

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	September 2026
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1 Introduction

- 1.1 At Creative Education Trust, we strive to build a learning community where staff, students and families work together to successfully nurture and develop the potential of all. As a family of schools, all our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each academy's individual approach to promoting positive relationships and behaviour for learning, which is included in the appendix to this overarching policy document.
- 1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of students with special educational needs (SEND). The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.

2 Relationship to other Trust Policies

- Anti Bullying Policy
- Suspensions and Permanent Exclusion Policy
- SEND Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Teaching, Learning and Curriculum Policy
- Equality, Diversity and Inclusion Policy
- PSHE and SRE Policy
- Restrictive Interventions Policy

3 Principles and Purpose

- 3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which students can thrive, both in and out of the classroom, and reach their full potential. Therapeutic Thinking is a relational and evidence-based approach which recognises that behaviour is a form of communication. Through understanding students' experiences, emotions and individual needs, staff create positive relationships, supportive environments and appropriate adaptations that promote emotional wellbeing, self-regulation and inclusion. The approach focuses on developing internal discipline through teaching, reflection and restoration, rather than relying on punishment or behaviour suppression.

This approach complements our trust ethos and supports our shared trust values of Ambition, Equity and Opportunity:

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	Equity	Opportunity
We have high expectations – our students deserve this. As a result, we expect all our students to: • Have positive attitudes and demonstrate a commitment to their education and school. • Behave with consistently high levels of respect and regard for all members of our learning community • Be polite and have good manners • Wear their uniform smartly and with pride.	We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our students can learn safely and without disruption. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our students will need more support to reach that standard than others.	We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations. This is so that our students can develop their knowledge and understanding and be able to apply it when they leave school, wherever they work or study.

4 Roles and Responsibilities

4.1 All members of the CET family have a responsibility for promoting and maintaining positive relationships and behaviour in our schools and academies. Our specific roles are outlined as follows:

4.2 Trustees/ Education Directors

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our students receive the best possible provision. CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

4.3 Headteachers/Principals and Senior Leaders

The Headteacher or Principal, and other senior leaders, are responsible for developing and maintaining a positive learning community that embeds the values of the trust. In practice this means:

- 4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times.
- 4.3.2 Providing induction, ongoing training and, if required, further support for all staff and students, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied.
- 4.3.3 Ensuring that the policy promotes equity for all students and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.
- 4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual students is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.
- 4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of students further to periods of suspension.
- 4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of *Keeping Children Safe in Education*, so that they can adequately safeguard students when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when students report bullying.
- 4.3.7 Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing both the support provided to individual students and the impact of this.

- 4.3.8 Prioritising the explicit teaching to students about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.



4.4 Staff

Staff will model leadership and act as positive ambassadors of the school and the trust, acting, always, in line with this and other policies through their professional behaviour and conduct. In practice this means that all staff will ensure that they are:

- Modelling the behaviours that they wish to see, engaging with students in a polite, calm and respectful manner
- Encouraging the development of social, emotional and behavioural skills by highlighting and promoting positive behaviour
- Always doing their best to 'de-escalate' situations when a student behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a student before their next lesson
- Seek to understand any underlying issue, including SEND, or contextual challenges that may help explain – if not excuse – unacceptable behaviour
- Ensuring that students have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping students to understand the reasons for any consequences they are given – either at the time they are given or afterwards
- Reporting, using the agreed processes, any safeguarding, wellbeing and/or relationship and behaviour concerns.

Additionally, all staff will endeavour to develop positive relationships with students which, according to role, may include:

- Greeting students in the morning/at the start of lessons and, if appropriate, undertaking supervisory or other 'duties'
- Establishing clear routines and communicating expectations of behaviour
- Preparing lessons that ensure all students can access the curriculum appropriately
- Responding to – and, where possible – minimising the likelihood of - low-level disruption, in line with the school's policies and procedures. For example, getting to know students well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- Providing support programmes for identified individuals so that they learn how to better manage their behaviour
- Communicating with parents regarding concerns and, where appropriate, providing or signposting advice and/or support for families.

4.5 Students

Students are ambassadors of our schools even when off site. They are expected to follow the school's behaviour rules and routines; to listen to and follow instructions by staff and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support them in forming positive relationships and improving their behaviour for learning.

4.6 Parents

Parents play a key part in ensuring that their children are successful at school. Sending their child to the school implies an acceptance of, and support for, the school's policies by parents, including the Positive Relationships and Behaviour for Learning Policy. Parents should inform leaders about any known or potential special educational needs, or personal issues, that may result in their child displaying unacceptable behaviour. Parents may be asked to attend meetings with staff to discuss

their child's behaviour, including after a suspension at the point at which their child is re-admitted in school.



5. Policy Detail

5.1 Our Core Expectations

In line with our shared values and ethos, all CET schools consistently promote both our high expectations, and provide any necessary support, to ensure that all students have the best opportunity to thrive both in and out of the classroom.

5.2 As a result, all CET schools will prioritise:

- Agreeing a shared set of values that communicate expectations for relationships and behaviour, and which help all members of the learning community understand how they can work and succeed together
- Having clear and simple routines, rewards and consequences which link directly to the school or academy's values, and which foster high standards of behaviour and a calm and safe environment
- Providing training and support to staff on managing behaviour through the continuing professional development cycle
- Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that this policy is always applied fairly and in accordance with the key trust principle of equity
- Regularly and deliberately teaching students about both acceptable and unacceptable behaviours, both in wider society, and at school
- Planning a well sequenced curriculum with a view to ensuring that students are always engaged in purposeful learning.

5.3 Routines and Consequences

5.3.1 All of our staff and students have a right to work in a school where they can learn and are treated with courtesy and respect. Likewise, expectations and boundaries are a necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other.

5.3.2 For this reason, a cornerstone of all of our schools and academies' behaviour for learning processes is a system of agreed routines, during both lesson times and social times, and 'consequences' or ways of dealing with unacceptable behaviours.

5.3.3 In line with the trust's values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either developmental and restorative, helping the student to understand the impact of their behaviour, or protective, preventing the student from behaving in these ways until they receive the support they need to help them to make better decisions.

5.3.4 Staff can apply agreed consequences to students at any time that the student is in school, or when out of school if the student is:

- taking part in an activity organized by the school or trust
- travelling to and from the school
- wearing school uniform
- in some way identifiable as a member of the school
- engaging in activities that could have repercussions for the orderly running and/or reputation of the school
- on the balance of probability, acting in such a way as to be a threat to one or more members of the school community.

5.4 Rewards

The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards students can receive, and how these link to the school values (see appendix). They may include, but are not limited to:

- Verbal and written praise
- Points systems
- Letters or phone calls home
- Special responsibilities/privileges, especially where the position actively supports the creation of a positive learning community, as well as the personal development of the young person concerned
- Celebration events, including, but not limited to, reward trips, assemblies and presentation evenings.



5.5 Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If students are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention. Where appropriate, staff will also always take into consideration any special needs a student may have, that might, for example, impact upon their ability to travel home safely after serving a detention.

5.6 Removal from the Classroom

Some of our schools and academies use a removal system, but this should only be in response to serious or persistent breaches of this policy during lesson times where initial teacher de-escalation and other restorative responses have not been successful. This offers students important 'time-out' and allows other students the opportunity to learn without disruption.

- 5.6.1 Staff will seek to minimise the amount of time that the student who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the student can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to re-integrate the student back into a subsequent lesson later during the day and as swiftly as the student's ongoing behaviour permits. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a student may be required to serve an internal suspension, as an alternative to an external suspension from school. This may start, and end, at a time later than the normal school day.
- 5.6.2 Students who are removed from lessons will usually continue to follow the normal curriculum. If this is not possible, they will be provided with appropriate work for their age and ability which is in line with the mainstream curriculum. In addition to completing work during the period of removal, students will also be supported with their behaviour, by being helped to consider how they can behave differently in the future. Sometimes, staff may consider that this behaviour support work must take priority over curriculum learning. Where this is the case, arrangements will be made to ensure that the student can catch up the missed learning, in the same way as for other absences.
- 5.6.3 Parents, carers and guardians will be informed of the removal on the same day.
- 5.6.4 Details about how removal systems, if appropriate, work in this school are set out in the appendix to this policy.

- 5.6.5 Students will not be removed from lessons for arriving late, or for truanting, other than in exceptional circumstances, such as when their behaviour is dysregulated and they are likely to disrupt learning should they join the relevant lesson.



6. Suspension and Permanent Exclusions



All students have a right to an education and to be protected from a life of underachievement and social exclusion. This does not, however, mean that our schools can always avoid suspending a student or placing them in a specialist educational setting. Used in the right way, a suspension can be followed by actions that are restorative or interventions that help the student to avoid carrying out the unacceptable behaviours again.

- 6.1 Suspensions and permanent exclusions will only be used as a last resort and when all other approaches and interventions, as outlined in the DfE's *Behaviour for Schools* document (2024) have been attempted. Accordingly, students who engage in persistent disruptive behaviour will usually receive an internal exclusion as an alternative to a suspension. Where a headteacher or principal decides that a suspension is necessary, they will explain within the suspension letter why an internal exclusion was not used as the consequence for persistent disruptive behaviour. Staff will actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including using systems and procedures to identify and support students whose behaviour is causing serious concern. A range of possible strategies, including off-site directions and the use of alternative provision, that staff might use to support students so that they can remain at the school are outlined in the appendix to this policy. All CET schools have adopted approaches to managed moves, re-directions and alternative provision which are in line with the DfE's revised guidance on exclusions and suspensions (July 2026)
- 6.2 Where a fixed term suspension or permanent exclusion is being considered, the headteacher or principal will ensure that there is a full investigation, which will include:
 - 6.2.1 Evidence being collected (from students involved, other witnesses, staff and CCTV etc.).
 - 6.2.2 The school's SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour.
 - 6.2.3 The pastoral/safeguarding team being consulted about any known issues that may be affecting the student, as well as the level of support that has been provided.
 - 6.2.4 Only when all the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, students who engage in persistent disruptive behaviour will be internally excluded rather than externally suspended. When the headteacher or principal decides to issue an external suspension instead, they will explain the rationale for this in their letter to parents, as well as any behaviour support previously provided to the student.
 - 6.2.5 Suspensions and permanent exclusion will never be used because a student has SEND, or for poor academic performance, lateness or truancy, a breach of the uniform rules, or the behaviour of the student's parents, carers or guardians, including their failure to attend a reintegration and/or accept a managed move.
 - 6.2.6 Where a suspension will mean that a student with SEND serves 10 days or more of suspension during an academic year, **or** where a decision whether to permanently exclude **any** student is being made, leaders **must** consult CET's Director of Inclusion before the final decision is taken. The Director of Inclusion's role in the consultation is to support leaders to ensure that statutory responsibilities, including those regarding equity are considered proactively before leaders make local decisions. In exceptional circumstances, the Director of Inclusion may direct that the permanent exclusion does not proceed.
 - 6.2.7 On returning from suspension, the student and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the student to correct their behaviour, and

how this support, and its impact, will be monitored. For details of the different kinds of support that may be available, please see the appendix to this policy.



6.2.8 Should a student serve three suspensions, in any given term, or more than three during any given academic year, the student and their parents will be discussed at a professionals' meeting such as a Team Around The Child meeting. Parents will then be invited to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.

6.2.9 Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

6.3.0 There may be occasions when a student may be required to stay off-site temporarily for safeguarding reasons. This will usually be where an allegation that has been made requires students to be separated and the risk cannot be safely managed on site. This is not a disciplinary sanction, or a suspension or a permanent exclusion. For more detailed information, please see the CET Suspensions and Permanent Exclusions Policy.

7. Adapting Consequences for Students with SEND

7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that students' behaviour may be impacted by a special educational need and/or a disability (SEND).

7.2 This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified students to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority. Staff will always work with the student's family to create a plan.

7.3 Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where students can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual students in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the student and their parents, to ensure they remain appropriate.

7.4 When incidents of unacceptable behaviour arise, staff will also consider them in relation to a student's SEND and the consequence system may be adapted to cater to the specific needs of that student.

7.5 Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case by-case basis by senior staff; not every incident of misbehaviour will be connected to an additional and/or unmet need.

7.6 When considering a behavioural sanction for a student with SEND, staff will consider the following:

- Whether the student was able to understand the agreed expectation or instruction
- Whether the student was unable to act differently at the time as a result of their SEND or mental health need, or a need not having been met by staff
- Whether the student is likely to behave aggressively due to their SEND

If the answer to any of these questions is yes, senior staff at the school or academy will then assess if it is appropriate to use a consequence at all, and, if so, whether any reasonable adjustments need to be made.

8. What are reasonable adjustments?

- 8.1 Any variations to our policies will always consider the specific circumstances and requirements of the student concerned. In practice, however, this might mean: modifying the consequence, for example internal suspension with the SEND team, as opposed to mainstream internal suspension or external suspension; to provide a more appropriate work environment; to support with school work; to create a more familiar structure to the working day, for example pausing the usual behaviour processes whilst the student completes interventions or coaching to build confidence/understanding of the expected behaviours.
- 8.2 It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the student with SEND, they also need to consider the safety and well-being of all other members of the school community. learning community as a whole.
- 8.3 For this reason, staff will work with relevant external agencies, including the local authority, when they identify a student who is at risk of suspension/nearing the threshold for permanent exclusion, to identify any further support that could be put in place.
- 8.4 Should a student in receipt of an Education Health Care Plan (EHCP) be at risk of permanent exclusion, then an Emergency Review of that plan will be called at the earliest opportunity.
- 8.5 Uniform: effective teaching and learning starts with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all students. Prohibited items can be confiscated. Likewise, students may be lent correct uniform or placed in isolation with appropriate work until uniform issues are resolved.
- 8.6 Visiting the toilet during lessons: students are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a student to visit the toilet during lesson times, the student may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The student will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of students to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.
- 8.7 Social media and unacceptable online behaviour: The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the case of:
- damage being caused to the reputation of one or more members of the school community, or to the school as a whole
 - use that may harass, bully or discriminate
 - the posting of demonstrably false or misleading statements.

8.8 Physical Restraint

Staff have a legal power to use physical restraint – sometimes known as ‘positive handling’, ‘restrictive interventions’ or ‘reasonable force’ - where necessary, including to avoid a student:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing significant disorder

- 8.8.1 The trust's Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents, usually on the same day. The headteacher/principal will ensure that there are sufficient staff who are trained in how to safely restrict a student's movement should that be required.
- 8.8.2 Where it is known that a student's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment, in conversation with safeguarding and

SEND colleagues, to determine if the student requires a positive handling plan to be put in place, and how that might best be avoided.



- 8.8.3 These plans will be developed in the student's best interests and agreed by the parents and the child concerned wherever possible. They will be reviewed regularly with any support plans and/or if the needs of the student change.

8.9 Drugs

The school operates a robust approach on drugs for the health and safety of all staff, students and visitors. The policy on drugs applies to all schools and to school 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.

- 8.9.1 The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities.
- 8.9.2 Any student found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction may include suspension or permanent exclusion from school. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.
- 8.9.3 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.
- 8.9.4 Usually the school 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.

8.10 Searching and Confiscation

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette paper
- E-cigarettes or vapes
- 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 to damage to property.

As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for students and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage students not to bring valuable or banned items into school.

- 8.10.1 In the interests of the health, wellbeing and safety of our community, all students will have relevant PSHE education on issues such as drugs and alcohol. Any student found to be involved in a banned item incident, including on the way to and from school, will face appropriate consequences under this policy. Such incidents, except in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.
- 8.10.2 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 students and staff. The student to be searched will be told why they

are being searched and informed as to how and where the search will take place. The student 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 student understands the reason for the search and how it will be conducted so that their agreement is informed.

- 8.10.3 A student's possessions can only be searched in the presence of the student 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 student present and an additional member of staff present as a witness to the search for safeguarding purposes.
- 8.10.4 The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a student. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a student 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.
- 8.10.5 Only staff members authorised by the headteacher/principal may carry out searches without consent.
- 8.10.6 The person conducting the search may not require the student 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.
- 8.10.7 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 Head of Safeguarding/the school's Designated Safeguarding Lead.
- 8.10.8 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.
- 8.10.9 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
- 8.11 Police Searches/ questioning and the requirement for an appropriate adult to be present**
- 8.11.1 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 having committed an offence.
- 8.11.2 The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.
- 8.11.3 If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in the best interests of the child they should ask to speak with a supervisor or contact 101 to escalate their concerns.
- 8.11.4 The appropriate adult' means, in the case of a child under the age of 18:
- 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
 - a social worker of a local authority

- Failing these, some other responsible adult aged 18 or over who is not a police officer.

9. Monitoring, Review and Accountability

Leaders and trustees will monitor behaviour and associated data to identify patterns, emerging risks or training needs.



AMBITION- EQUITY – OPPORTUNITY

Purpose	Policy Checklist	Relevant Guidance	Equality, Diversity and Inclusion
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. Having a clear and simple 'rewards, routines and consequences' policy. Providing training and support to staff on managing relationships and fostering positive behaviour. Planning (via Team Around the Child meetings or similar), implementing and reviewing pastoral intervention packages, in line with need. Planning a strong curriculum (mainstream and all Alternative Provision), including explicitly teaching students about positive relationships and behaviour and how they catch up work after absence.	Behaviour In Schools – Advice for Headteachers and school staff (DfE, February 2024) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026). Searching, Screening and Confiscation Advice for Schools (DfE, July 2022) Restrictive Interventions in Schools (DfE, December 2025) Keeping Children Safe in Education (2025).	The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies. This means making appropriate reasonable adjustments to this policy.

DFE Behaviour in Schools Guidance –

- [DfE Behaviour in schools](#)
- [DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Behaviour Guidance



Purpose:

The guidance is designed to promote our three-core values; **Ambition, Equity and Opportunity**

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. Behaviour guidance, expectations and routines will be regularly reviewed using the voice of our students to determine both its effectiveness and co-produce policy change.

Parental Engagement: the academy actively encourages parents to seek support and advice from the academy when they have concerns regarding their child's behaviour. Communication should be with your child's form tutor in the first instance to seek additional guidance.

Underpinning philosophy:

- **Develop students understanding of positive behaviour for learning:**
 - Create a culture of celebration focused on the positive contributions students make to our community and their learning,
 - Provide opportunities for students to engage with our 'Behaviour Curriculum',
 - Explicit teaching to support students understanding of 'how and why' they should behave,
 - Focus on wider personal development to promote independence, resilience, and emotional literacy.
- **Focus on pre-emptive and adaptive 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 and adaptive strategies before escalating to a level,
 - Focus on building a respectful culture through 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.
 - Staff are pro-active in identifying and implementing appropriate support to ensure every student has the opportunity to succeed.
- **Consistent expectations are applied for all:**
 - Consequences should follow the 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-based consequences 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 bullying, child on child abuse and discrimination**
- **Develop staff understanding of how to support positive behaviour for learning:**
 - Provide regular CPD opportunities for staff to develop and deepen their understanding of behaviour,

- Create a culture of 'support first' and fair and equitable application of behaviour expectations.

A Culture of Celebration

At Caister, celebrating excellence and rewards are valued just as highly as developing learning within our classrooms. Celebration is not an afterthought, it is embedded throughout our behaviour guidance, reflecting our belief that recognising and rewarding positive choices and hard work is essential to nurturing growth.

We actively celebrate students who demonstrate our core values: **Ambition** in striving for their personal best and pursuing excellence, **Equity** in fostering fairness, inclusion, and respect for others, and **Opportunity** in embracing every chance to learn, contribute, and succeed. By highlighting and rewarding these behaviours, we create an environment where students are not only guided but are also inspired and empowered to achieve great things.

Daily	• Reward points for demonstrating core values; Ambition, equity, opportunity • Caister Coins are given for academic excellence
Weekly	• Head of Year Rewards • Principal's Learner of the Week • Caister coins will be exchanged for prizes weekly
Fortnightly	• Subject Excellence Postcards
Half Termly	• Caister Coin reward events • Subject excellence badges • Tutor rewards for core values • Celebrating Excellence assemblies
Termly	• Caister Coin Reward events • Subject excellence badges • Tutor rewards for core values • Celebrating Excellence assemblies • Celebrating Excellence whole school event

Behaviour Curriculum

Caister Academy has developed a 'behaviour curriculum' to explicitly engage students with learning activity to secure knowledge and understanding of how to develop positive behaviour. The curriculum explores the importance of 'why' we need to follow routines and expectations to achieve academic success and wider personal development, including a successful pathway to adulthood.

Our behaviour curriculum is a foundational element of our school's commitment to fostering a safe, respectful, and aspirational learning environment. At the heart of our approach are our three core values: **Ambition, Equity and Opportunity**, these values shape not only the expectations we hold for behaviour but also the culture we strive to build together every day.

Our value of **Ambition** inspires students to set high standards for themselves, take pride in their efforts, and persist through challenges in pursuit of excellence. We promote **Equity** by ensuring learners understand that we will treat every student with the highest expectations and educate that dignity and fairness is not about lowering standards, but is about providing structure and standards for all to thrive. With **Opportunity**, we aim to ensure that every child has access to the tools, experiences, and support they need to succeed within everyday school life and beyond.

Activity and support include:

- Personal Development Programme – exploring a variety of relevant themes per year group
- Assembly Programme - external providers such as Norfolk Police and Educating with Pride
- PSHE curriculum – explicit teaching around key themes linked to emerging behaviour concerns
- Tutor programme – exploring the ‘why’ surrounding routines and expectations to develop positive behaviour
- Conflict resolution: restorative conversation with adults following behaviour incidents and restorative justice approach following child-on-child abuse.
- Targeted behaviour interventions: Emotional Literacy Support (ELSA), Positive Behaviour Plans, Emotion Coaching
- Positive instructional language – modelled by staff to support development of students’ expressive language
- Students placed in Reflection will be provided with targeted behaviour curriculum.

Behaviour Curriculum Half Termly Focus	Form Time Sessions
Autumn 1 Disruption Free Learning	1. Exploring our Core Values 2. Being Ready to Learn 3. Disruption Free Lessons 4. Recall of Knowledge
Autumn 2 Harmful Sexual Behaviour	1. Bullying 2. Misogyny and gender discrimination 3. Cyber bullying 4. Sexual harassment
Spring 1 Active Learners	1. The Passive Learner 2. Being an Active Learner 3. Active Learners and Reteach 4. Recall of Knowledge
Spring 2 Community Conduct	1. Community Conduct 2. Use of Public Transport 3. Prohibited Items 4. Recall of Knowledge
Summer 1 Child on Child Abuse	1. Physical or Verbal Abuse 2. Racist Language 3. Homophobic Language 4. Recall of Knowledge
Summer 2 Child on Adult Abuse	1. Cyber Abuse 2. Physical or Verbal 3. Recall of Knowledge 4. Recall of Knowledge

Planning for Inclusion - Pre-emptive and adaptive teaching strategies:

Teachers implement a ‘support first’ approach to promote Inclusion at Caister Academy by using 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.

Planning for Inclusion - Pre-emptive and Adaptive strategies

➤ Pre-emptive planning based on class need	➤ Clear expectations	➤ Verbal warning & reinforcement	➤ Responsive/ adaptive teaching
➤ Strategic seating plan	➤ Predictable learning environment	➤ Positive relationships	➤ MWBs to identify misconception
➤ Annotated seating plans and class profiles	➤ Classroom routine	➤ Use student names	➤ Refined engage tasks
➤ Follow SEND guidance	➤ Positive language	➤ Non-verbal cues	➤ Scaffolding
➤ Student check in	➤ Front-load behaviour instruction	➤ Move position in classroom – using the 'well-worn path'	➤ Modelling
➤ SEND On-Call	➤ Buy in time & count- down	➤ Visual cues: timers	➤ Checklists for Success
	➤ Use of rewards	➤ Universal learning pauses or sensory breaks.	➤ Live marking



Creative
Education
Trust

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
- Only one voice should be heard: the teacher or a student asking or answering a question

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.

Strong Voice:

Staff at Caister Academy understand the importance of key instructions and will consider appropriate volume and tone in their delivery. It is not considered appropriate for adults to shout unless a student is in immediate danger.

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”.

Spotlighting desirable behaviours in a classroom also cultivates a culture of respect 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



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
- Being 'curious' about students and their behaviour.

Learning Phase	Expectations of Students
Overarching	• 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	• 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	• Listen carefully to what you are learning. • Ask questions to clarify thinking. • Demonstrate 'One Voice'
Content (I Do)	• 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)	• 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)	• 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	• Independently attempt review tasks
Feedback	• See mistakes as opportunities for learning
Assessment	• Apply themselves fully • Respond positively to teacher circulation of learning space

To promote positive behaviour in lessons, students are provided with a variety of ways to achieve rewards, from becoming learner of the week, achieving instant wins, high stakes prizes and subject specific rewards. Caister Academy prides itself on celebrating excellence within the classroom to excel positive behaviour and academic success.



Consequence Charts

In Lesson Consequence Chart			
<i>Inclusion : Support first -including pre-emptive and adaptive strategies. Verbal warning where appropriate.</i>			
Code	Staff Action	Reflection / Restoration	Potential Reasons
Consequence 1: Written warning	Name written on the board. Record on ARBOR unless escalated. Staff to log non-attendance at the end of the day on ARBOR. Parents informed by Arbor notification.	Kept back for up to 15 minutes at end of lesson or next convenient time (e.g., break). Restorative conversation with the member of staff - If a student does not attend this will be escalated to a lunchtime detention the following day. <i>Classroom.</i>	Following implementation of pre-emptive strategies, a student demonstrates: • Failure to follow One Voice. • Off task behaviour. • Disruption or distracting others. • Disrespect to staff. • Rudeness to other students. • Poor language. • Eating or drinking when not permitted. • Lack of effort in learning. • Misuse of school equipment. • No kit or lack of equipment with unwillingness to borrow or mitigation.

Consequence 2 – Lesson Reset	Record on ARBOR which will request on-call support. Teacher or On call to redirect to alternative classroom and allow the student space and time to calm. Work to be provided by the Classroom teacher, where possible following intended curriculum. Staff in alternative classroom to agree return to timetabled lesson. This will take place through a discussion with the student. Parents informed via email and Arbor notification. Member of staff from initial removal calls home within 24 hours.	Lesson Reset will allow the student to calm in an alternative classroom before resuming learning in their timetabled lesson. Student must successfully engage with learning in a different classroom to return to their next lesson. Same day after school sanction for up to 30 minutes (issued automatically and parents informed through ARBOR app). Two C2 lesson resets in a day will result in Reflection for up to three sessions, including a break or lunch. Restorative conversation with the member of staff or department representative. Missed learning identified by class teacher and next steps agreed with student. Restorative Reset Reflection document completed to a high standard, with actions agreed and signed by teacher; this will include details on learning catch up. <i>Central sanction spaces.</i> (Sc3 and 4)	Persistent cases of the above and including: • Intentional Defiance. • Serious misuse of or damage to school equipment. • Breaching health and safety and putting others at risk. • Dangerous behaviour. • Evidence of child on child abuse. • Evidence of child on adult abuse. • Pastoral Investigation that requires immediate action and lesson reset due to risk of harm to self or others. • No kit or lack of equipment without mitigation – and refusal to borrow, in order to access learning.
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Consequence 3 – Reflection	Request on Call. Student moved to Reflection Record on ARBOR. Staff to call home within 24 hours and before completion of sanction: Failed C2 Removal -teacher All other level 3 sanctions – AHOY/HOY AHOY/HOY calls home within 24 hours and before completion of sanction. Parental meeting is organised with AHOY for the first instance of Level 3 Sanction.	For failed C2 Lesson Reset or two incidences of removal in a day and following opportunities to calm, regulate and resume learning. Students will complete up to three lessons in Reflection, including a lunch or break time session. All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning. Restorative conversation with the member of staff or department representative. Successful Reflection and restorative Intervention Completed with other learners if appropriate (Restorative Contract). Targeted behaviour curriculum completed whilst in Reflection Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.	Repeated disruption to learning, including but not limited to: • Second C2 Lesson Reset in a day. • Failure to complete learning in a different classroom following a C2 Lesson Reset • Persistent C2 Lesson Reset • Failure to follow on-call direction. • Refusing to attend a level 2 sanction: CY2/C2
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Consequence 4 – Internal Exclusion	Consequence authorised by Vice Principal or Principal.	Students will complete an Internal Exclusion session from 8:40 to 15:00.	Higher level behaviour incidents, including but not limited to: • Aggressive behaviour towards staff • bullying • dangerous behaviour. • offensive or discriminatory behaviour. • Smoking/vaping. • vandalism* • verbal abuse • Child on child abuse • Child on adult abuse • Behaviour in the community which brings our school into disrepute
	Leader of Behaviour or SLT Link to call home within 24 hours.	The number of days will be agreed by the Vice Principal following a review of the incident.	
	Parent meeting and PSP completed by HOY.	All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning.	
		Restorative conversation completed with relevant member of staff and/or restorative contract completed with other learners.	
		*Community Service will be considered for vandalism and wider community concerns.	
		Targeted behaviour curriculum completed whilst in Reflection	
		Reflection Exit Plan: completed to a high standard, signed off by Reflection Manager and sent to relevant teaching staff to identify catch up learning and support required.	
		<i>Reflection</i>	
S	Suspension - will only be considered in line with the Equality Act and following consideration of individual circumstances, reasonable adjustments and previous interventions.		
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.			

Out of Lessons Consequence Chart

Support first with positive engagement and interest. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
CY2 – Community Consequence	Student taken to lunch Reflection. Record on ARBOR. or Inform student of Reflection time. Record on ARBOR. Parents informed via email and Arbor notification.	Full lunchtime consequence: 1320 - 1355. Reflection sheet completed to a high standard. <i>Community Consequence room</i>	Incidents occurring during community-based time such as before or after school. This may include: • Shouting. • Barging or pushing others. • Harmful or detrimental 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. • Mobile phone is not placed in HUSH pouch (breach of safeguarding)

C3 - Reflection	HOY to record on ARBOR. AHOY/HOY calls home within 24 hours and before completion of sanction. Parental meeting is organised with AHOY within 24 hours for first instance of Level 3 Sanction.	Students will complete up to three lessons in Reflection, including a lunch or break time session. All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning. Restorative conversation with the member of staff and/or Restorative Contract with other learners. Successful Reflection and restorative intervention completed. Completion of targeted 'Behaviour Curriculum' learning tasks. Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions. <i>Reflection.</i>	Higher level Incidents and complaints occurring during community-based time. Refusal to attend Community Reflection. Child on Child abuse. Pastoral Investigation.
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C4 – Internal Exclusion	Consequence authorised by Vice Principal or Principal.	Students will complete an Internal Exclusion session from 8:40 to 15:00.	Higher level behaviour incidents, including but not limited to: • Aggressive behaviour towards staff or learners • bullying • dangerous behaviour. • offensive or discriminatory behaviour. • Smoking/vaping. • vandalism* • verbal abuse • Child on child abuse • Child on adult abuse • Behaviour in the community which brings our school into disrepute • Persistent refusal to use Hush Pouch and hand phone to staff.
	Leader of Behaviour or SLT Link to call home within 24 hours. Parent meeting and PSP completed by HOY.	The number of days will be agreed by the Vice Principal following a review of the incident. All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning. Restorative conversation completed with relevant member of staff and/or restorative contract completed with other learners. *Community Service will be considered for vandalism and wider community concerns. Targeted behaviour curriculum completed whilst in Reflection Reflection Exit Plan: completed to a high standard, signed off by Reflection Manager and sent to relevant teaching staff to identify catch up learning and support required. <i>Reflection</i>	
S	Suspension - will only be considered in line with the Equality Act and following consideration of individual circumstances, reasonable adjustments and previous interventions.		
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 based on individual need and risk assessment.			

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 –Late to Form	After School - Form Time Catch Up and Reflection Teacher to record on ARBOR. Inform student of Reflection time. Parents informed by Arbor notification.	Same day consequence in Catch Up Base (CUB) 15:00 – 15.30. Reflective conversation with the form Teacher and/or attendance manager to understand reasons for being late to school. <i>Catch Up Base (CUB)</i>	
L2 - Late to learning	Lunchtime – Community Reflection Form tutor or teacher to record on ARBOR. Inform student of Reflection time. Parents informed by Arbor notification.	Same day lunch time detention for 40 min (issued automatically and parents informed through Arbor App.	The student arrives after the quiet bell that will sound at the following times: • 9.05am • 10.05am • 11.20am • 12.25pm • 2.00pm The student is marked late on the register without a valid reason.

L3 – Reflection	HOY to record on ARBOR. AHOY/HOY calls home within 24 hours and before completion of sanction. Parental meeting is organised with AHOY within 24 hours for first instance of Level 3 Sanction.	Students will complete up to three lessons in Reflection, including a lunch or break time session. All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning. Restorative conversation with the member of staff and/or Restorative Contract with other learners. Successful Reflection and restorative intervention completed. Completion of targeted 'Behaviour Curriculum' learning tasks. Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions. <i>Reflection.</i>	Higher level incidents linked to punctuality and truancy, including but not limited to: • Truancy from learning and refusing to return to lesson following additional support and de-escalation • Persistent incidents relating to truancy as identified by the SLT Link. • Persistent incidents of punctuality concerns as identified by a curriculum leader.
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L4 – Internal Exclusion	Consequence authorised by Vice Principal or Principal.	Students will complete an Internal Exclusion session from 8:40 to 15:00.	Higher level incidents linked to punctuality and truancy, including but not limited to:
	Leader of Behaviour or SLT Link to call home within 24 hours. Parent meeting and PSP completed by HOY.	The number of days will be agreed by the Vice Principal and inclusion team following a review of the incident. All students that have completed a Reflection session are expected to attend the Catch-Up Base (CUB) from 15.00 to 15.40 to support missed learning. Once caught up, students can leave. Restorative conversation completed with relevant member of staff and/or restorative contract completed with other learners. Targeted behaviour curriculum completed whilst in Reflection Reflection Exit Plan: completed to a high standard, signed off by Reflection Manager and sent to relevant teaching staff to identify catch up learning and support required. <i>Reflection</i>	• Truancy from Reflection session without mitigation and following attempts to support the learner and previous intervention • Truancy which represents a safeguarding risk to the learner or others • Persistent and prolonged incidents of truancy or being late to school.
S	Suspension - will only be considered in line with the Equality Act and following consideration of individual circumstances, reasonable adjustments and previous interventions.		
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.			

Independent Study Consequence Chart

Positive engagement and interest. Verbal warning and support provided where appropriate. Independent study will be monitored with reasonable adjustments taken into account.

Code	Staff Action	Reflection / Restoration	Potential Reasons
IS1 – Written Warning	Record on Arbor. <i>Parents informed by Arbor notification.</i>	- Kept back for up to 15 minutes at end of lesson or next convenient time (e.g., break). - Identify any barriers to independent study being attempted, support to resolve and agree deadline for completion.	- Student does not complete independent study to a reasonable standard by the submission date. (This standard will consider any reasonable adjustments for the individual student). - Following an IS1, student does not attempt work to a reasonable standard by the new submission date.
If two consecutive independent study tasks in the same subject are missed, students are placed into ISS			
ISS – Independent Study Session	Record as ISS on Arbor, placing student into allocated department session. <i>Parents informed via Arbor</i>	30 min after school session led by departments. - Discussion with the member of staff or subject representative to support completion of independent study. - Identify any barriers to independent study being attempted, support to resolve during the session. - Failed ISS will result in IS2.	- Refusal to attend an IS1 - Student fails to hand in two consecutive pieces of independent study from the same subject
Achievement Leader (AL) will identify students that are regularly receiving IS sanctions and identify areas of support with IS report card (reports monitored by AL).			
IS2 – SLT Independent Study Session	Record as IS2 on Arbor <i>Parents informed via Arbor. AL calls home.</i>	40 min after school support session led by Senior Leadership Team – Monday. - Independent study to be completed in silence. - Failed IS2 will result in IS3. - ALs attend the first 5 minutes of the SLT detention to speak with students from relevant year group(s) and sign reports.	Refusal to attend an ISS.

IS3 – Reflection (AM Session)	Failure to attend an IS2 central independent study session. Available AL to attend Reflection to speak with these students and then students return to lessons.
<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>	

Pastoral Investigation			
Positive engagement and interest. Verbal warning where appropriate.			
Code	Staff Action	Reflection / Restoration	Potential Reasons
PI – Pastoral Investigation	Form tutor/teacher records on ARBOR. Set appropriate sanction in line with severity of behaviour. Student should be placed in Reflection if there is a risk of harm to self or others. LOB to allocate investigating officer. This will ordinarily be victim lead and the Investigating Officer with the victims HOY / AHOY HOY/AHOY to conduct investigation. Inform student and parent of investigation. HOY/AHOY to inform perpetrator and victim of outcomes; associated parents should also be contacted. Record on ARBOR & CPOMS. LOB/HOY/AHOY to close PI investigation.	Sanction and restoration will be in line with outcome of investigation. Child on child/adult abuse will, if appropriate be supported with a Restorative Justice meeting and contract between perpetrator(s) and victim(s). Victim will receive support following agreed outcome. Preventative education and intervention will follow if appropriate.	Allegation of Harmful Sexual Behaviours, Child on Child abuse, bullying or child on adult abuse: Bullying. Harmful Sexual Behaviours: • Verbal • Cyber • Sexual harassment • Sexual violence • Misogyny / Misandry • Consensual and non-consensual sharing of self-generated intimate images and/or videos including those using AI e.g. deepfakes Child on Child abuse: • Bi-phobic • Cyber • Disablist/SEND • Homophobic • Transphobic • Sexist • Racist • Physical or verbal • Consensual and non-consensual sharing of self-generated intimate images and/or videos including

			those using AI e.g. deepfakes Child on adult abuse: • Bi-phobic • Cyber • Disablist/SEND • Homophobic • Transphobic • Sexist • Racist • Physical or verbal • Consensual and non-consensual sharing of self-generated intimate images and/or videos including those using AI e.g. deepfakes. Any other incident of concern should be recorded as a BI - Behaviour Concern.
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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.

Where appropriate, a Restorative approach will be implemented to repair harmful behaviour alongside the relevant behaviour curriculum.

Learning Catch Up Guidance: Behaviour Consequences and Suspensions.



Caister Intent

The academy is committed to providing the highest quality of education when there is a need for learning outside of the classroom and catch up is required. Learning tasks will be set in line with the curriculum intent and the weekly non-negotiables outlined on curriculum overviews and topic plans. Adaptions will be made to resources/content where needed, for example in practical subjects, to ensure home access requirements are considered. Upon a student's return, teachers will identify any learning gaps and new starting points and respond to this with adapted planning and appropriate learning support. Catch up learning will be identified through both the restorative and Pastoral Support Plan (PSP) processes.

Learning Catch Up – guidance

Consequence	Staff Actions	Student Action	Intervention and Support
Consequence 2 – Lesson Reset	Work to be provided by the classroom teacher, where possible, following the intended curriculum. Teacher will check learning task completion during restorative discussion (same day) and identify if this has been completed successfully. Identify any learning catch up and include actions in student's workbook or Reflection sheet if book is not available. Catch up to be actioned by agreed deadline. Staff member to identify completion using a 'Learning Catch Up' stamp	Student should complete learning tasks provided by class teacher, in alternative space. Student must attend restorative discussion at 15:00. Reflection sheet completed with catch up tasks identified. Learning Catch Up: missed learning, as identified by class teacher, must be completed by agreed deadline.	Catch Up Learning Base – session agreed as part of restorative.
Reflection	Classroom teacher to provide learning task in line with intended curriculum. Inclusion staff will check learning task completion and identify if this has been completed successfully. Inclusion staff to identify completion on Reflection Exit Plan and share with class teachers. Class teacher to assess learning task completed and identify any missed learning and include actions in student's workbook to be completed.	Student should complete learning tasks provided by class teacher, in Reflection. Student must attend restorative discussion at 15:00 and attend Catch Up Base for support with missed learning. Missed learning, as identified by class teacher, must be completed by agreed deadline.	Catch Up Base – PM Session (Mandatory) If student does not fully engage with learning in the CUB, they will be asked to repeat the session.

Internal Exclusion	Classroom teacher to provide learning task in line with intended curriculum. Inclusion staff will check learning task completion and identify if this has been completed successfully. Inclusion staff to identify completion on Reflection Exit Plan and share with class teachers. Class teacher to assess learning task completed and identify any missed learning and include actions in student's workbook to be completed:	Student should complete learning tasks provided by class teacher, in Reflection. Student must attend restorative discussion at 15:00 and attend Catch Up Base for support with missed learning. Missed learning, as identified by class teacher, must be completed. Deadlines will be set by teacher.	Catch Up learning Base.
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Suspension	Parents and Students are asked what required platform they would like work set. For one day suspension or the first day of a suspension all students are sent home / provided with a paper pack of Maths and English for the relevant Key stage. Sparx maths and Science is also signposted. Classroom teacher to provide learning task in line with intended curriculum – this will be set on Teams channel, email or paper based if requested. Paper Pack is populated by Reflection manager and placed in reception to be picked up by parent /carer Inclusion staff will check learning tasks have been accessed – Teams platform only. Staff conducting PSP will identify work completed and collect work to be marked. Class teacher to assess learning task completed and identify any missed learning and include actions in student's workbook and/or MS teams. Missed Learning Tracker to be issued on return to academy.	Student should complete learning tasks provided by class teacher, on Teams or paper (if requested) Student must attend restorative discussion at 15:00 and attend Catch Up Base for support with missed learning the day they are reintegrated into Academy as part of PSP. Missed learning, as identified by class teacher, must be completed. Deadline will be set by teacher. Missed learning tracker to be completed and signed.	Catch Up Learning Base.
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Permanent Exclusion	Classroom teacher to provide learning task in line with intended curriculum – this will be set on Teams channel, email or paper based if requested. If requested, paper pack is populated by Reflection manager and placed in reception to be picked up by parent / carer. Work to be collected during welfare visits and marked by the class teacher. Feedback should be shared via email to the student.	Student should complete learning tasks provided by class teacher, on Teams or paper (if requested) Student should respond to feedback via email with the class teacher.	Alternative Education Service (AES) – Norfolk County Council
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Behaviour Standards and Expectations



Using Reflection as a last resort 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 Reflection in the following cases:

- Failure to follow the Academy uniform policy following reasonable adjustments including offer to borrow uniform

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

We may also use Reflection as a safe and supervised space 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 Reflection is being used as a location to educate a student until the issue is addressed, the normal Reflection expectations will apply, however, this will not be marked as a behaviour sanction on the student's record.

Mobile phones, headphones and related devices:

Mobile phones, headphones and smart watches are not to be seen or used during school. Every student is assigned a personal Phone Pouch. It is each student's responsibility to bring their Pouch with them to school every

day and keep it in good working condition.

Hush daily Process: Students must bring their Phone Pouch to school with them each day.

Beginning of the Day. As students arrive via the main or west gate they will:

- 1) Turn their phone off
- 2) Place their phone, earphones and smartwatches inside the Pouch
- 3) Close the pouch using the button to secure it, in front of school staff
- 4) Place on tables as part of equipment check during form time
- 5) Store it in their school bag for the rest of the day.

End of the Day. As students exit via the main or west gate they will:

- 1) Open their Pouch by tapping against the Hush base
- 2) Remove their phone
- 3) Keep their Hush pouch in their school bag overnight.

Late Starters or Early Leavers: Students arriving late in the morning will be greeted on arrival by a duty member of staff at the main reception. The staff member will operate the same procedure as above.

When students have authorisation to leave site they will be able to access an unlocking station via the main reception as they sign out.

Deliberate Damage & Breaches

Mobile phone, headphones and smartwatches seen during the school day: If a student is found in possession of a phone outside of a locked Hush pouch, the phone will be confiscated, and a consequence will be issued.

If a student refuses confiscation, then this will be escalated further in-line with the behaviour policy.

Pouches will be checked daily to make sure they have not been damaged; there will also be random checks to school property carried out across the year. Staff will also use wands to complete searches throughout the school day.



Pouch Damage: If a student makes a conscious decision to damage their Pouch, the mobile/electronic device will be confiscated and stored securely until the end of the school day. We will notify parents via the Arbor notification system that the device will be available for parental collection from the main reception only. Please note that the phone will not be returned directly to the student as this can compromise our mobile phone free school environment.

As the provided pouch is school property, any deliberate damage caused to the Hush Pouch is categorised as vandalism. The student will be charged for the replacement pouch.

A sanction will be issued in-line with our behaviour policy which may include:

- Internal Suspension
- Suspension

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station
- Graffiti

Accidental Damage: Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.

Forgotten Pouch: If a student forgets their Pouch, their phone will be confiscated, We will notify parents via the Arbor notification system that the device will be available for parental collection only. School will not be able to facilitate collection before the end of the school day due to limited access to school site.

Please note that phone will not be returned directly to the student as this can compromise our mobile phone free school environment.

Lost Pouch: If a student consistently forgets their Pouch, it is considered Lost. A £15 fee for a replacement Pouch. These will be available to purchase from Arbor Pay.

Unlocking Stations: If a student is found in possession of a Hush unlocking wand, or a similar strength magnet used to unlock the pouches, this will be considered a serious breach and could lead to a suspension.

If your child does not have a mobile phone you should inform the Head Of Year, who will issue an 'exemption card' to be placed in the pouch. Parents must inform the school of any changes, and the behaviour policy will be implemented if the child is subsequently found in possession of a mobile phone that is not in their Hush Pouch.

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.

Parent Reset:

To avoid escalation and supporting students to make the correct choice with behaviour, The Inclusion Team may call to request parental engagement. This could include a discussion over the phone with the student or a request to attend the academy to support with the presenting behaviour.



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 academy will provide spare kit where appropriate and available. 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 – but remain with teaching group.
- Persistent instances of not being in the appropriate kit without a supporting note could be escalated to Reflection following targeted support through the Head of Year team and communication with the Parent / carer.
- Staff will consider adjustments based on the students' individual needs as summarized in their Student Passport 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. 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
- Mobile phone Hush pouch magnets
- 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- Head of Year will assess and review.
- Supporting evidence will be required usually from a health professional.
- The Reasonable Adjustment 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.



Jewellery:

Students should refer to the uniform guidance on jewellery [Uniform, Jewellery and Equipment Guidance 2026-2027](#)

- Jewellery will be stored in a locked area. However, Caister Academy accept no responsibility for prohibited items that have been removed from students
- A notification will be sent via Arbor
- Confiscated jewellery can be collected by parents from reception between 3 – 4pm or at an alternative arranged time agreed between the parent and the reception team.
- Students will complete a lunchtime Community Reflection.

Punctuality



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

Lesson	Warning Bell Time or end of previous lesson	Latest Session Start Time this is the latest a lesson should start
	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 L1. *This will result in a same day lunchtime consequence.*

Students who arrive late to the academy and miss vital learning and support during form will be issued a L2. *This will result in a same day consequence and will attend the Catch Up Base (CUB) 15:00 to 15:30.*

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 after the quiet bell, 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 of L4 - purposely truanted a learning session
- 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 of an L3 - arrival to school after registration has closed
- 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. L4 - purposely truanted a learning session

Reasonable Adjustment and Meeting Individual Need



At Caister Academy we understand that creating a culture of equity and equality is crucial.

We recognise that for some students to be successful they require carefully planned support and adjustment to meet their individual needs. We also understand that behaviour may be symptomatic of underlying conditions and contextual factors. Staff recognise that in such cases a 'support first' approach may be more appropriate than sanctions.

A graduated approach will always be implemented for students with SEND and vulnerable learners. Adaptive teaching will be implemented to support additional needs as part of our universal offer at Caister.

To successfully implement support and reasonable adjustments, students with additional needs will co-create a Student Passport with their key adult to ensure the behaviour guidance is fairly applied to meet their individual needs, within the available provision.

Some students may also require a risk assessment to support pre-emptive and de-escalation strategies.

Supported Learning Pause

Purpose:

To provide reasonable adjustment and a clear framework through which staff can support students with additional needs 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.

A supported Learning Pause 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 and class profiles.
2. Staff should request a Support Learning Pause 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
 - Sensory break
 - Hydration or food.
3. The aim of a **Supported Learning Pause** is to return the student to learning or escalate to Inclusion Team for additional support.

Criteria:

Supported Learning Pauses should be used to de-escalate incidents and support 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
- Identified as a vulnerable learner who requires additional support
- Has a Student Passport or Risk Assessment that identifies the need for a Learning Pause

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

Pastoral Investigations

To ensure we uphold behaviour standards at Caister Academy and support a culture of zero tolerance towards child- on-child abuse, Pastoral Investigations will be used to support the schools understanding of incidents and reach a conclusion based on the balance of probability.



Internal Suspension



Reflection and Internal Exclusion:

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 C4 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 Reflection 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. Students will be expected to attend the Catch-Up Base (CUB) at the end of the day to close learning gaps.

Suspensions

A suspension (where a student is expected to complete learning in the home) will be considered where a serious breach of the policy has occurred. Suspension will only be considered in line with the Equality Act and following consideration of individual circumstances, reasonable adjustments and previous interventions. Below is a table outlining examples of incidents that may result in suspension.

Code	Reason
PP	Physical assault against a pupil.
PA	Physical assault against an adult.
VP	Verbal abuse/threatening behaviour against a pupil.
VA	Verbal abuse/threatening behaviour against an adult.
OW	Use or threat of use of an offensive weapon or prohibited item.
BU	Bullying.
RA	Racist abuse.
LG	Abuse against sexual orientation and gender identity.
DS	Abuse relating to disability.
SM	Sexual misconduct.
DA	Drug and alcohol related.
DM	Damage.
TH	Theft.
DB	Persistent or general disruptive behaviour.
MT	Inappropriate use of social media or online technology.
PH	Wilful and repeated transgression of protective measures in place to protect public health.

Reintegration Meetings:

- Following a suspension parent and student will be asked to attend a Pastoral Support Meeting to discuss the incident and co-produce a plan to support a successful reintegration back into the academy.
- In most cases the meeting will be facilitated by your child's Head of Year, supported by the Senior Leader Link.
- The meeting will take place prior to the student returning to the academy.

Pastoral Support Plan and Reintegration

Pastoral Support Plan

Pastoral Support Plans are collaborative agreements designed to reintegrate students after suspensions or exclusions. They unite school, parents, and support agencies to identify the root causes of misbehaviour, establish clear targets, and implement tailored risk assessments, serving as the foundation for a student's successful continued education.

The core components and ultimate goals of the plans:

- **Collaborative Creation:** Developed jointly by the school, the student, and the parents to ensure everyone's perspective is heard.
- **Root Cause Analysis:** Investigates the reasons behind suspensions or exclusions and factors that may be attributed to the child's specific needs.
- **Targeted Interventions:** Identifies the necessary support moving forward, coordinates multi-agency involvement, and agrees on measurable targets moving forward.
- **Risk Management:** Incorporates risk assessments and reasonable adjustments to de-escalate potential future incidents.
- **Successful Reintegration:** Acts as the essential tool for helping students return to the classroom and engage successfully with their education.

Consequence	Detail	AHOY	HOY	SLT	LOB	VP	P
Reflection	1. Informal targets discussed and agreed – shared by email to parent and student.	X					
Internal Exclusion	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 3. Pastoral Support plan shared with parent 4. Plan reviewed after two weeks.		X				
Suspension 1 - 2	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 2. Head of Year Report issued. 3. Pastoral Support plan shared with parent 4. Plan reviewed after two weeks – phone call or Teams Meeting.		X				
Suspension 3 - 4	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 3. Senior Leader Report issued. 4. Pastoral Support plan shared with parent 5. Plan reviewed after two weeks – parental meeting.		X	X	X		

Suspension 5 or Serious Incident	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 3. Vice Principal Report issued – two weeks. 4. Vice Principal – formal written warning. Clear targets set and agreed. 5. Pastoral Support plan shared with parent 6. Plan reviewed after two weeks – parental meeting.		X			X	
Suspension 6	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 3. Principal Report issued – two weeks. 4. Principal – formal written warning. Clear targets set and agreed. 5. Pastoral Support plan shared with parent 6. Principals Warning shared with parent 7. Plan reviewed after two weeks – parental meeting.					X	X X X X
Further Suspension	1. Pastoral support plan co-produced and completed. 2. Parent attendance record completed. 3. Principal Report issued – two weeks. 4. Governor – formal written warning. Clear targets set and agreed. 5. Pastoral Support plan shared with parent 6. Governors Warning shared with parent 7. Plan reviewed after two weeks – parental meeting.						

Reintegration Meetings:

- The first incident resulting in Reflection will require parent to attend a meeting with AHOY to discuss readmission to school.
- For further incidents resulting in Reflection or for a higher-level incident highlighted above – the Head Of Year will meet parents before readmission to school.
- Following Internal Exclusion the parent will be required to meet with the SLT link and Head of Year to co-produce a **Pastoral Support Plan**.



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 and/or Leader of Behaviour
- Vice Principal
- Principals
- Governors

Subject & Form Tutor Report (Level 1):

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, SLT evaluates progress on report and makes contact home to parents.

Vice Principal's Warning Report:

Repeat process, but student and parent attend a formal meeting with Vice Principal. Terms of report are agreed and supported by a Pastoral Support Plan.

Principal's Warning Report:

Repeat process, but student and parent attend a formal meeting with Principal. Terms of report are agreed and supported by a Pastoral Support Plan

Governor's Warning

Repeat process, but student and parent attend a formal meeting with Principal. Terms of report are agreed and supported by a Pastoral Support Plan

Report Structure		
Stage	Report Type	Trigger examples
1	Subject Teacher	Low Attitude to Learning score in one subject
2	Head of Department	No improvement in Attitude to Learning score under subject teacher report for two weeks
2	Form Tutor	Low Attitude to Learning score in more than one lesson
3	Head of Year	- No improvements under Tutor Report for two weeks - Return from Suspension 1-2
4	Senior Lead for Year Group	- No improvements under Head of Year Report for two weeks - Return from Suspension 3-4.
5	Vice Principals Report	- No improvements under Senior Leader Report for two weeks - Return from Suspension 5 with Vice Principals warning issued
6	Principal's Report	- No improvements under Vice Principal Report for two weeks - Return from Suspension 6 with Principals warning issued
7	Governor's Report	Return from 5 days suspension with governors warning issued

Guidance:

- Reports should supplement 'support first' and pre-emptive strategies employed within the classroom
- Students can only be on **one** report at a time
- The threshold and reason for report trigger are at staff discretion; it should be for low attitude to learning score in the first instance. This could mean lack of Independent Study completion, lack of positive attitude in lessons, or disruption to the learning of others
- Students must hand the report to the teacher on entry to the classroom, and politely collect at the end.