consistent programme of personalised rewards and consequences to support positive behaviour. As part of this process, an ABC (antecedent, behaviour, consequence) sheet will be used to explore behaviours and their triggers. The programme will be devised by the class teacher and SENCO/ Head teacher in consultation with outside agencies. The plan will be discussed with parents and all staff who have contact with the child. Staff concerned should record incidences when they occur in an incident

log. Evidence gathered will be used to promote further safe practice and positive outcomes and to support any further referral process.

Children with persistent behaviour issues may not respond to standard rewards and sanctions. They may need support to help them make more positive choices and to begin to understand the impact of their behaviours on themselves and others. They may see themselves in a negative way and this self-image can sometimes be unintentionally reinforced by the parents, staff and peers. The academy operates a number of support programmes led by trained staff; pupils exhibiting particular cause for concern may be referred for support using Lisle Marsden Academy procedures (see Mental Health and Wellbeing policy).

Partnership and communication with home

Most incidents of inappropriate behaviour will be dealt with within school. However, if the behaviour escalates or is repeated (after a chance of modification is given) then the teacher or a member of the senior leadership may deem it an appropriate form of action to contact parents/carers. Active co-operation between home and school is often vital in attempting to change poor behaviour, so establishing a good working relationship with parents is essential.

Members of the Heads' Team and specific staff members may also become involved in counselling children as appropriate. This will be followed up by opportunities to get attention/ praise for positive reasons and or the child to have the opportunity to 'start' again. We are extremely fortunate to have a dedicated team of experienced individuals that make up our dedicated well-being team who support and counsel pupils to reflect on their behaviour and provide strategies to help pupils to regulate their behaviour.

Sometimes during counselling, children may disclose some information, which could be deemed a possible safeguarding/ child protection issue. This must be treated sensitively and immediately reported to the Designated Safeguarding Lead as quickly as possible to be dealt with according to procedures outlined in the academy's 'Safeguarding' and 'Child Protection Policies'.

If a parent wishes to query or make a complaint, against a member of staff, in regards to behaviour management, then it is encouraged that a discussion takes place with the teacher first and foremost to establish facts and perspectives. If a resolution is not reached, then a member of the senior leadership will become involved to mediate between both parties and necessary steps (such as witness statements and testimonials) will be used to establish facts and events with the hope that a resolution is agreed. It is important to state that the academy does not tolerate the use of violent, aggressive, threatening or abusive actions towards any member of staff. We request that grievances are dealt with in an appropriately respectful manner through the correct channels, including the academy complaints process,

and take any incidents of aggression or bullying towards staff (verbal, physical or online via social media mental etc.) as a very serious matter.

7. Record keeping

Teachers must record examples of persistently disruptive behaviour/ more significant examples of negative pupil behaviour on CPOMS. Together with actions taken, strategies used etc. and any communication with parents. Issues relating to poor behaviour at home that affect behaviour at school will also be recorded.

Recording examples of concerning behaviour/ persistent examples of unacceptable behaviour is essential in supporting the academy to effectively manage pupil behaviour over time. Such records will support all teachers when employing strategies, working with parents and outside agencies. This is the responsibility of all members of the teaching staff team.

8. Suspensions and Exclusion

It is highly unlikely that a child would be suspended or permanently excluded from school. However, in those cases of extreme and persistent/repeated cases of unacceptable behaviour, the option of suspension or permanent exclusion may be used. This sanction may also be used for specific cases of violent behaviour and extreme bad language. It is not possible to give finite examples of such incidents and each event will be dealt with if it occurs and with careful consideration against the specific context and possible history of each case. Children may be suspended for fixed term periods and also excluded permanently. Repeated use of fixed term suspension may ultimately lead permanent exclusion if the sanction does not bring about an end to the unacceptable behaviour. The appropriate procedure for implementing pupil suspension/exclusion following DFE and Local Authority guidelines together with the academy's suspensions and exclusions policy will be followed, and appropriate parental notification will be employed. Following pupil suspension/exclusion guidelines, parents may have the right to appeal a suspension/ exclusion, which must be made to the Pupil Discipline Committee of the governing body.

9. The use of restrictive interventions - restraint/reasonable force and seclusion

The academy is aware that in certain circumstances pupil behaviour may require physical intervention by a member of staff. All such physical intervention, the use of 'reasonable force' which could result in the use of 'physical restraint', should always

be reasonable and proportionate according to the individual circumstances that necessitate its use.

The DFE guidance 'Restrictive interventions, including the use of reasonable force in schools' 2026 gives clear and unambiguous advice on the use of lawful necessary force when deemed appropriate by staff to manage pupil behaviour. When a significant incident occurs that requires the use of reasonable force to control, restrain or seclude a pupil, the restrictive intervention will be logged on CPOMS. This information will be shared with a senior member of staff and parents will normally be informed of all logged incidents.

If a member of staff deems it necessary to restrain a pupil or use reasonable force, they should, wherever possible, seek support from another member of staff who has been trained in 'safer handling'. Older members of staff, pregnant members of staff and staff recovering from physical injury should always avoid the use of physical intervention wherever possible and seek support from other members of staff. Wherever possible, staff should employ de-escalation strategies to calm a pupil down or give them 'time out' before resorting to the use of reasonable force and or physical restraint. Further guidance is provided for academy staff within the academy's 'Use of restrictive interventions policy' 2026, as well as the use of seclusion when high levels of pupil dysregulation require staff to seclude a pupil from others for the safety of all concerned.

All members of academy staff have a legal power to use reasonable force. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Academy Staff cannot, under any circumstances, use force as a punishment - it is always unlawful to use force as a punishment.

10. Banned Items, searching pupils and confiscating items

Children are encouraged not to bring toys or other personal items to school as this can result in problems: possible theft, breakage and problems in and out of the classroom resulting in associated behavioural issues. Staff will contact parents if this occurs and instruct parents to ensure items remain at home.

The academy has a strict 'no pupil mobile phones in school policy'. This is to safeguard the pupils and prevent disruptive behaviours. If a child is found to have a mobile phone in school it will be confiscated by the class teacher, and the parent of the child contacted.

It may sometimes be necessary to have to search pupils to ensure a pupil's safety/ confiscate an item that is illegal or has the possibility to harm others. Teachers do not require parental consent to search a pupil suspected of having any prohibited

item. Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette wrappers, fireworks and pornographic images. Any necessary search should always take place away from other pupils and be in the presence of another adult. Teachers should always report the need to search a child to a member of the SLT and wherever possible inform parents if a search of a pupil takes place. The discovery of prohibited items may result in the police being called to school.

A member of staff can, if it is deemed appropriate: confiscate, retain and dispose of a pupil's property as a punishment. This could be a necessary action if a child's property was the cause/ potential cause of 'disruptive' behaviour. Pupil property would normally be returned to the pupil at the end of the school day and in some cases a member of staff may need to contact a pupil's parents to ensure such items remain at home to avoid further confiscation. It may be necessary for staff to retain or in some cases dispose of pupil property.

11. Managing behaviour beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The statement 'to such extent as is reasonable' dictates how far the academy is prepared to engage in this area which is notoriously difficult to manage and potentially fraught with many problems, particularly when dealing with incidents that were not directly witnessed by academy staff or when dealing with unknown adults and pupils from other schools. The environment beyond the school gate is very different to the one created at school and as such some pupils may behave differently out of school and may become involved in incidents of unacceptable non-criminal behaviour and bullying. Similarly, members of the public within that environment may have different perceptions or levels of understanding as to what constitutes unacceptable behaviour and/or bullying and may provide limited or inaccurate information to academy staff. As such, teachers should use their powers very carefully and always seek advice before attempting to investigate, intervene, resolve and ultimately discipline a pupil for any misbehaviour.

Members of academy staff have a duty to report, seek advice and respond appropriately to any information provided that could: have repercussions for the orderly running of the school; involve actions that pose a threat to another pupil (this could include bullying) or member of the public or actions that could adversely affect the reputation of the school. This could involve investigating bullying allegations, contacting parents and involving the police. The police would automatically be informed by the academy if pupils were found to be involved in criminal acts. This

course of action is to support both pupils, parents and members of the local community affected by the potential unacceptable behaviour of Lisle Marsden pupils. This would normally only be applied to incidents out of hours and beyond the academy premises when pupils are travelling to and from the site or/ and when pupils are wearing the academy uniform or when pupils are involved in school organised activities or school related activities.

The decision to discipline pupils for such proven misbehaviour should only be taken after discussing the issue with the Head teacher and wherever possible the parent(s) of the child(ren) should be informed and involved. Sanctions if deemed necessary could include removal from further after school activities/ related events, removal from a school residential visit and sent home, detention or some form of community service (making amends), loss of privileges etc. Wherever possible, Lisle Marsden teachers would seek parents to take responsibility for their child's actions and the consequences of their misbehaviour, and strongly encourage them to impose sanctions and punishments themselves. Such cooperative action would significantly reduce the necessity for school to impose sanctions.

12. Managing transition

Records and incidents of significant poor/ unacceptable behaviour will be shared with other schools, both primary and secondary providers, as part of the pupil's transition process. Through our transition work with local secondary schools and academies, Lisle Marsden staff will discuss individual pupil behaviour, any concerns over bullying and pupil suspension. This is to ensure a smooth transition for all pupils to Key stage 3 and allow other institutions to adequately prepare and provide the necessary teaching/ behaviour strategies/ counselling / support.

13. Dealing with malicious allegations against staff

We will always take any allegation made against a member of staff by a pupil seriously. Any allegation will be dealt with following procedures set out in the academy's 'allegations against a member of staff policy.'

If an allegation made against a member of staff is found to be malicious, this can result in serious consequences for the pupil. Legislation is clear that clear that pupils can be prosecuted for perverting the course of justice if they make a "false allegation about an offence in order to have a person arrested".

If it is found that any allegations are found to be unjust, that lies have been fabricated/ actions are clearly malicious, it could result in sanctions for the pupil(s) concerned. Parents will be informed of this. Such allegations are very damaging to the individual member of staff concerned and could result in significant damage to personal standing/ reputation within the community and an unwarranted suspension from duty. Sanctions could include the use of suspension, reporting to the police and in serious cases the use of permanent exclusion from school and prosecution.

14. Monitoring

The overall responsibility for monitoring standards of behaviour lies with the head teacher supported by the academy senior leadership team. Teachers are responsible for monitoring behaviour in the classroom and around the school site and for informing the head teacher of persistent undesirable behaviour.

They are also responsible for informing parents of persistent problems and may wish to liaise with the head teacher over this. Teachers are responsible for ensuring that all that help/volunteer in school are aware of the academy's procedures for dealing with and reporting undesirable behaviour.

15. Evaluation

The success of the policy will be measured by the overall standards of behaviour in the academy. Data on pupil behaviour and the use of pupil suspensions and exclusion will be analysed by governors and senior leadership team; then fully discussed with staff as the success of the policy is only assured if it is fully implemented by all. The governing body will review this policy as part of its annual monitoring arrangements.