Student Behaviour Policy
2026-27
Grace Academy Coventry

Approved by:	Local Governing Board
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different individuals in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (2024) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive interventions, including use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- KCSIE (2025)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles which give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Behaviour Principles

At Grace Academy Coventry we place **relationships** at the heart of our daily practice, our goal being to ensure that all staff foster positive **relationships** with pupils so that pupils know they matter and belong. The sense of belonging and mattering ensures that pupils can be successful in their **relationships** with others, both in school and the wider community.

Grace Academy seeks to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations. It seeks to create an inclusive, caring learning environment through:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy's policy and associated procedures;
- promoting a culture of praise and recognition in which all students can achieve;
- encourage students to demonstrate and embrace "The Grace Way" in school and the local community.

3.1 "The Grace Way"- Values

We encourage all our students to demonstrate "The Grace Way" at all times. "The Grace Way" encompasses all our Academy Values and this guides the Academy's actions which promote positive behaviour and full attendance. Governors, the Academy Leadership Team (ALT) and all our Grace staff adopt a student care model where staff to take on the role of "professional parent" which creates an inclusive, caring learning environment through the five core Christian principles, known as the Grace Academy values:

- Amazing Grace
- Genuine Integrity
- Mutual Respect
- Potential Excellence
- Limitless Potential

We encourage students and staff to adopt "The Grace Way" for learning. These five main principles encourage students to be successful and achieve excellence in their lessons. The five learning behaviours are:

1. We are on time
2. We are prepared
3. We respect our community
4. We listen
5. We participate

If students do not behave in this way during lessons and around the academy then appropriate sanctions are put into place. Students who demonstrate the Grace values and "The Grace Way" around the Academy and in the local community are recognised and rewarded.

Positive behaviour expectations around the Academy:

- Students are expected to walk calmly and quietly around the Academy
- Students are expected to attend line ups at 8.40am. They are required to stand in alphabetical order, single file, in silence with their equipment ready ("The Grace 5")
- Students are expected to be polite and courteous to all staff and students consistently demonstrating "Mutual Respect"
- Students are expected to always try their best demonstrating their "Limitless Potential"
- Students are expected to wear the correct uniform at all times
- Students are expected to always have on their person "The Grace 5"- bag, planner, pencil case, water bottle and a reading book demonstrating their "Intentional Excellence".

If students do not have "The Grace 5" in lessons and around the Academy then an appropriate sanction will be issued e.g. for a first offence a YCDB will be issued. If students are late to school they will be expected to hand in their mobile phone (or similar personal item) which will be returned to them at 3.35pm after sitting a 20-minute detention. Students will also be issued with a same day lunch time detention. If students do not attend this lunch time detention then they will have to sit an ALT detention at the end of the day for one hour and their phone will not be returned until 4:15pm.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal abuse
- Physical abuse
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Prohibited items are:

- Bladed items, knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Lighters
- Fireworks
- Pornographic images
- Vapes
- Imitation weapons (including water pistols/guns)
- Tools or multi-tools
- Chewing gum
- Phones
- Permanent markers
- Energy drinks
- Drinks cans/ Glass bottles
- Sharp objects
- Any article a staff member suspects has been, or is likely to be used, to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil).

5. Bullying/Child on child abuse

Bullying is defined as intentional harming, intimidation or coercion of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child on child abuse includes (but is not limited to):

- Emotional bullying – being unfriendly/excluding/tormenting (e.g. hiding books/threatening gestures).
- Physical bullying – pushing/kicking/hitting/punching/any other use of violence.
- Racist bullying – racial taunts/graffiti/gestures.
- Sexual (harassment and violence) – Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, harmful sexualised behaviours, unwanted physical attention or contact, sharing nude/seminude images/videos, up skirting, sexual activity without consent, comments about sexual reputation or performance, or inappropriate touching.
- Homophobic bullying – because of or focusing on the issue of sexuality.
- Sectarian bullying – sectarian taunts/graffiti.
- Verbal bullying – name calling/sarcasm/spreading rumours/teasing

- Cyber bullying – all areas of the internet, such as email & social networking. Threats via mobile (texts/calls). Misuse of associated technology i.e. camera/video facilities.
- Initiation/hazing type of violence or rituals
- Teenage relationship abuse

Details of our school's approach to preventing and addressing child on child abuse and bullying are set out in our Anti-bullying Policy.

6. Roles and responsibilities

6.1 The Governing Body

The governing board will review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (section 3).

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in line with the Academy procedures
- Demonstrating the "The Grace Way" through our school values

The Academy Leadership Team and pastoral team will support staff in dealing with and responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct and Academy Charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/form tutor/pastoral team promptly
- Meet with relevant staff members to discuss any concerns with their child's behaviour

7. Pupil Code of Conduct

Pupils are expected to:

- Show respect to others
- Show respect for themselves
- Show respect for the environment
- Be polite and courteous at all times
- Be tolerant and understanding
- Personal conduct should be of a high standard to reflect the ethos of the Academy
- Take pride in all achievements
- Represent the Academy to the highest standard on all occasions and at every opportunity
- Aim for quality in everything you do and make the most of your ability, talents and opportunities
- Demonstrate “The Grace Way” and promote the values of the Academy in the academy and the wider community
- Share and celebrate the success of the Academy and its members

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Gold star stamps
- Subject stamps
- Certificates
- Half termly reward activities
- Rewards assemblies
- Bespoke rewards
- Phone calls home
- Letters/postcards home
- Trips
- Extra-curricular activities
- Student leadership
- Rewards identified by individuals or groups of students

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Negative stamp in planner (YCDB/NiL)
- Parking a student within another class

- Removal from classrooms (for a closely monitored set period of time)
- Expecting incomplete work to be completed at home, or at break/lunchtime
- Detention at breaktime, lunchtime, or after school
- Referring the pupil to HOY or a senior member of staff
- Letters or phone calls home to parents
- Loss of privileges
- Parental meetings
- Agreeing appropriate interventions
- Writing a letter of apology
- Putting a pupil 'on report'
- Isolating the student for a period of time
- School based community service e.g. tidying a classroom
- Suspensions
- Final governors warnings
- CAPA Placement: Refocus
- Preventative placements
- Supportive Transfer

8.2 Removal from classrooms and suspensions

We may use the Reflection Room in response to serious or persistent breaches of this policy (curriculum work will be completed in the reflection room). The period of time the student will spend in the Reflection Room will depend on the severity of the behaviour incident. Pupils may be parked in another classroom during a lesson if they are disruptive and receive four warnings, they will be expected to complete the same work as they would in class in the parked classroom.

Pupils who do not attend a given detention are required to sit a further ALT detention (1 hour). Failure to sit ALT detention will result in a period of time in the Reflection Room and an escalation to a Principal's detention (90 minutes). Failure to sit a Principal's detention could result in a day suspension and the completion of the detention once the student returns to the Academy.

The Reflection Room is managed by the Assistant Heads of Key Stage and is overseen by the Vice Principal (Student Care) and Assistant Principals (Student Outcomes). The Reflection Room data is monitored regularly and interventions are put into place for students who are repeatedly placed in the Reflection Room.

A suspension is where a student is temporarily removed from school as a sanction for their actions or behaviour. They can be removed for up to 45 school days in one school year, even if they have changed school.

The Academy will regularly monitor, review and report data relating to removal from lessons, suspensions and permanent exclusions to ALT and governors This will include recommendations or strategies to ensure the needs of students currently at risk of permanent exclusion are met.

8.3 Supportive Transfer, Preventative Placements and CAPA Placements

We work closely with the local authority on supportive transfers where students who have shown negative behaviour despite interventions may be referred for a supportive transfer to another local school. This involves students being dual coded at another Coventry school for 12 weeks. If this 12 week placement is successful the new school will then on-roll the student and they will be removed from Grace Academy's roll. We also work with other Coventry schools to provide a 6 week preventative placement which allows students a period of time to reflect and refocus their behaviour pending a return to Grace Academy. In addition to this, we also utilise the Coventry Alternative Provision Academy (CAPA) Placements to support students in improving their behaviour for learning. The CAPA Refocus Programme lasts for 10 weeks, where students spend 1 day per week at the Academy and 4 days per week at CAPA. We ensure that on all placement types, the pupil will have a key worker, who will remain in contact and visit them to promote success.

8.4 Off-site behaviour

Conduct outside the school premises, including online conduct, that school might sanction pupils for includes misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

8.6 Permanent Exclusion

Where Tove Learning Trust's approaches towards behaviour management have been exhausted, permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

See TLT Exclusion Policy 2026-27 for further information.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display behaviour posters clearly in classrooms
- Attend CPD to support with classroom management
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour
    - Highlighting and promoting good behaviour
    - Using the stamp system effectively to deal with low-level disruption
    - Using positive reinforcement and praise

Stamp system:

1) Warning
2) YCDB- Same day 10 minute detention
3) NIL- 30 minute detention
4) Parked- 45 minute detention and removed to another classroom for the rest of the lesson
5) On Call- Student removed from the classroom by on-call. An one hour detention is set or appropriate follow up action/sanction

Students can be kept in detention for up to twenty minutes at the end of each day. Any detention longer than twenty minutes will be sat on another day and parents will be informed of these the evening before via Bromcom. If students owe 20 minutes and already have a pre-organised detention they will remain in school for 20 minutes after their pre-set detention time.

9.2 Restrictive Interventions, including reasonable force and seclusion.

In some circumstances, staff may use reasonable force to restrain or seclude a pupil to prevent or stop them:

- 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 Restrictive Intervention must:

- **Always be used as a last resort**

- Be applied using the minimum amount 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
- Restrictive Intervention forms must be completed following any use of a Restrictive Intervention

Details of our school's approach to Restrictive InInterventions can be found in the Search and Restraint Policy as well as the DFE's Guidance for Schools document: Restrictive interventions, including use of reasonable force, in schools

9.3 Confiscation

Mobile phones are a banned item and Grace Coventry is a mobile phone free site, Phones must be handed in when students arrive. If pupils are seen with a phone during the day, it will be confiscated for 24 hours, with further breaches resulting in additional sanctions. If the student refuses to hand these items over they will be taken to the Reflection Room. Further information can be found in our Mobile Phone Policy.

Any other prohibited items (listed in section 4) found in pupils' possession will be also be confiscated, but these items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the student, senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will search students if we suspect they have a prohibited item but they are refusing to hand it over.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

9.4 Behaviour issues online

The use of mobile phones is not permitted on site for Years 7-11 and Sixth Form students can only use phones in designated Sixth Form areas. This is to reduce the incidents of behaviour issues online. It is made clear to students in PSHE lessons, form time and through delivery of the pastoral curriculum and assemblies that expectations for behaviour online is the same as that in school and the local community. It is made clear to students that inappropriate online behaviour and bullying will be dealt with seriously and in the same manner we would deal with offline behaviour. Students are clearly told that any incidents online can also be referred to the DSL and/or external agencies where appropriate e.g. Police, Social Services and PREVENT. Parents are responsible for their child's behaviour when not on the school premise. However, the Academy will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school and/or when the pupil is identifiable as a member of the school and this behaviour could adversely affect the reputation of the school.

9.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year, or when any changes to classes or support take place. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including the proper use of Restrictive Interventions and the processes and procedures for logging behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This Behaviour Policy will be reviewed by the Principal and governing body annually. At each review, the policy will be approved by the Principal.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Safeguarding Policy
- Search and Restraint Policy
- Anti-bullying Policy