

Behaviour Policy

2026 - 2027



Aims & Ethos



Our Ethos

LCE Academy is committed to providing a calm, safe and orderly environment in which all pupils can learn and thrive. High standards of behaviour are essential to safeguarding, learning and wellbeing, particularly within an SEMH context. Our behaviour approach is rooted in our core values:

- **Resilience** - supporting pupils to recover from setbacks and persist with challenge
- **Integrity** - taking responsibility for actions and making amends
- **Respect** - for self, others and the wider community

We believe that behaviour is best improved through strong relationships, clear boundaries, and consistent adult responses. This policy balances high expectations with high support, ensuring that pupils are both held to account and helped to succeed.

Our Aims:

- Create a predictable, safe and respectful learning environment
- Teach pupils how to regulate emotions and behaviour
- Respond to behaviour in a fair, consistent and trauma-informed way
- Prevent bullying, discrimination and harm of any kind
- Use suspension or exclusion only where necessary to protect safety
- Ensure sanctions are not used in a discriminatory manner, particularly where behaviour is related to need

Statutory Framework

This policy complies with current statutory guidance and reflects the expectations placed on schools to promote positive behaviour, safeguard pupils, and maintain an orderly environment. It has been developed in line with relevant legislation and guidance to ensure that behaviour is managed consistently, fairly, and effectively across the Academy. The policy is regularly reviewed and updated to ensure ongoing compliance and alignment with best practice.

This policy is informed by and complies with the following statutory guidance and legislation:

- **Keeping Children Safe in Education (KCSIE 2025)**
- **Independent School Standards Regulations (2014)**
- **Suspension and Permanent Exclusion Guidance (DfE, 2023)**

Important Note



This policy should be read alongside other key school policies to ensure a consistent and coordinated approach. These include the Safeguarding and Child Protection Policy, SEND Policy, Attendance Policy, Anti-Bullying Policy, and Positive Handling Policy, all of which support effective behaviour management and pupil wellbeing.

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01

Behaviour Expectations & Boundaries





1.1 Pupil Expectations

All pupils are expected to:

- **Treat others with respect and dignity**
- **Follow adult instructions**
- **Allow others to learn without disruption**
- **Move safely around the school**
- **Take responsibility for their actions**

1.2 Unacceptable Behaviour

Certain behaviours are non-negotiable and will always result in a response by a Senior Leader:

- **Physical aggression or violence**
- **Threats or intimidation**
- **Bullying or harassment**
- **Bringing prohibited items onto site**
- **Serious damage to property**

Reasonable adjustments are made for pupils for their SEND or SEMH needs, but safety and dignity are never compromised.

02

Prohibited Items





2.1 Prohibited Items

To maintain a safe, calm, and secure environment for all pupils, staff, and visitors, the following items are not permitted on the school site, during school activities, or when pupils are engaged in off-site provision or Alternative Provision linked to LCE Academy.

The following list applies to items brought:

- **Onto the school site**
- **To off-site activities, visits, or Alternative Provision**
- **In bags, clothing, or personal possessions**



A. Weapons & Items That Could Cause Harm

- Knives of any kind
- Blades, razor blades, box cutters
- Imitation weapons
- Firearms or replica firearms
- BB guns, air guns, pellet guns
- Catapults or slingshots
- Explosives, fireworks, or incendiary devices
- Any object adapted or intended to be used as a weapon



B. Offensive or Dangerous Items

Items that could be used to cause injury, including:

- Laser pens
- Matches or lighters
- Sharp Objects
- Heavy Tools
- Metal bars or weighted items

◦



C. Drugs, Alcohol, and Substances

- Illegal drugs
- New psychoactive substances
- Prescription medication not authorised or held in line with the school's medical needs procedures
- Alcohol
- Solvents, aerosols, or substances used for intoxication
- Steroids or performance-enhancing substances



D. Tobacco, Vaping, and Related Products

- Cigarettes, cigars, rolling tobacco
- Vapes or e-cigarettes
- Vape liquids or cartridges, including nicotine-free products
- Lighters or related paraphernalia



E. Inappropriate Materials and Media

- Pornographic material
- Sexually explicit content
- Violent or extremist material
- Material promoting hate, discrimination, or radicalisation
- Content that is age-inappropriate or harmful

This includes physical items and digital content accessed or stored on devices.



F. Electronic Devices and Technology

Unless expressly permitted:

- Mobile phones
- Smart watches with communication capability
- Tablets, laptops, or gaming devices
- Recording devices or cameras

Where devices are permitted, misuse or unsafe use may result in confiscation.



G. Theft-Related or Stolen Items

- Stolen property
- Items suspected to be stolen
- Items brought to school for the purpose of trading, gambling, or coercion



H. Items Promoting Harmful Behaviour

- Items promoting self-harm or suicide
- Paraphernalia linked to self-harm
- Gang-related items, symbols, or clothing
- Items associated with criminal activity



I. Offensive, Discriminatory, or Inflammatory Items

- Items displaying offensive language or imagery
- Items promoting racism, homophobia, transphobia, misogyny, or hate
- Items that undermine the school's values or British Values



J. Items Promoting Harmful Behaviour

- Energy drinks
- Gambling-related items
- Large sums of money
- Items that may cause disruption or distress to others

2.2 Confiscation and Response

Where prohibited items are found:

- **Items will be confiscated and stored safely**
- **Parents or carers will be informed where appropriate**
- **Safeguarding procedures will be followed if required**
- **External agencies may be involved where necessary**

Responses are proportionate, trauma-informed, and focused on safety, learning, and restoring trust.



03

Understanding Behaviour





3.1 Behaviour Recognition

At LCE Academy, we recognise that behaviour is often a form of communication, particularly for pupils with SEMH needs. Behaviour is understood in context, taking account of trauma, need and developmental stage.

In line with Independent School Standards guidance 2.33, LCE Academy recognises that high-quality teaching plays a critical role in supporting positive behaviour and engagement. Teaching is carefully planned, adaptive, and responsive to pupils' social, emotional, and mental health needs, ensuring that learning is accessible, purposeful, and appropriately pitched. Clear routines, consistent expectations, and well-structured lessons reduce anxiety and support regulation, enabling pupils to engage successfully with learning. Where behaviour presents as a barrier, teaching approaches are reviewed and adjusted to meet pupils' needs, reinforcing the principle that effective learning environments are foundational to positive behaviour and personal development.

This does not remove accountability. Pupils are supported to understand the impact of their actions and to learn safer, more appropriate ways to communicate needs.

04

Relational Response Model



4.1 Relational Response Model

Our behaviour framework is built around a graduated Relational Response Model, ensuring the right level of support is provided at the right time.



LEVEL 1: CONNECTION (UNIVERSAL)

Led by class teachers and key adults. The focus:

- **Predictable routines and boundaries**
- **Positive relationships and belonging**
- **Early intervention and de-escalation**
- **Restorative conversations**

This level meets the needs of most pupils most of the time.



LEVEL 2: COLLABORATION (TARGETED)

Led by the Behaviour Lead or Inclusion Lead. The focus:

- **Relational or behaviour support plans**
- **Mentoring and structured check-ins**
- **Parental collaboration**
- **Targeted SEMH interventions**

Progress is reviewed regularly. Support is reduced or escalated as needed.



LEVEL 3: COMMUNITY (INTENSIVE)

Led by the Headteacher, DSL and SENDCo. The focus:

- **Multi-agency planning**
- **Risk assessment and safety planning**
- **Personalised timetables or blended provision**
- **Therapeutic or specialist input**

The aim is stabilisation, reintegration and long-term improvement.

05

Sanctions and Restorative Responses





5.1 Sanctions & Restorative Responses

Sanctions are logical, proportionate and restorative. They are always paired with teaching and repair. Possible sanctions include:

- **Restorative reflection or repair activity**
- **Time out from learning to regulate**
- **Loss of privilege**
- **Internal removal**
- **Fixed-term suspension (last resort)**

Sanctions take account of individual need, SEND, and context. Physical intervention is used only as a last resort and in line with the Positive Handling Policy, within this policy reference is made throughout to Reasonable Force in Schools (December 2025). Pupils will never be isolated in any punitive manner.

5.2 De-escalation & Safety

Staff are trained in de-escalation and regulation strategies. The school prioritises:

- **Calm adult responses**
- **Early intervention**
- **Safe spaces for regulation**

Reasonable force may be used only to prevent harm, in line with statutory guidance. All incidents are recorded and reviewed.

06

Recording, Monitoring and Oversight





6.1 Oversight and Accountability

Behaviour incidents are recorded on our MIS. Senior leaders:

- **Review behaviour data regularly**
- **Monitor patterns and disproportionality**
- **Report termly to governors**

A Serious Sanctions Log is maintained in line with Independent School Standards. Any searching, screening or confiscation is carried out in line with DfE guidance and with due regard to safeguarding, dignity and reasonable adjustments.



07

Roles & Responsibilities

7.1 ROLES & RESPONSIBILITIES

This section outlines the roles and responsibilities of staff, leaders, and governors.

1

GOVERNING BOARD

Ensures compliance and reviews impact.

2

HEADTEACHER:

Overall responsibility for behaviour, sanctions and exclusions.

3

STAFF:

Model expectations, apply policy consistently, record concerns.

4

PUPILS:

Engage with support, take responsibility for actions.

5

PARENTS/CARERS:

Work in partnership with the school.



08

Suspensions & Exclusions



8.2 Suspensions and Exclusions

Suspensions and permanent exclusions are used only where behaviour poses a serious risk to safety or order and when all other strategies have been exhausted. Decisions are made by the Headteacher and follow statutory guidance. Reintegration is planned and restorative.

8.3 Review

This policy is reviewed annually by the Governing Board.



CONCLUSION

LCE Academy is committed to promoting high standards of behaviour through a safe, respectful, and inclusive school environment. Through clear expectations, consistent routines, and strong pastoral support, pupils are supported to develop self-discipline, responsibility, and respect for others, enabling them to engage positively with their learning and the wider school community.

This policy reflects the Academy's commitment to consistency, fairness, and positive relationships. Through effective implementation and leadership oversight, behaviour systems work alongside safeguarding and pastoral practices to ensure a calm, orderly environment where all pupils feel supported, valued, and ready to succeed.

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