



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

Behaviour Policy

Date of Policy: September 2026

Review Date: September 2027



Behaviour Policy

Our vision and ethos

At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

"I have come so that you may have life, life in all its fullness." John 10:10

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually and morally within a safe, inclusive and aspirational learning environment.

Our Christian values of Community, Love and Courage shape our relationships, expectations and approach to behaviour. Through Community we foster belonging and mutual respect; through Love we promote kindness, compassion, dignity and forgiveness; and through Courage we encourage honesty, resilience and the confidence to make good choices and put things right when mistakes are made.

Together We Inspire, Thrive & Excel

1. Aims and principles

This policy sets out how we create a calm, safe and supportive environment in which pupils can learn, staff can teach and everyone is treated with dignity and respect.

- provide a clear, consistent and inclusive approach to behaviour across the school;
- teach pupils explicitly what successful behaviour looks like, rather than assuming that they already know;
- promote strong relationships, high expectations, self-regulation and personal responsibility;
- define unacceptable and serious behaviour, including bullying, discrimination, child-on-child abuse and harmful online behaviour;
- set out the school's approach to rewards, consequences, support, reasonable adjustments and reintegration;
- ensure that behaviour concerns are considered alongside safeguarding, SEND, medical and pastoral needs;
- work in partnership with families and Wessex Learning Trust to secure positive outcomes for pupils.

Every day is a new day. We challenge behaviour without labelling the child, and we aim to help pupils understand impact, repair harm and succeed next time.

2. Legislation and statutory guidance

This policy has regard to relevant legislation and current Department for Education guidance, including:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
- Children's Wellbeing and Schools Act 2026;
- DfE Behaviour in Schools;
- DfE Keeping Children Safe in Education 2026;
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026);



- DfE Mobile Phones in Schools - statutory guidance (2026);
- DfE Searching, Screening and Confiscation at School;
- DfE Restrictive Interventions, Including the Use of Reasonable Force, in Schools (effective from 1 April 2026);
- DfE Supporting Pupils at School with Medical Conditions;
- Working Together to Safeguard Children.

This policy should be read alongside relevant Wessex Learning Trust and school policies, including Safeguarding and Child Protection, Anti-Bullying, SEND, Online Safety, Attendance, Complaints, and Suspension and Permanent Exclusion.

3. Behaviour at Axbridge

We aim to create an atmosphere in which everyone cares for each other and where pupils feel secure in calm, orderly surroundings. Clear routines, predictable responses, positive relationships and trusted adults help pupils to feel safe and ready to learn.

3.1 The Axbridge Expectations

- We are kind and polite.
- We work hard and take responsibility.
- We look after our school and everyone in it.
- We listen to and respect each other's views.

These expectations apply in lessons, at break and lunchtime, during collective worship, on trips and visits, and whenever pupils are representing the school.



3.2 Behaviour is taught

Behaviour is part of the curriculum. Staff explicitly teach, model, practise and revisit routines and expectations, particularly at transition points, after holidays and when a class or individual needs additional support. Staff seek consistency across classrooms while recognising that some pupils need additional teaching, scaffolding or reasonable adjustments to be successful.

- greeting pupils positively and setting a purposeful start to the day;
- teaching and rehearsing routines rather than relying on repeated correction;
- using clear, calm and age-appropriate language;

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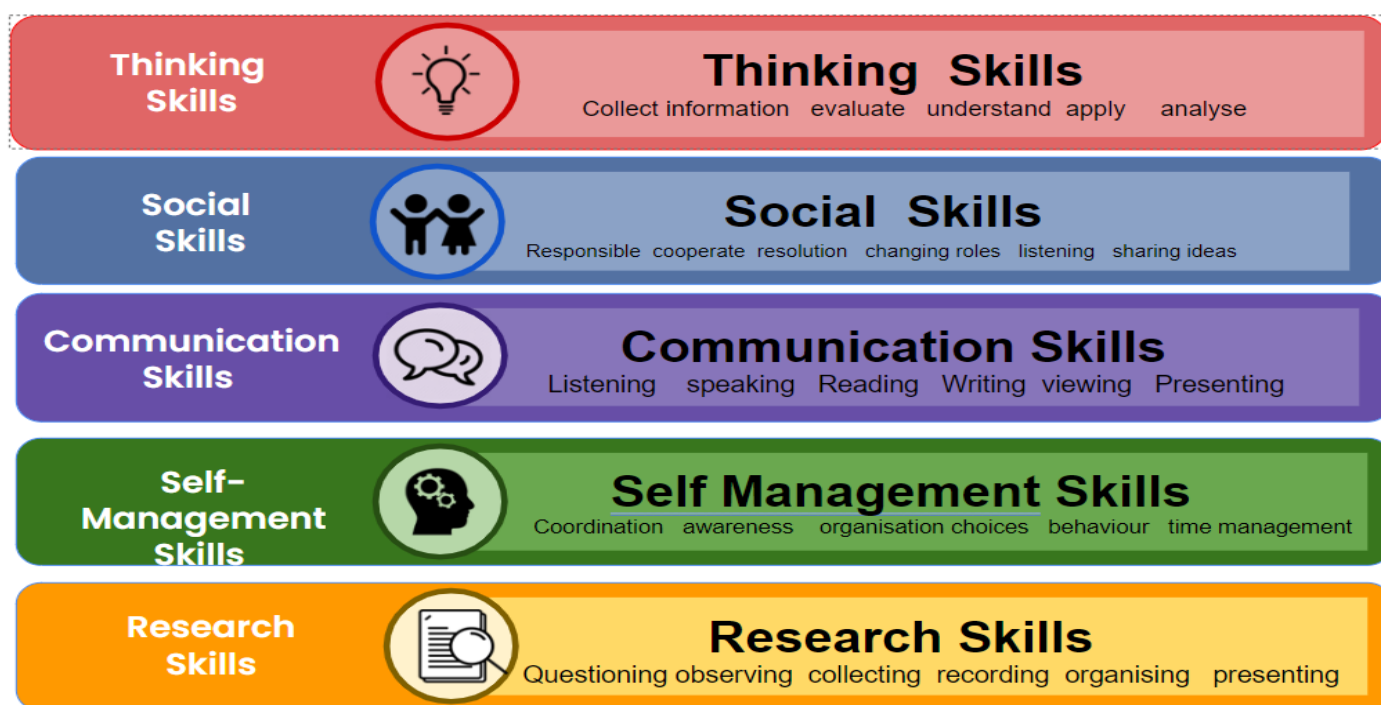


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- noticing and reinforcing successful behaviour;
- responding predictably to low-level disruption;
- ending incidents with a clear route back to successful participation and learning.

3.3 Learning Skills

Alongside the Axbridge Expectations and Christian Values, are the Learning Skills. These skills are designed to develop our learner's engagement and enjoyment of their learning, whilst underpinning the delivery of our inquiry-based curriculum. There is a clear progression and development of these Learning Skills, from EYFS to KS2, found in our Learning Skills progression documents. In our inclusive environment and alongside what could be called life-skills, the Learning Skills are preparing and supporting our pupils for life in the 21st century.



4. Roles and responsibilities

4.1 Wessex Learning Trust and Local Partners

The school operates within Wessex Learning Trust policy and procedures. Local Partners monitor the effectiveness of this policy and hold the Headteacher to account for its implementation, including the school's response to serious incidents, discriminatory behaviour and patterns in behaviour data.

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4.2 The Headteacher and senior leaders

- review and approve this policy in line with Trust arrangements;
- ensure the school environment and curriculum promote positive behaviour;
- support staff to respond consistently and lawfully to behaviour incidents;
- ensure safeguarding, SEND and reasonable-adjustment considerations are embedded in decision-making;
- monitor behaviour data and patterns, including repeated incidents, prejudice/discrimination and use of restrictive interventions;
- ensure suspensions and permanent exclusions are used only in accordance with statutory guidance and Trust policy.

4.3 Staff

- implement the policy consistently and model respectful behaviour;
- teach and reinforce routines and expectations;
- use professional curiosity to consider why behaviour may be occurring;
- record significant incidents accurately;
- make appropriate reasonable adjustments and seek support where needs are emerging;
- report safeguarding concerns to the DSL/DDSL without delay;
- work constructively with parents/carers and colleagues.

4.4 Parents and carers

- support their child in meeting the Axbridge Expectations and Home-School Agreement;
- share relevant information that may affect their child's behaviour or wellbeing;
- raise concerns promptly with the class teacher and work with the school on agreed support;
- support school decisions about lawful and proportionate consequences and reintegration.

4.5 Pupils

- treat others with respect;
- work hard and allow others to learn;
- follow reasonable instructions and school routines;
- look after people, property and the school environment;
- report bullying, unsafe behaviour or anything that worries them;
- use technology safely and responsibly;
- take responsibility, repair harm and make a fresh start after mistakes.

5. Encouraging and recognising positive behaviour

Positive behaviour is most sustainable when pupils understand why it matters and experience the benefits of belonging to a respectful community. Staff use specific praise and recognition to make successful choices visible and to help pupils develop intrinsic motivation and self-regulation.

- verbal praise and specific positive feedback linked to the school values and expectations;
- positive messages to families at appropriate times;
- house points for positive contribution and behaviour;
- weekly recognition, including Learning Power, Christian Values, Headteacher and Star of the Week awards;
- class or whole-school celebrations that recognise contribution, responsibility and kindness;
- individualised motivators where they form part of an agreed support plan or reasonable adjustment.

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6. Unacceptable and serious behaviour

Behaviour is considered serious where it involves significant harm, risk, persistent disruption or a serious breach of the school's expectations. Serious incidents may appropriately bypass earlier stages of the Behaviour Management Ladder.

- repeated or significant breaches of the Axbridge Expectations;
- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- racist, sexist, homophobic, biphobic, transphobic or other discriminatory behaviour;
- physical aggression, fighting or deliberate violence;
- sexual harassment, sexual violence or harmful sexual behaviour;
- threatening, intimidating or coercive behaviour;
- significant disruption to learning or refusal that creates a safety risk;
- vandalism, theft or deliberate damage to property;
- leaving the school site or supervised area without permission;
- harmful online behaviour that affects another pupil, member of staff or the school environment;
- possession or misuse of prohibited or dangerous items, including knives or weapons, alcohol, illegal drugs, tobacco/nicotine products, fireworks, stolen items or pornographic material.

Serious behaviour will be investigated fairly and proportionately. Staff will establish the facts, listen to those involved and consider context, intent, impact, safeguarding implications, SEND and any relevant reasonable adjustments before decisions are made.

7. Behaviour and safeguarding

Behaviour can be a form of communication. Changes in behaviour, persistent dysregulation or harmful behaviour may indicate an unmet educational, emotional, medical or safeguarding need.

Staff will consider whether behaviour may be linked to abuse, neglect, exploitation, child-on-child abuse, trauma or other circumstances affecting a pupil's welfare. Safeguarding concerns will never be managed solely as behaviour incidents. Where a child may be at risk of harm, staff will follow the Safeguarding and Child Protection Policy and report the concern to the DSL or a DDSL.

Some behaviour between pupils may constitute child-on-child abuse rather than simply inappropriate behaviour. This can include bullying, cyberbullying, discriminatory abuse, physical abuse, sexual violence, sexual harassment and harmful online behaviour. Staff will not dismiss harmful behaviour as "banter", "having a laugh" or part of growing up.

8. Bullying, discrimination and harmful sexual behaviour

Bullying is addressed in detail in the school's Anti-Bullying Policy. Where behaviour may constitute bullying, staff will use that policy alongside this Behaviour Policy. A serious one-off incident does not need to be repeated before the school acts where it may amount to abuse, discrimination, harassment or a safeguarding concern.

The school has a zero-tolerance approach to sexual harassment and sexual violence. All reports will be taken seriously and responded to in line with safeguarding procedures. Responses will be proportionate, considered, supportive and decided on a case-by-case basis, with risk assessment and referral to children's social care or the police where appropriate.

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9. SEND, disability and reasonable adjustments

The school maintains high expectations for all pupils while recognising that some pupils require reasonable adjustments and additional support to meet those expectations. The Equality Act 2010 duty to make reasonable adjustments applies to behaviour systems and consequences as well as to teaching and access to the curriculum.

When considering a behavioural incident, staff will take account of any relevant SEND, disability, communication need, medical need, trauma or other vulnerability while ensuring that the safety and rights of other pupils and staff are protected.

- adaptations to language, visuals, routines or transitions;
- changes to the environment or sensory demands;
- additional adult support, regulation breaks or safe spaces;
- individual behaviour or support plans;
- adjustments to how a consequence is delivered, without removing appropriate accountability;
- support from the SENDCo, Trust inclusion team or external professionals.

Reasonable adjustments do not mean that harmful behaviour is ignored. They enable the school to maintain clear boundaries while giving pupils the support needed to behave successfully.

10. Behaviour Management Ladder

The ladder supports a consistent, graduated response. It is not a rigid tariff: staff may move directly to a higher level where behaviour is serious, safeguarding is involved, or an immediate risk must be managed.

Level	Typical response	WLT / escalation
1	Clear reminder/warning linked to the Axbridge Expectation. Behaviour is retaught and the pupil is given an opportunity to correct it.	Stage 0
2	If behaviour continues, speak to the pupil away from peers. Establish what is happening, reinforce the expectation and seek support from a colleague/SLT where needed.	Stage 0
3	For repeated concerns, class teacher informs parents/carers and agrees next steps. A personalised behaviour passport or support plan may be introduced.	Stage 1-2
4	Senior leader/Headteacher involvement. Review causes, SEND/safeguarding considerations and support. A formal individual behaviour plan and proportionate consequence may be used.	Stage 1-2
5	Where behaviour is not improving, seek specialist/Trust/external-agency support and review the plan with parents/carers.	Stage 2-4



Level	Typical response	WLT / escalation
6	Suspension may be considered for a serious breach or persistent breaches, in accordance with statutory guidance and WLT policy. A reintegration strategy will support return to school.	Stage 2-4
7	Permanent exclusion may be considered only in response to a serious breach or persistent breaches where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. This is a Headteacher decision under statutory guidance and WLT procedures.	Stage 5

11. Consequences, removal and reintegration

Consequences are used to protect learning and safety, reinforce expectations and help pupils understand the impact of their choices. They will be proportionate, age-appropriate and applied with due regard to SEND, disability and safeguarding needs.

11.1 Removal from the classroom or activity

In exceptional circumstances, a pupil may be removed from a classroom or activity where this is necessary to maintain safety, restore a calm and orderly environment, or allow learning to continue following serious or persistent disruption.

- removal will be for the minimum time necessary and will be appropriately supervised;
- it will not be used informally simply because a pupil is difficult to manage;
- staff will record significant or repeated removals;
- the pupil will be supported to understand what happened and how to return successfully;
- leaders will review repeated removal as a possible indicator of unmet SEND, safeguarding or pastoral need.

11.2 Lunchtime arrangements

Where lunchtime behaviour presents persistent or significant concerns, leaders may agree an enhanced supervision or support plan with parents/carers. Any arrangement that removes a pupil from school for part of the school day will comply with statutory suspension and exclusion requirements; pupils will not be informally excluded.

12. Restorative practice

Restorative practice helps pupils understand what happened, who was affected and what can be done to repair harm and rebuild relationships. It is rooted in respect, responsibility, repair and reintegration.

- What happened?
- What were you thinking or feeling?
- Who has been affected, and how?
- What needs to happen now to put things right?
- What can we do differently next time?



Restorative conversations are used only when they are safe, appropriate and likely to benefit those involved. They are not an automatic response following bullying, safeguarding concerns or child-on-child abuse, and a child who has experienced harm will not be required to participate where doing so could cause further distress or harm.

13. Mobile phones and personal communication devices

Pupils are not permitted to bring mobile phones, smart watches with communication functions, or other personal communication devices onto the school site.

Where there is an exceptional medical, safeguarding or SEND-related reason for a pupil to have access to such a device, this must be agreed in advance with the Headteacher and appropriate arrangements will be put in place.

Any device brought onto the school site without prior agreement may be confiscated and returned to a parent or carer in accordance with the school's behaviour procedures. Misuse of any device to record, photograph, communicate, bully, harass or share content involving another person will be addressed under this policy and, where appropriate, the Safeguarding and Child Protection Policy.

14. Off-site and online behaviour

The school may respond to misbehaviour outside the school premises where a pupil is representing the school, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil of the school. The school may also respond to off-site or online behaviour where it:

- poses a threat or causes harm to another pupil, member of staff or member of the public;
- amounts to bullying, harassment or discriminatory behaviour;
- has repercussions for relationships, safety or behaviour within school;
- could adversely affect the orderly running or reputation of the school.

This includes behaviour through social media, messaging, group chats, online gaming and other digital platforms. Any safeguarding concern will be dealt with under the Safeguarding and Child Protection Policy.

15. Searching and confiscation

In the rare event that a search of a pupil or their possessions is considered necessary, this will be carried out in accordance with current DfE guidance and the school's safeguarding procedures.

Prohibited, dangerous or inappropriate items may be confiscated and dealt with safely and lawfully. Where a search or confiscation raises a safeguarding concern, the DSL/DDSL will be informed.

The school may also confiscate items that are prohibited under school rules or which are causing disruption, including mobile phones or personal communication devices brought onto the school site without permission.



16. Restrictive interventions and reasonable force

The school follows the DfE guidance Restrictive Interventions, Including the Use of Reasonable Force, in Schools. Staff may use reasonable force only where it is lawful, necessary and proportionate, and no more force than is necessary will be used for the shortest time required.

The school seeks to minimise the need for restrictive interventions through prevention, de-escalation, effective support and reasonable adjustments. Restrictive intervention will never be used as punishment.

Significant incidents of force, and incidents of seclusion where applicable, will be recorded and reported to parents/carers in accordance with statutory requirements and school/Trust procedures. Leaders will review patterns of use, including any disproportionate impact on pupils with SEND or other vulnerable groups.

17. Suspension and permanent exclusion

Suspension and permanent exclusion are serious sanctions and are used only in accordance with current statutory DfE guidance and Wessex Learning Trust policy.

The Headteacher may suspend a pupil in response to a serious breach or persistent breaches of this policy. Following a suspension, the school will put in place an appropriate reintegration strategy and review any additional support needed.

Permanent exclusion may be considered only in response to a serious breach or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Permanent exclusion is a decision for the Headteacher and will follow the statutory process.

18. Allegations that are unfounded, false or malicious

The school will respond to allegations in accordance with safeguarding procedures. No disciplinary action will be taken simply because an allegation is unsubstantiated, unfounded or cannot be proven. Action under this policy will only be considered where, following appropriate investigation, there is evidence that an allegation was deliberately invented or malicious.

In all cases, the school will consider whether the pupil who made the allegation may need help or support, and will also consider the pastoral needs of any pupil or member of staff who has been accused.

19. Pupil transition and additional support

Behaviour information that is necessary to support a pupil's safety, wellbeing and successful transition may be shared with relevant staff and receiving settings in accordance with data protection and safeguarding requirements. Transition planning will focus on strengths, successful strategies, reasonable adjustments and any risks or support needs.

20. Recording, monitoring and review

Significant behaviour incidents are recorded on the school's agreed recording system. Records should capture enough information to support effective follow-up and analysis, including where appropriate:



- what happened and who was involved;
- location/time/context;
- impact on others;
- action and consequence;
- parent/carer communication;
- safeguarding concern or referral;
- prejudice/discrimination element;
- SEND or reasonable adjustments considered;
- follow-up action and outcome.

Senior leaders will periodically analyse behaviour data for patterns involving pupils, groups, locations, times, types of behaviour, protected characteristics, vulnerable groups, removals, restrictive interventions, suspensions and other significant trends. This analysis will inform preventative action, staff deployment, curriculum provision and individual support.

This policy will be reviewed annually, or earlier where there is a significant change in legislation, statutory guidance, Trust policy or school practice.

Appendix 1 - Quick staff response guide

For most behaviour incidents, staff should use the following sequence while applying professional judgement and safeguarding procedures where required:

1. Regulate first - maintain safety and calm; do not escalate unnecessarily.
2. Remind/retell the expectation - make the successful behaviour explicit.
3. Establish the facts - listen, avoid assumptions and consider context.
4. Consider need - is SEND, communication, medical, trauma or safeguarding relevant?
5. Respond proportionately - use the Behaviour Management Ladder and reasonable adjustments.
6. Repair and reintegrate - support a successful return to learning and relationships.
7. Record and follow up - record significant incidents, inform relevant adults and check impact.

If a safeguarding concern is present, safeguarding procedures take precedence over the behaviour ladder.

