

UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

The University Academy Long Sutton

Principal: Liam Davé (B.Sc. Hons.)

Behaviour and Anti-Bullying Policy

Adopted by University Academy Long Sutton Governing Committee:
September 2025

To be reviewed every year
Review date: September 2026

1. Aims

This Policy aims to:

- encourage and enable pupils to develop into responsible and considerate adult citizens who have developed a sense of self-respect
- encourage respect and sensitivity to the needs and feelings of others
- ensure optimum conditions for learning to take place
- ensure that the Academy is a safe and civilised community
- enable effective working relationships between staff and pupils
- 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 people in the Academy community with regards to behaviour management
- outline our system of **rewards and sanctions**

Written Statement of Behaviour Principles

University Academy Long Sutton works on the principle that:

- every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- all pupils, staff and visitors are free from any form of discrimination
- staff and volunteers set an excellent example to pupils at all times
- rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour and Anti-Bullying Policy
- the Behaviour and Anti-Bullying Policy is understood by pupils and staff
- the Suspension Guidance DfE explains that Suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and Suspensions
- pupils are helped to take responsibility for their actions
- families are involved in behaviour incidents to foster good relationships between the Academy and pupils' home life

The Governing Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and anti-bullying strategy online

This Policy complies with our funding agreement and Articles of Association.

3. Definitions

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break, lunchtimes, before/after school
- non-completion of classwork or homework
- poor attitude
- incorrect uniform
- poor behaviour on the bus
- poor behaviour in community whilst in school uniform

Serious Misbehaviour is defined as:

- repeated breaches of the Academy rules
- 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. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers, lighters, matches, vapes (liquids, chargers, parts/accessories)
 - 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 pupil)

One-Off Serious Incidents are defined as:

- Unprovoked physical assault against a member of the Academy community
- Use or threat of use of an offensive weapon or prohibited item
- Other 'serious misbehaviours' that result in humiliation, pain, fear or intimidation for the victim
- Supply/or distribution/or sale of drugs/vapes/cigarettes/unauthorised medications to other members of the school community. (Ref Academy Anti-Drugs Policy)

4. Bullying

Bullying is defined as the repetitive, 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, sometimes over a period of time
- difficult to defend against

The Academy wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

An anti-bullying ethos will be established throughout the Academy. This will be done by use of assemblies, the promotion of tolerance and understanding of others through curriculum subjects and staff attitudes and vigilance during the working day.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, insults, inappropriate comments
Sexual	Explicit sexual remarks, display or viewing of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, sharing of sexual images
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs of bullying might include:

- unwillingness to come to the Academy; poor attendance record
- withdrawn, isolated behaviour, an unwillingness to participate in curriculum activities
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed or aggressive behaviour
- poor performance in academic work
- damaged or incomplete work
- changes in behaviour

The Academy aims to:

- make pupils aware that they should report any bullying to any adult employed by the Academy
- emphasise that any pupil who is bullied or witnesses bullying should report the matter
- make it clear that bullying will not be tolerated and that all incidents will be taken very seriously
- investigate all bullying incidents thoroughly and to involve both the bully and the bullied
- provide protection, support and reassurance for victims
- help the bully to recognise their unsociable behaviour and to offer support to modify that behaviour
- develop the self-confidence and self-esteem of all pupils
- promote an anti-bullying ethos amongst the whole Academy community. This might happen in assembly but is also part of our everyday existence within the Academy community

BULLYING - FLOWLINE

1. INCIDENT(S):

- reported (by victim, witness, parent/carer, member of staff etc)
- investigated by ALC/LC or, where necessary, member of SLT
- pupil supported and counselled by ALC/LC or other appropriate member of staff
- sanction decided and given
- parent/carer of victim and bully contacted with outcome
- meeting with parents/carers of either victim or bully to be held where necessary

Where a parent/carer suspects bullying they must contact the Academy as soon as they are aware and should ask to speak to the Learning Coordinator for their child's Year group.

Where necessary, if a member of staff is not available, a message will be taken and passed to the appropriate person. Parents/carers must not assume that the issue has been reported to staff.

2. IF INCIDENTS CONTINUE:

- parents/carers of victim and bully may be invited to meet with LC/ALC
- strategy will be developed with consent of both sets of parents/carers
- victim and bully will be monitored
- further sanction will be issued to bully
- further support will be provided for victim

3. IF INCIDENTS PERSIST:

- parents/carers will be asked in to meet with a member of SLT and LC/ALC
- further support will be provided for victim
- further sanctions will be issued for the bully
- a programme of behaviour support may be implemented

4. IF INCIDENTS STILL CONTINUE:

Sanctions may include break- lunch- after 'school'- detention, isolation, Suspension. The sanction will be determined by the act committed and an act of bullying may result in stages of the flowchart being 'skipped' e.g. a pupil's behaviour may be deemed serious enough to result in an immediate Suspension.

5. Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

The starting point regarding any report should always be that there is a zero- tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', part of growing up' or 'boys being boys/girls being girls' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

5.1 Sexting or Youth produced sexual imagery/image-based abuse

Incidents can broadly be divided into two categories:

- incidents involving additional or abusive elements beyond the creation, sending or **aggravated** possession of nudes and semi-nudes.
- **experimental**: incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse.

5.2 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

5.3 Assessing behaviour

Hackett's continuum is a useful tool to assessment harmful sexual behaviour:

Appropriate	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision-making	Single instances of inappropriate sexual behaviour Behaviour accepted by peers within peer group context Context for behaviour may be inappropriate Generally consensual and reciprocal	Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Victimising intent or outcome Includes misuse of power Coercion and force to ensure victim compliance Intrusive Informed consent lacking or not able to be freely given by victim May include elements of expressive violence	Physically violent sexual abuse Highly intrusive Instrumental violence which is physiologically and/or sexually arousing to the perpetrator Sadism

6. Roles and Responsibilities

6.1 The Governing Committee

The Governing Committee is responsible for monitoring this Behaviour and Anti-Bullying Policy's effectiveness and holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing and approving this Behaviour and Anti-Bullying Policy. The Principal will ensure that the Academy 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.

6.3 Staff

Staff are responsible for:

- implementing the Behaviour and Anti-Bullying Policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- intervening promptly where bullying is observed and reporting it promptly to the appropriate staff
- promoting and using a range of learning styles and strategies that challenge bullying behaviour
- recording behaviour incidents on the school system

The Senior Leadership Team will support staff in responding to behaviour incidents.

6.4 Parents/Carers

Parents/Carers are expected to:

- support their child in adhering to the pupil Code of Conduct
- support the Academy in its policy for behaviour
- inform the Academy of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher/Form Tutor/LC Team promptly

7. Pupil Code of Conduct

University Academy Long Sutton Code of Conduct

The one rule for all of us in the Academy is:

Everyone will act with courtesy, respect and consideration towards others at all times.

This means that:

- Follow staff instructions promptly and respectfully
- Behave in an orderly and self-controlled manner at all times
- Show respect to staff, fellow pupils, and the school environment
- Move quietly and purposefully around the Academy
- Adhere to uniform and appearance rules as set out in the Academy's Uniform Policy
- Embrace the Academy's Ladder of Rewards
- Accept the Academy's Ladder of Consequences
- Refrain from actions that disrupt the learning of others
- Use social media responsibly and in a way that does not harm others or the reputation of the Academy.
- Attend the Academy every day and arrive on time
- Make sure I bring the correct equipment and wear the proper uniform in a tidy way
- Behave in an orderly way going to and from the Academy and uphold the Academy's reputation
- Work and learn to the best of my ability at all times
- Complete coursework and homework fully and on time
- Behave properly in lessons and not disturb other pupils' learning
- Be fully equipped for all my lessons
- Let my teachers and parents/carers know about successes and achievements and any worries I may have
- Let staff know if I feel bullied or threatened in any way
- Make sure information from academy is passed to my parents/carers as quickly as possible
- Support and encourage other pupils
- Report any inappropriate or harmful use of social media to a trusted adult, including parents/carers.
- Make the best possible use of my opportunities at University Academy Long Sutton
- Accept responsibility, co-operate and encourage others to do the same

- Celebrate my success and the success of others
- Recognise that the Academy will use social media to celebrate achievements and share positive news, and understand that parental consent will be sought before my images are used.

CLASSROOM EXPECTATIONS FOR PUPILS

Classrooms (including labs, workshops and gyms) are your places of work. Just as in any working environment, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1. Start of Lessons

- 1.1. Make sure that you arrive on time
- 1.2. Enter rooms sensibly and go straight to your workplace
- 1.3. Outdoor clothes should not be in evident in the classroom
- 1.4. Take out books, pens and equipment
- 1.5. Put bags away (not on desks)
- 1.6. Remain silent during the register (except when your name is called)
- 1.7 Start any task that you have been asked to do

2. During Lessons

- 2.1. When your teacher is giving instructions to the whole class, remain silent and concentrate
- 2.2. If the class is asked a question, put up your hand to answer: do not call out. Listen to the answers which are given
- 2.3. You must have a pen, pencil, ruler, planner and any books or folders needed
- 2.4. You are expected to work sensibly in class; do not distract or annoy other people
- 2.5. Eating and chewing are not allowed. Drinks are allowed with teacher's consent
- 2.6. You should do your best at all times and seek help if you need support.
- 2.7. Do not distract other pupils or interfere with their learning

3. At the End of the Lesson

- 3.1. You should not begin to pack away or put on outdoor wear until your teacher tells you to do so
- 3.2. Wait for your teacher to dismiss you
- 3.3. Leave the room in a clean and tidy condition

8. Rewards and Sanctions

At UALS we believe that it is very important that the positive aspects of praise and reward should have great emphasis. Learners respond well to systems that recognise their difficulties and strengths. It helps to build confidence and aids pupils in recognising their strengths and abilities. Any recognition therefore of what a learner has achieved is encouraged by the Academy.

8.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

- praise
- letters/postcards/phone calls home
- special responsibilities/privileges
- Hot Chocolate Friday (1 per year plus SLT gold tickets)

MERIT AWARDS

The system is intended to provide a Whole-Academy structure for the issue of rewards.

AWARDS: KS3/4

House Points – bronze star; 100 – silver star; 200 – gold star; 300 bronze shield; 500 – silver shield; 750 – gold shield; 1000

END OF TERM REWARDS

We celebrate attendance/achievements as individuals and as form groups.

SANCTIONS

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

- a verbal reprimand
- sending the pupil out of the class to refocus
- expecting work to be completed at home, or at break or lunchtime
- detention at break or lunchtime, or after 'school'
- referring the pupil to a senior member of staff
- letters or phone calls home/emails
- involving external agencies for behavioural support
- putting a pupil 'on report' form tutor, departmental, stage 1, 2 or 3
- isolation – this is sanctioned by SLT
- Suspension – Fixed Term or permanent. This is sanctioned by the Principal

We may use the Internal Exclusion Centre in response to serious or persistent breaches of this Policy. Pupils may be sent to the IEC during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the IEC.

Disruptive behaviour in the Centre will result in an increase in the sanction. Persistent disruption may lead to a Suspension.

RECORDING AND REPORTING INCIDENTS

Any serious incident should be recorded using the school systems and reported to the relevant person. The misbehaviour of pupils can come to the attention of any member of the Academy's staff, but serious incidents will be confined to the teaching staff. The following is the referral procedure that should take place in the cases of any deed of misbehaviour.

CLASS TEACHER

- identifies the problem and seeks a solution (e.g. discusses the problem with the individual pupil).
- issues sanction if necessary, and informs HoD, LC and Form Tutor through the school system.

If there is no improvement then pass on to the HoD who should investigate the nature of the problem, e.g. is it based on inappropriate work level, resources, teaching style, etc.

HEAD OF DEPARTMENT

Interviews pupil, seeks a solution, takes appropriate action (e.g. placing pupil on a departmental report) and reports that action to ALC, class teacher and Form Tutor. May wish to contact parents/carers.

If there is no improvement the class teacher should inform the HoD and Form Tutor, then pass on to LC. Communication is crucial in this context because the Form Tutor and LC would normally know more about the individual pupil, thus enhancing their ability to deal appropriately. A discussion should be held between all the staff involved.

LEARNING COORDINATOR/ ASSISTANT LEARNING COORDINATOR

Interviews pupil (and records details) seeks a solution, takes action (pupil may need to report to LC) and determines whether to contact parents/carers. As a general rule parents/carers should be contacted and kept informed if their child is not cooperating with the demands of the Academy. Learning Coordinators should report to class teacher, Head of Department and Form Tutor, and if serious, inform SLT.

If there is no improvement the class teacher should again inform the HoD who would discuss matter with SLT for further intervention and seek parental/carer support. It may be necessary to involve the SENCO.

The above procedures would be shortened for HoDs, who, after taking action themselves will involve LCs and the Form Tutor. This would also be the route for any staff experiencing difficulties outside the classroom.

If a serious classroom situation arises where a member of staff believes it necessary to place a pupil outside the room, then it must be for a short period only (a maximum of 5 minutes). Pupils must be informed to remain by the door whilst the rest of the class is organised before the matter is dealt with. Under no circumstances should a pupil be sent to any other part of the Academy. On-call to offer support for the pupil.

The class teacher will then contact home should a pupil need a sanction through detention at break or lunchtime, then it is the responsibility of the member of staff to record this and inform the pupil who would attend the WSD, supervised by SLT.

8.2 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the Academy, such as on a trip or on the bus on the way to or from the Academy.

8.3 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 Child Protection and Safeguarding Policy (of procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse.

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

9. Behaviour Management

All staff at the Academy are responsible for ensuring effective behaviour management and should be vigilant at all times including during 'movement' time. Unsatisfactory behaviour should be challenged and not ignored. Staff should also be aware of the responsibility they have in modelling appropriate behaviour in front of and towards pupils.

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
- support and insist upon the Academy's Commonality of Practice
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - being punctual
 - ensuring books are marked in line with the Academy's policy

- establishing clear routines
- communicating expectations of behaviour in ways other than verbally
- highlighting and promoting good behaviour
- concluding the day positively and starting the next day afresh
- having a plan for dealing with low-level disruption
- using positive reinforcement

9.2 Physical Restraint (DofE Advice on Use of Reasonable Force)

It may be necessary for staff to come into physical contact with a pupil, for instance if separating pupils who may be fighting or getting ready to engage in a fight. Staff must be careful to remain calm in such situations and should seek to separate pupils as quickly and carefully as is possible. It may be necessary to have contact with a pupil who is refusing to leave a classroom for instance. In this case help should be sought from the SLT. Consideration should be given to pupils who have a disability or Special Educational Needs (SEN) and reasonable adjustments made.

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

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint 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/carers, and also recorded on the school system

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils and in some cases such as vapes not to parents – these are handed into the police throughout the year.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. It may be that an item has to be passed to the police or an item has to be kept by the Academy for evidence. In some cases, it may be necessary for the parent/carer to come to the Academy to collect the item.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil Support

The Academy 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 Academy'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, the Academy 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.

10. Pupil Transition

To ensure a smooth transition to the next year staff members hold transition meetings.

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.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Behaviour management will also form part of continuing professional development.

Our staff are provided with training on managing behaviour throughout the year. This will cover a range of strategies for teaching on Training Days and utilising the opportunities through the Teaching Schools Alliance.

12. Monitoring arrangements

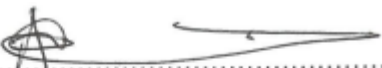
This Behaviour and Anti-Bullying Policy will be reviewed by the Principal and the Governing Committee every year.

The review process will consider feedback from parents/carers that is taken throughout the year at Parents' Evening in addition to feedback that has been drawn from pupils at School Council meetings. At each review the Policy will be approved by the Governing Committee.

13. Links with other policies

This Behaviour Policy is linked to the following:

- Exclusion Guidance DfE
- Safeguarding Policy
- Anti-Drugs Policy

Signed by:  (Chair of Governors)

Date: 7/10/2025