

Thinking Schools Academy Trust
“Transforming Life Chances”



The Portsmouth Academy
“Empowering Young People to Meet the World”

Behaviour and Culture Policy
2023-2026
Lead Professional: Vice Principal Culture

Contents

Rationale	3
TSAT 7 Behaviour and Culture Principles	4
Relationships	4
Our Rights and Responsibilities	5
Relational practice model	5
Rights, Responsibilities, Promises (Rules) and Routines - The 4 'Rs' Framework.....	6
All Staff:.....	6
Classroom Staff	6
All Students	6
All Parents/Carers	7
Rules.....	7
Rewards	8
When things become difficult - Consequences	8
Incident Points	8
Detentions.....	8
Removal	9
Truancy.....	10
Suspension	10
Record Keeping	10
Student Support.....	11
Suspensions (previously known as Exclusions).....	11
Arch – Off site Provision.....	11
Searching.....	12
Physical restraint.....	12
Child on child abuse	13
Working with Parents/Carers	14
Imposing sanctions for behaviour outside of school	14
Malicious Allegations	14
Links with other policies	14

Rationale

All staff, students and parents/carers have a role in promoting positive behaviour and culture and establishing a learning environment in which teachers can teach and learners can learn. Students have the right to a quality education and to be protected from harm. They have to exercise responsibilities in relation to this and the choices they make.

Through a positive approach to behaviour and culture, we help young people develop their sense of responsibility alongside their feelings of self-worth, self-esteem and belonging. We understand that building and maintaining student culture cannot be left to chance and that by promoting good social, emotional, moral, and cultural development we empower young people to be ready to 'meet the world.'

This policy considers each student's past experiences, any additional needs and circumstances. We are an Adverse Childhood Experiences (ACEs) aware school. We are a relational and restorative practice school, and both of these approaches are weaved throughout this policy.

It also draws on Tom Bennett's (2017) research into how school leaders can optimise behaviour and the commonly found features of successful schools:



Features include:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally

TSAT 7 Behaviour and Culture Principles

The school's behaviour system is also based upon the 7 Principles as shown below and includes examples of what this looks like within our school community.

TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Relationships

Relationships are the foundation which underpins a successful behaviour and culture approach. We believe that genuine connections between staff and students are the fundamental foundation of positive behaviours for learning and life. We recognise that all behaviour, positive or negative, is a form of communication. We feel that through this authentic, heartfelt connection with our pupils, we are then able to best support them with any difficulties involving their behaviour which communicate that something is not going well for them. The following sections outline our approach to relationships and

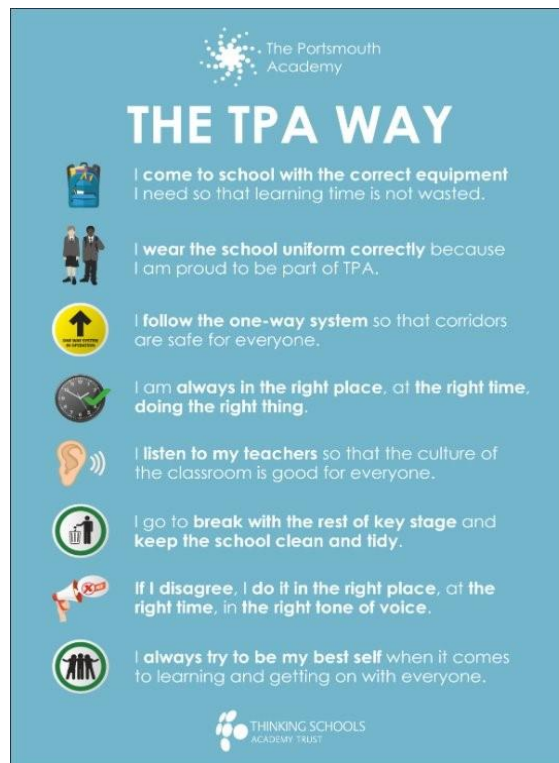
the support that we commit to offering every pupil within our care. This approach is built on the foundations of our Rights and Responsibilities.

Our Rights and Responsibilities

All members of the school community have:

- The right to learn and the responsibility to adhere to the 'TPA Way'
- The right to a calm, predictable and respectful community where everyone is committed to looking after the site, the classrooms and each other.

THE TPA WAY – SOCIAL NORMS



Relational practice model

The underlying premise of relational practice rests with the belief that people will make positive changes when those in position of authority do things With them rather than To them or For them.

According to the Social Discipline Window students require a balance of high levels of CHALLENGE (things like setting limits, boundaries, expectations, clear bottom line and consequences) with high levels of Support (like encouragement, nurture, compassion, empathy and listening).

Rights, Responsibilities, Promises (Rules) and Routines - The 4 'Rs' Framework

Rights and responsibilities are linked and are the basis on which classroom relationships, teaching and learning are built. All members of the school community have rights and responsibilities. Rules are the mechanism by which rights and responsibilities are translated into adult and student behaviours. Routines underpin and reinforce the classroom and school order and are known as 'standard operating procedures' through which the calm, predictable and respectful environment is built and maintained.

All Staff:

- Know and enforce the school rules
- Role model the 'TPA way'
- Prioritise maintaining positive relationships whatever other demands are going on, engaging in quality moments
- Communicate achievements and concerns to students and parents
- Intentionally use warm and open faces and body language, a varied tone of voice and humour to support pupils to regulate and feel safe
- As adults, are aware of their own emotions and request a change of face with a student if required
- Continually seek and engage in professional development

Classroom Staff

- Consistently teach the TPA way
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning / at the starts of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour through non - verbal cues
 - Highlighting and promoting good behaviour
 - Using the Choice, Chance and Consequences system and language consistently and fairly
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low level disruption
 - Using positive reinforcement strategies
 - Attending restorative conversations with students

Teachers can request an emergency alert where a students' behaviour is affecting the learning of others and non-verbal cues, or other consequences, have not been successful.

All Students

- Have a clear understanding of the rules, rewards, and consequences
- Aim to develop the appropriate social norms 'The TPA Way'
- Try to seek support when needed

All Parents/Carers

- Work with the school to ensure that their child is ready to learn and behave in such a way that enables others to learn
- Respond to communications home and attend parents' evenings and meetings
- Download the Arbor app and monitor their child's behaviour, discussing this with them
- Know the support and processes that will be followed if their child is experiencing behaviour difficulties in school

Rules

We strongly believe that students need a calm, predictable and safe learning environment in which discipline is seen to be firm but fair.

School rules are based on courtesy, common sense, personal safety and are designed to support learning. The highest standards of conduct are expected and the school will deal firmly with students who behave unacceptably or fail to work satisfactorily.

The following core school rules are based on common sense and good practice:

1. Students are expected to be punctual for school and lessons.
2. No non-school uniform (Coats, jumpers, hoodies) are to be worn in the school buildings. Blazers only.
3. Chewing gum and energy drinks are not allowed.
4. Mobile phones (or any associated equipment such as ear buds) are not allowed. Any items seen will be confiscated and kept securely. *The school will not accept responsibility for personal items lost, or damaged, at school.*
5. Swearing is not allowed.
6. Smoking/vaping is strictly forbidden.
7. Stealing from other students, or staff, is strictly forbidden.
8. Bringing drugs onto site, or anything that could cause harm to another person e.g. a weapon, is strictly forbidden.
9. Causing physical harm to another person is strictly forbidden.
10. Do not vandalise or damage the building.

Students are expected to behave at all times so that they bring credit upon the school. This particularly refers to travelling to and from school, especially on public transport and on the school buses.

Specialist Room/ Science laboratory rules:

1. Never enter the room without the teacher's permission
2. Do not run in the rooms
3. Coats and bags are to be placed where the teacher instructs
4. Always wear goggles when told to
5. Tie back long hair and wear any professional dress as instructed (i.e. lab coats, aprons)
6. Do not touch gas, water or electrical fittings unless told to do so
7. Never eat or drink
8. Report any chemical spills or accidents to the teacher

9. Wash any chemicals off your hands and clothes immediately
10. Do not touch any equipment that you are not allowed to touch

Rewards

Acknowledging, praising and rewarding positive behaviour encourages the child and reminds others of rules and expectations. To this end the praise needs to be specific i.e., “child’s name...well done for listening to the feedback you have received.” When giving directions to pupils it is essential to describe the behaviour you want the child to do, accurately describing the desired outcome clearly to the child provides an alternative course of action, for example, “Walk, thank you.”

Good effort and learning outcomes are encouraged by the awarding of praise, feedback in books and through digital learning, positive points and praise postcards. Praise and rewards are also given in recognition for a positive contribution to school life. Additional rewards might include extra-curricular activities, trips or prizes. Rewards are issued and recorded onto Arbor. Research shows that rewarding the amount of effort given to a task, rather than its outcome, helps to build positive and resilient learners.

Additional celebrations happen through year group teams and the use of class accolades.

When things become difficult - Consequences

Pupils will be encouraged to engage in restorative conversations with staff and pupils when needed. These might be focused on a child’s learning plan, what is going well and what is not, for example.

At other times, sanctions are needed to enforce the school rules and lack of compliance with ‘The TPA Way’.

Staff will use ‘Choice, Chance, Consequence’ to frame the expected behaviour:

“Your conduct is not respectful. What rule are you breaking? You have a choice to put it right.”

“Now is your chance, take-up time”.

“I have given you a choice, and a chance, so now I will issue a consequence”.

Immediacy of consequences is then important.

Incident Points

- Negative habit points can be given.
- These are tracked by Heads of Year and trigger a consequences system.

Detentions

- Poor behaviour *for learning* can be tackled via the centralised detention system such as parent meetings.
- Poor *conduct* is tackled can be tackled by detentions run by the behaviour team, curriculum leaders, Heads of Year and SLT.

Legal advice:

<https://childlawadvice.org.uk/information-pages/discipline-within-school/>

Teachers have the power to issue detention to pupils under 18 years old. A school does not need the consent of a parent before issuing detention. Detention can take place during school hours and in some circumstances outside of school hours. This includes:

- any school day where the pupil does not have permission to be absent;
- weekends, except the weekend preceding or following the half term break; and
- non-teaching days, usually referred to as 'training days', 'INSET days' or 'non-contact days'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Removal

- Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.
- Students may also be removed from the corridors, canteen, or outside play spaces – in other words removed from the community.
- The use of removal allows for continuation of the student's education in a supervised setting.
- The continuous education provided may differ to the mainstream curriculum but will still be useful for the student.
- Removal from the community is a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom, or in the community, have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- Parents will be informed on the same day if their child has been removed from the community. This is communicated via Arbor.

Removal is used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

Poor conduct is tackled through removal. Students are taken to the removal room where they remain for the rest of the day or a block of removal. (3.45pm). If they fail to show the conduct expected in the 'removal room' they will fail removal and spend another day in the room and will be at risk of suspension for not following instructions.

- Community apologies and community service will be used to build empathy during students' time in 'reset'.

Truancy

- It is recognised that truancy has a very detrimental effect on an individual child's chances of success as well as on the learning community around them.
- Where students choose not to arrive on time for their lesson, or an adjusted provision that has been tailored to their needs, they will be removed from the community.
- They will stay in the removal room for the rest of the day and for a same day detention (3.45pm)

Suspension

- In the case of very serious misbehaviour, a suspension may be issued by the Principal (please see section on suspensions for further information).
- Students can also be sent to other schools in the city, as part of the 'alternatives to suspensions' approach.
- Students can also be sent to the Arch provision which is also an 'alternative to suspension'
- On students return to school from suspension, there will be a Ready to Learn meeting. This is to allow us to work with students before they return to the mainstream to ensure that we have put all the necessary interventions for the student in place.

Record Keeping

Teachers will record rewards and sanctions on Arbor in students' behaviour record. They will have a record of positive and negative habit points. These will be shared live with parents through Arbor parental app.

All parents are asked to sign up to the Arbor app which sends an update on positive incidents and also if any behaviour incidences. A secure parent log on will be provided.

Student Support

The school recognises its legal duty under the Equality Act of 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Suspensions (previously known as Exclusions)

In certain circumstances a fixed-term, internal or permanent suspension from school, the length of which is proportionate to the actions, may be issued by the Executive Principal. These will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/careers to ensure a successful reintegration and proactive preventative plan. This will be completed via our 'Ready to Learn' meetings.

Behaviours that may result in suspension include (but are not limited to):

- Unprovoked/highly aggressive physical attack on a pupil or adult.
- Verbal abuse/ threatening behaviour against a pupil or adults.
- Persistent bullying, racism, sexism, homophobia, transphobia or harassment 'Dangerous or irresponsible behaviour'
- Bringing any offensive weapon into school.
- Bringing alcohol, drugs or drugs paraphernalia into school.
- Theft or vandalism.
- Leaving the site without consent.
- Persistent disruptive behaviour.
- Sexual misconduct.

When suspending a child, we follow the Local Authority (Portsmouth City Council) guidelines. In the absence of the Executive Principal, Head of School may make the decision to suspend, but will make every effort to contact the Executive Principal first. When issuing an alternative to suspension, a pupil may be required to attend another secondary school or TSAT primary school for a fixed time. All students returning from a fixed term suspension will be expected to complete a period in the removal room (8.30–4pm). This is to allow us to work with students before they return to the mainstream to ensure that we have put in place all the necessary interventions and that a Ready to Learn meeting has been completed with a student.

Arch – Off site Provision

The Portsmouth Academy can send their pupils off-site for education to improve the pupil's behaviour, under section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008. If we choose to direct your child off site we will provide you with the following information in writing:

- the address where the educational provision will be made for your child
- the person your child has to report to when they attend the educational provision
- the number of days they will be directed off-site for
- what the purpose of the off-site direction is – what are the objectives for your child, and
- where two sessions per day are provided, the times it starts in the morning, the time it ends in the afternoon and the timing of the break between the morning and afternoon, or
- where a single session per day is provided, the times the session starts and finishes.

Searching

Based on the Department for Education advice for Headteachers, school staff and Governing bodies '[Searching, screening and confiscation' DfE \(Department for Education\) July 2023](#)

The law allows school staff to search a pupil for any item if the pupil agrees. The Principal, Head of School, Vice Principal or other members of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are (but are not limited to):

- Knives or weapons
- Alcohol and or illegal drugs
- Stolen items
- Tobacco, cigarette papers or vape items
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil). The Principal, Head of School, Vice Principal and authorised staff can also search for any item that is banned from the school site.

Physical restraint

In some circumstances, staff who have been trained in positive handling may use reasonable force. Reasonable force means using no more force than is necessary for the least amount of time which will depend on the circumstances. It must also be proportionate to the risk. Reasonable force is to be used in certain circumstances:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Seclusion

Seclusion means keeping a pupil in a separate, safe space where they cannot leave for a short time. It should only be used when the pupil is highly distressed or dysregulated, and there is a real risk of someone getting hurt.

The pupil is not choosing to behave this way on purpose, so seclusion must never be used as a punishment. The space must feel safe, not scary or intimidating. An adult must supervise the pupil at all times.

As soon as the pupil has calmed enough that the risk of harm has reduced they should be allowed to leave. Every use of seclusion must be written down and reported following the schools recording and reporting procedures. Parents will also be informed by a member of the pastoral team if seclusion has been used.

Child on child abuse

At The Portsmouth Academy we recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. Victims, perpetrators, and other children affected by child-on-child abuse will be supported sensitively by trained staff. Referrals to outside agencies for bespoke services will be made with the knowledge of the parents of the children. In school, ELSA (Emotional Literacy Support Assistant) support can be tailored to provide emotional support for cases of child-on-child abuse.

All staff must be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which maybe stand alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves or to engage in sexual activity with a third party
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm
- Sharing of nude or semi-nude images (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals such as abuse or humiliation used as a way of initiating a person into a group. This may include an online element.
- Abuse in intimate personal relationships

Child on Child abuse can happen both inside and outside of school and online and will be taken Seriously.

All staff understand the importance of challenging inappropriate behaviours that are actually, abusive in nature. Staff will not downplay certain behaviours, for example, dismissing sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys will be boys"; this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. This is linked directly to our school safeguarding policy, which can be found on our website.

Working with Parents/Carers

The good relationship that the school has with parents is a vital part of maintaining a high level of appropriate behaviour in school. Clear and supportive communication is important to maintain consistency for children. To help with this, the school will hold parents' evenings once a year for pupils. At other times, parents will be contacted by letter, email or by telephone. We strongly encourage parents and carers to discuss any concerns with us rather than posting on social media.

Imposing sanctions for behaviour outside of school

We expect our children to behave in the same exemplary manner out of school as they do in school, upholding our values. Where children behave outside of school in such a way as to bring the school into disrepute, the Executive Principal/Head of School will, having considered the evidence, decide on the appropriate course of action. Children who misbehave on the way to or going home from school may be reprimanded by the Executive Principal or Head of School, as will children who plan inappropriate behaviour in school and then carry out the behaviour out of school. This may include detention, suspension from school, or reporting the behaviour to the police. This is in line with Government advice - [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

Malicious Allegations

The Executive Principal will be responsible for dealing with children that make allegations against staff that are untrue. The parents of such children will be informed of the allegation as well as the sanction that the school feels appropriate. When deciding on the sanction, the Executive Principal will consider the context, nature, and severity of the allegation, applying the most appropriate sanction.

Links with other policies

This Behaviour and Relationships policy is linked to the following policies:

- Uniform policy
- Exclusions policy
- Safeguarding policy
- Anti bullying guidance
- One to One devices policy
- Mobile phone policy
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#).
- [The Equality Act 2010](#)
- [Restrictive interventions, including use of reasonable force, in schools - April 2026](#)

[Education \(Independent School Standards\) Regulations 2014](#); [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online