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Learner Behaviour and Conduct Policy

PAZPOL051v1

Published: 17th October 2025

Version	Action	Author / Reviewer	Verifier	Comments	Last Review
v1.0	New	Haleem Majahid	Safaraz Ali	Newly Revised	17/10/2025

Review

This policy will be regularly monitored to ensure that the objectives are achieved. In addition to the annual review cycle for this policy, this policy will also be reviewed and where necessary revised in the event of legislative or organisational changes.

Next Review Date

16/10/2026

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1. Introduction

Pathway Academy Zone (the Organisation) is committed to fostering a learning community based on mutual respect, responsibility, and positive engagement. Learners are supported to understand the impact of their actions, develop emotional regulation, and take responsibility for their behaviour.

This Policy sets out clear expectations for conduct and outlines how the Organisation promotes positive behaviour, responds to incidents of concern, and supports learners to improve.

The Organisation recognises that many learners may have experienced previous difficulties in education, including exclusion, trauma, or social and emotional challenges.

The approach is therefore underpinned by understanding, consistency, and restorative practice rather than punitive measures.

2. Policy Statement

The Organisation aims to:

- Create a safe, respectful, and inclusive learning environment;
- Encourage positive relationships between learners, staff, and the wider community;
- Promote self-discipline, emotional resilience, and accountability;
- Provide consistent expectations for behaviour across all settings;
- Intervene early and support learners to modify challenging behaviour;
- Work collaboratively with families and professionals to achieve positive outcomes.

Behaviour management at Pathway Academy Zone is guided by the belief that every learner can change and improve with the right support.

3. Legal and Statutory Framework

This Policy operates in line with:

- *Education and Inspections Act 2006 (Sections 89–91).*
- *Education Act 2002 (Section 175).*

- *DfE Behaviour in Schools: Advice for Headteachers and School Staff (2022).*
- *Keeping Children Safe in Education (KCSIE, 2024).*
- *Equality Act 2010.*
- *SEND Code of Practice (2015).*
- *Human Rights Act 1998.*

4. Aims and Objectives

The Organisation's objectives are to:

- Set out clear expectations for conduct and relationships;
- Promote a culture of respect, tolerance, and responsibility;
- Support learners to make positive choices;
- Use restorative approaches to repair harm and rebuild trust;
- Provide structured interventions for those struggling with behaviour;
- Recognise and reward positive contributions;
- Ensure fairness and proportionality in all behavioural responses.

5. Core Values and Expectations

All learners are expected to follow the Organisation's core values:

Respect	Treat others, the environment, and property with care and courtesy.
Responsibility	Take ownership of behaviour, learning, and wellbeing.
Resilience	Persevere through challenges and setbacks.
Aspiration	Strive for personal growth and achievement.

Learners are expected to:

- Arrive on time, prepared to learn;
- Follow staff instructions and safety guidance;
- Behave courteously towards others;

- Engage positively in lessons and activities;
- Respect property and facilities;
- Refrain from using offensive or discriminatory language or behaviour;
- Use digital technologies responsibly and safely.

6. Positive Behaviour Management

6.1. Relationship-Based Approach

Behaviour is understood as communication. Staff focus on building positive, trusting relationships and modelling the behaviour expected from learners.

6.2. Positive Reinforcement

Staff actively recognise and reward good behaviour, attendance, and engagement through:

- Verbal praise and encouragement;
- Positive notes or calls home;
- Certificates and achievement points;
- Celebration assemblies or recognition events.

6.3. Restorative Practice

Where conflict or harm occurs, restorative conversations help learners to:

- Understand the impact of their actions;
- Take responsibility;
- Repair relationships;
- Reintegrate into the learning community.

7. Support for Behaviour Improvement

Learners struggling to meet expectations are supported through a staged process:

- **Early Intervention** - informal reminders, guidance, and de-escalation;

- **Targeted Support** - mentoring, check-ins, or a short-term behaviour contract;
- **Formal Support Plan** - a Pastoral Support Plan (PSP) or Individual Behaviour Plan (IBP) created with input from parents/carers and professionals;
- **Multi-Agency Collaboration** - where behaviour is linked to Safeguarding, SEND, or wellbeing needs, external professionals may be engaged (e.g., CAMHS, social care).

Support will be tailored to individual needs and reviewed regularly to monitor progress.

8. Sanctions and Consequences

Sanctions are restorative and proportionate, aiming to teach accountability rather than impose punishment. Possible measures include:

- Verbal warnings and reflective discussions;
- Time-out in a supervised space to de-escalate;
- Removal from class for a short period;
- Completion of restorative or reflective work;
- Loss of privileges or reward points;
- Meeting with parents or carers;
- Internal exclusion (temporary separation from peers under supervision).

Suspension or exclusion will only be used as a last resort in line with the Organisation's Exclusions, Suspension & Reintegration Policy.

9. Serious Incidents

Serious incidents include but are not limited to:

- Physical assault or threats towards others;
- Possession or use of weapons, drugs, or alcohol;
- Theft, vandalism, or damage to property;
- Bullying, harassment, or hate incidents;

- Behaviour posing risk to safety or welfare;
- Online abuse, sexting, or cyberbullying.

These will be investigated promptly and managed in line with safeguarding procedures. Parents, carers, and external agencies will be notified as appropriate.

10. Bullying, Harassment, and Discrimination

The Organisation has a **zero-tolerance** stance on bullying and discrimination of any kind, including racism, homophobia, transphobia, sexism, or disability-related harassment.

Incidents will be recorded, investigated, and resolved through restorative intervention and, where necessary, formal disciplinary action in accordance with the Anti-Bullying Policy.

11. Reasonable Force and Physical Intervention

Staff may use **reasonable force** to prevent a learner from causing harm to themselves or others, damaging property, or seriously disrupting learning, in accordance with DfE guidance (*Use of Reasonable Force in Schools, 2013*). Such interventions will always:

- Be proportionate and last only as long as necessary;
- Be recorded and reported immediately;
- Involve post-incident debriefing for the learner and staff involved;
- Trigger a review of the learner's support plan.

Full details are contained within the **Physical Intervention and Use of Reasonable Force Policy**.

12. Learners with SEND and Additional Needs

The Organisation recognises that behaviour may be influenced by special educational needs, disabilities, or trauma. Responses will always consider these factors, with appropriate adjustments and support through:

- Individual Behaviour or Support Plans;
- Input from the SENCO and Pastoral Team;
- Collaboration with external agencies;

- Emotional and social skills development programmes.

Staff will avoid sanctions that exacerbate anxiety, isolation, or distress for learners with SEND.

13. Attendance, Engagement, and Conduct

Good behaviour is closely linked to consistent attendance and engagement.

Persistent absence, lateness, or disengagement will trigger early intervention, parental contact, and, if required, formal support planning through the **Attendance and Engagement Policy**.

14. Partnership with Parents and Carers

The Organisation values strong partnerships with parents and carers in promoting positive behaviour. Parents will be:

- Informed promptly of concerns or achievements;
- Invited to meetings to discuss progress or interventions;
- Encouraged to reinforce expectations and celebrate improvements at home;
- Involved in developing and reviewing behaviour support plans.

15. Learner Involvement

Learners play an active role in creating a respectful and inclusive environment. Through student voice forums, surveys, and restorative meetings, learners are encouraged to:

- Contribute ideas for behaviour expectations and rewards;
- Reflect on how behaviour impacts others;
- Take leadership roles in promoting positive conduct.

16. Staff Training and Support

Staff receive ongoing professional development in:

- Positive behaviour management and de-escalation;

- Trauma-informed and relational approaches;
- Restorative practice;
- Safeguarding and Prevent Duty;
- Managing challenging behaviour safely and lawfully.

New staff are inducted into the Organisation's behaviour expectations and procedures as part of onboarding.

All staff and learners will be encouraged to read this Policy as part of their Induction Process and a record of Induction and on-going awareness on their obligation to comply with the Learner Behaviour and Conduct Policy, will be kept in the staff personal files.

17. Monitoring and Evaluation

The **Senior Leadership Team (SLT)** monitors the implementation and effectiveness of this Policy through:

- Behaviour incident logs and trend analysis;
- Attendance and engagement data;
- Learner and staff feedback;
- Review of support plans and outcomes;
- Annual reporting to the Governance Board.

Findings are used to inform staff training, curriculum planning, and the Organisation's **Quality Assurance and Self-Evaluation Framework**.

18. Equality and Inclusion

Behaviour management will always uphold the principles of fairness, dignity, and equality.

The Organisation complies with the *Equality Act 2010* and ensures that responses to behaviour are free from bias or discrimination.

Adjustments will be made for learners with additional needs or vulnerabilities.

19. Related Policies

This Policy should be read in conjunction with:

- Safeguarding and Child Protection Policy.
- Anti-Bullying Policy.
- SEND Policy.
- Exclusions, Suspension and Reintegration Policy.
- Physical Intervention and Reasonable Force Policy.
- Mental Health and Wellbeing Policy.
- Attendance and Engagement Policy.
- Equality, Diversity and Inclusion Policy.

20. Review and Approval

This Policy will be reviewed annually by the **Senior Leadership Team** and approved by the **Governance Board**.

21. Non-Compliance

Failure to adhere to our organisation's Policies and Procedures is a serious matter and in some situations may result in disciplinary action and ultimate dismissal, as per our Disciplinary and Grievance Policies and Procedures.

22. Approval

This Policy has been approved by the undersigned and will be reviewed at least annually.

Name:	Safaraz Ali
Signature:	Safaraz Ali
Approval Date:	October 2025
Next Review Date:	October 2026
Document Control Number	PAZPOL051v1