



LINKS
ACADEMY
MULTI ACADEMY TRUST

EXCITING OPPORTUNITIES • WIDER HORIZONS • SUCCESSFUL FUTURES

Behaviour Policy

May 2026

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Behaviour Policy April 2026

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Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revisions made are noted below.

Edition	Date	Revision made by	Content revised
1.0	13.09.2020	Mr Fuller/Ms Stagg	Updated to MAT format
2.0	08.09.2021	Mr Fuller/Ms Stagg	No updates
3.0	15.09.2022	Mr Fuller/Ms Stagg	No updates
4.0	10.09.23	Mr Fuller/Ms Stagg	No updates
5.0	29.02.24	Mr Fuller/Ms Stagg	Updated to STEPS Therapeutic Thinking Updated Appendices
6.0	31.03.25	Mr Buckland/Mr Laud	Updated – minor updates including Pge 6-7 references to Arbor MIS and Therapeutic Thinking Names may be redacted for GDPR and Cyber Security Purposes
7.0	05.05.26	Mr Buckland/Mr Laud	Minor changes...

Please note that for the purpose of this policy, the following terminology will apply:

Headteacher	Head of School, Headteacher, Executive Head
Trust	Links Multi Academy Trust
School	Links Multi Academy Trust St Albans/ Links Multi Academy Trust Hatfield/Cedars
Parent	Parent means the person with parental responsibility, and could be the carer

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1. Rationale

The Links Multi Academy Trust is a friendly, creative and purposeful learning community where all stakeholders are entitled to feel valued and supported. We aim to empower the young people we work with to help them achieve their potential in an inclusive, safe and mutually respectful environment. We work collaboratively with young people to help reset their attitude to learning and identify why barriers have been created with the aim to transition them back to a mainstream school, further education or into the world of work. Everyone is expected to behave in a respectful way, to accept responsibility for their behaviours and to develop a higher level of resilience in their approach to learning.

2. Purpose

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions
- Acknowledges the role of character development in helping children make positive choices
- Recognises the pre-eminence of positive relationships in promoting pro-social behaviour

3. Key Objectives

The key objectives are:

- to allow every child to make the best possible academic, social and emotional progress through developing a more resilient approach
- to encourage individual and collective responsibility
- to promote the values of courtesy, consideration and mutual respect
- to foster a sense of community

We intend to meet these objectives by:

- providing a well differentiated curriculum which serves the needs of all children
- explicitly and implicitly teaching character education that promotes our 3Rs of character (resilience, responsibility and respect) as well as other virtues
- having high expectations for standards of punctuality, attendance, appearance, behaviour and effort
- communicating clearly with all members of the school community to help children understand the effect of their behaviour on others
- encouraging children to take personal responsibility for their learning and behaviour
- having a minimum number of written rules based on common sense and courtesy
- applying written and unwritten rules with fairness and consistency
- using praise, encouragement and rewards to recognise good behaviour and positive contributions to the school community
- identifying clear links with the school curriculum for citizenship and PSHME

4. Children Succeeding

We at Links Multi Academy Trust intend to recognise even the smallest achievements of all, showing that successes are personal and hard won, through considerable, sustained effort. We believe children learn best in an ordered environment and this can be achieved when expectations of work and behaviour are high, and their consequences are applied calmly, consistently and fairly.

We want everyone:

- to take responsibility for his/her own actions and personal organisation
- to develop an awareness of and adherence to acceptable and appropriate behaviour
- to encourage children to value the school environment and its routines
- to learn how to communicate assertively but non-aggressively; so that they can express themselves appropriately and encourage others to co-operate in a safe atmosphere
- to respect the needs and differences of others at work and play
- to understand our aims and their benefit to children experiencing difficulties in their lives and at school
- to ensure that children are confident of their right to be treated fairly
- to develop their character to become good, active citizens who act with integrity, understanding doing the right thing at the right time.

5. Behaviour Code of Conduct

This is displayed around the school and is explained to all new children and colleagues (see appendix 1). Children, parents/carers and tutors revisit and agree key behaviours from the agreement checklist on a regular basis, including at reintegration meetings where parents and children sign the Behaviour Code of Conduct and Behaviour Agreements.

Children who are found to have made a false allegation against a member of staff are at risk of permanent exclusion.

6. Responsibilities

We acknowledge that the maintaining of good behaviour within school is a shared responsibility with all members of the school community.

The staff of Links Multi Academy Trust will promote good behaviour by:

- looking for individual child achievements and praising them for their efforts
- showing children how to take responsibility for personal actions and belongings and noticing and praising when they do
- providing opportunities for choice and recognising positive change when it occurs
- being clear, positive and assertive in all communication with individuals, without using aggressive, angry, thoughtless or sarcastic comments
- reminding children of our expectations of good behaviour by calmly restating what has been agreed
- act on any incidents of bullying or discriminatory behaviour such as racism, sexism, homophobia or those relating to disability, gender presentation or religion immediately and report as set out in this policy
- demonstrating a respectful attitude to all children, parents and staff
- taking time to listen and talk to parents, teachers and other professionals who have an effect on children's lives and letting them know about successes they achieve
- Follow **Hertfordshire Therapeutic Thinking** [Behaviour management - Therapeutic Thinking Hertfordshire Steps - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#) Shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All staff are trained in these procedures with annual refresher training. Temporary staff are advised about our behaviour policy and procedures.

7. Positive Strategies

- Behaviour Code of Conduct and signed Behaviour Agreement Checklists are used consistently across all key stages see including behaviour on visits see appendices 1, 2 & 3.
- Staff non-verbal disapproval or ignoring behaviour which does not threaten the safety of others.
- Brief verbal warning from staff which refers to the behaviour rather than the person.
- Contact between home and school, letters, telephone calls, meetings for discussion and positive encouragement.
- Where unacceptable behaviour persists, and the Behaviour Code of conduct is breached the school will issue consequences. See the flowchart summarising actions to be taken for poor behaviour included in appendix 4. Guidelines showing examples of behaviour and likely consequences are included in appendix 5.
- Offering opportunities to encourage children to develop self-esteem and cooperation.
- Our PREP Course, introduced November 2016, involves child reflection on behaviour, situations and solutions with a named mentor.
- Daily behaviour and attitude are monitored using Green Cards detailing targets, see appendix 6.
- Feedback is logged for discussion with children on a lesson-by-lesson basis. Some will form part of PREP discussions between children and their mentor.
- Solution focussed staff meetings used to generate successful strategies for individual children.
- Restorative justice will be facilitated if appropriate.
- Rewards to reinforce good behaviour including phone calls, postcards, letters home, and Headteacher special events.
- Every child has a Personal Profile which is reviewed regularly and informs strategies for teaching and learning.

8. Rewards

- The token reward system provides children an opportunity to demonstrate the character traits of responsibility, respect and resilience. Any member of staff can reward a token when a child has demonstrated one of these attributes within lesson or during unstructured time and this is recorded on the Green card and on Arbor. Tokens received are monitored daily by form tutors and PL's and can be used to earn a reward at the end of each half term.
-

9. Records

- Staff are required to record incidents on Arbor. If an incident involves safeguarding at any level, it must also be recorded on CPOMS. Witness statements will be taken and stored where appropriate.
- Examples of when an incident would be recorded on Arbor and CPOMS would include incidents involving bullying, racism, sexism, homophobia or those relating to disability, gender presentation or religion; behaviours which result or could result in harm to self and/or others or behaviours/ comments which may indicate an underlying safeguarding issue

10. Monitoring

- Tutors monitor behaviour weekly via the Child's Green Card and entries on Arbor. These are used to formulate relevant and meaningful weekly targets for children to aspire to.
- Assistant Headteachers (Behaviour) monitor behaviour through Arbor reports half termly.
- SLT report to the Academic Improvement Committee termly.

- Parents/carers are involved in discussion when concerns or successes occur.
- All parents/carers are expected to attend termly meetings with staff to monitor academic and behavioural progress.

11. Consequences (See also appendix 5)

- Most incidences of poor behaviour or choices will be addressed via discussion and reflection. However, at times, additional consequences will be implemented to support improved choices or behaviour in the future.
- Appendices 4 and 5 are illustrative of the types of behaviour that may constitute needing additional consequences and what they may be.

12. Exclusions

- Internal exclusions include children working apart in a separate space within the school for an increasing number of lessons depending on the seriousness of the offence.
- Internal exclusions include children working at our other site for an agreed amount of time and duration.
- More serious offences lead to fixed term exclusions from school which could be from 1-30 days in duration. After 6 days alternative provision will apply. Children are required not to be in public during school hours to complete work set.
- Permanent exclusion is reserved for the most serious offences, and these are confirmed by Trustees. Parents/carers have a right to attend the exclusion panel meeting with a supportive friend and may appeal the Trustees' decision details of which will be sent with the decision documents (see the Exclusions Policy).

13. Therapeutic Thinking Hertfordshire STEPS

Use of reasonable force

All Links Multi Academy Trust staff follow Hertfordshire Therapeutic Thinking in de-escalation which emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Where non-physical intervention is not adequate to de-escalate a dangerous situation, use of reasonable force e.g. physical intervention used to describe contact between staff and a child where no force is involved may be used i.e. guiding a child away from a potentially harmful situation. Physical restraint defined as a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person is avoided where possible within Links Multi Academy Trust. On extremely rare occasions it may be appropriate for staff to intervene physically with or between children. These include:

- Injury, or risk of injury, to self or another child
- Injury, or risk of injury, to a member of staff

Any intervention should be a last resort and be proportionate, reasonable and necessary.

14. Confiscation of inappropriate items

Links Multi Academy Trust routinely scans children on entry to school to ensure prohibited items are not brought into school which could potentially put themselves, their peers and the school staff at risk. The school has the power to search without consent if there is a suspicion of prohibited items including; knives and weapon; alcohol; illegal drugs; stolen items; vapes, tobacco and cigarette papers; fireworks; pornographic material; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been

identified in the rules as an item which may be searched for e.g. mobile phones. If the confiscated item is returned to the child will depend on the legality of the item and circumstances for its possession, however weapons, including knives and extreme or child pornography will always be handed to the police. Appropriate consequences based on the type of prohibited item brought into school will be issued.

15. Discipline of conduct outside the school gates

If a Links child's behaviour outside of school in some way potentially brings the school into disrepute, then sanctions may be put in place. This could include taking part in any school-organised or school-related activity; travelling to or from school; and/or if the child is wearing school uniform or is in some other way identifiable as a child of the school. At the discretion of the school disciplinary action may take place if; the incident could have repercussions for the orderly running of the school; poses a threat to another child or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour, the school can only discipline the child on school premises or elsewhere when the child is under the lawful control of a school staff member.

16. Links with other policies

For specific details about possible related issues e.g. racism, bullying, sexism, physical intervention, child protection and safeguarding reference needs to be made to our relevant school policy.

- Anti-Bullying Policy
- Equality and Diversity Policy
- CP/Safeguarding Policy

This policy is subject to development in response to changing needs and patterns of behaviour at the centre.

Appendix 1 Behaviour Code of Conduct

BEHAVIOUR CODE OF CONDUCT

Child

Initials

Be responsible and look after yourself and your school

Take responsibility for my belongings and place mobile phones in lockers at the start of the child school day. They will be returned at the end of the child day. Mobile phones will **not** be available during morning break or lunchtime.

The possession or use of any offensive weapons/devices or illegal substances will not be tolerated.

Smoking is not allowed on site. All smoking materials including lighters, tobacco, vapes and matches must be in lockers from the start of the school day.

Show respect for the feelings and opinions of all adults and children.

We do not tolerate any bullying or racist, sexist, ageist and homophobic comments. Take responsibility for your actions.

Follow all instructions and focus on your work. Be resilient around school at all times.

Children must not touch, or take a member of staffs' keys or identity badges.

Keep your hands and feet to yourself – no fighting or physical contact with others.

Stay safe, be healthy and act responsibly.

Parents and children review and sign the Behaviour Agreement Checklist to follow our Behaviour Code of Conduct.

There are consequences for failure to adhere to this behaviour code



BEHAVIOUR AGREEMENT CHECKLIST

Child

Initials

I will take off my outdoor coat, wear the correct uniform and hand in all my personal possessions before entering the main building.

I will show a positive interest in lessons and respect all property and equipment at the Links Multi Academy Trust.

I will behave in a way which allows everyone to work without distraction.

I will use acceptable language and non-aggressive behaviour towards fellow children and staff.

I will begin to accept responsibility for my own learning and behaviour.

I will be punctual for school and not be absent without a valid reason.

I agree to the Links Multi Academy Trust Behaviour Code of Conduct and agree to adhere to the requirements with regards to attendance, uniform regulations & behaviour.

Parent Signature:	
Print Name:	
Date:	

Appendix 3 Minibus Behaviour Agreement Checklist



MINIBUS BEHAVIOUR AGREEMENT CHECKLIST

Child

Initials

I will hand in all my property to staff members

I will wear my seatbelt at all times

I will not spit or throw any objects out of the window

I will not swear or shout at passers-by while in the bus

I will not throw any objects in the bus

I will not shout or use of inappropriate language while in the bus

I will not bang on windows or the side of the bus

I will listen and respond to instruction given by staff members

I will sit where allocated by staff

If my behaviour is unacceptable while travelling on the bus, I agree to get off at the nearest point of safety when asked by a member of staff.

If I break these rules then I understand that I will not be allowed on the minibus again and outdoor activities may be stopped for the whole group.

I agree to the Links Multi Academy Trust Behaviour Code of Conduct and agree to adhere to the requirements with regards to attendance, uniform regulations & behaviour.

Parent Signature:	
Print Name:	
Date:	

PERSONAL PROPERTY AGREEMENT

Child's
Initials

The school can accept no responsibility for children's property though we will do our best to ensure the safety of items brought to school, which are designed for educational purposes and use. A locker is available for each child.

It is essential that all clothing and property is clearly and permanently marked with the owner's name.

Bicycles must always be secured with a strong lock and chain and left in the designated area.

Please do not allow your child to bring valuable or fragile items to school 'to show to friends'. This can often be the cause of problems in school, with valuable teacher-time being diverted into investigating stolen or damaged items; we prefer to put all our energies into children's learning and achievement!

All mobile phones must be placed in the child's locker at the start of the day. Failure to comply with this will result in confiscation of the phone, as will inappropriate use at other times. We would strongly advise that any phone brought into school is not one which is expensive to replace. The school cannot be responsible for the security of any mobile phone.

All personal property must be handed in to staff members at the start of the day.

Personal music is not to be listened to in lessons.

SCHOOL PROPERTY AGREEMENT

☐ Textbooks and exercise books, when issued to children, remain the property of the school. They must, therefore, not be misused but kept clean and undamaged at all times.

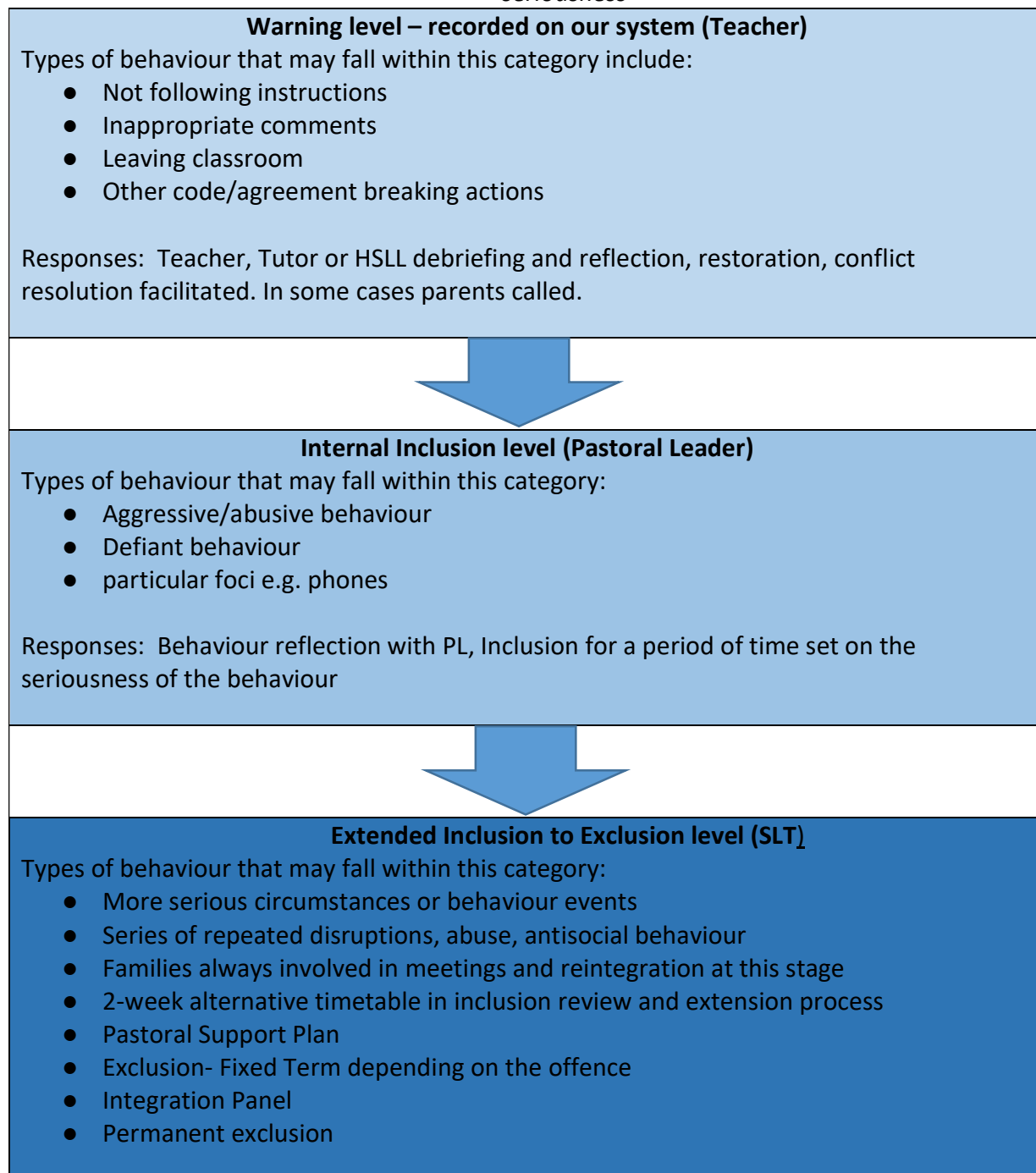
☐ Children are expected to be careful in and around the school. The buildings, furniture and equipment must not be damaged or defaced. **Any foolish or careless behaviour that results in damage to school property will bear sanctions, and the child and parent will be expected to pay the cost of making good the damage or replacement.**

Parent Signature:	
Print Name:	
Date:	

Appendix 6 Actions When Behaviour Code is Broken

ACTIONS WHEN BEHAVIOUR CODE IS BROKEN

General principles – always adapted to circumstances, some levels can be jumped depending on seriousness



Appendix 7 Behaviour Guidelines

Level	Examples of Behaviour Types	Likely Actions	Assumed at all Levels
1	Failure to follow instruction repeatedly Leaving classroom, wandering Disruption of learning Poor language Littering	Logging by teacher Discussion and reflection with tutor/mentor/pastoral leader Restorative conversations with affected parties Help by pastoral support staff to reset	If appropriate staff will • Guide Reflection • Facilitate Restoration • Facilitate Conflict Resolution
2	Excessive – swearing/aggressive language, targeted unpleasant comments Refusal/defiance Intimidation Constant disruption of learning Inappropriate repeated physical contact Constantly being out of class	Families involved Isolation (1 Lesson → 2 days) Potential sending home Conversation with family Loss of break/lunch break + level 1 outcomes	
3	Continued level 2 behaviour with no improvement Drugs/alcohol/weapons on site or being under the influence of substances on site Aggressive /dangerous behaviour Sexualised behaviour Vandalism/deliberate damage Smoking or vaping on site	Parents involved Potential referrals SLT decision – long programme at Woollam FT exclusion Panel referral Potential permanent exclusion + stage 1 outcomes Bill for damage + level 1 & 2 outcomes	

Appendix 8 Green Card

Targets	
1.	
2.	
3.	
TOTAL	
Attitude summary	
Character Achievements Initialed by staff when acknowledged	
Resilience	
Respect	
Responsibility	
Attendance	
Punctuality	
Tokens achieved	



Name: _____

Tutor: _____



Name:	Form:															Date:		
Period	Monday			Tuesday			Wednesday			Thursday			Friday					
	Lesson/ Target Points	Tok ens	A TL	Lesson/ Target Points	Tok ens	A TL	Lesson/ Target Points	Tok ens	A TL	Lesson/ Target Points	Tok ens	A TL	Lesson/ Target Points	Tok ens	A TL			
AM form																		
1	Subject			Subject			Subject			Subject			Subject					
	Targets achieved			Targets achieved			Targets achieved			Targets achieved			Targets achieved					
2	Subject			Subject			Subject			Subject			Subject					
3	Subject			Subject			Subject			Subject			Subject					
4	Subject			Subject			Subject			Subject			Subject					
5	Subject			Subject			Subject			Subject			Subject					
6	Subject			Subject			Subject			Subject			Subject					
PM form																		

Policy Review – Behaviour Policy

This policy will be reviewed in full by the Links Multi Academy Trust Trustees on an annual basis.

The policy was last reviewed and agreed by the Academy Academic Improvement Committee and the Trustees in June 2026.

It is due for review in May 2027 up to 12 months from the above date.

Signature

Mr Allen
Executive Headteacher
Date

Signature

Mrs Lynch
Chair of Trustees
Date

A full signed and dated copy is kept on file at the school office.