



*Creative
Education
Trust*

Behaviour for Learning Policy

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Caister Academy are set out in Appendix One (Behaviour Management Procedures September 2023) of this overarching policy.

Individual academies must insert details of the disciplinary sanctions used within Appendix One. This should include a ladder of consequences or similar that sets out what kind of sanction might be applied for different misdemeanours.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (May 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

The academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required see Appendix One (Behaviour Management Procedures September 2023) for details.

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENDCO for investigation

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- SEND On Call

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions include:

- Warnings - verbal and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom

- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One (Behaviour Management Procedures September 2023) for details of these arrangements at Caister Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school-related issues. Please note that parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One (Behaviour Management Procedures September 2023) sets out the details of the length of time that it is appropriate for a pupil to be in Reflection for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Claire Neave claire.neave@caisteracademy.org.uk and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Drugs

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the academy council members for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and

usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and academy council members. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: Electronic Cigarettes, Psychoactive Substances, Medication and Energy Drinks.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being

worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the Police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned before being questioned about an offence, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. The parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

2. Asocial worker of a local authority
3. Failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police.
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#)

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's physical restraint policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENDCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parent/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or

disabilities (SEND).

Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Academy Council Members/Trustees

Academy Council Members/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Academy Council Members/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

Appendix One (Behaviour Management Procedures September 2023)

Individual academies must insert details of the disciplinary sanctions used within Appendix One. This should include a ladder of consequences or similar that sets out what kind of sanction might be applied for different misdemeanours. Examples of sanctions might include:

- an oral reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school-based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Information should also be included here about whether mobile phones are allowed and if not, whether they will be confiscated if seen/found and any sanction that may be imposed.

Include information here about the school’s use of ‘reset’, and the length of time pupils might be required to attend reset for, together with arrangements for their re-integration

Include information about how ‘reasonable adjustments’ to the behaviour policy will be applied, as appropriate, in respect of pupils with SEND

Include information about measures that are taken to prevent child-on-child abuse and how leaders will respond to instances of it

Include information about rewards and the ways in which these can be earned and are awarded

Check carefully that nothing in Appendix One contradicts the overarching policy wording above, and that there is no contradiction between the text and the provisions of the Equality Act 2010 and other relevant statutory provisions or guidance

Behaviour Guidance

- Use of Guidance
- Underpinning philosophy for staff
- Pre-emptive teaching strategies

Quality First Teaching: Pre-emptive strategies

- One Voice
- Countdown
- Power of Praise

Behaviour For Learning

Consequence Chart

Out of Lessons Consequence Chart

Punctuality Consequence Chart

Homework Consequence Chart

Pastoral Investigation

Behaviour standards and expectations

- Using the Reflection Room to educate students not yet ready to learn
- Mobile phones, headphones and related devices:
- Vandalism to school property
- PE Kit Expectation

Punctuality

SEND On-Call

- Underpinning philosophy for staff

Pastoral Investigations

Suspensions

- Reflection (Internal Suspension)
- Reintegration Meetings (incidents occurring within a 6-week period)

Reports

- Student Behaviour Reports
- Subject Teacher/Head of Department & Form Tutor
- Head of Year Report (Level 1) & Senior Leadership Report (Level 2)
- SLT Report
- Principals Warning report
- Governors Warning Report

Raising Achievement Report (RAR): Year 10 and Senior Year
Report Structure

Behaviour Guidance

This guidance supplements the Behaviour for Learning Policy and staff should also read this in conjunction with the DFE guidance document: Behaviour in Schools – Advice for headteachers and school staff.

Purpose:

To provide a clear framework through which staff can support students to always behave in an exemplary manner, thus ensuring a positive and safe learning environment for all.

Underpinning philosophy for staff:

- **Focus on pre-emptive strategies:**
 - Explicit teaching and routine references to our expectations,
 - Teaching and Learning: Planning for Personalisation, Ready to Learn and Climate for Learning,
 - Quality First Teaching: All staff demonstrate range of pre-emptive strategies before escalating to a level. Focus on building positive relationships,
 - Due consideration must be taken for students with special education needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional requirements.
- **Consistent expectations are applied for all:**
 - Consequences should follow the escalation system as outlined in the guidance below,
 - “One voice” for all classroom instructions and teacher led phases of lessons.
- **Consequences are timely, restorative and allow for reflection:**
 - All classroom detentions will be issued for the same day,
 - Restorative conversation must take place before the next lesson, with an appropriate member of staff.
- **Support and develop a whole school culture of zero tolerance towards child-on-child abuse and harmful sexual behaviours.**

Pre-emptive teaching strategies:

Teachers at Caister Academy use the following set-phrases and pre-emptive strategies to embed good habits into our students. These allow them to engage positively in the rich and challenging content of our ambitious curriculum. At the same time, we are equipping them with the personal skills they need to take a leading role as a confident speaker, respectful citizen, engaged audience member and effective lifelong learner.

Quality First Teaching: Pre-emptive strategies

➤ Strategic seating plan – Boy/Girl	➤ Clear expectations	➤ Verbal warning & reinforcement	➤ Responsive / adaptive teaching
➤ Annotated seating plans: passports, SEND status, reading age	➤ Predictable learning environment	➤ Positive relationships	➤ MWBs to identify misconception
➤ Follow SEND guidance	➤ Classroom routine	➤ Use student names	➤ Engage tasks
➤ Student check in	➤ Positive language	➤ Non-verbal cues	➤ Scaffolding
➤ SEND On-Call	➤ Front-load behaviour instruction	➤ Move position in classroom	➤ Modelling
	➤ Buy in time & count-down	➤ Visual cues: timers	➤ Checklists for Success
	➤ Use of rewards		➤ Interact / check in during apply phases

One Voice:

There is a lot of key information delivered with a lesson and focus is a hard thing to monitor. To give our students the best chance of engaging with content, we insist that when they need to be attending to something, they are in One Voice, meaning:

- The class should be in silence
- Eyes should be on the teacher
- Everyone should be sat up straight
- Only one voice should be heard: the teacher or a student asking or answering a question
- We put our hands up if we wish to contribute.

When a teacher asks for One Voice – “Okay class, we are using One Voice”, the teacher needs to ensure they have 100% compliance on all components, before moving on. They should use praise and the behaviour system as appropriate. It is vital that we hold high expectations for all students, all the time.

Countdown:

We know that transitioning between phases of learning places an extra demand on cognitive load which, if not managed, can mean a student misses out on some vital instruction or knowledge. With this in mind, teachers will countdown between phases to give students enough space to refocus as needed. Whilst doing this, to make their expectations clear, teachers will reiterate what students should be doing. This could look like:

“Okay class finish the sentence you’re on and be ready to show One Voice in **5**, **4**, finishing that sentence, **3**, pens down now please, **2**, well done to the front two rows who are ready, **1** and One Voice, thank you class”.

Power of Praise:

At Caister Academy we know that desirable behaviour has to be constantly considered. We expect a lot from our students and know that a full teaching day can be tough. Where earned, students should receive the praise befitting their behaviours and efforts. This is not only a preventative approach to poor behaviour occurring but is warranted by the students if they act in the positive way expected of them.

Spotlighting desirable behaviours in a classroom also cultivates a culture in which these positive actions are commonplace. This sets the scene for the actions students need to adhere to in order to make the most out of their time at Caister Academy.

Behaviour For Learning

At Caister Academy we know that creating the right culture is crucial.

We believe that great relationships are key to great teaching and that these are best formed through:

- Having consistently high expectations of our students
- Holding students to appropriate levels of accountability for their actions
- Ensuring positive actions receive the praise they deserve
- Creating safe and predictable learning environments

Learning Phase	Expectations of Students
Overarching	<ul style="list-style-type: none"> • Follow instructions first time • Take time to reflect purposefully after any behaviour correction • Respectful behaviour to staff and students at all time • Ensure all others in the room can learn in a disruption-free environment • Actively attend when required. At Caister Academy, this is defined as engaging with the content, reflecting on their own understanding and raising their hand to ask questions where needed • One Voice is used for all teacher instructions and classrooms are silent unless alternative direction is given.
Engage	<ul style="list-style-type: none"> • Students will be welcomed into the classroom from the corridor, on time • Enter the room in silence • Get out all equipment needed for the lesson and place on desk • Complete a practice activity in preparation for the lesson: this will activate your learning through recall and retrieval
Intent	<ul style="list-style-type: none"> • Listen carefully to what you are learning • Ask questions to clarify thinking • Demonstrate 'One Voice'
Content (I Do)	<ul style="list-style-type: none"> • Actively attend, demonstrate one voice and use your hand to show when you have a question • Ask questions when appropriate, to clarify thinking • Actively listen to new information, maintaining focus on the teacher • Respond to questions asked and teacher check ins • Try and link this content to things you already know: make connections.
Model (We Do)	<ul style="list-style-type: none"> • Fully attempt all activities and tasks in a timely manner • Take feedback from the teacher on board • Avoid off task conversations and work in silence unless directed by the teacher
Apply (You Do)	<ul style="list-style-type: none"> • Work purposefully and with haste • Self-assess and see mistakes as an opportunity to learn • Avoid off task conversations and work in silence unless directed by the teacher.
Review	<ul style="list-style-type: none"> • Independently attempt review tasks
Feedback	<ul style="list-style-type: none"> • See mistakes as opportunities for learning
Assessment	<ul style="list-style-type: none"> • Apply themselves fully • Respond positively to teacher circulation of learning space

In Lessons Consequence Chart

Quality first teaching, including pre-emptive strategies. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
C1	<p>Written warning</p> <p>Name written on the board</p> <p>Record on ARBOR unless escalated.</p>	<p>Kept back for up to 15 minutes at end of lesson or next convenient time (e.g., break).</p> <p>Restorative conversation with the member of staff.</p> <p><i>Classroom.</i></p>	<p>Following implementation of pre-emptive strategies, a student demonstrates:</p> <ul style="list-style-type: none"> Failure to follow One Voice. Off task behaviour. Disruption or distracting others. Insolence or disrespect to staff. Rudeness to other students. Poor language. Eating or drinking when not permitted. Lack of effort in learning. Misuse of school equipment.
C2	<p>Removal from lesson</p> <p>Record on ARBOR which will request on-call support.</p> <p>On call to remove to alternative classroom.</p> <p>Work to be provided by classroom teacher following intended curriculum.</p> <p>Staff in alternative classroom to agree return to timetabled lesson.</p> <p style="color: red; font-style: italic;">Parents notified through ARBOR text message. Member of staff calls home within 24 hours.</p>	<p>Student must successfully engage with learning in a different classroom to return to next lesson.</p> <p>Same day after school detention for 40 minutes (issued automatically and parents informed through ARBOR).</p> <p>Two C2s in day will result in Reflection for 24 hours.</p> <p>Restorative conversation with the member of staff or department representative.</p> <p>Reflection sheet completed to a high standard, with actions agreed and signed by teacher.</p> <p><i>Central detention room.</i></p>	<p>Persistent cases of the above and including:</p> <ul style="list-style-type: none"> Defiance. Serious misuse of or damage to school equipment. Breaching health and safety and putting others at risk. Dangerous behaviour. Observed child on child abuse. Observed child on adult abuse. Pastoral Investigation that requires immediate action and lesson removal due to risk of harm to self or others.

C3	<p>Reflection Room</p> <p>Request On Call.</p> <p>Student moved to Reflection room.</p> <p>Record on ARBOR.</p> <p><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p> <p><i>Parental meeting is organised with AHOY at 3.30pm for first instance of Level 3 Sanction.</i></p>	<p>For failed C2 removal or two incidences of removal in a day: Reflection room until 4pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Higher level behaviour incidents: Reflection room until 4pm that day and any subsequent days as directed by HOY/AHOY/SHOI.</p> <p>Restorative conversation with the member of staff or department representative.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.</p> <p><i>Reflection room.</i></p>	<p>Higher level behaviour incidents, including but not limited to:</p> <ul style="list-style-type: none"> • Second C2 removal in a day. • Failure to complete learning in a different classroom following a C2 removal • Failure to follow on-call direction. • Failing to attend a level 2 sanction: CY2/C2/H2 • Aggressive behaviour. • bullying. • dangerous behaviour. • offensive or discriminatory behaviour. • Smoking/vaping. • vandalism*. • verbal abuse. • Child on child abuse • Child on adult abuse
S	Suspension – Refer to the Academy Suspension Guidance. <i>Currently within the Behaviour Policy.</i>		
<i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i>			

Out of Lessons Consequence Chart

Positive engagement and interest. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
CY2	<p>Community Reflection</p> <p>Student taken to lunch reflection. Record on ARBOR.</p> <p>or</p> <p>Inform student of reflection time.</p> <p><i>Record on ARBOR.</i></p>	<p>Full lunchtime detention 1200 - 1255.</p> <p>Reflection sheet completed to a high standard.</p> <p><i>Community Reflection room</i></p>	<p>Incidents occurring during community-based time such as before or after school. This may include:</p> <ul style="list-style-type: none"> • Shouting. • Barging or pushing others. Poor language. • Running inside. • Being in an out of bounds area. Incorrect uniform. Rudeness to other students. • Insolence or disrespect to staff. • Punctuality: student arriving late to lesson following the second bell.
C3	<p>Reflection room</p> <p>HoY to record on ARBOR.</p> <p><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p> <p><i>Parental meeting is organised with AHOY at 3.30pm for first instance of Level 3 Sanction.</i></p>	<p>Reflection room until 4pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Restorative conversation with the member of staff.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.</p> <p><i>Reflection room.</i></p>	<p>Higher level Incidents and complaints occurring during community-based time.</p> <p>Refusal to attend Community Reflection.</p> <p>Child on Child abuse.</p> <p>Pastoral Investigation.</p>

S **Suspension** – Refer to the Academy Suspension Guidance. *Currently within the Behaviour Policy.*

The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.

Punctuality Consequence Chart

Students are on time to lessons so learning can start promptly and without interruption

Code	Staff Action	Reflection/ Restoration	Potential Reasons
L2	<p>Lunchtime – Community Reflection</p> <p>Form tutor or teacher to record on ARBOR. Inform student of reflection time.</p> <p><i>Parents notified by ARBOR.</i></p>	<p>Marked Late on the register</p> <p>Same day lunch time detention for 40 min (issued automatically and parents informed through ARBOR)</p> <p>Restorative conversation with the teacher if applicable.</p> <p><i>Community Reflection Room.</i></p>	<p>The student arrives after the quiet bell that will sound at the following times:</p> <ul style="list-style-type: none"> • 8.40am • 9.05am • 10.05am • 11.20am • 12.25pm • 2.00pm
L3	<p>Reflection room</p> <p>Staff to record on ARBOR.</p> <p>Student moved to Reflection room.</p> <p><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p>	<p>Reflection room until 4pm that day and until the time of entry the follow day (assuming successful completion of all sessions)</p> <p>Restorative conversation with the member of staff to department representative.</p> <p>Successful reflection and restorative intervention completed.</p> <p><i>Reflection Room</i></p>	<p>Student is truanting a session.</p> <p>Failure to successfully attend and complete the L2 sanction.</p>

S **Suspension** – Refer to the Academy Exclusion guidance – Currently within the behaviour policy

The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.

Homework Consequence Chart

Positive engagement and interest. Verbal warning and support provided where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
H1	<p>Written warning</p> <p>Record on ARBOR.</p> <p style="color: red; font-style: italic;">Parents informed by in APP ARBOR notification.</p>	<p>Kept back for up to 15 minutes at end of lesson or next convenient time (e.g. break).</p> <p>Identify any barriers to homework being attempted, support to resolve and agree deadline for completion.</p> <p>Invite to homework support session.</p> <p style="font-style: italic;">Classroom.</p>	<p>Student does not attempt homework to a reasonable standard by the submission date. (This standard will take into account any reasonable adjustments for the individual student.)</p> <p>Following an H1, student does not attempt homework to a reasonable standard by the new submission date.</p>
H2	<p>Central Homework Support Session</p> <p>Record as H2 on ARBOR, with teacher choosing a day when they can attend and support.</p> <p>Record in the student's planner.</p> <p>(Form tutor informed via ARBOR).</p> <p style="color: red; font-style: italic;">Parents informed by in APP ARBOR notification.</p> <p style="color: red; font-style: italic;">Member of staff calls home.</p>	<p>40min after school support session led by central detention team.</p> <p>Discussion with the member of staff or department representative to support completion of homework.</p> <p>Identify any barriers to homework being attempted, support to resolve during the session.</p> <p style="font-style: italic;">Detention room, with student then being taken to homework support.</p>	<p>Refusal to attend an H1.</p>

H3 **Reflection** – failure to attend an H2 central homework support session.

Students who persistently fail to complete homework should be placed on a report. Coursework completion should be tracked and sanctioned on a lesson-by-lesson basis.

The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.

Pastoral Investigation

Positive engagement and interest. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
PI	<p>Pastoral Investigation</p> <p>Form tutor/teacher records on ARBOR.</p> <p>Set appropriate sanction in line with severity of behaviour.</p> <p>Student should be placed in Reflection if there is a risk of harm to self or others.</p> <p>SHOI to allocate investigating officer. This will ordinarily be victim lead and the Investigating Officer with the victims HOY / AHOY</p> <p>HOY/AHOY to conduct investigation.</p> <p>Inform student and parent of investigation.</p> <p>HOY/AHOY to Inform perpetrator and victim of outcomes; associated parents should also be contacted</p> <p style="color: red; font-style: italic;">Record on ARBOR & CPOMS. HOY/AHOY to close PI investigation.</p>	<p>Sanction and restoration will be in line with outcome of investigation.</p> <p>Child on child/adult abuse will, if appropriate be supported with a Restorative Justice meeting and contract between perpetrator and victim.</p> <p>Victim will receive support following agreed outcome.</p> <p>Preventative education and intervention will follow if appropriate.</p>	<p>Allegation of Harmful Sexual Behaviours, Child on Child abuse, bullying or child on adult abuse:</p> <p>Bullying.</p> <p>Harmful Sexual Behaviours:</p> <ul style="list-style-type: none"> • Verbal • Cyber • Sexual harassment • Sexual violence <p>Child on Child abuse:</p> <ul style="list-style-type: none"> • Bi-phobic • Cyber • Disablist/SEND • Homophobic • Transphobic • Sexist • Racist • Physical or verbal <p>Child on adult abuse:</p> <ul style="list-style-type: none"> • Bi-phobic • Cyber • Disablist/SEND • Homophobic • Transphobic • Sexist • Racist • Physical or verbal <p>Any other incident of concern should be recorded as a BI - Behaviour concern</p>

Staff will use their professional judgement to make a final decision on which consequence to apply following a Pastoral Investigation. Students will be placed in Reflection if there is a risk or harm to self or others.

Investigations should be resolved, and outcome agreed within 24 hours.

Behaviour standards and expectations

Using the Reflection Room to educate students not yet ready to learn:

To ensure consistency for all students, maintain expectations and avoid placing students and staff in a situation where appropriate restorative conversations have not taken place, we will educate students in the reflection room in the following cases:

- Failure to follow the Academy uniform policy
- Failure to attend a Level 2 sanction: C2, CY2, H2 & L2

Students will return to normal lessons as soon as the corresponding issue is addressed.

We may also use the Reflection Room as a holding area when we are investigating an incident or conducting a Pastoral Investigation where there is risk of harm to themselves or others.

Please note that when the Reflection Room is being used as a location to educate a student until another issue is addressed, the normal Reflection Room expectations will apply, however, this will not be marked as a C3 on the student's record.

Mobile phones, headphones and related devices:

- Mobile phones⁽¹⁾ should be off and away at all times on the Academy site
- If seen or heard mobile phones will be confiscated and taken to Reflection
- Confiscated mobile phones can be collected from the after-school detention room at the end of the day or by a parent at any time
- Students will complete a 40-minute detention

⁽¹⁾Includes but is not limited to headphones, wireless ear pods. Smart watches are not permitted in school. Please refer to the Vice Principal for further guidance on what is included.

Vandalism to school property:

In addition to the relevant sanction being issued, the student will be invoiced for any damages and/or asked to complete community-based service to repay costs incurred.

PE Kit Expectations:

Caister Academy students are expected to attend PE with the appropriate kit and without this cannot participate fully in their learning. The process is as follows:

- If the student does not have the appropriate kit, the parent must write a supporting note for the teacher.
- First instance of not being in the appropriate kit without a supporting note will result in a C1.
- Future instance of not being in the appropriate kit without a supporting note will result in a C2.
- Persistent instances of not being in the appropriate kit without a supporting note could be escalated to Reflection or Subject Report.
- Students who are not participating in PE lessons are still required to get changed into their PE kit unless medical evidence does not support this

Prohibited items:

The following items are prohibited at Caister Academy and applies to all academy related activity whether on or off site, including the journey to and from school. Teachers have the right to search a student where it is deemed necessary in line with the [Behaviour Management Procedures September 2023](#) Banned items include:

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, lighters and cigarette papers
- Fireworks
- Pornographic images
- Imitation weapons; including replica toys such as guns and knives
- Air soft and BB Guns (including ammunition)
- Electronic Cigarettes
- Psychoactive Substances,
- Medication
- Energy Drinks
- Aerosols.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person.

Use of Bathrooms:

We **do not** operate a 'Zero tolerance' approach to bathroom use within the academy and students who need to access the bathroom should be allowed to leave in exceptional circumstances - *using the teachers professional judgement on what is reasonable and acceptable.*

As an academy we will ensure any student with an identified need or medical condition can access the bathrooms throughout the day as a Reasonable Adjustment. This will be supported by:

- Agreeing a time bound adjustment with parent and student- HOY will assess and review.
- Supporting evidence will be required usually from a health professional.
- The RA is recorded on Arbor, Learning Support Directory and Student Passport.
- Student is provided with a medical pass which is shown to staff to support ease of accessing bathrooms during a lesson.
- Staff will record the access of a bathroom during a lesson on ARBOR, and a notification will be sent home to allow parents to monitor any concerns.

Punctuality

It is vital that students are on time to lessons so learning can start promptly and without interruption.

Lesson	Warning Bell Time <i>or end of previous lesson</i>	Latest Session Start Time <i>this is the latest a lesson should start</i>
	Loud bell	Quiet bell
Form	8.35am	8.40am
Period 1	9.00am	9.05am
Period 2	10.00am	10.05am
Break	11.00am	-
Period 3	11.15am	11.20am
Period 4	12.20pm	12.25pm
Lunch	1.20pm	-
Period 5	1.55pm	2.00pm
Break	3.00pm	-
Electives	-	3.10pm
End of the day	4.00pm	

Students arriving after the latest session start time without a note (from a member of staff) explaining their absence should be issued an L2. *This will result in a same day lunchtime detention.*

Students truanting a session will be issued an L3. *This will result in Reflection.*

If a student was marked absent in the previous session, they should have a note (from the Attendance Office). If they do not, they should be sent to the Attendance Office straight away.

Gate closes at 9.00am. Door locking system starts then.

Whistle blown before end of break and lunch for students on the field.

Scenarios:

- Student arrives at 8.45am, walks onto site, goes to form.
Issued L2 by form tutor.
- Student arrives at 8.45am, avoids form, goes to P1. Teacher sees the student was absent from the previous session, so sends the student to the Attendance Office.
Attendance Office issue sanction.
- Student arrives at 9.10am, has to be let onto site by reception, reports to reception to sign in. Goes to attendance office to determine Reflection or lessons.
Attendance Office to provide note or issue sanction.
- Student arrives at 9.10am, has to be let onto site by reception, reports to reception to sign in. Goes straight to lessons, Teacher sees the student was absent from the previous session, so sends the student to the Attendance Office.
Attendance Office to provide note or issue sanction.

SEND On-Call

Prioritised by AHOY, HOY and Inclusion team, teaching staff prioritise C2 removals.

Purpose:

To provide reasonable adjustment and a clear framework through which staff can support students with SEND who require additional support to regulate their approach to learning and wellbeing.

Due consideration must be taken for students with special education needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional needs.

SEND On-Call should support and not replace the system of consequences, with sanctions still being applied if reasonable and appropriate to the behaviour.

Underpinning philosophy for staff:

1. Quality First Teaching. In the first instance, staff should consider how learning pauses can be planned as a reasonable adjustment and pre-emptive strategy as part of their classroom practice and in line with Student Passports.
2. Staff should request SEND on-call to provide a structured learning pause to support de-escalation of behaviour or area of concern which may include:
 - Strategy outlined on Student Passport
 - Walk or physical activity to regulate student
 - Quiet time outside of classroom
 - Short conversation to identify and resolve concern
3. The aim of SEND on-call is to return the student to learning or escalate to Inclusion Team for additional support.

Criteria:

SEND On-call should be used to support incidents and the regulation of behaviour attributed to additional needs or vulnerability. Staff should only request the adjustment for the student if the following applies:

- Identified as a learner with SEND on our central register (Learning Directory and ARBOR)
- Identified as a vulnerable learner who requires additional support – LAC, YC or SG
- Has a Student Passport or Behaviour Plan that identifies the need for a Learning Pause

Staff should use their professional judgement to make a final decision regarding the request of SEND On-Call. Parents will receive an alert from Arbor when SEND On-Call has been accessed by the student

Suspensions

Reflection (Internal Suspension):

This is our provision for students who have seriously breached one or more aspects of the Academy's behaviour policy. Students referred here will be out of circulation from lessons and social time, follow an extended school day and provides an alternative to a suspension. A C3 will automatically result in student being removed from lesson and sent to Reflection. Its purpose is to enable purposeful reflection concerning triggers for their behaviour, support strategies to reduce the risk of incidents repeating, consideration as to the broader impact of their choices, as well as continued learning across their subjects.

Students may attend the Reflection room as part of any on-going pastoral investigation or if the correct academy uniform is not worn. This is not a sanction and will not be recorded on ARBOR. Students will remain in the room during breaks but will leave school at 3pm. They will be instructed to leave by a member of staff once the investigation is completed or the issue is resolved.

The table below provides a guide to incidents and suggested days in reflection. The academy will take into consideration previous incidents and sanctions when making a final decision.

Incident	Suggested duration in Reflection
2 x Level 2 sanctions in one day (L2, C2)	1 day
2 x removal from lesson (C2) in one day.	1 day
Failure of Reflection.	1 day (or repeat of failed session)
Failure to attend a Level 2 Sanction.	1 day
Punctuality: students who are continually late to school or lessons.	1 day
Involvement in incident (provoking another student before a fight for example).	1 day
Indirect verbal abuse-isolated incident.	1 day
Truancy from lesson or school day.	2 days
Persistent disruption to learning.	1-2 days
Repeated 1-day incidents.	2 days
Assault (minor)/first offence.	3 days
Assault (without serious harm) <ul style="list-style-type: none"> • Repeat offence • Premeditated or sustained • Link to prejudice/discrimination 	3-5 days (consideration of suspension)
Child on Child abuse	1-5 Days (consideration of suspension)
Repeated/Direct verbal abuse to staff or peers	3 - 5 Days (consideration of suspension)
Sustained/chronic disruption to learning (other strategies unsuccessful / prior referrals to Reflection completed)	3 days
In possession of prohibited item/use of prohibited item	1-5 days (consideration of suspension)
Reintegration from suspension	Equal to days of suspension (up to 3 days) – phased return to lessons.

Reintegration Meetings (incidents occurring within a 6-week period):

- The first incident resulting in reflection will require parent to attend a meeting at 3.30pm with AHOY to discuss readmission to school.
- For second incident resulting in Reflection or for a higher-level incident highlighted above – HOY to meet parents before readmission to school.
- Third incident will be consideration for suspensio

Reports

Student Behaviour Report:

This document supplements the Behaviour Guidance document and Behaviour for Learning Policy and outlines the academy's expectations and protocols for Behaviour Reports Including the following stages:

- Subject Teacher
- Head of Department
- Form Tutor
- Head of Year
- Senior Lead for Year Group
- Principals
- Governors

Subject Teacher/Head of Department & Form Tutor:

Subject reports are designed to monitor a student's behaviour when they are unable to follow the Academy's behaviour guidance and escalation system within a specific subject area. This should complement the pre-emptive strategies employed within the classroom and should be monitored by the head of department.

If a student is especially poorly behaved whilst on report, or is clearly heading for failure, they should be removed from the class before the cycle has ended. Removal is to another teacher in the department, or reflection if not possible. This is within their timetabled lesson for that subject.

Head of Year Report (level 1) & Senior Leadership Report (Level 2):

HOY reports are designed to monitor a student's behaviour when they are unable to follow the academy's behaviour guidance and escalation system across the curriculum and social time. This should complement the pre-emptive strategies employed within the classroom and should be monitored daily by the head of year.

If a student is especially poorly behaved whilst on report, or is clearly heading for failure, they should be removed from the classes before the cycle has ended. Removal is to Reflection for 3 days.

SLT report:

Repeat process but student attends central detention for 20 minutes, SLT evaluates progress on report and makes contact home to parents.

Principals Warning Report:

Repeat process, but student and parent attend a formal meeting with Vice Principal. Terms of report are agreed and student attends central detention for 30 minutes. This must be supported by a Pastoral Support Plan.

Governors Warning Report:

Repeat process, but student and parent attend a formal meeting with Principal. Terms of report are agreed and student attends central detention for 30 minutes. This must be supported by a Pastoral Support Plan

Raising Achievement Report (RAR): Year 10 and Senior Year:

This report is designed for those pupils who are underachieving across the curriculum and to support their attitude towards learning. This will be alongside the behaviour team to remove duplication.

Report Structure

Stage	Report Type	Trigger examples
1	Subject Teacher	<ul style="list-style-type: none">• Low Attitude to Learning score in one subject
2	Head of Department	<ul style="list-style-type: none">• No improvement in Attitude to Learning score under subject teacher report for two weeks
2	Form Tutor	<ul style="list-style-type: none">• Low Attitude to Learning score in more than one lesson
3	Head of Year	<ul style="list-style-type: none">• No improvements under Tutor Report for two weeks• Return from Suspension 1-3 days
4	Senior Lead for Year Group	<ul style="list-style-type: none">• No improvements under Head of Year Report for two weeks• Return from 3–5-day Suspension
5	Principal's Report	<ul style="list-style-type: none">• No improvements under Senior Leader Report for two weeks• Return from 5 days Suspension with Principals warning issued
6	Governor's Report	<ul style="list-style-type: none">• Return from 5 days suspension with governors warning issued

