



CAISTER ACADEMY
Creative Education Trust
School of Literature
and Performing Arts

Parent Guide with Behaviour Management Procedures September 2023

Caister Academy

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Linked documents and reading for school staff:

[Behaviour for Learning Policy \(Management Procedures 2022-2023\)](#)

DFE Behaviour in Schools Guidance

[DfE Behaviour in schools](#)

Behaviour Guidance

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

Purpose:

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

Underpinning philosophy for staff:

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

Pre-emptive teaching strategies:

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

Quality First Teaching: Pre-emptive strategies

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

One Voice:

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

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

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

Countdown:

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

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

Power of Praise:

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

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

Behaviour For Learning

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

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

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

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

Consequence Chart

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

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

Out of Lessons Consequence Chart

Positive engagement and interest. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
CY2	<p>Community Reflection</p> <p>Student taken to lunch reflection. Record on ARBOR.</p> <p>or</p> <p>Inform student of reflection time.</p> <p style="color: red;"><i>Record on ARBOR.</i></p>	<p>Full lunchtime detention 1200 - 1255.</p> <p>Reflection sheet completed to a high standard.</p> <p style="color: #00AEEF;"><i>Community Reflection room</i></p>	<p>Incidents occurring during community-based time such as before or after school. This may include:</p> <ul style="list-style-type: none"> Shouting. Barging or pushing others. Poor language. Running inside. Being in an out of bounds area. Incorrect uniform. Rudeness to other students. Insolence or disrespect to staff. Punctuality: student arriving late to lesson following the second bell.
C3	<p>Reflection room</p> <p>HoY to record on ARBOR.</p> <p style="color: red;"><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p> <p style="color: red;"><i>Parental meeting is organised with AHOY at 3.30pm for first instance of Level 3 Sanction.</i></p>	<p>Reflection room until 4pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Restorative conversation with the member of staff.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.</p> <p style="color: #00AEEF;"><i>Reflection room.</i></p>	<p>Higher level Incidents and complaints occurring during community-based time.</p> <p>Refusal to attend Community Reflection.</p> <p>Child on Child abuse.</p> <p>Pastoral Investigation.</p>

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

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

Punctuality Consequence Chart

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

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

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

Homework Consequence Chart

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

Code	Staff Action	Reflection / Restoration	Potential Reasons
H1	<p>Written warning</p> <p>Record on ARBOR.</p> <p><i>Parents informed by in APP ARBOR notification.</i></p>	<p>Kept back for up to 15 minutes at end of lesson or next convenient time (e.g. break).</p> <p>Identify any barriers to homework being attempted, support to resolve and agree deadline for completion.</p> <p>Invite to homework support session.</p> <p><i>Classroom.</i></p>	<p>Student does not attempt homework to a reasonable standard by the submission date. (This standard will take into account any reasonable adjustments for the individual student.)</p> <p>Following an H1, student does not attempt homework to a reasonable standard by the new submission date.</p>
H2	<p>Central Homework Support Session</p> <p>Record as H2 on ARBOR, with teacher choosing a day when they can attend and support.</p> <p>Record in the student's planner.</p> <p>(Form tutor informed via ARBOR).</p> <p><i>Parents informed by in APP ARBOR notification.</i></p> <p><i>Member of staff calls home.</i></p>	<p>40min after school support session led by central detention team.</p> <p>Discussion with the member of staff or department representative to support completion of homework.</p> <p>Identify any barriers to homework being attempted, support to resolve during the session.</p> <p><i>Detention room, with student then being taken to homework support.</i></p>	<p>Refusal to attend an H1.</p>
H3	<p>Reflection – failure to attend an H2 central homework support session.</p>		
	<p>Students who persistently fail to complete homework should be placed on a report. Coursework completion should be tracked and sanctioned on a lesson-by-lesson basis.</p>		
<p><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></p>			

Pastoral Investigation

Positive engagement and interest. Verbal warning where appropriate.

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

Staff will use their professional judgement to make a final decision on which consequence to apply following a Pastoral Investigation. Students will be placed in Reflection if there is a risk or harm to self or others. Investigations should be resolved, and outcome agreed within 24 hours.

Behaviour standards and expectations

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

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

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

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

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

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

Mobile phones, headphones and related devices:

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

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

Vandalism to school property:

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

PE Kit Expectations:

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

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

Prohibited items:

The following items are prohibited at Caister Academy and applies to all academy related activity whether on or off site, including the journey to and from school. Teachers have the right to search a student where it is deemed necessary in line with the [Behaviour for Learning Policy \(Management Procedures 2022-2023\)](#) Banned items include:

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

Use of Bathrooms:

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

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

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

Punctuality

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

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

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

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

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

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

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

Scenarios:

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

SEND On-Call

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

Purpose:

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

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

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

Underpinning philosophy for staff:

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

Criteria:

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

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

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

Suspensions

Reflection (Internal Suspension):

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

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

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

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

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

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

Reports

Student Behaviour Report:

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

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

Subject Teacher/Head of Department & Form Tutor:

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

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

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

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

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

SLT report:

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

Principals Warning Report:

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

Governors Warning Report:

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

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

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

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

