

Behaviour for Learning Policy

Policy Owner	Director of Quality Assurance
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This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Caister Academy are set out in Appendix One of this overarching policy.

Principles and Purpose

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

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

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

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

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (September 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education 2024*:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf

The academy seeks to achieve good behaviour and discipline by:

- promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding
- ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affected pupils' responses and behaviours
- maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations
- getting to know pupils 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
- recognising that positive reinforcement is more likely to change behaviour than sanctions
- ensuring that both helpful and unhelpful behaviour is responded to in as consistent and fair way as is possible, given that the need to provide reasonable adjustments for pupils who have SEND, for example, will sometimes mean that equity takes priority over consistency
- ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated
- ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of a 'behaviour curriculum'
- encouraging dialogue between pupils and staff after incidents of unhelpful behaviour, to reset relationships and discuss how best to avoid a repetition of such incidents
- promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded, and providing appropriate support for the pupil upon reintegration from school after a suspension

- staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme)
- working in positive partnership with parents and other agencies to support pupils who struggle to manage their behaviour
- informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

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

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

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil should be given the opportunity to explain, in a polite, calm and respectful manner, what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

Behaviour Expectations

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are

maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND receives a different sanction or intervention, than a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

Consistency

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability
- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

Promoting Positive Relationships

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals
- Offering comfort in distress
- Finding positive qualities and strengths in every pupil
- Giving pupils regular, positive feedback that is specific, merited and genuine
- Showing belief, trust and support to meet high expectations
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention)
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time
- Model and focus on what should be done as opposed to what shouldn't
- Not 'labelling' pupils as naughty, difficult or challenging
- Giving choices which give the pupil some agency and promote self-efficacy
- Trusting pupils by giving them opportunities
- Never making unfavourable comparisons or 'put downs'
- Doing everything possible to avoid sanctions that are about removal or exclusion
- Using removal or exclusion when they are appropriate
- Welcoming pupils back when they have been absent.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards because of unhelpful behaviour.

Positive recognition can include:

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

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

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

Academies also work positively with external agencies and will seek support from them to ensure that the

needs of all pupils are met.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. 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.

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

Sanctions

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

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

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

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

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

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

All sanctions must be consistent, reasonable, proportionate and in accordance with 2010. The pupil's age and any special educational needs or disability will be considered.

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

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

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

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

Sanctions can include:

- Warnings - oral and written
- Communication home
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- After school detention
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

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

Detentions

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Caister Academy.

Detentions may be set at the following times:

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

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

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

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision.

Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal from lessons for a short period of time is not a sanction and can be used for the following reasons:

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

Internal Exclusion

Typically, pupils who continue to engage in persistent disruptive behaviour, and who, in the professional judgement of staff, cannot be quickly reintegrated into their normal lessons, will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded.

Where leaders instead make use of the sanction of external suspension for persistent disruptive behaviour, the suspension letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from lessons to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

Suspensions

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative sanctions/strategies have been attempted and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or other members of the school community.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day other than in exceptional circumstances, to complete the work upon return from suspension, as a supportive measure to ensure that the pupil catches up and can access their learning when they return to their normal lessons.

Use of mobile phones

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

Visiting the toilet during lessons

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, the pupil may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The pupil will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

Use of social media

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

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

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

Misuse of social media should be reported to Mrs Claire Neave, Leader of Safeguarding and will result in

disciplinary sanctions.

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

Drugs

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

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

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

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

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

Search and Confiscation

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

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
 - Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are:
 - 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

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

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

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

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

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

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

Director of Safeguarding/the Designated Safeguarding Lead.

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

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

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

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

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

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

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

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

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

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

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

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

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

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

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

Use of reasonable force

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

Malicious allegations against staff

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

Roles and Responsibilities

Parents/Carers

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

Pupils

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

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

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

Staff

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

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

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

Governors/Trustees

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

Headteachers/Principals

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

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

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

Monitoring and evaluation

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

Behaviour Guidance

Purpose:

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

Our focus is to promote positive behaviour in lessons and the wider community. We ensure that 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.

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:**
 - 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 develop to promote independence, resilience, and emotional literacy.
- **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,
 - Use student voice to determine effectiveness of our behaviour policy.
- **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.**

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 also 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. Activity and support includes:

- Personal Development Programme – exploring themes of inclusion and tolerance,
- 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 – Student CPD to support positive participation in learning
- 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 student's expressive language.

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.

Pre-emptive strategies

<ul style="list-style-type: none"> ➤ Strategic seating plan – Boy/Girl ➤ Annotated seating plans: passports, SEND status, reading age ➤ Follow SEND guidance ➤ Student check in ➤ SEND On-Call 	<ul style="list-style-type: none"> ➤ Clear expectations ➤ Predictable learning environment ➤ Classroom routine ➤ Positive language ➤ Front-load behaviour instruction ➤ Buy in time & count-down ➤ Use of rewards 	<ul style="list-style-type: none"> ➤ Verbal warning & reinforcement ➤ Positive relationships ➤ Use student names ➤ Non-verbal cues ➤ Move position in classroom ➤ Visual cues: timers 	<ul style="list-style-type: none"> ➤ Responsive / adaptive teaching ➤ MWBs to identify misconception ➤ Engage tasks ➤ Scaffolding ➤ Modelling ➤ Checklists for Success ➤ Interact / check in during apply phases
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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

Behaviour Escalator – Summary

Excellent Behaviour and Progress	Rewards	Rewards
Written Warning	C1	15 Minute Sanction
Removal from Lesson	C2	After School Sanction
Community Incident	CY2	Lunch Time Sanction
High Level Incident	C3	Internal Suspension

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 - Stamp in planner.</p> <p>Record on ARBOR unless escalated.</p> <p>Staff to log non attendance 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>Lesson Reset</p> <p>Record on ARBOR which will request on-call support.</p> <p>On call to redirect to alternative classroom and allow the student space and time to calm.</p> <p>Work to be provided by classroom teacher, where possible</p>	<p>Lesson Reset will allow the student to calm in an alternative classroom before resuming learning in their timetabled lesson.</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 30 minutes (issued automatically and parents informed through ARBOR).</p> <p>Two C2s in day will result in Reflection for 24 hours.</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 reset due to risk of harm to self or others.

	<p>following intended curriculum.</p> <p>Stamp planner with C2.</p> <p>Staff in alternative classroom to agree return to timetabled lesson. This will take place through a discussion with the student.</p> <p><i>Parents notified through ARBOR text message.</i></p> <p><i>Member of staff from initial removal calls home within 24 hours.</i></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>work missed must be completed.</p>	
<p>C3</p>	<p>Reflection Room</p> <p>Internal Exclusion</p> <p>Request On Call.</p> <p>Student moved to Reflection room.</p> <p>Record on ARBOR.</p> <p>Staff to call home within 24 hours and</p>	<p>For failed C2 Lesson Reset or two incidences of removal in a day and following opportunities to calm and resume learning.</p> <p>Internal Exclusion until 3.45pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Higher level behaviour incidents:</p> <p>Reflection room until 3.45pm that day and any subsequent days as directed by HOY/AHOY/SHOI.</p>	<p>Higher level behaviour incidents, including but not limited to:</p> <ul style="list-style-type: none"> • 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. • 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

	<p>before completion of sanction:</p> <ul style="list-style-type: none"> Failed C2 Removal-teacher All other level 3 sanctions – AHOY/HOY <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>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>	
S	Suspension – Refer to the Academy Suspension Guidance. <i>Currently within the Behaviour Policy.</i>		
<i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i>			

Out of Lessons Consequence Chart

Positive engagement and interest. Verbal warning where appropriate.

Code	Staff Action	Reflection / Restoration	Potential Reasons
CY2	<p>Community Reflection</p> <p>Student taken to lunch reflection. Record on ARBOR.</p> <p>or</p> <p>Inform student of reflection time.</p> <p><i>Record on ARBOR.</i></p>	<p>Full lunchtime detention 1320 - 1355.</p> <p>Reflection sheet completed to a high standard.</p> <p><i>Community Reflection room</i></p>	<p>Incidents occurring during community-based time such as before or after school. This may include:</p> <ul style="list-style-type: none"> • Shouting. • Barging or pushing others. Poor language. • Running inside. • Being in an out of bounds area. Incorrect uniform. Rudeness to other students. • Insolence or disrespect to staff. • Punctuality: student arriving late to lesson following the second bell.
C3	<p>Reflection room</p> <p>HoY to record on ARBOR.</p> <p><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p> <p><i>Parental meeting is organised with AHOY at 3.30pm for first instance of Level 3 Sanction.</i></p>	<p>Reflection room until 4pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Restorative conversation with the member of staff.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.</p> <p><i>Reflection room.</i></p>	<p>Higher level Incidents and complaints occurring during community-based time.</p> <p>Refusal to attend Community Reflection.</p> <p>Child on Child abuse.</p> <p>Pastoral Investigation.</p>
S	<p>Suspension – Refer to the Academy Suspension Guidance. <i>Currently within the Behaviour Policy.</i></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.

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>Student signs in after 9am without a valid reason for absence.</p> <p>Failure to successfully attend and complete the L2 sanction.</p>
S	Suspension – Refer to the Academy Exclusion guidance – Currently within the behaviour policy		
<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>			

Independent Study Consequence Chart

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

Code	Staff Action	Reflection / Restoration	Potential Reasons
IS1	<p>Written warning</p> <p>Record on ARBOR.</p> <p><i>Parents informed by in APP ARBOR notification. Email</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 Independent Study being attempted, support to resolve and agree deadline for completion.</p> <p>Invite to Independent Study support session.</p> <p><i>Classroom.</i></p>	<p>Student does not attempt Independent Study 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 Independent Study to a reasonable standard by the new submission date.</p>
ISS	<p>Department Independent Study Support Session</p> <p>Record as HS on ARBOR, placing student into allocated department session.</p> <p>Record in the student's planner.</p> <p><i>Parents informed by in APP ARBOR notification. Email</i></p>	<p>30 min after school support session led by departments.</p> <p>Discussion with the member of staff or department representative to support completion of Independent Study.</p> <p>Identify any barriers to Independent Study being attempted, support to resolve during the session.</p>	<p>Refusal to attend an H1.</p>
IS2	<p>Central Independent Study 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</i></p>	<p>40min after school support session led by Senior Leadership Team – Monday.</p> <p>Independent Study to be completed under exam conditions.</p>	<p>Refusal to attend an HS.</p>

	<i>notification. Email</i>		
	<i>Member of staff calls home.</i>		
IS3	Reflection – failure to attend an IS2 central Independent Study support session.		
	Students who persistently fail to complete Independent Study should be placed on a report. Coursework completion should be tracked and sanctioned on a lesson-by-lesson basis.		
<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

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.

All staff have a duty to record any reported, observed, or alleged incidents. This should be applied to students' behaviour both in school and the wider community.

Pastoral Investigation			
<i>Positive engagement and interest. Verbal warning where appropriate.</i>			
Code	Staff Action	Reflection / Restoration	Potential Reasons
PI	<p>Pastoral Investigation</p> <p>Form tutor/teacher records on ARBOR.</p> <p>Set appropriate sanction in line with severity of behaviour.</p> <p>Student should be placed in Reflection if there is a risk of harm to self or others.</p> <p>SHOI to allocate investigating officer. This will ordinarily be victim lead and the Investigating Officer with the victims HOY / AHOY</p> <p>HOY/AHOY to conduct investigation.</p>	<p>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>Inform student and parent of investigation.</p> <p>HOY/AHOY to Inform perpetrator and victim of outcomes; associated parents should also be contacted.</p> <p style="color: red;"><i>Record on</i></p>		<p>Any other incident of concern should be recorded as a BI - Behaviour concern.</p>

	<p><i>ARBOR & CPOMS. HOY/AHOY to close PI investigation.</i></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 Reception
- Mobile phones 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 mobile phones 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.
- To support with safeguarding our community mobile phones must be left on the teacher's desk before accessing the bathroom.

⁽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.

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 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 [Staff Behaviour Guidance Review September 2024.pdf](#) 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.
- To support with safeguarding our community mobile phones must be left on the teacher's desk before accessing the bathroom.
- 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 for guidance on jewellery [Uniform Jewellery and Equipment Guidance 2024-2025.pdf](#)
- If seen prohibited items will be confiscated and taken to Reception
- 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 <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

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.

The aim of SEND on-call is to return the student to learning or escalate to the 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 may 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	1 day followed by a 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 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

Suspension Exchange

To support students' behaviour and avoid a suspension to home, students may be directed to attend another school's internal exclusion provision in our local area. The exchange will be considered for medium/low level incidents or following repeated Internal Exclusions (Reflection) at Caister Academy.

Students will be considered for the exchange using the following indicators:

Incident
Repeated removal from lesson (C2).
Failure of Reflection.
Involvement in an incident (provoking another student before a fight for example) .
Indirect verbal abuse - isolated incident.
Truancy from lesson or school day.
Persistent disruption to learning.
Repeated 1-day incidents.
Assault (minor)/first offence.
Assault (without serious harm) <ul style="list-style-type: none">• Repeat offence• Premeditated or sustained• Link to prejudice/discrimination
Child on Child or Child on Adult abuse
Repeated/Direct verbal abuse to staff or peers
Sustained/chronic disruption to learning (other strategies and Reflection unsuccessful)
Where safeguarding concerns restrict suspension to home

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. 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.



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Reports

Student Behaviour Report:

Caister Academy may use Behaviour Reports to support students using the following stages:

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



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

Guidance

- Reports should supplement pre-emptive strategies employed within the classroom
- Students can only be on **one** report at a time
- The threshold and reason for report trigger is 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.