



# Countesthorpe Academy

## BEHAVIOUR AND RELATIONSHIPS POLICY 2025 - 2026

*Policy Reviewed and Adopted by the Governing Board on:  
Signed (Chair of Local Governing Board):  
Date of Next Review:  
Responsible Officer:*

*September 2025  
Mrs A Melville  
September 2026  
Mr D Thurston*

# Behaviour and Relationships Policy 2025-26

Documentation Information			
<b>Reviewed By</b>	DTH/AHU/NWI	<b>Responsibility</b>	DTH/AHU/NWI
<b>Last Reviewed</b>	September 2025	<b>Next Review</b>	September 2026
<b>Review Cycle</b>	Annual	<b>Ratified by Governors</b>	

## Rationale

The Behaviour Policy is based upon the principle of creating a safe, supportive and inclusive learning environment to allow students to do the best they can. Behaviour and Behaviour for Learning form a key component of the Strategic Plan and is a key priority for the Academy. This Behaviour Policy is based upon the core values of the Academy:

- **Respect** – How we speak to and treat each other. Staff plan engaging and effective lessons and students respect others' learning. A mutual respect of teacher and learner will produce an optimal outcome
- **Resilience** – Staff persist in having high expectations of all students in all key stages to be certain that no student will underachieve. They will try various means to engage the student in their learning and understanding of their role within society. Students here are resilient, have high expectations of themselves and work towards their different learning, goals.
- **Success** – This is based upon the individual. Some students will have exemplary behaviour records, others will need help to adjust their behaviour. As an Academy we believe that 'success is the journey, not a destination.' (Arthur Ashe)

These values ensure that students are always:

In the right place, at the right time, doing the right thing, **being the best they can be**

## Countesthorpe Academy Approach

This policy has been developed within a period of consultation which has included the LIFE MAT, the leadership team, support staff, heads of department, teaching staff and parents.

This policy is based upon:

- A clear set of rules
- Recognition
- Support and Challenge
- Redemption
- Clear communication

To aid the implementation of this policy a toolkit for Academy staff is provided

## Aims

- To ensure that all Academy staff are equipped with the necessary skills to successfully bring out the best behaviour in our students
- To ensure that students understand that actions have consequences (both positive and negative)
- To embed a clear and consistent approach to behaviour management
- To implement a whole school, integrated approach to building character

## Expectations

Academy staff are expected to implement the Academy's practices with regards to behaviour in a fair and consistent manner. (See POSTED Ladder and Behaviour Toolkit)

As an academy, our expectations are that we will all be the best we can be.

For students this means that they follow the Academy's rules:

For teachers and Academy staff this means:

- They will produce a seating plan for each class and store it on Arbor so that it may be accessed by other colleagues
- Teachers will meet and greet students at the door to their classroom
- Leadership team are on duty during lesson change over – 'Visible Presence'.
- All staff are 'on duty' in corridors – the adage, 'the behaviour we ignore, is the behaviour we accept' applies
- Staff should be courteous to one another

Consistent behaviour management across the academy includes:

- Show respect – by being polite to each other
- A classroom routine that is adhered to start and end of lesson routines.
- Allowing a student to rectify a situation
- Modelling the behaviour we want to see
- Clear and consistent expectations

## Responsibilities

**The Senior Leadership Team is responsible for:**

- Working with Heads of Faculty and Head of Year to support Behaviour Management, providing training to ensure they are equipped to undertake their areas of responsibility
- Monitoring the overall quality of Behaviour Management identifying strengths to share, and areas for development
- Monitoring the overall quality of behaviour across the Academy, identifying areas of strengths to share, and areas for development or particular issues
- Providing relevant information on whole school Behaviour for the Headteacher and Local Governing Body
- Managing any focused observations and training for staff who need support
- Monitor the use of the Reset, Restore and Repair conversations and the use of Reflection
- Make informed decisions about the use of extended support
- Make appropriate referrals to the South Leicestershire Inclusion Partnership
- Oversee and agree fixed term suspensions as outlined in the Exclusion Document

- Monitor the impact of sanctions and rewards upon the behaviour of individual students and groups of students as appropriate

**Heads of Year are responsible for:**

- The quality of behaviour within their Year Group
- Supporting staff in implementing the behaviour policy and in developing positive relationships
- Ensure that members of their team are keeping parents and carers informed of issues that are preventing their child from learning
- Create Pastoral Support Plans for students as appropriate
- Carry out therapeutic work to meet the needs of our students as required or through signposting to appropriate services.
- Work collaboratively with AP Behaviour and DSL to create a team around the student.
- Work in collaboration and develop positive relationships with parents and carers.

**Heads of Faculty are responsible for:**

- The quality of behaviour within their Curriculum Areas
- Ensuring that lesson planning is completed for lessons in line with academy expectations
- Working with the department staff to provide an effective learning environment
- Supporting staff in implementing the behaviour policy and in developing positive relationships
- Working with the department to ensure appropriate resources are available to deliver the curriculum effectively
- Ensuring staff follow the behaviour policy to support teaching and learning
- Ensure that members of their team are keeping parents and carers informed of issues that are preventing their child from learning

**CREW/PREP Leaders are responsible for:**

- Following the Behaviour Policy in line with the Academy's expectations
- Checking uniform and equipment daily
- Ensuring that each CREW/PREP session is a fresh start for a student
- Working with the Heads of Faculty and other leaders to develop their own behaviour management
- Providing peer support, where required, to support the development of other teachers
- Review and identify behaviour patterns for members of their CREW/PREP
- Provide individual coaching for students to reflect on the impact of their behaviour on their own outcomes and others
- To be the first port of contact for parents and carers regarding the holistic development of the students in their CREW/PREP
- Work in collaboration and develop positive relationships with parents and carers.

**Classroom staff are responsible for:**

- Following the Behaviour Policy in line with the Academy's expectations
- Ensuring that each lesson is a fresh start for a student

- Working with the Heads of Faculty and other leaders to develop their own behaviour management
- Providing peer support, where required, to support the development of other teachers

**Other Academy Staff are responsible for:**

- Follow the Behaviour Policy in line with the Academy's expectations
- Take an active role with student behaviour and challenge behaviour that does not meet the Academy's expectations

## **Strategies and Supporting Documents**

**To be effective, this policy is supported by the following key documentation:**

- DFE Improving Behaviour in Schools 2025
- Countesthorpe Academy Behaviour Toolkit
- Raising the BAR initiative
- PP strategy
- Lesson observation and learning walk summaries, and annual reports
- QA Policy
- SEND Policy
- Professional Learning Programme
- Coaching guidance
- Uniform Policy