

QMX ACADEMY

Student Behaviour Policy

Last Updated

19th June, 2025



Contents Page

1. Policy Statement
2. Aims
3. Core Expectations
4. Support and Intervention
5. Unacceptable Behaviour
6. Positive Reinforcement
7. Monitoring and Review
8. Roles and Responsibilities



1. Policy Statement

QMX Academy is committed to providing a safe, respectful, and inclusive environment where all students, many of whom may have experienced challenges in mainstream settings, feel supported to engage, learn, and thrive.

We promote positive behaviour through clear expectations, consistent boundaries, and compassionate, trauma-informed support.

2. Aims

- To promote self-regulation, mutual respect, and a positive learning culture
- To ensure all students understand the expectations for conduct and how these support their learning
- To provide structured support for those who require additional help managing behaviour
- To respond to behavioural incidents in a fair, restorative, and proportionate way

3.Core Expectations

Respect and Inclusion

- Treat staff, students, and visitors with respect at all times
- Celebrate diversity and encourage a culture of understanding and kindness
- Use inclusive, non-discriminatory language and behaviour

Responsibility and Accountability

- Take responsibility for actions and their impact on others
- Arrive on time, ready to engage, and meet agreed deadlines
- Look after the environment, equipment, and shared spaces

Engagement and Participation

- Contribute positively to lessons, activities, and discussions
- Be open to learning, trying new things, and working with others
- Ask for help when needed — we're here to support you

Integrity and Honesty

- Be truthful, fair, and respectful in all interactions
- Avoid dishonesty, including cheating or copying work
- Acknowledge mistakes and use them as a learning opportunity

Safety and Wellbeing

- Do not engage in bullying, aggression, or any behaviour that puts others at risk
- Report concerns about your own or others' safety to a trusted adult
- Take care of your mental and physical health — support is always available

4.Support and Intervention

QMX Academy recognises that many students in alternative provision require individualised support to manage behaviour. We use a **restorative and relational approach**, which includes:

- **Early intervention:** Recognising warning signs and responding supportively
- **Restorative conversations:** Encouraging reflection, repair, and responsibility
- **Behaviour support plans:** For learners needing additional structure and consistency
- **Trauma-informed practice:** Understanding the root of behaviours, not just the outcome

5.Unacceptable Behaviour

The following behaviours are not tolerated and will be addressed promptly:

- Violence, threats, or intimidation
- Bullying (including cyberbullying)
- Discriminatory or prejudiced language or actions
- Wilful damage to property
- Possession of prohibited items (e.g. weapons, drugs, vapes)

These behaviours may result in formal consequences such as time-out, parental meetings, behaviour contracts, temporary removal from sessions, or involvement of external agencies where necessary.

For significant behavioural interventions, including formal Behaviour Contracts, temporary removal from sessions, launch of behaviour support plans, or involvement of external agencies, the following communication procedures apply:

1. Parents/Carers must be notified immediately, i.e., at the point of decision-making or scheduling a meeting. Any formal intervention requires prior discussion with parents to ensure transparency, consent, and to support joint action planning.
2. **Commissioners** must be informed **within one working day** upon implementation of a formal intervention. Early notification ensures that they are aware of developments affecting the learner's placement and can provide necessary authorisation or oversight
3. If the intervention triggers a **commissioner decision**, such as a change in placement, suspension from sessions, or transition to part-time or redirective programming, the **commissioner's formal approval must be obtained before action is taken**.

6. Positive Reinforcement

At QMX Academy, we are committed to using **positive reinforcement** as our primary tool for behaviour management. We believe that recognising and celebrating positive choices is far more effective than focusing solely on sanctions.

Positive behaviour is part of daily life at QMX and is consistently encouraged. Rewards are not something to be earned through perfection but are used to reinforce effort, progress, and respectful behaviour. Rewards may only be withheld in cases of significant or repeated poor behaviour.

Rewards Include:

- **Verbal praise:** Staff are encouraged to give specific and meaningful praise as often as appropriate.
- **Certificates:** Used to recognise progress or success.
- **Postcards or notes home:** Used to recognise improvements in attendance or behaviour.
- **Behaviour points system:** Students earn points for positive behaviour (e.g. teamwork, kindness, focus); points can be exchanged for weekly or termly treats. (e.g. snack, treat, free time). Larger termly rewards may include off-site activities.
- **Visible behaviour tracker:** A behaviour board or digital log may be used in the classroom so students can track progress.

Termly Incentives

At the end of each term, students who consistently engage and meet behaviour goals may be rewarded with:

- Takeaways or group lunches
- Bowling or cinema trips
- Outdoor activities like biking or mini golf
- Studio privileges or creative workshops

Loss of Rewards

Rewards are not taken away lightly. However, if concerning behaviours arise (e.g. refusal to engage, verbal aggression), access to certain privileges may be withheld while restorative work is carried out. Learners are always supported to reflect and re-earn their place in positive recognition schemes.

Behaviour Levels and Responses:

- **Low level (-1 & -2):** Minor issues such as swearing, talking over staff, or non-compliance with uniform.
- **Mid-level (-3 & -4):** Ongoing or disruptive behaviour like repeated defiance or walking out of class.
- **High level (-5):** Serious issues such as aggression, damage to property, or serious defiance. May result in time out or leadership intervention.

How It's Monitored:

- Staff log both positive and negative behaviour **daily**.
- Points are **reviewed every 2 weeks**, and termly progress is recognised with certificates or off-site treats (e.g. cinema, bowling, takeaway).
- Behaviour tracking will inform support plans if needed.
- Parents/carers and commissioners receive a **half-termly report** outlining progress

7. Monitoring and Review

- This policy will be reviewed annually and updated in line with local authority guidance, DfE policies, and safeguarding updates
- Behaviour trends will be monitored by senior staff to identify emerging needs and ensure support strategies remain effective

8. Roles and Responsibilities

Role	Responsibilities
Students	Understand and follow behaviour expectations, engage in restorative processes
Staff	Model positive behaviour, set clear boundaries, and provide consistent support
Parents/Carers	Work collaboratively with QMX staff to support behaviour and wellbeing



Leadership Team	Monitor behaviour data, review interventions, and uphold policy standards
-----------------	---