

Behaviour Management Policy

September 2026



1. Aims

1.1 This policy aims to:

- Clearly outline behaviour expectations together with the consequences for not meeting these.
- Define unacceptable behaviour, including child-on-child abuse and all forms of discrimination
- Cultivate a professional, respectful culture throughout The JCB Academy.
- Ensure learner safety, security, and mental well-being are central to all activities.

2. Background

2.1 The JCB Academy is dedicated to establishing and exemplifying the highest standards of behaviour, in alignment with its vision of *Changing lives by developing the engineers and business leaders of the future*.

2.2 Exemplary conduct and attitudes are essential for learners to excel, not only in gaining the knowledge and skills they need to achieve academically, but also in developing the professional behaviours expected in the workplace. Behaviour standards are high, creating an environment where learners can thrive academically and personally, ultimately leading fulfilling, responsible lives and contributing positively to the workforce.

2.3 It is essential to promote the ethos of the academy, particularly by developing employable young people with:

- positive attitudes and emotional intelligence;
- mental and physical presence;
- politeness and respectfulness, displaying kindness to all;

who exhibit:

- a “can do, will do” attitude;
- commitment to achieving success through their actions;
- pursuit of technical excellence;
- leadership and teamwork capabilities;
- passion for quality;
- creative and enterprising behaviours.

2.4 All learners are expected to maintain acceptable standards of behaviour at all times. This policy does not intend to prescribe a comprehensive set of rules for every scenario, but instead outlines core expectations which include:

- Self-respect.
- Respect for others.
- Respect for the environment.
- Adherence to health and safety rules.



3. Expectations

3.1 Staff will:

- Implement a *Warm Strict* approach when addressing behaviour.
- Foster a safe, professional and academically conducive environment for all learners.
- Establish and maintain high standards with clear boundaries of acceptable behaviour.
- Apply the Behaviour Management Policy consistently across all learner groups.
- Teach professional behaviour through every interaction.
- Apply sanctions where necessary, ensuring restorative conversations take place when appropriate.
- Develop personalised approaches to address specific behavioural needs of individual learners.

3.2 Learners will:

- Be present, positive and polite in attitudes, actions and application of respect toward themselves, others and their environment.
- Adhere to the Behaviour Management Policy and academy rules at all times.
- Understand and respond appropriately to rewards and consequences.
- Utilise available pastoral support to help achieve success.
- Follow the guidance and direction of staff members.
- Arrive punctually to lessons, prepared with the required materials.
- Strive to complete all tasks to the highest standard and take pride in their work.
- Remain seated/behind chair until dismissed by a member of staff, leaving their work areas tidy.
- Refrain from using mobile telephones and other electronic devices within academy grounds or buildings¹.
- Wear the correct academy uniform at all times, including when entering and leaving the academy building at the start and end of the day and on the academy buses.
- Remove non-uniform clothing upon entering academy buildings.
- Respect academy property and maintain it in good condition.
- Refrain from chewing gum on the premises¹.
- Avoid consumption of energy drinks or high-caffeine beverages within the academy.
- Line up in an orderly manner.

¹ See Appendix



- Follow the seating plan established by the teacher.
- Engage with the academy's teaching cycle: Recap, Delivery, Practice and Feedback.
- Conclude lessons in an orderly manner, standing in silence and leaving a tidy area.
- Move calmly and efficiently around school premises, adhering to left-hand side traffic¹.
- Consume food only in designated areas and take toilet breaks during designated times¹.
- Follow the reflection system when required and engage in restorative processes as needed.

3.3 Parents/carers² will:

- Model and reinforce the principles of being present, polite and positive in all their interactions with the academy.
- Take responsibility for their child's behaviour both in and outside of the academy
- Attend meetings, Parents' Evenings and other activities that support their child's achievement, attendance, and behaviour.
- Collaborate with the academy to maintain high standards of behaviour
- Support decisions related to sanctions, including transport requirements for after-school detentions or bus bans.

4. **Rewarding positive behaviour**

4.1 Year group structure

The academy operates through a year group system: Y9, Y10 and Y11 (pre-16) and Y12 and Y13 (post-16). Each year group is identified by a distinct tie colour. Learners compete for positive points each term through individual efforts and participation in house or group competitions.

4.2 Tracking positive points

ClassCharts accumulates positive points, allowing parents and learners to monitor totals at any time.

4.3 Criteria for awarding positive points

Points are awarded for:

² Within this document, the term parent refers to those with parental responsibility for a learner



- Positive: demonstrating positive attitudes, commitment to the academy and success through actions.
- Present: being mentally engaged and physically present in attendance.
- Polite: exhibiting respect in all forms - self-respect, respect for others and respect for the environment.

Additionally, learners can earn points based on the following academy values:

- Can do/will do attitude.
- Pursuit of technical and academic excellence.
- Achieving through action.
- Passion for quality.
- Creative and enterprising behaviour.
- Team and leadership capacity.

4.4 Attendance

Learners are recognised and rewarded for excellent attendance through the rewards assemblies, reward tickets, positives and certificates for achieving 100% attendance and further opportunities from their commitment.

4.5 Cumulative recognition

Positive points are totalled each term, with certificates awarded during assemblies for high performance and accumulation.

4.6 Rewards for accumulation

At the end of each half term, the learner with the highest positive points in each year group is announced during the rewards assembly, with a prize of up to £100 available. Other prizes of varying value will also be offered, allowing learners to select rewards with educational value.

4.7 Reward tickets

Reward tickets - bronze, silver, gold and platinum - are awarded for positive behaviour for varying reasons. Depending on the ticket colour, learners can use them to, for example, jump the queue in the restaurant or have a free breakfast or free lunch.

4.7 Principal's awards

A criteria and process is decided for each cycle for the Principal's awards at the end of the autumn term and the end of the summer term. All learners who are nominated are invited to attend a special rewards assembly. Learners are selected from the list of attendees to win one of the premium prizes.

4.8 Annual awards

Learners achieving significant positive points throughout the academic year receive progress and attainment awards, which include academy-branded pens.



4.9 Awards Evening

The annual Awards Evening recognises achievement across the school and the apprenticeship programme. Winners and runners up are invited to attend the award ceremony with their parents or other guests. Once trophies and prizes have been presented, there is opportunity to talk to award sponsors, employer partners, trustees and staff whilst a three course meal is served.

5. Dealing with poor behaviour

5.1 Sanctions must be reasonable and proportional, taking into account individual learner needs, including age, special educational needs, disabilities, and any religious requirements.

5.2 The lists below are not exhaustive, but they do highlight common behaviour incidents categorised as ‘minor’ or ‘major’.

- Minor incidents typically result in negative behaviour points or class teacher detentions, while major incidents lead to more significant consequences.

Minor incidents include:

- Failing to be positive, present or polite.
- Inappropriate talking or behaviour.
- Lack of classwork.
- Distracting other learners.
- Failure to follow instructions.
- Misuse of IT resources.
- Mobile telephone seen or heard.
- Lateness to lessons.
- Use of inappropriate language.
- Swearing in conversation with other learners or staff.

- Major incidents include:

- Persistent defiance.
- Persistent disruption.
- Abusive behaviour toward learners or staff, including sexist, homophobic, racist and misogynistic language.
- Swearing at staff.
- Fighting.
- Vandalism.
- Child on child abuse.
- Misuse of IT and or AI.
- Truancy.
- Smoking, vaping, or use of drugs.
- Possession of prohibited items or weapons.

Major incidents are considered as serious violations of the Behaviour Management Policy, the consequences of which could be internal suspension (isolation), off site direction, fixed-period suspension or permanent exclusion.



Repeated incidents, either minor or major, may lead to a learner being put on report to their tutor, mentor or a senior leader.

5.2 Bullying and Child-on-Child Abuse

Bullying is defined as repeated behaviour, whether physical or emotional, that intentionally harms another individual or group. This may include:

- Emotional abuse
- Physical abuse
- Prejudice-based abuse (racial, faith-based, gendered, homophobic, transphobic, disability-based)
- Direct or indirect verbal abuse
- Sexual harassment
- Online bullying, misuse of IT and or AI

Bullying is not tolerated at the academy; all allegations are taken seriously and addressed in line with the academy's Anti-Bullying Policy.

5.3 Dealing with incidents

5.3.1 Incidents during lessons should be escalated as follows (excluding those requiring suspension from the academy):

- Initial response: The member of staff responsible for the group's learning at the time, addresses the incident using appropriate rewards or consequences. The incident is then logged.
- Repeated incidents: If incidents recur within a specific subject, they should be referred to the relevant Team Leader/Director. This individual is responsible for investigating the matter, contacting home as necessary, and collaborating with the Head of Year (HoY) or Assistant Head of Year (AHOY) if appropriate.
- Reflection: There is a reflection system in place to support behaviour management. The member of staff will issue two warnings. Following warning two, it may be required for the member of staff to use the reflection system which will prompt the learner to be removed from the lesson to reflect on their behaviours/actions. These behaviours must be restored and reintegrated during the lesson or prior to the next lesson.

5.3.2 Incidents outside of lessons should be dealt with as follows (again, excluding those requiring suspension):

- Initial response: The individual who observes or is informed of the incident addresses it, applying available rewards or consequences as suitable. The incident is logged.
- Repeated incidents: If incidents persist, they should be escalated to the learner's Tutor/Year team, who is tasked with investigating the issue, contacting home as necessary, and taking appropriate action.
- Further escalation: The Tutor/AHOY/HOY will escalate/review the incident for further investigation, particularly if it is serious in nature.



- Final investigation: The HOY will investigate the matter, contacting home as necessary and determining appropriate action.

5.3.3 Incidents that may potentially result in a fixed-term suspension. After being investigated, the following incidents should be referred to a member of the Senior Leadership Team (SLT):

- Abuse towards staff.
- Unprovoked assault on a peer.
- Possession or misuse of drugs on academy premises.
- Supplying drugs or possession with intent to supply.
- Possession of weapons or prohibited items.
- Repeated defiance.
- Vandalism.
- Theft.
- Racial abuse.
- Sexual harassment.
- Smoking, vaping, or drug use.

6. Consequences of poor behaviour

6.1 Sanctions must be reasonable and proportional, considering individual learner needs, including age, special educational needs, disabilities, and any religious requirements.

6.2 Consequences may include, but are not limited to:

- Verbal warnings with corresponding negative behaviour points (first, second, final warnings)
- Reflection system (temporary removal from the classroom)
- Detentions:
 - 10-minute detention (break or lunch time)
 - 20-minute Team Leader's detention (lunch time)
 - 30-minute Director's detention (lunch time)
 - 35-minute Senior Leader's detention (lunch time)
 - 1-hour after-school detention (transport arranged by parents)
- Temporary removal from lessons to prevent disruption.
- Ban (temporary or permanent) from the academy bus.
- Parental meeting.
- Removal to follow a timetable in the academy's internal alternative provision (The Hub).
- Internal exclusion in a reflection room.
- Fixed-term suspension.
- Off-site direction to another school.
- Review meeting with the Senior Leadership Team or Trustees.
- Permanent exclusion



- 6.3 Continued minor breaches of conduct will result in increasingly severe sanctions, particularly if detentions are missed. Detentions will focus on restorative practices, reminders of expectations, and making up missed classwork.
- 6.4 Where there are serious breaches of conduct, the academy will adhere to statutory guidance and operate within the principles of fairness and natural justice, following the academy's Suspension and Permanent Exclusion Policy.
- 6.5 In serious misconduct cases, including incidents occurring outside the academy, the academy will consider the National Police Chiefs' Council (NPCC) Guidelines regarding police involvement. The police will be informed if a learner or situation poses a serious threat to public safety.
- 6.6 In cases where a learner makes a malicious accusation against a staff member, the Principal will evaluate whether disciplinary action against the learner is warranted.
- 6.7 Any use of physical intervention by staff will adhere to legal standards and the Department for Education's guidance. Further details are available in the academy's Physical Restraint Policy.

7. Searching and screening learners

- 7.1 Searching is a vital component in maintaining a safe environment. The academy reserves the right to conduct the following searches in accordance with DfE advice:
- Searching with consent: Random searches may be conducted with learner agreement.
 - Searching without consent: The academy may search learners or their possessions without consent if reasonable grounds exist to suspect possession of a banned item. Searches will be conducted by two staff members, ideally of the same gender as the learner.
 - Search procedures: Searches will be performed respectfully, focusing on outer clothing and possessions such as desks, lockers, and bags.
 - Screening: The academy can require learners to undergo screening via walk-through or handheld metal detectors for safety, even without suspicion of weapon possession. Refusal to comply may result in suspension from the Academy/premises.
 - If it becomes necessary to search beyond a person's outer clothing, the requirement for this would suggest 'probability' and that there is concern and risk. In such cases, since a high level of probability will be present, guilt will be assumed and suitable sanctions will be imposed.



8. Restorative pathways and reflection

- 8.1 Following the warnings through the behaviour management process, If it is possible to have a sensible and reflective conversation with a learner, then the learner should be reintegrated into the classroom as soon as possible.
- 8.2 If the restoration is unsuccessful then the reflection process should be triggered. The learner should be removed from the lesson for further support and seek further advice and support from the Team Leader for further investigation/intervention.
- 8.3 If the learner still refuses to comply with the process then they may later face more serious consequences.

9. Tutors and mentoring

- 9.1 All pre-16 learners are allocated to a tutor group that has a tutor as the first point of contact
- 9.2 If a learner requires further support, mentoring/support can be implemented through the academy's pastoral support team.

10. Key staff and their roles

- 10.1 Duty staff are responsible for ensuring their allocated duty area is a safe and calm environment and for applying sanctions for any minor incidents that occur.
- 10.2 Learning Managers are responsible for ensuring their classroom is a safe and calm environment which enables learning to take place. They are also responsible for rewarding learners for positive behaviour displayed during the lesson as well as applying sanctions for minor incidents that occur in the classroom.
- 10.3 The Academy Bus Co-ordinator checks in daily with bus drivers, investigates any reported incidents, implements sanctions and ensures these are communicated to parents where appropriate.
- 10.4 HOY and AHOY have overall responsibility for the outcomes of learners within their year group. This means ensuring that appropriate support and guidance is available to learners to ensure that they and their peers achieve positive outcomes. HOY have the responsibility within the behaviour management system of supporting the tutors and managing the referrals to the Inclusion Team.



- 10.5 Inclusion/Pastoral Support Team. Any learner referred to the Inclusion Team should have a support plan drawn up with key actions and person responsible. The Inclusion Team has the responsibility of developing, supporting and ensuring delivery of the individual learner support plans/provision map. In this context this means meeting with the learner and support staff will draw up the provision map and ensuring that this provision map is adequately resourced and delivered across the academy. The plan should have appropriate milestones and timelines to ensure it can be adequately monitored and reported upon.
- 10.6 Senior managers deal with serious issues that require sanctions which are only within the authority of the SLT. They also provide support to those they line manage within the process to ensure they can deliver on the goals and aspirations of the academy to ensure 'exemplary behaviour at all times'.
- 10.7 The Director of Standards has oversight of pre-16 and post-16 safeguarding, behaviour and is responsible for overseeing and supporting the HOY/AHOY, post-16 pastoral staff, Inclusion Team and pastoral support staff. The Director of Standards meets regularly with the HOY/AHOY and Inclusion Team to manage varying behaviours, ensuring learners are supported in relation to reintegration, reflecting on their behaviours and making positive contributions to ensure positive outcomes. Where necessary, the Director of Standards further investigates incidents when the sanction may be a form of suspension.
- 10.8 The Principal has oversight of the system and receives regular reports on rewards and sanctions to ensure that policy is being followed within the academy. In addition, they receive a regular report on all learners who have been discussed through the Learner Causing Concern process. Fixed-period suspensions are discussed with the Principal or Acting Principal. The Principal is also responsible for ensuring staff receive appropriate training in relation to behaviour management and also how SEND and/or mental health needs can impact behaviours.
- 10.9 The Board of Trustees is responsible for monitoring the effectiveness of the Behaviour Management Policy.

Related policies/procedures:

Acceptable Use (Learners) Policy, Anti-Bullying Policy, Suspension and Permanent Exclusion Policy, Transport Code of Conduct, Uniform Policy



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- **Ball games.** Ball games are permitted on the all-weather pitch (MUGA), but are not permitted in any other part of the academy, inside or out. Any learner playing a ball game outside of the all-weather pitch will have the ball confiscated until the end of the academy day. Subsequent breach of this rule will result in learners having the ball confiscated until the end of the day/week.
- **Chewing gum.** Learners are not permitted to chew gum anywhere on the academy grounds.
- **Coats, scarves and hats.** Learners are not permitted to wear coats, scarves, hats or other outer garments on top of/under blazers such as hoodies or sweatshirts in the academy building. Coats, scarves and hats must be removed on entry. Learners found to be wearing any of these items will have them confiscated until the end of the academy day when they may be collected from learner reception.
- **Food.** Learners are only permitted to eat in the restaurant and sandwich room, they are not permitted to eat in any other area in the academy. Learners are expected to dispose of litter in the bins provided.
- **Cigarettes, vapes and vape liquids.** The JCB Academy is a no smoking site; learners are not allowed to smoke anywhere on academy premises, at any time on an educational visit (whether or not they are in uniform) or in any other location whilst in academy uniform. In addition, the academy has a zero tolerance approach to any type of drug use. The liquids used in vapes can be colourless and odourless. These liquids can be used as a masking agent for CBD (Cannabidiol) and THC (Tetrahydrocannabinol); these are often referred to as 'mixes' or 'spice'. Learners using/in possession of/selling cigarettes, vapes and/or vape liquids will be suspended from the academy.
- **Headsets/air pods.** Learners are only permitted to use these to access learning resources as part of the curriculum. If used at any other time they will be confiscated.
- **Mobile Phones.** Y9, Y10 and Y11 learners are not permitted to use mobile telephones within the academy grounds at any time. Mobile phones brought to the academy must be switched off and kept out of sight in bags at all times whilst learners are within the grounds. Any learner using a mobile phone where it is not permitted (use includes receiving messages or calls) will have the phone confiscated for the day. The phone may be collected from learner reception at the end of the academy day. A second breach of this rule within the same term may result in the learner having his/her phone confiscated until the end of the week when it may be collected from learner reception at the end of the day on Friday. If this rule is breached further, the parent may be required to come and collect it on behalf of the learner.

Sixth Form learners have the privilege of being able to use their mobile phones in their common room and when using break out areas in the main building. They are not allowed to use their mobile phones anywhere else in the main building; failure to respond could result in the phone being confiscated.



- **Movement around the building.** Learners are expected to move around the building quietly on the left hand side. Running in the building is not permitted. Learners are expected to talk quietly in the break-out areas and corridors.
- **Transport.** Learners are expected to comply with the academy's Transport Code of Conduct. Breach of this will result in sanctions being applied dependent upon the severity or regularity of incidents. Sanctions include allocated seating and temporary or permanent removal of access to academy transport.

