



**ACHIEVEMENT AND POSITIVE BEHAVIOUR
POLICY**

INSIGHT MAT POLICIES AND PROCEDURES

CHANGE CONTROL

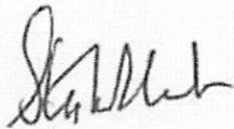
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AUTHORISATION

Approved at Board Meeting on 15th April 2026

Signed:



15.04.2026

Chair of Board

Date

Achievement and Positive Behaviour Policy & Procedure

Introduction

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust, Local Academy Committees (LACs) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within the Appendices of this policy.

Insight MAT's Vision and Values

Our vision is to be a Trust that leads and supports our academies to provide the highest standards of education and personal development for all students. We will enable all academies in the Trust moving forward to have a shared sense of purpose, to benefit from alignment with the Trust's values whilst maintaining their own individuality. We will provide a strong and collective voice for our academies at both local and national level and we will develop and deliver expertise on learning and teaching and pastoral care to our academies, to other schools and Trusts.

Aspire, Achieve, Advance Together.

Aspire

Our ambition for the young people and adults in our schools is boundless. We are relentless in our drive to help every person succeed. We see problems as challenges to be overcome with rigour, positivity and determination. Children's time in school is limited: we will do our very best to make it count from day one.

Achieve

Results really matter, but so do personal growth, self-awareness and developing responsibility for ourselves and the world we live in. We support every child, our citizens of the future, to succeed in their own right. We help open their eyes to the world.

Advance

We look to the future. We are open to change; we know we can always improve, and we actively embrace new ideas where they help us advance. We wholly support our staff to develop the skills and knowledge which will inspire the children in our schools to progress ever further. We reflect, we plan, we proceed.

Together

Our school, local and wider communities are vital to successfully raising our young people. Working together we can help our young people to become happy, effective citizens; to take their place in the world. Partnership makes us all stronger, better equipped to face all challenges.

The Trust's and the School's values drive and shape every aspect of school life, taking the place of school rules. They seek to reinforce the development of the whole person, in addition to the academic. They are values which will, if routinely exemplified and embedded, give our young people all the skills and characteristics necessary to become outstanding citizens of the future.

Good behaviour and attitudes, and the recognition they bring, are vital in maintaining a culture where all can learn, all can succeed, all feel safe and secure. This policy sets out how positive achievement is recognised and behaviour is shaped in order that a positive learning culture can reign.

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Insight MAT statement of behaviour principles:

- Our Values shape all aspects of our life both in and out of school
- Every student understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others
- Staff have the right to teach, free of persistent disruption from students
- All students, staff and visitors are free from any form of discrimination
- Staff and other adults set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Achievement and Positive Behaviour policy
- The Achievement and Positive Behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life
- Verbal abuse, violence or threatening or intimidatory behaviour towards staff or students will not be tolerated in any circumstances

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Promote positive behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave and the school's response if they do not
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management, including the recording of student behaviour and attitude
- Outline our system of rewards and sanctions

Key Elements

Legislation and statutory requirements

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

- [Behaviour and discipline in schools February 2024](#)
- [Searching, screening and confiscation at school July 2023](#)

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- The Equality Act 2010
- Use of reasonable force in schools 2025
- Supporting pupils with medical conditions at school 2017

It is also based on the special educational needs and disability (SEND) code of practice 2024

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Definitions

Good behaviour is characterised by overt adherence to our School Values both in and out of school. Students demonstrate kindness, politeness and respect for all around them. They are calm, orderly and operate within the boundaries set by the school, necessary for a building containing so many people. They understand the expectations of their school and are accepting of them. They understand that these boundaries are necessary in keeping everyone safe and able to learn in a secure and caring environment.

Misbehaviour is defined as:

- Disruption of others' learning in lessons
- Poor, unruly, loud behaviour in corridors and between lessons and at break and lunchtimes
- Non-completion of classwork or homework without good reason
- Poor attitude to work
- Poor attitude to other people (students and adults)
- Not adhering to the school uniform rules without good reason

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations as defined by the School Values
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Verbal abuse and threatening behaviour towards staff.
- Vandalism in or out of school, including at weekends
- Theft in or out of school, including at weekends
- Fighting/physical assault in or out of school, including at weekends

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- Inciting or involvement in promoting conflict amongst others, including via the sharing of footage between individuals and/or via social media
- Smoking anywhere on site or being in the company of smokers (including e-cigarettes/vapes)
- Racist, sexist, homophobic or other discriminatory behaviour towards others
- Misuse of AI (eg. image manipulation or voice manipulation – this not an exhaustive list of misuse of AI)
- Possession of any prohibited items. These are:
 - Knives or weapons, or implements which could be used as such
 - Alcohol
 - Illegal drugs or drugs paraphernalia
 - Stolen items
 - Tobacco, cigarette papers, e-cigarettes or associated paraphernalia
 - Drinks often referred to as ‘energy’ drinks, containing high levels of caffeine or other stimulants
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying is defined as the repetitive (ie more than once), intentional harming 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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, cruel, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence, invasion of another person’s space

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Racial	Racial taunts, graffiti, gestures, vocabulary
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Direct or indirect non-verbal	Malicious staring, gestures, aggressive body language
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Misuse of AI (eg. image manipulation or voice manipulation).

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying policy**.

Roles and responsibilities

- **The Insight MAT**
The Insight MAT is responsible for designing this policy.
- **The Local Academy Committee (LAC)**
The LAC is responsible for monitoring this policy's effectiveness in each school within the MAT and holding the headteacher to account for its implementation.
- **The Headteacher**
The headteacher, alongside key pastoral staff, is responsible for reviewing this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- **Staff**

Staff are responsible for:

- Implementing the Achievement and Positive Behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students where appropriate
- Recording behaviour incidents, applying correct sanctions and alerting parents/carers (see Appendix 6)
- Not ignoring poor behaviour or attitude when witnessed, even if from a distance or at weekends

The Leadership Group will support staff in responding to behaviour incidents.

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- **Parents/carers**

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct and the school's values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor promptly
- Support this policy and its aims
- **Student conduct (see Appendix 2 which pertains to this school)**

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Attend school everyday
- Be punctual to all lessons
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, at weekends and during holidays

Rewards and sanctions (see Appendix 3 which pertains to this school)

Positive behaviour and attitude will be recognised via a wide range of rewards, from verbal praise to enhanced privileges. Where behaviour or attitude is poor, there is a corresponding scale of sanctions, from verbal reprimand to withdrawal of privileges.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site, such as on a school trip, on the bus, on the way to or from school, in town or the surrounding streets during the evening or at the weekend, particularly where this behaviour may have repercussions in school or in the community, or where it has been reported to us by the police.

Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom management

Teaching and student-facing 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 students to be engaged
- Display the student code of conduct and their own classroom rules
- Develop a positive relationship with students, which includes:
 - Overtly and consistently exemplifying the School's Values
 - Greeting students at the classroom door/corridor at the start of lessons
 - Establishing and sticking to clear routines
 - Communicating expectations of behaviour and attitude regularly
 - Highlighting and promoting good behaviour and attitude
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

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- 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/carers (see Appendix 4 for a physical restraint log)

Confiscation

Any prohibited items (listed under Definition Section) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline or which goes against the Code of Conduct, School Values or as outlined in the Parent and Student Handbooks . These items will be returned to students after discussion with the relevant staff and parents/carers, as appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Student support

The MAT recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

Each school's special educational needs and disability co-ordinator (SENDCO) will evaluate a student 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 or outside agencies including educational psychologist, Autism Outreach etc and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Student transition

To ensure a smooth transition to the next year, students have transition sessions in school, where they are introduced to staff and students. In addition, staff members hold transition meetings in most schools from which our students are drawn and to which they are going.

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

Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management (including for a small number the proper use of restraint), will also form part of continuing professional development.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND Policy
- Anti-bullying Policy
- Equality Policy
- Attendance Policy

Monitoring and evaluation

The Insight MAT Board will formally review this policy annually or more frequently if circumstances or legislation suggest it is appropriate.

Appendix 1

Sir Graham Balfour School's Vision and Values Statement

'Learning, Working and Succeeding Together'

For us, the 'together' is absolutely critical; collaboration, cooperation and teamwork are essential for developing the skills, knowledge and confidence necessary for academic and personal excellence. As well as the drive to achieve academically, the ability to self-regulate, to communicate clearly with others, to know and be proud of who you are, to be compassionate to others and to be ambitious for yourself and others are equally important.

We passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life and we are relentless in our ambition for ALL children to achieve as well as possible within Sir Graham Balfour School, regardless of their sexual orientation, socio-economic, ethnic, religious or gender status.

Our Values

Our aim, working alongside parents/carers and our community, is to help students to become outstanding and effective citizens; to make responsible, appropriate and healthy choices in all things. Staff and parents/carers will not always be there, at the point where critical decisions need to be made. This is why we are committed to **values based learning**; *rules* prescribe a set of appropriate/inappropriate behaviours (e.g. don't run in the corridors) which are specific to given contexts, whereas *values* provide a set of aspirational guidelines within which children must choose the right behaviour or action for the vast array of contexts they will be faced with in life (e.g. how do I need to move around the school if I am taking responsibility for myself and others?).

These are the values which we believe will help our students to become excellent citizens of their community and the wider world:

- Commitment to excellence
- Responsibility for ourselves and others
- Respect, Kindness and Compassion for ourselves and others
- Care for the local and wider community
- Ambition for ourselves and others
- Perseverance and resilience
- Pride in working hard and the success it brings

Appendix Two

Student Code of Conduct

Success in school from both an academic and personal development perspective is built on the partnership between school, the child and the parents.

Every student has the right to the highest possible standard of education. The school, parent and child all have key responsibilities to ensure this happens. All parents & students must sign and return the Student Code of Conduct.

Commitment to Excellence.

- **Attending:** each day and arriving on time for school and lessons
- **Pride:** Wear our uniform with pride
- **Prepared:** Bring everything we need to lessons
- **Listening:** One voice in the room so that the thoughts and answers of all are respected
- **Behaving:** Be on task throughout the lesson - making it easy for everyone to learn and for the teacher to teach
- **Integrity:** Always doing the right thing, even when others are not looking
- **Care:** Taking good care of ourselves, our property and our time

Respect, Kindness and Compassion for ourselves and others

- **Respect:** Recognising that teachers are the authority in school and following instructions is essential
- **Kind:** Being courteous, co-operative, friendly and showing consideration for other people's feelings and points of view
- **Humble:** Always thinking the best for others before ourselves, being respectful in victory and defeat
- **Language:** Always speaking in a respectful way towards students and staff, never using racist, sexist or homophobic terms
- **Safe:** Moving around the school safely and sensibly, taking care of other people's property

Care for the local and wider community

- **Environment:** Taking good care of property and the environment, in and around the school
- **Impression:** Making sure we always give the right impression of the school
- **Community:** Playing an active part in helping improve the school, the local community and our global community

Ambition for ourselves and others

- **Ambition:** Always aiming high and not settling for mediocre
- **Confidence:** Believing in ourselves and taking pride in all that we do, both academically and socially
- **Teamwork** Encouraging our friends to do the best they can do

Perseverance and resilience:

- **Reflection:** Learning from our failures and our successes
- **Determination:** Remembering all success will come from hard work and dedication
- **Grit:** Understanding that failure is a natural step towards success

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Pride in working hard and the success it brings

- **Celebration:** Embracing and celebrating our successes and others
- **Feelings:** Remembering how success makes you feel and
- **Modesty:** Enjoying the praise we get
- **Personal success:** Recognising that hard work will bring lots of rewards

Student, I agree to follow the school's values as described above: _____

Parent, I agree to support my child to help them understand and follow the school's values: _____

School, we agree to ensure that the school provides every opportunity to enable the school's values to be followed: _____

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Appendix 3

Sir Graham Balfour School Table of Rewards

House Merit (1 Merit)	Good demonstration of the school values in or out of lessons for example: contributing positively to the class, playing a pro-active role within the lesson, demonstrating leadership skills, producing a piece of work that shows effort and has stretched the students ability, demonstrating care for others and going out of your way to be respectful and courteous. Producing a good piece of homework on time.
Merit Award (5 Merits)	Very good demonstration of school values in attitude and work ethic. It has taken time and effort to produce a piece of very good work that has stretched the student's abilities. A student has made a very good positive contribution to a lesson through leadership, teamwork hard work or resourcefulness. A very good piece of homework produced on time. Achieving an outcome through hard work that shows good individual progress moving beyond expectations. Awarded by Form Tutors weekly for students who have maintained perfect attendance, uniform, behaviour and homework consistently over the week.
Kindness cards (5 Merits)	Can be issued by any student or staff member to another for acts of kindness, respect and compassion or for having a consistently kind, respectful or supportive attitude
High Merit Award (10 Merits)	Issued only by a Head of Faculty, Head of House or Head of Year for an outstanding demonstration of school values. Can be given for outstanding effort towards the completion of a task/activity that has taken time, effort or has specifically stretched the abilities of the individual student 1 grade or more beyond expected progress. Can be given for an outstanding contribution towards an activity/task/event.
Commitment to excellence award (15 Merits)	These are issued for effort and consistency over time, they are not given for one off accomplishments. These awards will be issued routinely and periodically by a class teacher to 1 or 2 members of the class who are showing consistently high standards of effort.
Headteachers award (20 Merits)	These are a high honour and are only issued for exceptional hard work and effort. These awards can be given to students who demonstrate our school values exceptionally; where a student has gone above and beyond expectations in their actions or to prepare for/complete or participate in an activity, event or set task. The student must be able to explain what they have done to achieve this award with regards to time and effort spent in preparation or have understanding of why their actions deserve such high praise. They must have shown a real commitment to excellence and their accomplishment should show ambition and pride in their work. Some examples may be achieving a grade that is two grades higher than target through extensive preparation, undertaking some pro-active fundraising in their own time to support a local charity. Dedicating time and effort to the mentoring of other students consistently etc...
Enrichment Award (25 Merits)	These are where students take part in five enrichment activities during lunch and after school.

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Headteachers Honours Award (50 Merits)	These can only be issued by the Headteacher. These are awarded to students who are achieving multiple high recognitions over a period of time (Headteacher's awards) or for students who complete an exceptional task requiring resilience, commitment, dedication and ambition that required excellent levels of initiative, determination and endurance from the student.
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Merit certificates

Merit certificates will be issued to you when you have met the following milestones:

Key Stage 3

- 50 Merits – Bronze Award
- 150 Merits – Silver Award
- 300 Merits – Gold Award
- 500 Merits – Platinum Award
- 700 Merits – Ruby Award
- 900 Merits – Emerald Award
- 1000 Merits –Diamond Award
- 1200 Merits – Pink Diamond Award
- 1500 Merits – Double Diamond

Key Stage 4

- 50 Merits – Bronze Award
- 100 Merits – Silver Award
- 200 Merits – Gold Award
- 300 Merits – Platinum Award
- 400 Merits – Ruby Award
- 500 Merits – Emerald Award
- 600 Merits –Diamond Award
- 700 Merits – Pink Diamond Award
- 1000 Merits – Double Diamond

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Appendix 4

Sir Graham Balfour School Table of de-merits and sanctions

D1 (5 De-merits)	This is the first level of behaviour logged in a lesson. It is a serious breach in behaviour – you have disrupted learning of others despite being reminded of expectations and any relevant strategies being in place.
D2 (10 De-merits)	Even more serious - the disruption to the lesson has continued and an accumulation of two D2s will lead to a one hour after school detention for your disruption and/or continued lack of respect for those around you.
D3 (15 De-merits)	Yet more serious. The behaviour you are choosing runs contrary to everything we believe in. You are continuing to disrespect all of the students around you and your teacher. You will be removed to work with another class and teacher in the faculty . You will also do a one hour after school detention .
D4 (20 De-merits)	Even more serious. You will be removed to spend the day in the Withdrawal Room to reflect on your behaviour choices and to safeguard the education of other students . You will not be allowed out for break or lunch. Should your behaviour not improve dramatically and quickly, your stay in the Withdrawal Room will be extended. For incidents of an extremely serious nature, you may spend longer than one day in the withdrawal room.
D5 (25 De-merits)	Extremely serious, your behaviour and/or attitude is such that you have been referred to a member of Leadership Group. 1 day in isolation plus a two-hour detention with a member of the LG. This is an attempt to avoid exclusion and it ensures the right to education for all of our students is safeguarded.

Detentions

Should you receive an accumulation of 2 incidents of a D2 or a D3 you will receive an after-school detention on a Thursday. If you have accumulated 4 incidents of D2 or D3 over the week you will be given a 2 hour detention after school. If there are 6 incidents of D2 or 3 incidents of D3 over the week you will be given a day in the Withdrawal Room (WR) with a 1 hour detention after. If you have had 8 incidents of D2 or 4 incidents of a D3 over the week you will be given a day in the Withdrawal Room (WR) with a 2hour detention after. Lunch detentions will be issued where appropriate for lateness to school, incorrect uniform and social incidents.

We may use the Withdrawal Room (WR) in response to serious or persistent breaches of this policy. Students may be sent to the WR during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention will receive an escalated sanction, either further detentions, time in the Internal Isolation Room or some cases both. Detentions will not be routinely re-arranged, any requests must go to the Year Head who will request proof of medical appointments. For those students who will be going into the WR a phone call will be made home by the Year Head.

Off Site Direction

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Where interventions or targeted support have not been successful in improving a student's behaviour and off-site direction may be used. Instead of being given the sanction of a suspension, the school may decide that your child will be educated somewhere else for a limited period. This means that students may be directed to attend another place of education (e.g. a local school's inclusion unit) as an off-site direction for a period of time.

Suspensions and Permanent Exclusion

Students may be suspended for serious misbehaviours as outlined in the Achievement and Positive Behaviour policy. Following a suspension there will be a reintegration meeting where agreements will be made about expectations of behaviour in the future. A letter will be sent home outlining these agreements.

In the most serious cases students could be permanently excluded for a one-off extremely serious breach of our Achievement and Positive Behaviour Policy and/or Drugs Policy. These are very rare.

Guidance

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England August 2025.

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Appendix 5

Record of Incident for physical restraint

Record of Incident for physical restraint Details of student or students on whom force was used by a member of staff	
Name	
Form	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or students and any first aid and/or medical attention	
Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against students	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by;	
Name and role	
Signed	
Date	
Report countersigned by;	
Signed	
Date	