

Education Behaviour Support Policy and Procedures

Document title:	Behaviour Support Policy and Procedures
Version number:	
Policy Status	
Date of Issue	July 2025
Date to be revised	September 2027

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
07/25	2	Clarification around consequences, proactive strategies including Zones of Regulation, updated Trust guidance around Chromebooks and government guidance on reasons for suspension and permanent exclusions.

Leigh Academy Snowfields Behaviour Policy

Introduction

Every student is important and deserves to feel respected and valued. Our academy is a place where everyone feels safe and supported. Here are the key principles that guide us:

Where Nurture meets Aspiration: Helping every student grow and achieve their goals.

Living Well with Autism: Supporting every student in understanding and celebrating their unique strengths.

Where positive relationships grow: Encouraging trust, kindness, empathy and respect.

Think and Take Responsibility: Learning from mistakes, encouraging accountability, helping students to grow and making better, more informed choices in the future.

Autism and associated learning difficulties can present challenges in communication, social interaction, and emotional regulation, but they are not an excuse for inappropriate behaviour. While these conditions may explain why certain behaviours occur, it remains important to teach and support individuals in developing appropriate responses and coping strategies. With the right guidance, structure, and understanding, individuals with autism can learn expectations and boundaries, just like anyone else. Encouraging accountability while providing necessary accommodations fosters growth, independence, and inclusion in society.

Whole academy approach

At Snowfields, we believe in having high standards for everyone's behaviour. We strive to support all students to live well with their autism in a place that is ready, respectful, and safe for everyone.

Outside the academy, actions have consequences, both good and bad. Snowfield's behaviour approach aims to replicate this for students in a supportive educational environment. We predominantly utilise positive reinforcement and restorative practices. This means we praise the positive and support students to learn from the negative.

Our core values of **Work hard, Be kind, Communicate, Stay safe, and Be happy** run through everything we do and are the golden thread that runs throughout the academy.

We understand that some students may require additional support to meet the academy's behaviour expectations, this support will be given consistently and predictably, applied fairly and taking into account students' needs. These are detailed within individual student behaviour plans (Positive Learning or Behaviour Support plans).

Through this approach, we encourage all students to behave responsibly and respectfully, making our academy a safe place where everyone belongs. We want to help students to learn how to understand and manage their behaviour, so they can lead a

happy and successful life.

Code of Conduct/Expectations in Lessons

Ready:

- Being prepared for learning: This means arriving on time, dressed in the agreed correct uniform, and ready for class.
- Having everything you need: Make sure you bring your equipment, like your Chromebook (fully charged), and a drink.
- Punctuality: Always be on time for lessons and when lining up.
- Using breaks wisely: Go to the toilet during social times so you're ready to learn when class starts.

Respectful:

- Respecting others: Use kind language when talking to teachers and fellow students.
- Respecting yourself: Treat yourself with kindness
- Respecting property: Take care of academy property, including desks, books, and equipment.
- Respecting yourself and others: Treat yourself and others with kindness and care.
- Respecting the environment: Keep our academy and surroundings clean and tidy.
- Respecting learning: Give your best effort in learning, and support others in doing the same.

Safe:

- Following instructions: Listen carefully and follow directions immediately.
- Personal space: Be mindful of other people's space and avoid crowding others.
- Using the environment and equipment properly: Use everything in the academy in the right way to keep everyone safe.
- Staying in the right areas: Don't walk around the academy or grounds without a teacher or staff member with you

Subject-Specific Expectations:

Each subject might have its own set of rules to make sure we're learning safely and effectively. For example:

- In PE, students are expected to change into their sports kit.
- In Science, students must wear goggles and a lab coat during experiments to stay safe.
- Horticulture, Food Tech and Outdoor Learning require PPE such as aprons, overalls, boots

Mobile Phones, Smart Watches and Electronic Devices:

All mobile phones and other electronic devices ***must be*** handed in to the class team when you arrive at the academy. These items will be securely locked away and can be collected at the end of the day when you leave.

This rule is non-negotiable, meaning everyone must follow it.

Our policy on electronics reflects the preparation needed for examinations and is in line with the regulations laid down by the JCQ in the Instructions for Conducting Exams for consistent, secure and integrity led examinations. Their regulations state that the following items are prohibited from examinations:

iPods, mobile phones, MP3/4 players or similar devices, and watches (smart, digital and analogue).

Uniform, Footwear, Make up

School uniform is compulsory for all students. Adherence to the uniform policy is expected. Footwear must be plain black and may include plain black trainers. Coats are not permitted to be worn inside the school building and should be stored in designated cloakrooms or lockers; coats worn to school must be dark in colour. Students who choose to wear makeup should ensure it is discrete, and nails must be kept at a safe length to prevent any potential harm to others.

Any necessary adjustments must be agreed upon by the Senior Leadership Team.

Chromebooks and their damage

The Leigh Academy Snowfields 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home. They are expected to be treated with respect and care.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [Chromebook loan agreement 2025-26](#), as well as the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

Users should be aware that all online content is monitored by Smoothwall and Impero for safety and security purposes. Chromebooks remain at the academy.

It is important to note that in the event of deliberate/malicious damage parents may be charged with the cost of the repair or the cost of the device.

Behaviour Beyond the Academy

We expect students to represent the academy positively in all settings. Behaviour that occurs:

- During school trips
- On transport to and from school
- In the community while wearing uniform
- Online

...can affect the academy's environment and reputation. In such cases, we may take appropriate action. This includes addressing harmful behaviour, such as bullying or online abuse, that occurs outside school but impacts the school community.

Learning and reinforcing helpful behaviour

We believe that helpful and positive behaviours can be taught and learned. Our academy has targeted times and activities to help students develop the skills they need to make positive choices:

- **Morning wellbeing** : Each morning the students focus on one of the core values dedicated to that morning
- **Wellbeing Time (Wednesday PM)**: Dedicated time to help students discuss, reflect, learn calming strategies, and build emotional resilience linked to behaviour and their EHCP outcomes.
- **Learning Approach**: We treat behaviour as a skill that can be practiced and improved, rather than just rules to follow.
- **Reflective and Restorative Practices**: Students are supported to reflect on what went wrong, take responsibility, repair, restore and move forward.
- **Part of the Curriculum**: Lessons about behaviour are included in Communication, PSHE, Life Skills, assemblies, and unique activities like farm visits.
- **Co-Curricular** - Learning how to behave in real life situations eg mountain biking in the woods, attending the swimming pool, spending time in the community

Routines and Habits

Good routines and habits help students behave well and feel secure. We teach and practice these routines with students. Examples include:

- Morning check-ins to start the day on a positive note.
- Clear steps for moving between lessons and activities.
- Lining up before and after each lesson.
- Positive behaviour chart used in all lessons.
- Snowfields standards for consistent lesson structure.
- Regular times to reflect on progress and set goals throughout the day.

Sharing Positive Behaviour

We believe it's important to celebrate good behaviour whenever possible.

Bromcom Positive Points: Teachers and staff can add positive points to Bromcom for great behaviour or achievements.

MCAS (My Child at School): Positive points are shared with families through this system so you can see your child's daily successes.

Encouraging Positive Behaviour

Reward Charts: Students can earn points for achieving different levels (bronze, silver, and gold), which are linked to our whole-academy reward system. Points can be used with fun rewards like the **Reward Vending Machine**, filled with items chosen by students.

Verbal Praise and Encouragement: Teachers and staff will let students know when they are doing well.

Positive Communication home: Families might receive a positive phone call to share good news.

Celebration Assemblies: These are special times to recognise student successes together. These occur once a week.

Certificates and Stickers: For individual achievements and milestones.

Achievement Postcards: Sent home to share great accomplishments.

Attendance Postcards and Certificates: Rewarding students who come to the academy regularly.

Displaying Work: Students' amazing work is proudly shown around the academy.

Fun Activities: Students can earn time for activities like playing football, riding bikes, or spending time with our well-being dogs.

Celebration Assemblies: Each week culminates in an achievement assembly where student successes are celebrated and rewarded. Attendance at these assemblies is expected of all students. To ensure all students feel comfortable participating, they can choose to attend either the main assembly or a smaller, more supportive "quiet assembly," where they can celebrate achievements together.

Behaviour Management and Support: Our Approach

At our academy, we are committed to creating a calm, safe, and supportive learning environment for all students. We follow the Leigh Academy Trust's *Disruption-Free Learning (DFL)* approach, aiming to ensure that every student can learn without distractions. Our behaviour strategy is grounded in proactive, restorative, and responsive practices, guided by our *5 Rs of Behaviour Management*.

The 5 Rs of Behaviour Management

To help students make positive choices, we use the 5 Rs approach where behaviour impacts on others' learning, wellbeing and/or safety. Each step is actioned in order to help students make good behaviour choices:

1. **Remind:** Staff give a calm, clear reminder to help students consider their behaviour and make better choices.
2. **Regulate:** When students feel overwhelmed or upset, staff support them in using strategies to calm down and manage emotions constructively, these are primarily actioned in the classroom. However, students can be directed to partake in regulation activities outside the classroom where their dysregulation is having a negative impact on learning, wellbeing or safety.
3. **Reset:** If after regulation opportunities, students are still partaking in behaviours that are negatively impacting their own and others. Students can be directed to work away from others in their class in the *Reset Room*; this is a quiet space managed by our Student Services Managers, where students can reflect on their actions, complete classwork, and prepare to return to learning.
4. **Reflect:** Reflection helps students think about what happened, why it happened, and how to make better choices in future. Students complete targeted work, or take part in guided restorative conversations to understand the impact of their actions. These sessions can take place during lessons or within their unstructured time (to ensure students don't miss out on valuable **regulation time**, any significant time dedicated to reflection activities is compensated for elsewhere in the day by our pastoral team).
5. **Reintegrate:** After regulation, reset and reflection, it is expected that students return to their learning ready to focus, with continued support from staff.

Proactive Strategies for Behaviour

We prioritise strong relationships and understanding each student's individual needs. Through wellbeing sessions, behaviour curriculum (such as *BAC*—Behaviour as a Curriculum and Communication), and consistent routines, we teach positive behaviour explicitly. Students also have access to tools such as regulation resources, quiet spaces, and support staff within the classroom to help them stay focused and engaged.

Restorative Approach

When behaviour falls short of expectations, we use a restorative approach. This means we help students:

- Understand the impact of their actions
- Reflect on what led to the behaviour
- Repair relationships and restore trust

This approach allows students to take responsibility while feeling supported and respected.

Zones of Regulation

At Leigh Academy Snowfields, we proactively support positive behaviour by embedding The Zones of Regulation framework, providing all pupils with a common language to understand and articulate their emotions and energy levels. By categorising feelings into four distinct, coloured zones – Blue, Green, Yellow, and Red – pupils develop crucial self-awareness. This empowers them to proactively select and apply appropriate coping strategies or "tools" to manage their emotions before behaviours escalate. For instance, a pupil recognising they're moving into the Yellow Zone might use a breathing exercise or request a brief break, rather than their feelings escalating to the Red Zone.

By consistently teaching and encouraging these pre-emptive strategies, we encourage enhanced self-regulation, greater emotional control, and ultimately, more adaptive and positive behaviours throughout the school day.

Positive Learning Plans and Behaviour Support Plans

Where students have demonstrated a prolonged period of negative behaviour patterns, that have not eased when using the academy universal behaviour offer. It is appropriate to put a personalised behaviour plan in place. The two levels of behaviour plans used at Leigh Academy Snowfields are:

1. **Positive Learning Plans (PLPs)** are created in collaboration with the student, family, and Behaviour Lead to set targets and provide strategies where behaviour is not improving following tutor level support.
2. **Behaviour Support Plans (BSPs)** are for students with more significant or ongoing behaviour concerns. Developed with the student, family, Behaviour Lead, and a senior leader, BSPs provide a detailed support framework.

Reactive Strategies for Behaviour

We take a fair, needs-based approach when responding to behaviour. All actions are proportionate, restorative where possible, and aligned with our goal of helping students grow and succeed. Consequences and next steps following negative behaviour are considered on an individual basis, after understanding the level of behaviour support a student has already engaged with previously, and the severity of each individual's actions.

Consequences

When consequences are necessary, we ensure they are fair, restorative, proportionate, and individualised to each student. Consequences always consider the student's context and needs. Examples include:

- Restorative conversations (these take place at a time of the teachers choosing)
- Reflection tasks
- Participation in restorative justice activities (e.g., litter picking)
- Working separately from their peers for a portion of time with support from a TA or SSM (can only be agreed with Behaviour Lead and SLT)

Continued refusal will lead to further action and family contact.

If these activities take place during a students' unstructured time, the Pastoral team ensures students are given the opportunity to regulate at a later time to avoid any student losing time to regulate.

Higher Level Consequences

Where the above consequences have not been effective, where a student has persistently refused to engage with the consequence, or a behaviour has been significant enough to impact the safety and wellbeing of others, or persistently disrupt learning, then further higher level consequences are considered.

Only the Principal can authorise suspensions, and all suspensions are recorded in line with statutory guidance.

- **Internal Suspension:**
Used for more serious behaviour (e.g., persistent disruption, damage to property, refusal to engage with behaviour plans). Students work in a separate space with staff and are supported to reflect and reset.

- **External Suspension:**

Applied in cases of serious incidents such as unsafe behaviour, physical aggression, bringing prohibited items to school, or repeated disruptive behaviour. Suspensions are authorised only by the Principal and follow DfE guidance. On return, a reintegration meeting is held and a behaviour plan may be introduced or reviewed. External suspension will also be considered where there is non-compliance with an Internal Suspension.

DfE guidance on Suspensions and Permanent Exclusion, August 2024.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

IB Learner Profiles

At Snowfield's Academy we are proud to be authorised as a World IB school. The International Baccalaureate (IB) learner profiles are designed to cultivate essential attributes in students. Each profile embodies particular behaviours that can be seen and utilised in various contexts within the academy environment.

The IB Learner Profiles align closely with Snowfields' core values by enabling qualities that support personal growth and community well-being. For example, *Principled* and *Caring* learners reflect "Be Kind" by acting with integrity and compassion, while *Communicators* embody "Communicate" by expressing ideas effectively and listening to others. Additionally, *Balanced* and *Reflective* learners contribute to "Stay Safe" and "Be Happy" by maintaining well-being, and *Inquirers* and *Knowledgeable* individuals demonstrate "Work Hard" through curiosity and perseverance in learning.

Inquirers are curious and love to learn. They enjoy asking questions and exploring new subjects, showing determination to solve problems on their own.

Knowledgeable students understand various subjects well. They can link what they learn to real-life situations and share their knowledge with others.

Thinkers approach challenges using critical thinking. They make smart choices and are open to different ways of solving problems.

Communicators express their ideas clearly and are good listeners. They work well in groups and respect others' opinions, ensuring everyone's voice is heard.

Principled students act fairly and know the importance of honesty. They care about doing what is right and understand their responsibilities to themselves and others.

Open-minded learners appreciate various cultures and perspectives. They respect different beliefs and are willing to reconsider their own views.

Caring students show kindness and empathy. They support their classmates and contribute to creating a positive atmosphere in the academy.

Risk-takers (Courageous) face new challenges without fear. They are brave enough to try new things and learn from their mistakes.

Balanced individuals recognise the need for a well-rounded life. They manage their time between academy work and personal interests effectively.

Reflective learners think about their experiences. They understand their strengths and areas for improvement, helping them grow as individuals.

Monitoring and Evaluating Behaviour

Recording and Resolving Issues

When negative behaviour happens, staff record it carefully using the **ABC System** on Bromcom.

This is what staff will record:

A (Antecedent): What happened before the behaviour.

B (Behaviour): What the behaviour was.

C (Consequence): What happened as a result.

These events are categorised as **Low, Medium, or High** and reviewed regularly throughout the day. At the end of the day, the data is checked to make sure everything is accurate and to look for patterns that can help solve problems.

Staff look to solve issues swiftly if at all possible, but more complicated situations may take more time to fully investigate and resolve effectively.

How We Monitor Behaviour

At our academy, we carefully keep track of behaviour to help every student succeed.

Tutors Check Daily Behaviour: Tutors look at daily reports about their students' behaviour using Bromcom. If a student shows regular behaviours that need extra help, the Tutor team will make contact with families and try different strategies to support them. If things don't improve, the tutor will fill out a referral form to get more support from the Behaviour Lead and the SSM (Student Support Manager) team.

Behaviour Team Daily check ins: Behaviour Leads and SSMs meet at the end of each day to analyse student behaviour during the day and make any necessary communication with families with support of the College SLT teams.

College IPN (Individual Pupil Needs) Meetings: These meetings help staff share information about behaviour trends and make sure the right support is provided quickly. These meetings happen fortnightly.

How Behaviour Data is Used

The Behaviour Lead looks at behaviour data to:

- Plan special support for students who need it.
- Inform stakeholders of data patterns on a weekly basis
- Highlight trends and patterns that might affect groups or the whole academy.
- Use the information to guide family meetings and discuss strategies to support students.

Roles and responsibilities

SLT (Senior Leadership Team)

The Senior Leadership Team (SLT) play a vital role in creating a positive and consistent behaviour culture in the academy. They make sure to be highly visible and interact with staff, students, and families regularly. This visibility helps them to guide staff in managing behaviour that can be challenging.

SLT works closely with the Behaviour Lead and Head of Therapy to ensure that students get the right support and interventions. SLT ensures that all staff are properly introduced to the academy's rules, routines, policies, and procedures. By monitoring and upholding these standards, the SLT helps to create a culture where everyone feels responsible and motivated to succeed.

Behaviour Lead

The Behaviour Leads at Snowfields provide clear guidance to staff on managing and supporting student behaviour effectively. Behaviour Leads analyse behaviour data and trends to identify patterns and implement targeted strategies, ensuring continuous improvement. They carefully monitor these supports to achieve the best outcomes for every student. Communication is a priority, regular updates are shared with staff, families, and other stakeholders.

SSMs

Student Services Managers (SSMs) play a crucial role in implementing operational behaviour procedures alongside the Behaviour Lead and SLT. They work closely with students to provide the necessary support and interventions, ensuring students can achieve success in their behaviour and learning. SSMs communicate regularly with families and external agencies, making referrals for additional support when required, including for Individual Pupil Needs (IPN) or Reintegration plans. By collaborating with families and carers, SSMs help build a strong partnership, ensuring that students receive the pastoral support they need to overcome challenges and thrive.

Teachers/Tutors

Teachers and tutors consistently apply the behaviour policy by modelling expected behaviour and ensuring positive relationships in and out of the classroom, while communicating regularly with families to reinforce these expectations. They follow the core behaviour management principles of "**Remind, Regulate, Reset, Reflect, Reintegrate**" to support students in staying on track and adapting as needed. The 5 R's will be displayed in all classrooms and around the academy. In practical subjects, staff adapt behaviour expectations to ensure safety and respect, applying tailored strategies for each activity.

Teaching Assistants

Teaching Assistants (TAs) support students by modelling expected behaviour and developing positive relationships, working closely with the class teacher to ensure the consistent application of the behaviour policy. During unstructured times, they actively engage with students, encouraging play and social communication to help build positive interactions. TAs communicate any relevant information from previous sessions to the teacher at the start of each lesson, ensuring continuity of support. By using key strategies, such as providing calm guidance and individualised support, TAs help students transition smoothly back into learning, reinforcing the core behaviour expectations throughout the day.

Students

Students are expected to follow the Snowfields behaviour policy by reflecting on and taking responsibility for their own behaviour, ensuring a calm, safe, and supportive learning environment. They should adhere to the code of conduct, which allows teachers to teach without disruption. Students are encouraged to communicate any issues or concerns to staff and offer suggestions on how to improve the learning environment. By doing so, they help maintain a positive atmosphere that supports their own success and the success of others. Students are expected to remain in the classroom for their learning.

Families

Families are expected to take responsibility for their child's behaviour both inside and outside the academy, working in partnership with the academy to maintain high behaviour standards. Each student, along with their families, is required to sign and support the Home Academy Agreement. By doing so, families contribute to supporting the academy in ensuring their child's academic and personal development.

Leigh Academies Trust

Leigh Academies Trust (LAT) takes a 'warm-strict' approach to behaviour management; providing clear structures which enable students and staff to thrive. Warm-strict means that we hold all students to the same high standards of behaviour, which means that if an unacceptable behaviour occurs, there will always be a consistent consequence, but it will be applied with fairness. Warm-strict means no excuses, so that whenever disruption occurs, sanctions are an automatic certainty given without severity. Similarly, the reward systems in place recognise positive behaviours which we wish to encourage. Under a warm-strict approach consequences are temporary, after which the behaviour is forgiven. This approach also distinguishes between behaviour and people, using language that focuses on the action rather than the student. Consequences for repeated disruption then escalate in a well-defined, widely-communicated system.

Staff Training and Development

At Snowfields, we believe in supporting every student, which means our staff are trained to understand and manage behaviour in the best way possible. All staff members receive special training to help them meet the needs of our students and follow the academy's values.

One of the main areas of training is about the Snowfields Standards. These standards help staff understand why students may have certain routines or need structure in their day, while still maintaining high expectations for behaviour.

Staff are also trained in how to support students with a range of needs and difficulties including ASC & ADHD. This helps them respond to all students in a caring, understanding way, especially when students have different learning or emotional needs.

In addition, staff are trained to understand and work with Education, Health, and Care Plans (EHCPs). These plans outline each student's individual needs and goals. Knowing about these plans helps staff provide the right support for each student, so they can succeed.

Through all of this training, we ensure that every staff member knows how to create a safe, inclusive, and supportive environment for all students, helping them to grow, learn, and thrive.

Appendices

DFE Government Guidance (Appendix 1)

Behaviour In Schools

DFE Guidance - [Use of reasonable adjustments](#)

DFE Guidance - [Suspensions and PEX Guidance](#)

Trust Policies (Appendix 2)

[LAT Trust DFL](#) (Disruption Free Learning Policy)

[LAT Searching and Screening Policy](#)

[Complaints Policy](#)

[Suspensions and Permanent Exclusions](#)

Resources for use in academy and at home (Appendix 3)

[Be respectful](#) - (Learning) reset resources

[Be respectful](#) (unkind words) - reset resources

[Be respectful](#) - (disrespect towards others) - reset resources

[Be Safe](#) (people) - reset resources

[Be ready](#) (correct equipment) - reset resources

[Task Management board](#)

[Personalised taskboard](#)