



Pinnacle-AP Student Behaviour Management Policy

1. Introduction

Pinnacle-AP is committed to providing a safe, supportive, and positive learning environment for all students. This policy outlines the expected standards of behaviour and the procedures for managing student conduct. It aims to promote a culture of respect, responsibility, and self-discipline, enabling all students to thrive and achieve their full potential.

2. Principles

- **Respect:** All students and staff should be treated with respect and dignity.
- **Responsibility:** Students are expected to take responsibility for their actions and choices.
- **Safety:** We prioritise the safety and well-being of all students and staff.
- **Inclusivity:** We value diversity and promote an inclusive environment where everyone feels welcome and supported.
- **Positive Reinforcement:** We focus on recognising and rewarding positive behaviour.
- **Restorative Practices:** We utilise restorative approaches to address conflicts and promote understanding.

3. Expected Behaviours

Students are expected to:

- Attend regularly and arrive on time.
- Engage positively in learning activities.
- Treat staff and fellow students with respect.



- Follow instructions and directions from staff.
- Use appropriate language and behaviour.
- Respect provisionl property and the facilities at Sholing FC.
- Adhere to online safety guidelines.
- Abide by the **smoke-free and vape-free policy**: smoking, vaping, or possession of related items is strictly prohibited on-site.

4. Unacceptable Behaviours

Unacceptable behaviours include, but are not limited to:

- Any form of harassment, bullying, or discrimination.
- Inappropriate language or behaviour towards students or staff.
- Disruptive behaviour that interferes with learning.
- Damage to property.
- Cyberbullying.
- Failure to follow instructions from staff.
- **Smoking, vaping, or use/possession of prohibited items.**

5. Addressing Concerns

- **Positive Reinforcement:** Positive behaviour will be acknowledged and rewarded through praise, certificates, and recognition in meetings.
- **De-escalation:** If a student becomes agitated or disruptive, staff will use calm and consistent strategies to de-escalate. Students may be removed from their peers and taken to a quiet area to reduce tension and allow reflection. Parents/carers may be



called to speak directly with their child if tension is not decreasing.

- **Violent or High-Risk Incidents:** If an outburst becomes violent or presents a risk to others, the **Lockdown Policy** will be enacted immediately. Parents/carers will be contacted, and the police may also be called if necessary to ensure safety.
- **Restorative Practices:** Following incidents, restorative conversations and mediation will be used to rebuild relationships and support positive behaviour change.
- **Individualised Behaviour Plans:** For students with ongoing or specific behavioural needs, tailored plans will be developed in consultation with staff, parents, and relevant professionals.
- **Exclusion:** In cases of persistent, serious, or high-risk behaviours where other strategies have not succeeded, **fixed-term or permanent exclusion** may be used as a last resort, in line with safeguarding and statutory guidance.
- **Escalation:** Persistent or serious misbehaviour will be escalated to the **DSL (Designated Safeguarding Lead)** or a member of the Leadership Team.
- **Reporting:** All safeguarding concerns must be reported immediately to the DSL.

6. Safeguarding

Any concerns about a student's welfare or safety must be reported without delay to the **Designated Safeguarding Lead (DSL), Rhonda Thomas**, or the Deputy DSL. These will be recorded on CPOMS.

7. Review

This policy will be reviewed annually to ensure it remains up-to-date, relevant, and effective.

Date set 5/5/26

Review 5/5/27