Bramley Grange Academy

Behaviour Policy

Responsible post holder	Headteacher
Approved by / on	17th July 2026
Reviewed on	17th July 2026
Next Review	1st September 2027

1. Introduction
Bramley Grange Academy is part of the London South East Academies Trust (LSEAT) and provides specialist education for pupils in Years 7–11 with a range of social, emotional and mental health (SEMH) needs. Our role is to deliver a school experience that is safe, structured and emotionally supportive, enabling pupils to access learning and develop the social and emotional skills required for future success. Many of our pupils have experienced disruption or difficulty in previous educational settings, and their behaviour is often an expression of underlying needs, emotions or vulnerabilities. The policy therefore reflects our commitment to responding to challenging behaviour with understanding, consistency and predictability, while also maintaining high expectations for conduct and engagement.

Staff at Bramley Grange Academy recognise the importance of strong, respectful relationships with pupils. These relationships form the foundation of our behaviour approach. Staff are expected to respond calmly, apply boundaries consistently and engage pupils through relational practice, while also providing opportunities for reflection and restoration. This policy outlines the school's expectations, systems and responses to behaviour, and describes the support available to pupils as part of our wider SEMH approach. It should be read alongside the Trust's Safeguarding, Anti-Bullying, Suspension, Positive Handling and Teaching and Learning policies.
The Equality Act 2010 underpins the ethos of this policy. The school acknowledges that reasonable adjustments may be necessary for individual pupils to ensure fairness and equality of access.

2. Principles of Behaviour Management
The behaviour approach at Bramley Grange Academy is rooted in the belief that all pupils can develop positive behaviour with the right support, structure and relational consistency. Behaviour is understood as a communication of emotional state, experience or need, and the school's role is to help pupils build self-regulation and self-understanding while ensuring that learning can take place safely.

The academy prioritises positive reinforcement, encouragement and praise over sanctions alone. Staff are encouraged to recognise and celebrate improvement and effort, however small, and to use these moments to strengthen motivation, resilience and self-belief. Although sanctions are sometimes necessary, they are applied proportionately and always accompanied by a clear explanation of expectations and opportunities for support. The purpose of any consequence is to promote learning, accountability and restoration, rather than punishment.

The behaviour approach also places significant emphasis on consistency. Pupils benefit from clear routines, predictable responses and stable boundaries. Staff are supported to respond in a calm, measured manner and to apply strategies identified in pupils' Behaviour Support Plans and SEMH profiles. The quality of the relationship between staff and pupil is central, and staff are encouraged to use curiosity, empathy and understanding in their interactions.

3. Behaviour Expectations
Bramley Grange Academy sets high expectations for conduct, safety, engagement, and personal responsibility. Pupils are expected to follow staff instructions, speak respectfully to others, move safely around the building, participate in learning to the best of their ability, and treat property with care. These expectations are taught explicitly during induction, reinforced daily by staff, and displayed throughout the school.

The behaviours we cultivate are not only about maintaining a safe and productive school environment—they are essential life skills. Pupils are supported to develop respect, self-discipline, accountability, and the ability to navigate social and professional relationships, all of which are vital

for success beyond school. By consistently meeting expectations, pupils learn the self-regulation, resilience, and social awareness necessary to thrive in further education, employment, and wider society.

The school recognises that pupils may experience difficulties in meeting expectations due to their SEMH needs. Where this occurs, staff provide additional guidance, reminders, regulation opportunities, and support to help pupils return to a calm and focused state. Consistency, fairness, and relational awareness remain key features of the school's approach, ensuring that every pupil gains the skills and understanding they need to succeed both in school and in the real world.

4. Recording, Monitoring and Responding to Behaviour
The school uses CPOMS to record significant or serious behaviour incidents. These records allow pastoral and behaviour staff to identify patterns, adjust support plans and ensure that pupils receive the intervention they require. Staff work closely with parents and carers to address concerns, and the school may involve external agencies where appropriate, other SEMH support providers.

Pupils are only sent home if they are physically unwell, unable to remain in school safely, or if the Headteacher has authorised a suspension. Suspensions are used sparingly and only when all other interventions have been exhausted or when the safety of the pupil, staff or other pupils cannot be maintained.

5. The Warning System
The school uses a three-stage warning system which provides pupils with clear opportunities to change their behaviour before further action is taken. This system is designed to be simple, consistent and predictable so that pupils understand both the expectations placed upon them and the implications of their choices.

Warning 1
A Warning 1 is issued when a pupil first demonstrates behaviour that disrupts learning, challenges authority or undermines expectations. These behaviours typically include early signs of disengagement or low-level disruption, such as calling out, failing to follow an instruction the first time it is given, using inappropriate language or swearing that is not directed at others, disrespect, moving around the classroom without permission, interrupting lessons, or displaying inattentive or avoidant behaviour.

Any use of inappropriate language or swearing will result in at least a warning being issued. Where this language is not directed at another individual, it will typically result in a Warning 1; however, depending on the severity, context or impact, staff may escalate this to a Warning 2 or Warning 3.

Any inappropriate language or swearing that is directed at a pupil or member of staff will be treated as verbal abuse and will result in an immediate Warning 3.
Minor damage to property, such as carelessly handling equipment or refusing to use materials appropriately, may also result in a Warning 1. At this stage, staff provide a clear verbal reminder of expectations and offer the pupil an opportunity to regulate and re-engage.

Warning 2
A Warning 2 is issued when the behaviour that led to Warning 1 continues or escalates. This may involve repeated refusal to follow instructions, persistent talking over staff, continued classroom disruption, ongoing use of inappropriate or offensive language or repeated swearing, refusal to complete work, ongoing defiance, or behaviour that begins to affect the learning or safety of others.

Where a pupil continues to use inappropriate language or swearing after a Warning 1, this will typically result in a Warning 2. However, if the language becomes more severe, offensive, or begins to impact others, staff may escalate directly to a Warning 3. Staff may also issue a Warning 2 immediately if the behaviour goes beyond ordinary low-level disruption and presents a noticeable challenge to the order of the classroom. The purpose of Warning 2 is to signal clearly that the behaviour is now more serious and that further escalation will lead directly to removal from the lesson.

Warning 3
A Warning 3 is issued when behaviour persists despite the previous two stages or when a pupil engages in behaviour serious enough to necessitate immediate removal from the classroom. Staff have full discretion to issue a Warning 3 without first giving a Warning 1 or 2 when the behaviour poses a risk to others, demonstrates significant defiance, severely disrupts the learning environment, or involves aggression, threats, intimidation or damage.

Any inappropriate language or swearing that is directed at a pupil or member of staff will be treated as verbal abuse and will result in an immediate Warning 3. Similarly, highly offensive, aggressive, or repeated inappropriate language may result in a Warning 3 depending on severity.

Behaviours that may result in an immediate Warning 3 include: verbal abuse directed at staff or pupils, threatening or intimidating behaviour, directed swearing at others, serious or deliberate damage to property, unsafe actions that put any person at risk, refusal to cease behaviour that has already been identified as unsafe, physical aggression or attempted assault, inciting conflict, or behaviour that substantially disrupts the good order of the school. Staff may also issue a Warning 3 immediately for continued refusal to engage in learning that follows repeated requests to do so, particularly when the refusal is deliberate and disruptive.

Once a Warning 3 has been issued, the pupil is removed from the classroom and taken to the Inclusion Hub. The removal is intended to restore safety, protect learning for others and provide an opportunity for the pupil to regulate in a quieter, supervised environment. A Warning 3 automatically leads to a lunchtime detention, unless a higher sanction is warranted due to severity.

By embedding professional discretion within a clear framework, the warning system at Bramley Grange Academy ensures that both consistency and flexibility are maintained. Pupils understand the structure, yet staff can adapt their responses to the needs, risks and context of each individual situation. This balance allows the school to maintain a calm, safe and purposeful environment while still acknowledging the SEMH needs of our pupils.

6. Punctuality
Pupils are allocated a set transition time between lessons. This time includes attending the toilet and refilling water bottles. Pupils are expected to arrive promptly to their next lesson within this allocated time. If a pupil is late to lesson without a valid reason, they will receive a Warning 3 in line with the school's behaviour policy.

7. Claim Card System

The Claim Card system provides pupils with an opportunity to earn back a portion of their detention time by demonstrating genuine effort, positive choices or meaningful contributions following an incident. Each Claim Card represents five minutes deducted from a detention, and pupils may earn

up to three in a day. Claim Cards may be awarded when a pupil displays exceptional effort, supports a peer, completes work to a high standard, demonstrates resilience in turning their day around or engages constructively following a Warning 3.

Claim Cards are intended to promote recovery, reflection and positive change. They emphasise that poor behaviour does not define a pupil and that pupils always retain the capacity to improve their day. However, Claim Cards cannot be earned for behaviours such as playfighting, lateness or unsafe conduct, as these require different types of intervention and do not align with the purpose of the system. Claim Cards cannot be earned for detentions carried over from the previous day, but pupils can earn Claim Cards for attending and completing after-school detentions.

8. Inclusion Hub

The Inclusion Hub is a central element of Bramley Grange Academy's behaviour and support system. It provides a calm, structured and supervised environment where pupils can regulate, reflect and re-engage with learning when their behaviour escalates beyond what can be managed within the classroom. The Hub also serves as the designated space for internal suspensions, ensuring that pupils remain onsite, supported and engaged in purposeful work while the school addresses the behaviours that prompted their removal.

Whenever a pupil receives a Warning 3, they are immediately referred to the Inclusion Hub by a member of staff. On arrival, pupils are offered time to settle, regulate and prepare to discuss the incident. Staff working in the Hub are trained in SEMH practice and provide a supportive but firm structure that encourages pupils to think about what happened, what contributed to the behaviour, and what they might do differently next time. A period of reflection or restorative work is completed before pupils move on to academic tasks. Classwork missed during the incident is completed in the Hub, or alternative work is provided to ensure continued engagement with learning.

The Inclusion Hub is deliberately not designed as a punitive space. Its purpose is to provide time, space and support for emotional regulation, behaviour recovery and restoration of relationships. Staff in the Hub work closely with pupils to rebuild trust, address misunderstandings and prepare them for a successful return to lessons. Where appropriate, restorative conversations with teaching staff or peers are facilitated before reintegration.

The Hub is also used for internal suspensions, which may be issued when behaviour requires a higher level of intervention and supervision but does not necessitate an external suspension. Pupils on internal suspension follow a structured timetable for the duration of their time in the Hub. This includes academic work, targeted behaviour intervention, regular check-ins with pastoral staff and opportunities to reflect on the behaviours that led to their removal from lessons.

Pupils are expected to comply with instructions and meet the expectations of the Inclusion Hub at all times. Further refusal, or behaviour in the Hub that prevents staff from maintaining a safe and calm environment, may lead to additional consequences in line with the school's behaviour policy, including escalated detentions or consideration of internal suspension or external suspension.

The Inclusion Hub ensures that behaviour incidents are addressed promptly and constructively. It supports emotional stabilisation, maintains continuity of learning and provides a consistent framework for reflection, accountability and the restoration of relationships—core principles that underpin the academy's SEMH approach.

9. After-School Detentions

After-school detentions are a key part of Bramley Grange Academy's behaviour management system and are designed to ensure pupils understand the consequences of serious or repeated misbehaviour. All after-school detentions are 1 hour in duration.

Immediate After-School Detention Following Warning 3:
If a pupil is referred to the Inclusion Hub after receiving a Warning 3 but refuses to attend, they will automatically receive a 1-hour after-school detention. Pupils may claim back a maximum of 15 minutes for each individual offence using the Claim Card system.

Accumulated Warning 3s or Behaviour Minutes in a Day:
Pupils who accumulate four Warning 3s or 40 minutes of Warning 3 behaviour within a single school day will also receive a 1-hour after-school detention. Pupils may claim back a maximum of 15 minutes for each individual offence using the Claim Card system.

Accumulated Warning 3s in a Week:
Pupils who receive seven Warning 3s within a school week will automatically receive a 1-hour after-school detention. No Claim Card time can be earned for this detention. The weekly total of Warning 3s resets every Friday.

Behaviour in the Inclusion Hub:
If a pupil is referred to the Inclusion Hub and fails to behave appropriately while in the Hub, this will result in a 1-hour after-school detention. Pupils may claim back up to 15 minutes for this offence using Claim Cards. Pupils are expected to follow all instructions and engage in a calm, reflective manner to restore their readiness to learn.

Refusal to Attend or Failure to Complete Lunchtime Detention Due to Negative Behaviour:

If a pupil refuses to attend a lunchtime detention or fails to complete it due to poor behaviour, this will result in a 1-hour after-school detention. Pupils may claim back up to 15 minutes using the Claim Card system. Pupils are expected to attend promptly and behave appropriately throughout the lunchtime detention to avoid further sanctions.

Discretionary Use of After-School Detentions:
The Senior Leadership Team (SLT) have discretion to issue 1-hour after-school detentions for other serious behaviours or breaches of school expectations, even if they do not involve the Inclusion Hub or Warning 3 system.

Summary:
After-school detentions are used to:

Reinforce the seriousness of refusing support or direction.

Address repeated or escalated serious behaviour within a day or week.

Provide clear, consistent consequences while supporting pupils to reflect on and improve their behaviour.

Parents are contacted on the day of the detention, and pupils are expected to complete the 1-hour detention on the same day. This system ensures accountability, fairness, and clarity, and helps prepare pupils with the self-discipline and responsibility they will need to succeed in real-life situations.

10. Restorative Practice and Reparation

Restorative practice is central to behaviour management at Bramley Grange Academy. Following an incident, pupils are supported to explore what happened, consider the perspectives of others and identify what they could have done differently. Restorative conversations help pupils repair relationships, rebuild trust and move forward. Reparation may involve verbal or written apologies, repairing damage, completing missed work or undertaking tasks that support the school community.

11. Suspensions and Post-Suspension Process

Where behaviour is serious or persistent, the Headteacher may authorise a suspension. A structured reintegration process follows each suspension, beginning with a meeting led by senior leaders. The purpose of the process is to address underlying issues, ensure appropriate support is in place and set clear expectations for the pupil's return. See LSEAT suspension policy for more information. PeX policy with comments

12. Bullying and Discrimination

Bramley Grange Academy is committed to providing a safe, supportive and respectful environment in which all pupils can learn, develop and form positive relationships. The academy does not tolerate bullying, discriminatory behaviour or harassment in any form. We recognise the significant impact that negative peer interactions can have on a young person's emotional wellbeing, sense of belonging and engagement with learning. For this reason, concerns relating to bullying are treated with urgency and sensitivity and are always investigated in full.

The Academy understands that bullying behaviours often emerge from unmet emotional needs, poor social skills or difficulties in managing relationships. While these underlying factors are considered in our response, they do not excuse the behaviour. Pupils are supported to develop empathy, understand the impact of their actions and learn alternative ways to interact with others. Staff approach incidents using a trauma-informed mindset, but maintain firm boundaries and consistent consequences to protect the wellbeing of all pupils.

Bullying stages

To ensure that bullying is managed effectively, Bramley Grange Academy uses a clear Bullying Stages framework, often referred to as the Bullying stages. This structure allows for early intervention, close monitoring and prompt escalation where the behaviour becomes persistent, targeted or harmful. Each stage of the ladder reflects increasing seriousness and ensures that all incidents receive an appropriate response. Movement between tiers is based on a combination of frequency, severity, intent, impact and the pupil's response to intervention.

Stage 1 – Initial Concern and Early Response
Stage 1 is used when a concern about unkind behaviour, relational conflict or possible bullying is first raised. At this stage, it may not yet be clear that the behaviour is deliberate or repeated; however, it warrants attention and monitoring. Staff will meet with the pupils involved, record the incident on

CPOMS and work to establish the root cause of the conflict. A restorative conversation will take place where appropriate to help pupils reflect on impact, rebuild relationships and agree expectations moving forward. Parents may be informed at this stage depending on the nature of the concern. The focus at Stage 1 is on education, repairing harm and preventing escalation through early intervention and support.

Stage 2 – Confirmed or Repeated Bullying Behaviour
If behaviours continue after Stage 1, or if an incident is serious enough to constitute bullying in its own right, the pupil responsible will move to Stage 2. This stage confirms that the behaviour has caused harm, is repeated or deliberate, and now requires closer monitoring.

At Stage 2, there will be:

A meeting with the Anti - Bullying Lead

A restorative session to help the pupil understand the impact of their actions

Contact with parents/carers to explain what has happened and outline expectations for improvement

Additional classroom or social-time support where needed to ensure the victim feels safe

Monitoring becomes more formal at this stage, and pupils may be required to check in with a member of the pastoral team to review behaviour or emotional wellbeing. The aim remains to support behaviour change through guidance, reflection and structured support.

Stage 3 – Persistent Bullying or Significant Harm
Stage 3 is implemented when bullying persists despite intervention, when behaviour escalates, or when the severity of the incident warrants a more serious consequence.

At this stage:

- A formal behaviour meeting is held involving parents/carers and a member of the Senior Leadership Team and bullying lead
- A targeted intervention plan may be created, which could include mentoring, emotional regulation support, social skills work or supervised social times
- Time in the Inclusion Hub may be used to ensure safety, reflection and focused work on behaviour
- A formal restorative conference will be arranged when safe and appropriate
- The victim's support plan will be reviewed to ensure they remain protected, listened to and empowered

Consequences may be imposed depending on the incident, including detentions, temporary loss of privileges, or withdrawal from certain areas to safeguard the victim. Monitoring at Stage 3 is daily and reviewed weekly by the Behaviour Team.

Stage 4 – Serious Bullying, Harm, or Failure to Improve

Stage 4 reflects a high-level concern where bullying has caused significant harm, is resistant to previous intervention, or involves severe behaviour such as threats, harassment, hate-based conduct, or targeted intimidation.

At this stage:

- A senior behaviour review meeting is held with SLT, parents/carers and relevant staff
- A Behaviour Support Plan or Risk Reduction Plan is implemented or updated
- The Inclusion Hub may be used for an extended period to safeguard others and provide intensive support
- Multi-agency involvement may be considered where appropriate (e.g. Early Help, Safer Schools Police Team, external SEMH services)
- Suspension may be used as a response to severe incidents, following trust policy and the DfE statutory framework. The decision to suspend sits with the Headteacher.

Stage 5 – Critical Stage / Persistent or High-Risk Bullying
Stage 5 represents the most serious level of bullying behaviour, used only when repeated, targeted or harmful conduct has continued across previous stages, or when a single incident has placed others at significant risk.

At Stage 5:

- The Headteacher will lead a multi-agency review involving the Behaviour Lead, DSL, SENCO, parents/carers and external professionals where appropriate
- A full review of provision will take place, examining whether additional support, timetable adjustments or alternative arrangements are necessary to safeguard everyone involved
- In extremely serious cases, statutory processes may be initiated, including involvement of the police or consideration of alternative education or managed moves where appropriate
- The victim will continue to receive tailored support throughout, with all measures taken to ensure their emotional wellbeing and physical safety.

Recording, Monitoring and Communication
Every bullying incident, regardless of stage, is logged on CPOMS, enabling ongoing monitoring, pattern identification and coordinated follow-up. The bullying log is reviewed frequently by the Behaviour Team and Senior Leadership to ensure early identification and timely action. Parents of both parties will be communicated with at all stages where appropriate.

Restorative work is central throughout the staged process, reflecting the school's commitment to repairing harm, teaching empathy and supporting emotional growth. However, the safety and wellbeing of the victim always remain the priority, and restorative approaches are never used where they may cause further harm.

13. Off-Site Behaviour

The safety and welfare of pupils remain a priority at all times, including when pupils are travelling to and from school. If a pupil leaves the school site without permission, parents will be contacted immediately and staff may follow at a safe distance where appropriate.

Should a pupil abscond from school, they will spend a minimum of the rest of the day in the Inclusion Hub. Depending on the circumstances, further consequences may include a suspension in line with the school's behaviour policy. Pupils who abscond will also be removed from participation in outdoor learning, Forest School, fishing, trips, or any other off-site activities until further notice. If the pupil remains missing or there are concerns for their safety, the police may be contacted.

Behaviour in taxi transport is monitored through communication with providers, and unsafe behaviour may result in sanctions or alternative arrangements.

The school expects pupils to behave responsibly and respectfully during all educational visits and off-site activities. Staff provide clear expectations prior to trips, and any incidents will be addressed in line with the school's behaviour policy. Serious or repeated breaches of conduct off-site may result in exclusion from future trips or activities, in addition to other appropriate consequences.

14. Vaping and Smoking

Bramley Grange Academy operates a strict *zero-tolerance approach* to vaping, smoking and the possession of related items, including vapes, cigarettes, lighters or any associated paraphernalia.

Any pupil found in possession of these items, or found to be vaping or smoking on the school site or during school activities, will receive a suspension in line with the school's behaviour policy.

These items will be confiscated and disposed of or retained for collection by parents where appropriate. This approach reflects the school's commitment to safeguarding the health, safety and wellbeing of all pupils.

15. Rewards

Bramley Grange Academy places significant emphasis on recognising and celebrating positive behaviour, effort and personal development. The school understands that pupils with SEMH needs often require encouragement, affirmation and clear evidence that their progress is seen and valued. For this reason, our reward systems are woven into daily practice and play an essential role in shaping a positive school culture. Staff are encouraged to notice the small steps pupils take toward improvement, as these moments build confidence, strengthen relationships and reinforce engagement with learning.

Positive behaviour is acknowledged in many forms throughout the school day. Staff routinely offer verbal praise, either quietly to individuals or publicly within lessons, to acknowledge effort, kindness, engagement or perseverance. Carrot Rewards are used as one of the school's primary recognition systems, enabling staff to award points electronically for positive behaviour, academic engagement or contributions to the school community. These rewards accumulate over time, giving pupils a sense of achievement and providing a tangible measure of their progress. Staff are strongly encouraged to celebrate recognition as immediately as possible, ensuring that pupils make a clear connection between their actions and the positive acknowledgement that follows.

In addition to moment-to-moment praise, communication with parents and carers forms an important strand of the school's rewards approach. Many pupils benefit enormously from hearing that positive feedback has been passed on to home, and staff may make supportive phone calls, send emails or pass messages through the pastoral team when a pupil has distinguished themselves. These communications strengthen the partnership between home and school and assure families that their child's successes are recognised and valued.

A cornerstone of the academy's reward structure is the weekly celebration that takes place every Friday. Senior leaders visit each class to present certificates, vouchers and awards to pupils who have demonstrated positive behaviour, strong attendance, engagement in learning, acts that reflect the school's values or contributions that have supported their peers and the wider school community. The Headteacher's Award is presented weekly to a pupil who will demonstrate exceptional conduct, effort or achievement, and this recognition has become a valued tradition within the school. The Friday celebrations not only highlight individual success but also reinforce the collective belief that positive behaviour and achievement are central to the culture of Bramley Grange Academy.

Beyond weekly celebrations, the school offers half-termly reward experiences for pupils who meet behaviour and engagement criteria. These reward trips may involve visits to leisure facilities, outdoor activities, restaurants, sports sessions or other enrichment opportunities. The criteria for these events are clearly communicated so that pupils understand how their behaviour across the term influences their access to these experiences. These trips provide powerful incentives for pupils to sustain positive behaviour and offer opportunities for them to build confidence, practise social skills and create positive memories outside the classroom.

Recognition is not limited to structured events or formal systems. Staff also make use of spontaneous praise, encouragement and acknowledgement. A pupil who has struggled earlier in the day but makes a conscious effort to turn things around will be recognised for that progress. Likewise, pupils who show empathy, respect or resilience are often celebrated in the moment. These smaller interactions help to build a climate in which positive behaviour is seen as the norm rather than the exception.

The overarching aim of the rewards system at Bramley Grange Academy is to ensure that every pupil, regardless of their starting point, feels that their efforts and achievements are seen and valued. By embedding affirmation into daily practice, maintaining consistent celebration of progress, and providing incentives that are meaningful to pupils, the academy creates an environment in which positive behaviour is understood, appreciated and encouraged. Over time, this approach supports the development of intrinsic motivation and helps pupils build the confidence and emotional skills necessary to succeed both within and beyond the school.

16. Attendance and Punctuality

Regular attendance and punctuality are essential for pupils' academic and emotional development. The school encourages and supports good attendance and monitors patterns closely. Concerns are addressed early through pastoral conversations, attendance plans and parental engagement. Attendance is recognised and rewarded termly.

17. Searching, Screening and Confiscation

The school follows the LSEAT Trust's Searching, Screening and Confiscation Policy. Staff may search pupils with consent for any item, and authorised staff may search pupils without consent when they have reasonable grounds to suspect possession of a prohibited item.

As part of our safeguarding and safety measures, pupils may be subject to a security screening upon entry to the school or during specific situations where a search is deemed necessary. This screening includes:

- Use of a handheld electronic scanning wand to detect prohibited items.
- A follow-up pat-down search, conducted by staff, if the scanner indicates a possible item or if staff have reasonable grounds to continue the search.
- Staff will also search bags.

All searches will be carried out respectfully, by trained staff, and in accordance with statutory guidance and the school's safeguarding policies. Wherever possible, searches will be conducted by staff of the same sex as the pupil and with an appropriate witness present.

Certain items, such as vapes, cigarettes, lighters, weapons or controlled substances, any drinks that are **not** water, sweets, will be confiscated and disposed of, retained for collection by parents, or handed to the police depending on the item and circumstances.

18. Positive Handling

Where a pupil is at risk of harming themselves, others or property, or is significantly disrupting the good order and safety of the school, staff trained in appropriate techniques may use physical intervention as a last resort. All interventions must be necessary, proportionate and in line with training and policy. Every incident is recorded on CPOMS and parents are informed.

19. Responsibilities

Trust Board: Monitors the effectiveness and fairness of the behaviour policy.

Headteacher: Ensures consistent application across the school and takes appropriate action where the policy is breached.

Behaviour Staff and Senior Leaders: support staff and pupils to manage incidents, providing guidance and maintaining a safe environment.

All Staff: Responsible for modelling positive behaviour, teaching expectations and responding calmly and consistently to incidents.

Parents and Carers: Encouraged to work in partnership with the school to support behaviour and learning.

20. Review

The behaviour policy is reviewed annually and updated in consultation with staff, pupils, parents and the Trust in order to ensure it remains effective, fair and reflective of school needs.

20. Uniform

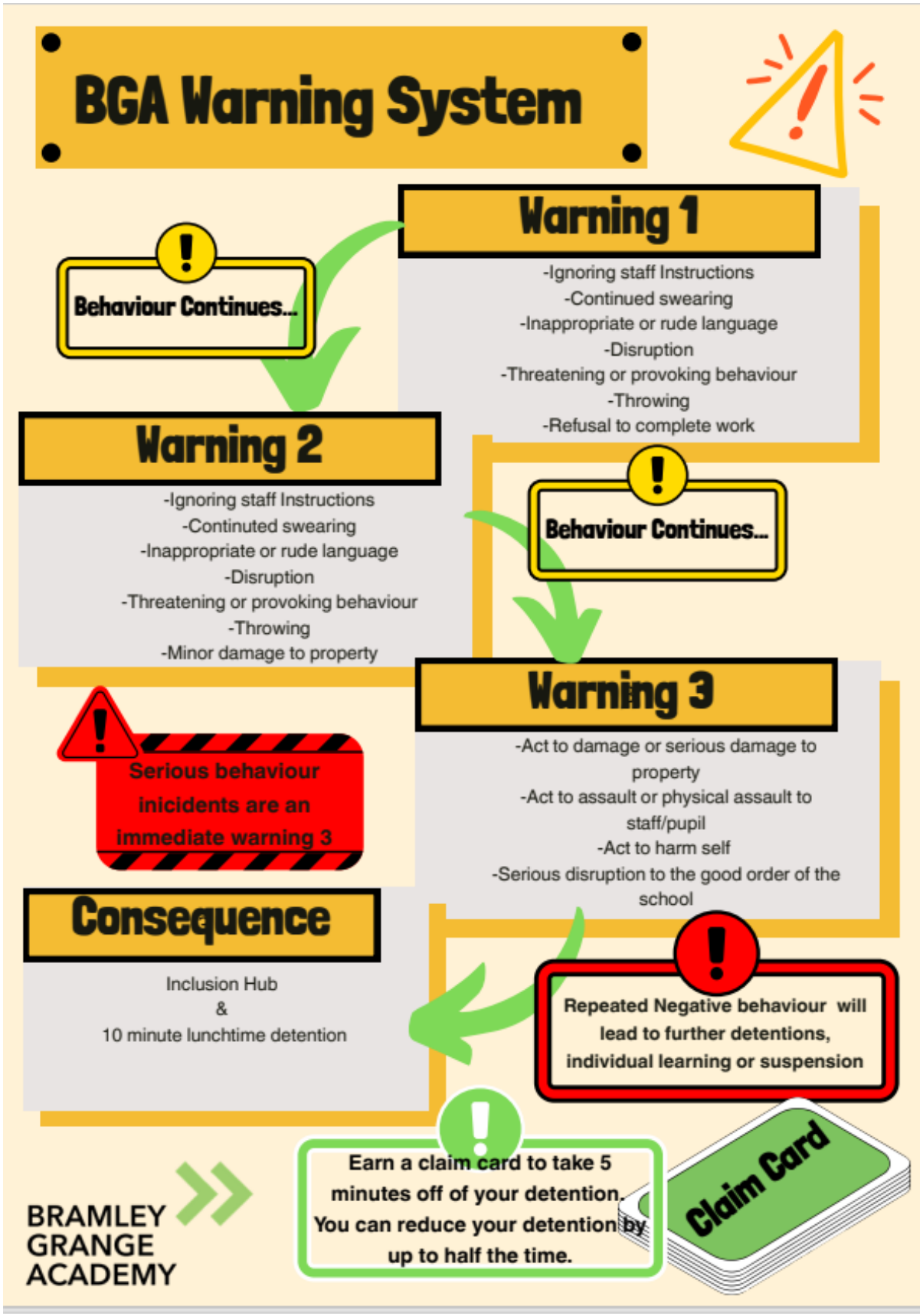
Bramley Grange Academy expects all pupils to wear the school uniform to promote a sense of identity, pride, and consistency, supporting a calm and focused learning environment. Uniform

standards are also designed to prepare pupils for expectations in the wider world, where professional and practical dress codes often apply.

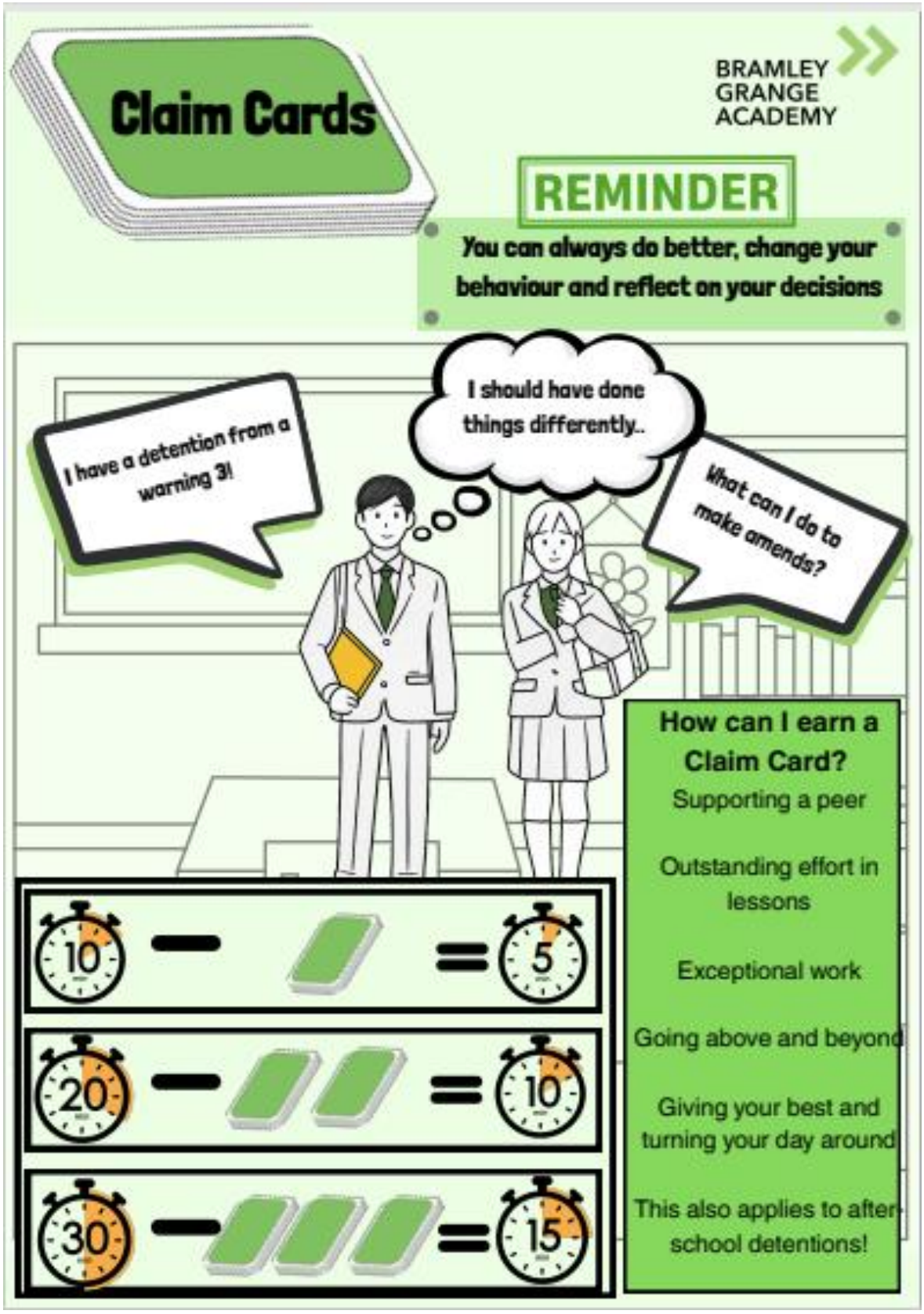
Pupils are only permitted to wear black jogging bottoms that are not cuffed at the bottom and feature extremely minimal or no visible branding. Trainers must be completely black. Other items of Bramley Grange Academy uniform—including polo shirts, t-shirts, fleeces, jumpers, and P.E. tops—are fully acceptable and should be worn as intended.

Staff will monitor uniform compliance daily, and pupils who do not adhere to these expectations may be reminded, required to correct the issue, or, in repeated cases, may face additional sanctions in line with the school's behaviour policy. Ensuring consistent uniform helps pupils develop routines, understand expectations, and prepares them for future professional environments.

Warning System poster Appendix A:



Claim Card poster Appendix B:



Afterschool Detention poster Appendix C:

BGA Afterschool Detentions

BRAMLEY GRANGE ACADEMY



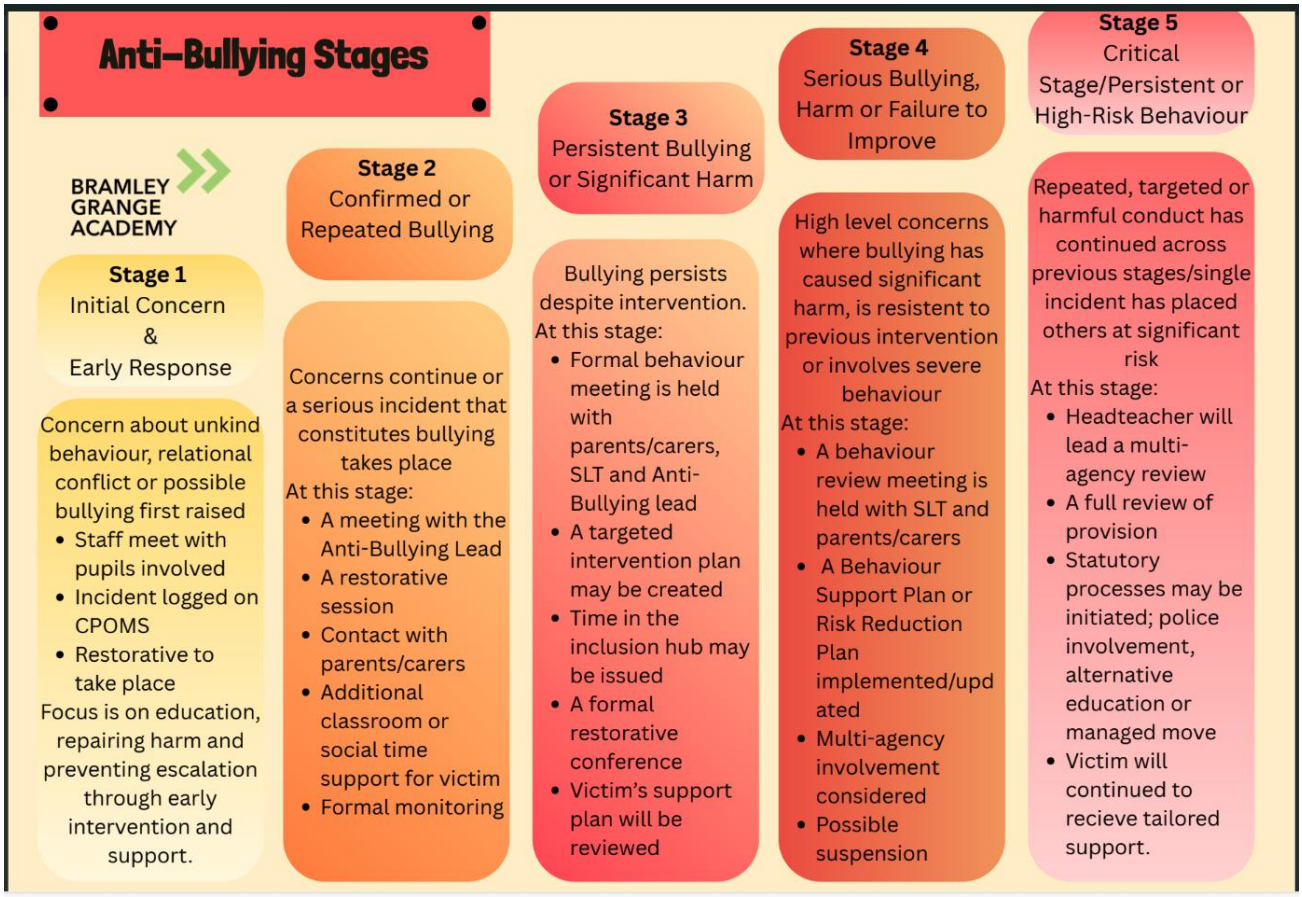
WHY? did I recieve an afterschool detention?

- Refusal to go to the inclusion hub following a Warning 3
- Receiving 4 Warning 3s in 1 day
- Receiving 7 Warning 3s in a week.
- Failure to behave appropriately whilst in the Inclusion Hub
- SLT have discretion to issue 1-hour after school detentions for other serious behaviour
- Faliure to comlete or attend lunchtime detention

Carrot Rewards poster Appendix D:



Anti-Bullying poster Appendix E:


Anti-Bullying Stages
BRAMLEY GRANGE ACADEMY
Stage 1
Initial Concern & Early Response
Concern about unkind behaviour, relational conflict or possible bullying first raised
• Staff meet with pupils involved
• Incident logged on CPOMS
• Restorative to take place
Focus is on education, repairing harm and preventing escalation through early intervention and support.
Stage 2
Confirmed or Repeated Bullying
Concerns continue or a serious incident that constitutes bullying takes place
At this stage:
• A meeting with the Anti-Bullying Lead
• A restorative session
• Contact with parents/carers
• Additional classroom or social time support for victim
• Formal monitoring
Stage 3
Persistent Bullying or Significant Harm
Bullying persists despite intervention.
At this stage:
• Formal behaviour meeting is held with parents/carers, SLT and Anti-Bullying lead
• A targeted intervention plan may be created
• Time in the inclusion hub may be issued
• A formal restorative conference
• Victim's support plan will be reviewed
Stage 4
Serious Bullying, Harm or Failure to Improve
High level concerns where bullying has caused significant harm, is resistent to previous intervention or involves severe behaviour
At this stage:
• A behaviour review meeting is held with SLT and parents/carers
• A Behaviour Support Plan or Risk Reduction Plan implemented/updated
• Multi-agency involvement considered
• Possible suspension
Stage 5
Critical Stage/Persistent or High-Risk Behaviour
Repeated, targeted or harmful conduct has continued across previous stages/single incident has placed others at significant risk
At this stage:
• Headteacher will lead a multi-agency review
• A full review of provision
• Statutory processes may be initiated; police involvement, alternative education or managed move
• Victim will continued to recieve tailored support.