



Student Behaviour Policy

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1. Introduction

- This policy outlines expectations for student behavior at Active Futures Academy, supporting a safe, inclusive, and trauma-informed learning environment.
- It complements the site's safeguarding, attendance, and risk assessment procedures.

2. Aims

- Promote a culture of respect, discipline, resilience, and aspiration.
- Support emotional regulation through movement and pastoral care.
- Ensure safety through consistent behavior expectations and risk controls.
- Encourage attendance and punctuality as part of personal responsibility.
- Embed restorative practices to resolve conflict and build relationships.

3. Behavior Expectations

- Treat others and the environment with respect.
- Follow staff instructions and engage positively in activities.
- Attend regularly and arrive on time.
- Wear appropriate clothing for active and vocational sessions.
- **Phones allowed but not used:**
Phones may be brought to school but must be **switched off and stored** during lessons and social times.
- **Limited use under supervision:**
In some alternative provisions, pupils may use phones at set times (e.g. break times) **under staff supervision** for wellbeing, music, or contact with carers.
- Use kind, inclusive language.
- Avoid behaviors that disrupt learning or compromise safety.

4. Safeguarding Alignment

- Staff are trained in safeguarding and behavior management.
- Behavioral risks are monitored and addressed through individual plans.
- Emotional distress is managed with access to quiet spaces and pastoral support.
- All concerns are reported to the Designated Safeguarding Lead (DSL).

5. Attendance and Conduct

- Attendance is monitored daily; absences must be reported.
- Students are inducted on expectations around punctuality and conduct.
- Repeated absences or lateness may trigger support interventions.

6. Risk-Linked Behavior Management

- Aggression or unsafe behavior: Managed through de-escalation and supervision.
- Emotional distress: Supported via pastoral care and CPD-trained staff.
- Inappropriate equipment use: Controlled through supervision and age-appropriate resources.
- Medical emergencies: Managed with care plans and first aiders on site.

7. Positive Behavior Strategies

- Daily physical activity to support regulation.
- Clear routines and visual timetables.
- Praise and positive reinforcement.
- Restorative conversations and mentoring.
- Behavior support plans where needed.

8. Consequences and Support

- Verbal reminders and reflection time.
- Restorative meetings with staff and peers.
- Temporary withdrawal from activities.
- Parent/carer involvement and external referrals if necessary.

9. Roles and Responsibilities

- Students: Follow expectations and engage in restorative practices.
- Staff: Model behavior, apply policy consistently, and support students.
- Parents/Carers: Support attendance and behavior.
- Leadership Team: Monitor trends and ensure training and review.

10. Monitoring and Review

- This policy is reviewed annually or after significant incidents.
- Behavior data is monitored alongside attendance and safeguarding records to inform practice.

11. Restorative Practices

- Restorative practices are central to our approach to behavior management.
- They focus on repairing harm, rebuilding trust, and strengthening relationships within the school community.
- Objectives:
 - - Encourage accountability and reflection.
 - - Promote empathy and understanding between students and staff.
 - - Reduce repeated incidents by addressing root causes.
 - - Build a culture of respect, responsibility, and inclusion.
- Key Strategies:
 - - Restorative Conversations: Used after incidents to help students reflect on their actions and understand the impact on others.
 - - Circle Time: Facilitated group discussions to build community and address shared concerns.
 - - Restorative Meetings: Structured sessions involving affected parties to agree on actions for repair and moving forward.
 - - Peer Mediation: Where appropriate, trained students may support conflict resolution among peers.
 - - Staff Training: All staff receive CPD in restorative approaches to ensure consistency and effectiveness.
- Restorative practices work alongside consequences to promote long-term behavioral change and emotional growth.