



Thinking Schools Academy Trust

***“Transforming Life Chances”***

**Behaviour Policy: Conduct and Relationships**

**Goodwin Academy**



This policy was adopted in September 2025
This policy is to be reviewed in September 2026

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# TSAT Principles of Behaviour and Culture



## TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Transforming Life Chances

## Vision

At Goodwin Academy, we aim to provide an exciting and engaging learning environment that looks to nurture the whole child. We will do this by supporting their needs, teaching them to become confident, independent learners who can thrive in a changing and demanding world and are proud of their achievements. We will encourage their creative talents and guide them to make informed choices about their future.

Our conduct and relationships policy will underpin this and support our students to become inquisitive, respectful, honest, responsible, resilient members of their school and wider society who celebrate and embrace diversity.

As a rights respecting school, it is our aim to embed these values in daily academy life, facilitating our transforming life chances agenda.

We will ensure that our vision of 'Child first' is embedded in everything we do to ensure every child learns, every child achieves, and every child is looking forward and has ambitious aspirations for their future.

## Aims

- For all students to feel supported, cared for and know that they are at the heart of our community.
- For all students to be able to learn in environments that are calm and purposeful and meet their needs.
- For all members of our community to feel respected and demonstrate respect in all interactions with each other.
- For all members of the school community to feel safe and positive about their wellbeing.
- To nurture positive relationships for all members of our community.

## Our behaviour mantras

Three simple mantras underpin everything that we believe about conduct and relationships at Goodwin Academy

- **'Connect before you correct'**

Underpinning our policy is the fundamental focus we place on building positive, professional relationships with our students. They are the foundation for everything.

- **'What you permit, you promote'**

All staff at Goodwin Academy apply our policies consistently and ensure that they are modelling what exceptional conduct and relationships look like to our school community.

- **'Conduct and relationships are a team sport'**

Student conduct and relationships are the responsibility of all staff who work at Goodwin Academy. All staff understand the importance of teaching our students how to behave, building positive, supportive relationships, identifying positive and negative conduct and supporting our students to make the right choices.

## Roles and Responsibilities

**The AGB (Academy Governing Body)** is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for the implementation of it:

- Notifying the Headteacher and providing them with any related guidance if the governing body wants the school conduct and relationships policy to include measures or address issues.
- Ensuring that the policy communicated to students and parents is non-discriminatory and the expectations are clear.

**Governors** will support the school in the maintaining of good conduct and health and safety. They will also be:

- Monitoring and assessing the impact of the policy to ensure the strategies do not impact disproportionately or unfairly on any students within the school.
- Ensuring the policy and the strategies consider staff and student health and welfare issues.

**The Headteacher is responsible for:**

- Ensuring the policy promotes good conduct and deters inappropriate conduct, including all forms of bullying.
- Ensuring conduct and relationships are viewed as core principles by all staff.
- Overseeing the implementation and day-to-day management of the policy and procedures.
- Ensuring the policy is publicised annually to staff (including volunteers), students and parents in the form of a written document (this is a legal obligation).
- Deciding which staff may impose sanctions.
- Deciding on the lead professional for Conduct and Relationships in the Senior Leadership Team.
- Working with other staff, including the Lead Professional on the SLT and the Unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations regarding conduct leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging conduct and relationships have appropriate support.
- Monitoring and assessing the policy's impact to ensure the strategies do not impact disproportionately or unfairly on any students within the school.

**The Deputy Head is responsible for:**

- Working with the Headteacher to ensure the curriculum routes offered are appropriate for the needs of all students.
- Overseeing the inclusion support available to all students at Goodwin Academy, ensuring student needs are identified, supported and reviewed.
- Working with the Headteacher to ensure the effective implementation of this policy.

### **The Senior Leadership Team is responsible for:**

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring and safe community.
- Working with their designated pastoral leaders to support them in their role.
- Completing on-call responsibilities as set out by the Headteacher.

### **The Assistant Head (Conduct and Relationships) is responsible for:**

- The day-to-day implementation of the Conduct and Relationships policy
- Delivering staff training on the Conduct and Relationships policy and support strategies to ensure they can be implemented successfully and consistently by all staff.
- Analysing the data regarding rewards and sanctions to ensure the strategies do not impact disproportionately or unfairly on any students within the school and to identify where intervention is needed alongside providing the Headteacher and Governing Body with a report regarding the monitoring.
- Ensuring that all staff organising school trips include in their standard application letter for the trip a clear statement about conduct standards and processes.
- Providing staff, students and parents/carers opportunities to share their views and opinions regarding conduct and rewards at the Academy.
- Creating a conduct curriculum that is centred on what successful conduct looks like. Any aspect of conduct expected from pupils will be made into a commonly understood routine which is rehearsed.
- Conducting regular staff and student voice to gain feedback on the impact and implementation of the Conduct and Relationships policy.

### **The Head of Year is responsible for:**

- Leading the Year group and driving high academic and pastoral standards.
- Monitoring year group attendance and punctuality data and targeting support and intervention where needed.
- Analysing year group data to provide positive feedback in Year group assemblies.
- Supporting other staff in response to individual incidents of poor conduct.
- Monitoring the rewards and sanctions of students in their year using Arbor and acting at an early stage to prevent escalation of underachievement by an individual.
- Communicating with parents/carers to ensure they are informed at the earliest stages of interventions regarding underachievement and/or poor conduct or relationships.
- Overseeing the Tier support system for their Year groups; ensuring all students receive the support they need to succeed.
- Completing on-call responsibilities as set out by the Headteacher.

### **The Student Pastoral Officers are responsible for:**

- Supporting the implementation of the Conduct and Relationships policy across the school and ensuring it is applied consistently and fairly for all pupils, no matter their background.
- Communicating with parents/carers to discuss conduct concerns.
- Monitoring and supporting with the reflection policies for conduct and punctuality.
- Overseeing and supporting students withdrawn from lessons.
- Completing on-call responsibilities as set out by the Headteacher.

### **The Form Tutor is responsible for:**

- Carrying out their duties as form tutor to the highest standard, thereby acting as a positive role model.
- Building positive relationships with their tutees and their parents / carers.
- Creating, communicating, teaching and maintaining routines for Tutor time.
- Supporting their tutees to meet the expectations of the Academy relating to uniform, conduct and academic achievement.
- Using information provided by the Head of Year regarding rewards to provide positive feedback within the form.
- Working with individual students using all available data (rewards, sanctions, report grades etc.) to help the student set meaningful targets for improvement and devise strategies to achieve them.

### **The Curriculum Leader is responsible for:**

- Being proactive as well as reactive regarding conduct and relationships practices in their curriculum area.
- Supporting staff in their curriculum area with regards to conduct management concerns.
- Reviewing incidents and their causes with their staff in order to inform the review of the policy and provide an opportunity for assessing training needs.
- Completing on-call responsibilities as set out by the Headteacher.
- Ensuring incidents are recorded on Arbor correctly within their department.

### **All staff are responsible for:**

- Building positive relationships with our students to support them to meet the school expectations and maintain the boundaries of acceptable conduct
- Consistently holding restorative conversations and allowing fresh starts to repair relationships damaged by poor conduct.
- Communicating the Academy norms, routines, values and standards both explicitly through teaching exceptional conduct and in their interactions with students.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

- Accepting responsibility for modelling good relationships through appropriate behaviour. For example, taking the lead in restoring a damaged relationship and accepting when they get something wrong and apologising.
- Understanding that children’s brains are not fully formed and they need support and teaching in order to learn to behave appropriately
- Understanding that trauma and adverse childhood experiences have a significant impact on children’s behaviour
- Ensuring that the policy and the procedures are followed and fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures.
- Creating a high-quality learning environment, modelling and teaching good conduct and relationships and implementing the policy and procedures consistently.
- Communicating, teaching and maintaining the culture they require in their area of responsibility e.g., the classroom, the LSC, the canteen
- Keeping accurate registers of attendance to lessons in all Key Stages using SIMS.
- Recording any positive and negative conduct points issued on Arbor.
- Leading central Reflections as appropriate.

#### **Students:**

- Will in the first instance be expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure infringements of the policy are reported.
- Will be expected to be ‘Ready to learn, Respectful to all and Safe at all times’ in line with our school’s ethos.
- Will ensure that their conduct outside of school will not bring the school into disrepute; This includes the students’ conduct on social media.
- Upon accepting a place at Goodwin Academy, it is the expectation that all students will adhere to all policies enlisted by the school, making sure that they abide by all of the rules and regulations set, this includes the Academy agreement.

#### **Parents and Carers:**

The Academy expects Parents/Carers to:

- Support the Academy Conduct and Relationships policy.
- Support their child’s learning and conduct by discussing any problems that may arise.
- Work in partnership with the Academy to assist in maintaining high standards of conduct and relationships.
- Take responsibility for the conduct of their child, both inside the Academy and in the wider community.
- Ensure that they keep the school informed about any circumstances which may adversely affect their child’s well-being.
- Adhere to the Academy agreement.

## Success criteria

- Students and staff feel safe at Goodwin Academy.
- Respectful conversations and conduct are in evidence throughout the Academy.
- Students, staff and parents are proud to be part of the Goodwin Academy community.
- All students are ready to learn in every lesson.
- All students engage in their learning and make good progress.
- Incidents of poor conduct occur rarely and are dealt with effectively and efficiently, allowing students the opportunity to reflect on their conduct choices to support them to improve their conduct in the future.
- Rewards are frequently issued to students.
- There is a reduction in suspensions issued. Where a suspension is issued, students will understand the consequences of their conduct and be provided an opportunity to reflect on the impact of the conduct on themselves and others and develop strategies to improve their conduct.
- Support for students is available, accessed regularly and impactful.
- Students know how to access support and allow staff to help them.
- Students wear their uniform correctly and with pride.
- Parents consistently support our conduct and relationships and uniform policies.



# STUDENT REWARDS

Reward	Description	Staff process and display	Staff responsible
<b>BEST Rewards</b>	Staff to award BEST rewards in lessons to students who demonstrate 'Being Their BEST'.	Staff to record on Class Charts.	All Staff
<b>BEST Postcards</b>	Students receive postcards home as a recognition of successful engagement with elements of the BEST agenda.	Staff via main office.	All Staff
<b>BEST phone call</b>	Staff to make positive contact with student's home following outstanding work.	Staff to contact home and record on Class Charts.	All Staff
<b>End of term Year group celebration</b>	Tutors to nominate students for Star of the Term certificates.	Parent /Carers and students invited to attend termly celebration event	Head of Year
<b>Attendance rewards</b>	Students with 100% attendance receive regular rewards and recognition	Attendance Improvement Co-ordinator to identify the students who have achieved 100% attendance.	Deputy Head / Attendance Improvement Co-ordinator
<b>Pin badge award</b>	Students to receive a pin badge as they achieve a set number of BEST rewards. <ul style="list-style-type: none"> <li>• Bronze 500 rewards</li> <li>• Silver 1000 rewards</li> <li>• Gold 1500 rewards</li> <li>• Platinum 2000 rewards</li> </ul>	Rewards tracked each term and pin badges awarded in termly celebration assembly.	Head of Year
<b>Headteacher's Letters of Praise</b>	Staff to identify students to receive a letter home from the Headteacher for special commendation.	Staff to identify work and pass on to Headteacher's PA. Photo to be taken and letter sent home.	Headteacher's PA
<b>Recognition in Headteacher's Bulletin</b>	Recognition of students through the termly newsletter or social media.	Staff to identify work and pass to Headteacher's PA for inclusion in Headteacher's Bulletin.	Headteacher's PA
<b>End of Year BEST Awards</b>	Subjects to nominate outstanding students for the end of year awards celebration.	Head of Year to coordinate during Term 6	Heads of Year
<b>End of Year BEST rewards event</b>	To celebrate our students' successes across the year, will be rewarded with an end of year event.	Assistant Head – Conduct & Relationships to coordinate during Term 6.	Assistant Head (Conduct & Relationships)

## Student conduct

At Goodwin Academy, we believe that promoting positive conduct and relationships and allowing students opportunities to correct poor conduct, supports them to develop as reflective, independent learners.

To support our students to be successful, we have clear expectations of student conduct in and outside of the classrooms.

<b>Ready to learn</b>	<b>Respectful to all</b>	<b>Safe at all times</b>
<ul style="list-style-type: none"><li>• Wearing your uniform correctly and with pride</li><li>• Arriving to every lesson, on time with the correct equipment</li><li>• No phones or headphones to be seen or heard</li></ul>	<ul style="list-style-type: none"><li>• No swearing or derogatory language</li><li>• Follow instructions straight away – turn and talk</li><li>• Be kind and report unkindness</li><li>• Respect our environment - clean up your rubbish, don't graffiti, sit and eat food in designated areas</li><li>• No chewing gum at any time</li></ul>	<ul style="list-style-type: none"><li>• Walk purposefully to lessons - no running, no pushing, no pausing</li><li>• Be in the right place, at the right time</li><li>• Allow staff to help you - turn and talk</li><li>• Keep hands and feet to yourself</li></ul>

## Strategies for staff for developing positive student conduct and relationships

- Offer support
- Choice, chance, consequence: Give the student the choice when discussing negative conduct, offer them a chance to make the right choice, issue a consequence if they do not make the right choice
- Allow the student to stand outside the classroom to reflect on their conduct
- Praise the student for correcting their conduct
- Have a 'Restorative justice' conversation with the student guiding them about what they did wrong, the impact of their actions and how to improve their conduct.
- Use the school conduct system to promote positive conduct and relationships
- Clearly outline the consequences if their negative conduct continues
- Request 'On call' support to help the student remain in the classroom
- Use the school transfer system
- Call the student's parent / carer to discuss your concerns
- Discuss your concerns about the student's conduct or your relationship with the student with their Tutor
- Discuss concerns with your Curriculum Leader
- Use the conduct report system
- Lunchtime reflection
- Afterschool reflection
- SLT reflection
- 'Harbour' Isolation

## Consequence system

Students will be given opportunities to correct their conduct within the classroom through our consequence system:

**V1 – Rule reminder** – Students will be reminded of the rules and expectations around classroom conduct by the teacher stating the conduct we want to see from the student.

**C1 – Warning** - Students will be issued a conduct warning; this will lead to a restorative conversation with the teacher about their conduct and any support they may require.

**C2 - Regulate outside / Request support** - To prevent the student from being transferred from the classroom, Teachers can allow the student time to regulate outside the classroom or request on call support to help the student correct their conduct and remain in the classroom.

**TRANSFER:** Students will be issued a second conduct warning – this can lead to the student being transferred from the learning environment to another classroom if they are disrupting the learning of others.

Sanction	Action	Follow up
V1	No further action	
C1	Logged on Arbor – no points issued	Restorative conversation during lesson
C2	3 points issued	<b>Teacher</b> to provide reflection work <b>Teacher</b> to attend reflection for restorative conversation
Transfer	1 point issued Transfer on call to collect student	<b>Teacher</b> to provide reflection work <b>Teacher</b> to attend reflection for restorative conversation
Failed Transfer	1 point issued Transfer on call to collect student	<b>Teacher</b> to provide reflection work <b>Teacher</b> to attend reflection for restorative conversation

- Teachers should not log a separate C1 on Arbor for a student if they are also logging a C2
- Reflections are issued and served within 24 hours to ensure students understand the direct consequence of their negative conduct.
- Students who do not attend their reflection will have their reflection escalated.
- Teachers can bypass the afterschool reflection and set their own appropriate sanction. For example: A student has defaced a desk in their classroom – the sanction could be for the student to clean the desks or if a student disrespects their environment by dropping litter – an appropriate sanction would be litter picking duty. The member of staff can collect the student from their reflection to complete the sanction with them.

## Points system

We utilise a points-based system to record negative conduct and a relational approach to educating our students about making positive conduct choices.

<b>+ 1 point</b>	<b>+ 3 points</b>	<b>+ 5 points</b>
<ul style="list-style-type: none"> <li>• Bronze bookworm award</li> <li>• Homework completed</li> <li>• Ready to Learn</li> <li>• Respectful conduct</li> <li>• Safe conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Silver bookworm award</li> </ul>	<ul style="list-style-type: none"> <li>• BEST reward</li> <li>• Gold bookworm award</li> <li>• Top 10 Lexia award</li> </ul>
<b>- 1 point</b>	<b>- 3 points</b>	<b>- 5 points</b>
<ul style="list-style-type: none"> <li>• Mobile phone / headphones seen or heard</li> <li>• Late to school – no reason</li> <li>• Transfer</li> <li>• Failed Transfer</li> <li>• Uniform issue – no note</li> <li>• Home learning not submitted</li> <li>• Home learning not submitted to the required standard</li> <li>• No PE kit</li> </ul>	<ul style="list-style-type: none"> <li>• C2: Not ready to learn</li> <li>• C2: Disrespect</li> <li>• C2: Unsafe behaviour</li> <li>• Late - (Arrive after 5)</li> <li>• In the same toilet cubicle as others</li> <li>• Persistent failure to bring PE kit</li> <li>• No home learning following a resubmission request</li> <li>• Refusal to hand in phone / headphones</li> </ul>	<ul style="list-style-type: none"> <li>• Failed day in Harbour</li> <li>• Bullying -verbal / physical</li> <li>• Child on child abuse</li> <li>• Sexual incident</li> <li>• Homo/bi/transphobic incident</li> <li>• Racist incident</li> <li>• Ableist incident</li> <li>• Vaping / smoking on site</li> <li>• Absconded from site</li> <li>• Internal truancy (Arrive after 10)</li> <li>• Verbal abuse</li> <li>• Bringing a prohibited item on site</li> <li>• Refusal to enter the Harbour</li> <li>• Absconding from site</li> </ul>

\*NB: Incidents in the 5 negative point section will be investigated and may lead to an escalated sanction

### Daily point sanctions:

3 points	30-minute afterschool reflection
4 Points	45-minute afterschool reflection
5+ points	1 x day in Harbour (8:40am – 3:35pm)

## Support for students

### Occasional negative conduct: Tier 1

- Teacher/ Tutor support - Restorative conversations / contact home

### Regular negative conduct: Tier 2

- Teacher support – Meeting with parents
- Tutor support – Report / conversations / contact home
- SPO support – check-ins / positive behaviour report / contact home
- HOY support – Report / Timetable review / Restorative conversations / contact home
- Lighthouse support – check-ins / RESET pass / 1:1 or group support
- Internal interventions

### Persistent negative conduct: Tier 3

- Support from Tier 2 +
- Referral for external agency support
- Direction off site (2 week or 6 week)

### Persistent, continuing negative conduct – Tier 4

- Support from Tier 3+
- Multi agency meeting
- Managed move
- Referral to Pupil referral unit (PRU)

Report
Tutor
HOY
SLT
Deputy Head
Head Teacher

NB: Where a student is suspended for a serious breach of Academy policy, they may bypass the points report system and be automatically placed on any level of report.

## Sanctions

### Transfer

The aims of transferring a student are to restore order and calm following an unreasonably high level of disruption, support staff and enable disruptive pupils to access their education from another classroom environment. Students will await collection from an on call member of staff and be escorted to their allocated transfer location and complete their learning in that location for the remainder of the lesson. Students who are transferred twice in one day will automatically be transferred to the Harbour and remain in there until 3:35pm that day.

### 'The Harbour' – Internal Exclusion Unit

The aims of The Harbour are to improve student behaviour, support staff and reduce the number of suspensions. The Harbour will be used for persistent disruptive behaviour and/or refusal to comply with the school Conduct and Relationships Policy. Students will complete subject specific work through our mapped curriculum which pupils can access through Teams.

### Alternative External Inclusion

The aim of the Alternative External inclusion is to remove students from the school community due to a breach of the school Conduct and Relationships Policy. Students will spend an allocated number of days at an external provision within another local School to prevent a fixed term exclusion. Students are expected to attend the alternate provision in full-school uniform and be fully equipped for learning. The Assistant Principal (Conduct and Relationships) and the Headteacher can make Alternative External Inclusion bookings. A member of staff from the school meets the student at the Alternative External Inclusion placement and provides work for them to complete during their placement. Before they return to the school, Parents/Carers are invited to attend a 'Return from inclusion' meeting.

### Suspensions

In some circumstances, the school may use suspension, where behaviour is not of an acceptable standard and / or where other reasonable strategies outlined above have not led to a student complying with school expectations. Before making the decision to suspend, the school will ensure that an investigation has been carried out, including allowing the student to give their version of events both orally and on a student statement form. The decision to suspend a student can only be made by the Headteacher (or Deputy Headteacher in their absence). Each suspension is dealt with on an individual basis and individual circumstances will be considered. When a student has received a suspension, their return to school will be managed through a 'Return to Learn' meeting. This will include parents / carers and any relevant Academy staff and external agency. At this meeting, the student will be reminded of the Academy expectations for student conduct and will agree set targets to ensure they meet the Academy's required standards on their return and their reintegration is successful. It may be the case that upon a student's return they are required to first engage in the Harbour provision.

### Direction off site

The aim of a direction off site is to give students a period of reflection at another local school, where they can re-engage with their learning. The Assistant Head (Conduct and Relationships) and Headteacher agree these and they last for between two and six weeks. At the end of the direction off site, the student returns to Goodwin Academy and would be invited to attend a 'Return to Learn' meeting with their parents/carers.

### Managed move:

The aim of a managed move is to give students a fresh opportunity at another local school, where they can better engage with their learning. The Assistant Head (Conduct and Relationships) and Headteacher agree these and they last for six weeks but can be extended if required. At the end of the six-week period, the student would remain on the roll of the new school. If the placement were unsuccessful, the student would be removed from the roll of the placement school and would need to re-apply for their place at Goodwin Academy.

### Alternative provision placement

The aim of a pupil referral unit placement is to provide enhanced conduct and relationships support within an alternative provision to improve engagement and conduct. These placements are agreed by the Assistant Head (Conduct and Relationships) and the Headteacher and can be short term or long-term placements.

### Permanent exclusion

Only the Headteacher, in consultation with the Director of Education, can make the decision to permanently exclude. This is a final sanction and should only be used for very serious breaches of the school's code of conduct and / or persistent failure to meet the expectations of behaviour at the school.

The school will follow government guidance on the use of suspensions and permanent exclusion:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Responding to Incidents of Racism, Homo/Bi/Transphobia and Behaviour of a Sexual Nature**

The school is committed to providing a safe, inclusive environment where all members of the community are treated with dignity and respect. Any incident involving racism, homophobia, or behaviour of a sexual nature will be treated as a serious breach of the school's behaviour expectations. Staff must respond promptly and consistently, challenging discriminatory language or actions and ensuring that the affected pupil(s) are supported. All incidents must be recorded and reported to the designated safeguarding lead or senior member of staff. Appropriate sanctions and restorative actions will be applied in line with the school's behaviour and safeguarding policies. Educational interventions will also be used to promote understanding, respect, and the values of equality and diversity across the school community.

### **Non-negotiables**

All staff and students deserve the right to feel safe at School. The following are a list of negative conduct that are not allowed, tolerated or condoned at Goodwin Academy. If anyone exhibits any of these, they will immediately be issued with a sanction:

- Swearing or using derogatory or defamatory language towards others
- Physical violence towards others
- Bringing any prohibited item onto school site

### **Out of class conduct concerns**

As members of our community, it is important that staff and students model respectful conduct during break time, lunchtime and when on the school corridors.

Where students demonstrate negative conduct during these times, staff will warn students about their conduct and where appropriate issue an 'Out of lesson' sanction.

### **Student conduct outside the school gates**

Goodwin Academy has the power to discipline students for inappropriate conduct outside of the school premises whilst travelling to and from the school and wearing school uniform. Any form of inappropriate conduct which could adversely affect the reputation of the school will result in an appropriate sanction being issued in-line with the Conduct and relationships Policy.

## Restorative Justice guidance

Restorative justice promotes inclusiveness, relationship-building and problem-solving, through conflict resolution that bring two or more parties together to address wrongdoing.

We believe wholeheartedly in the power of relationships for positive change and seek to repair any relationships damaged as a result of negative conduct.

### The 5 'R's of Restorative Justice:

1. Relationship
2. Respect
3. Responsibility
4. Repair
5. Reintegration

### How do you have a restorative conversation with a student?

- Send a strong message of care to the student.
- Give the student an opportunity to say 'What happened' and give the student a voice.
- Listen without interrupting.
- Communicate to the student how it made you feel.

### Key questions:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

## Reasonable adjustments

As an inclusive mainstream academy with a higher-than-average percentage of students with SEN or AEN, we respect and recognise the needs of all of our student and use our best endeavours to make reasonable adjustments when required. We have high expectations of the conduct of all of our students but do understand that challenging behaviour can be a form of communication and as such processes for students with SEN or AEN may be adjusted and the pastoral Team work closely with the SEN team to ensure our support is in line with their needs.

### **When concerns about conduct are raised for a student with SEN/AEN the following steps should be taken:**

Review of provision and support in class and within interventions. Consideration given as to what additional support can be implemented.

Review of Student passport to ensure supportive measures are in place consistently and communicated to all staff.

Timetable review to establish where the issues lie and to investigate possible triggers and also to identify where behaviour management is effective so that strategies can be shared.

Identify positive adults.

### **Strategies and resources that may be considered to support conduct include, but are not limited to:**

- Use of a concentrator object/fiddle toy
- Movement breaks
- Time out/reset pass
- Workstation
- Work printed out
- Additional adult support
- Individual Behaviour Management Plan
- Positive behaviour card
- 5 mins early/5 mins late pass
- Clean slate – fresh starts
- Social stories
- Take work to SEN room to complete
- Uniform adjustments

### **Interventions that may be considered to support conduct include, but are not limited to:**

- ADHD workbook
- Zones of Regulation
- Anxiety management plan
- Anger management plan
- Talkabout/Socially Speaking
- Well-being and self esteem
- Mentoring
- Sensory Circuits
- Check ins

**The following adjustments to sanctions can be considered to support a student:**

- Immediate sanctions
- Scribe for statements
- Opportunity for face-to-face restorative conversation in place of a reflection/period of isolation.
- Logical consequence instead of reflection/isolation
- Isolation in a different location
- Scaffolding of sanctions
- Take up time
- Adapted point triggers for sanctions
- Opportunities for clean slates and fresh starts
- Reflective work prior to a restorative conversation

## Searching and confiscation guidance

The aim of this guidance is to explain the school's powers of searching pupils so that school staff have the confidence to use them.

### Searching Pupils

School staff can search a pupil for any prohibited item, if the pupil agrees. In addition, the Headteacher, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Headteacher or delegated members of staff can search a pupil on school premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. School staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The school is not legally required to inform parents before the search takes place. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness.

The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and, in the time available, it is not reasonably practicable to summon another member of staff.

### Confiscation of property

The school reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any item specified in the school rules such as a mobile phone, music player and electronic device.
- Any item of incorrect uniform, such as a hoodie, scarf or coat.
- Any illegal substance, weapon or imitation weapon.
- Any item that poses a threat to others.
- Any items of inappropriate jewellery.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device, the school rules allow students to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. When an incident involves nudes or semi nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy). Any data or files may be erased if necessary.

### Use of Reasonable Force & Seclusion

#### Definition of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of

physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' Reasonable Force is lawful under Section 93 of the Education and Inspections Act 2006. Reasonable Force must be proportionate, necessary and reasonable.

### **When Force May Be Used**

Staff may use reasonable force to:

- Prevent a pupil from committing a criminal offence.
- Prevent a pupil from injuring themselves or others.
- Prevent serious damage to property.
- Maintain good order and discipline where necessary.

### **When Force Must NOT Be Used**

- As a form of punishment.
- In a way that is disproportionate or carries a significant risk of causing harm.
- Where alternative, safer de-escalation techniques are available.

### **Use of Seclusion**

The school recognises seclusion as a restrictive intervention that must only be used in exceptional circumstances, consistent with DfE guidance on restrictive interventions.

- Seclusion may only occur when it is necessary to keep the pupil or others safe, and other de-escalation strategies have been exhausted.
- The pupil must be kept under continuous supervision.
- Seclusion must never be used as a punishment or for the convenience of staff.

### **Recording & Reporting: Reasonable Force and Seclusion**

In line with DfE statutory expectations (DFE restrictive intervention guidance, April 2026), following any incident involving the use of reasonable force, seclusion or non-force restrictive interventions:

- Staff must immediately alert:
  - The Assistant Head: Conduct & Relationships
  - The Designated Safeguarding Lead
  - The Headteacher

- Staff must complete a Positive Handling Form on the same day as the incident.
- The completed form must be sent to the Assistant Head - Conduct & Relationships.

### **CCTV**

In some circumstances, subject to the Trust's CCTV policy, Goodwin Academy may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider school community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

## **Mobile phones**

Allowing access to mobile phones introduces complexity and risks, including distraction, disruption, bullying and abuse. Goodwin Academy will operate as a mobile-free zone. This means that students will not be allowed to use their mobile phones, or any other personal electronic devices including earphones, at all on school premises, including at break times and lunch times. Smart watches will be permitted but only for students to tell the time. Students must not be seen with mobile phones at all anywhere on the school premises. Their mobile phones should also not be heard and if evidence of mobile phone activity on school premises emerges, sanctions will be applied.

**Year 7 & 8:** Mobile phones must be handed into a student's Tutor every morning. Mobile phones will be stored safely and securely and returned to students at the end of the school day by their Tutor. If a student is found to have a phone that has not been handed in, this will be confiscated in line with our policy and only the student's parent / carer may collect the phone. If a student has an afterschool reflection, their phone will be returned to them once the reflection has been completed

**Year 9-11:** Mobile phones and other personal electronic devices must not be seen or heard. We do understand that many parents would like to know that their child have access to a phone during travel to and from school in case of an emergency. Therefore, students are permitted to have their phones in their bags, out of sight, and turned off whilst on school premises. If a student breaches the above rules, they will have their phone confiscated immediately and they may collect it at the end of the day. For students who continue to breach this rule, they will have their phone confiscated and parents are invited to collect it. Students who refuse to hand over their phones can expect to be withdrawn from their usual lessons because of their defiance. Phones can be used on school trips if staff have agreed this beforehand.

**Sixth Form:** Sixth Form students may use mobile phones in the Sixth Form Common Room only.

## The Use of Social Media

Students are not expected to participate in any form of social media or online communications, both within the school and in the wider community that may put themselves at risk or bring the school into disrepute. Students who participate in online interactions must remember that their posts reflect on themselves, their families and the school.

The expectations set out apply to any form of interaction with peers or adults that occur online.

Students are expected to abide by the following:

- To protect the privacy of students and staff. Students will not, under any circumstances create digital video recordings of Goodwin Academy community members either on or outside of the school grounds including travelling to and from the school.
- Students may not use social media to publish disparaging or harassing remarks about Goodwin Academy community members.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not bring the school into disrepute.

Parents/Carers are recommended to:

- Monitor the use of their child's social media.
- Not engage in any activity on social media that comments on individual staff or students.
- Not to engage in social media conversations with children.
- Report any concerns over inappropriate use of social media to the provider, the Police if necessary and inform their child's Tutor.

Failure to abide by this policy will result in disciplinary action and may include the reporting of any concerns to the Police or other outside agencies.

## Linked policies

This policy aims to produce a consistent school response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- [Anti-Bullying Policy](#) (To be reviewed September 2025)
- [Attendance Policy](#) (To be reviewed July 2025)
- [Suspension and permanent exclusion from school policy](#) (To be reviewed September 2025)
- [Positive handling guidance](#) (To be reviewed December 2025)
- [Safeguarding and Child Protection Policy](#) (which contains the Peer-on-Peer abuse framework and online safety guidance – To be reviewed September 2025)
- [Equality Policy](#) (To be reviewed September 2025)
- Goodwin Academy [dress code guidance](#)

## Statutory guidance

This policy was written with regard to the following statutory guidance:

- Children and Families Act 2014
- The Equality Act 2010
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement