

# Behaviour for Learning Policy

<b>Policy Owner</b>	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 Ash Green 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](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/](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](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](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
- 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
- Other Interventions – Sport or industry / career based provisions

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 Ash Green 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 the Behaviour and Safeguarding Teams 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.

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 cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

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

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

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. 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**

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<sup>1</sup> 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."*

<sup>2</sup> 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.

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.



## APPENDIX ONE

### A) Promoting High Expectations

1. **Achievement Points** – These are used by all staff to reward such areas as excellent effort, academic achievement, excellent progress, mature behaviour, helping others, etc.
2. **Values Commendation** – Awarded for going above and beyond – anyone can nominate any student for this reward at any time if they feel they are deserving.
3. **Head of Department Commendation** Subject awards are awarded termly for outstanding students.
4. **Rewards Assemblies** – Held at the end of each half term within each Year Group to recognise and celebrate success. A variety of achievement points are given out based on excellent effort, progress and exemplary behaviour and attendance.
5. **Attendance/Punctuality Awards** - Separate awards are given for excellent attendance and punctuality, awarded once a term across the academy (11-19).
6. **100% attendance reward** - Termly and end of year.
7. Recognition of Student Improvement
8. **Communication with parents and carers** – All members of staff are encouraged to communicate with students and families to celebrate the successes of their child(ren) at the academy. Parent Evenings are held for each year group with their subject teachers to discuss positives and any areas for development to ensure the student is reaching or exceeding their potential. Parents are encouraged to contact the academy whenever they have a concern rather than waiting until the next Parent Evening.
9. **Student Council** and Student Voice – The academy’s student council contributes to the day to day running of aspects of the academy. They are given opportunities to contribute to new systems, identify needs and act as role models for the whole academy community. All students are encouraged to be a part of this team or contribute their views via regular student surveys.
10. **In the Classroom** – All staff are committed to providing a supportive atmosphere, based on mutual respect and improving motivation and confidence levels by the sensitive use of verbal praise and constructive written feedback in subject books.

### B) Focused Strategies to support Positive Behaviour

A range of strategies are in place to encourage students to develop mature and responsible learning behaviours which allow all students to achieve their potential, both academic and socially and emotionally.

1. **Seating plans:** Seating plans are used to ensure that learning is optimised through targeted supported peer arrangements.  
**Behaviour Points:** Staff are required to log behaviour points on the on the academy system (Abor) so that patterns of behaviour can be monitored, and parents/carers can be informed (where necessary) with appropriate reformative action being taken. We believe that all students at Ash Green School deserve distraction free lessons and as such we operate a 2-strikesystem in classrooms. On the first instance of unwanted behaviour (talking, calling out, distraction etc (see appendix)) students will be given a warning and a reminder of why the behaviour was unwanted.



On the second instance, the student will be asked to go to the Reflection room.

2. **On Call:** If a student has worked through the classroom expectations and has refused to move to Reflection, On Call will be called to remove the student from the room. This will result in a suspension being issued with the student completing Reflection upon their return.
3. **Suspension:** Serious and persistent breaches of the academy behaviour policy may result in a student receiving a Suspension. The academy will endeavour to do what they can to avoid suspension, however disruption to the calm running of the academy is viewed as a significant concern. Non-compliance with staff instructions, following an opportunity to resolve their behaviour will result in a suspension. Where the suspension is for 0.5-2 days, the readmission meeting may be able to take place via a phone call or Teams meeting. Following more serious incidents or following sustained incidents of unwanted behaviours, a readmission meeting will be scheduled to allow academy leaders to discuss the nature of the behaviour and subsequent support.
4. **Pupil Disciplinary Committee:** For students who meet or exceed 15 days of Suspension within any one term, the governors will meet with the family, Head of School and relevant Pastoral Manager to discuss the latest suspension. This is designed to enable next steps going forward to support the student and to prevent a permanent expulsion.
5. **Permanent Exclusion:** This will only be used in the most extreme cases where all other options have been considered. In line with the Academy Trust's Articles of Association and schemes of Delegation, the decision to exclude will only be made by the Principal. A decision to exclude a student permanently will only be taken in response to serious or persistent breaches of the Behaviour for Learning Policy.

### C) Other Supportive Strategies for Improving Behaviour

- **Reports:** For some students monitoring in the form of a report can promote positive behaviours. Students can be placed on report by tutors, pastoral leaders, Heads of Department and Senior Leaders. Parents and carers will be informed when a report has been issued and will take the time to ensure that all stakeholders understand its purpose and expectations.
- **Contact home:** More serious misdemeanours or ongoing issues will result in contact home. Where necessary, parents/carers will be asked to attend meetings in the academy to address serious or persistent negative behaviour.
- **Pastoral Intervention within the academy day:** Small groups of students or individuals may be withdrawn from lessons to work towards specific targets to improving their behaviour, social and emotional needs and work output in the academy. Recommendations for this support are made via the Pastoral team.
- **Pastoral Support Program (PSP):** Students identified as requiring additional support may be placed on our phased Pastoral Support Program
- **Alternative Provision and setting:** A small number of students who demonstrate more significant challenges with behaviour in the wider academy and/or classroom settings, may be offered education with alternative providers/schools in order to support and improve behaviour. Parents/carers are fully involved with the decision to support their child in this facility and will be required to attend an





entry and exit meeting along with attending 6 weekly review meetings.

For some students all academy based resources and provisions have been utilised without impact and full time education is no longer appropriate at the academy.

Therefore more long term provisions can be applied for by the academy through the relevant Local Authority to support those at risk of permanent expulsion.

## **D) Reflection & Internal Isolation**

Where a student fails to meet the conduct expectations in lessons or during non-lesson time (see appendix) the student will be sent to the Reflection room, in most cases students will need to make their own way unless collected by a member of staff. If a student fails to go to Reflection, or fails to meet the expectations of Reflection, this will result in a suspension. Following any suspension, students will attend Reflection.

Reflection will last for 5 lessons. If students complete 3 outstanding lessons, they will be allowed to complete Reflection early. Reflection may be completed over 2 days depending on when the initial incident took place e.g., if a student is sent to Reflection during P3, they will complete P3, 4, and 5.

At lunchtime, all students will remain in the Reflection room and eat lunch at their desks. Students who normally eat in the canteen will have the opportunity to order food.

While students are in Reflection, they will be expected to complete work against a set curriculum. The work has been set by Heads of Department and as such will follow the topics being delivered in normal lessons. This means that student learning is unaffected and, in some cases, provides an opportunity for targeted support.

Further to our Reflection procedures we also support students behaviour through our Internal suspension processes. If students are unable to complete reflection successfully we will look to avoid an external suspension by internally suspending with all the same rules applied as the reflection process. If a behavioural incident is severe but not worthy of an external suspension we would again look at utilising our internal suspension system. Within internal suspension students will arrive at school for 10:10am and finish at 5:10pm. If we place a student into internal suspension during the day communication will go home to inform parents/carers of the 5:10pm finish.

### **With regard to expectations in Reflection, the rules are simple and clear:**

- 1) Students will hand in mobile phones, these will be stored securely and returned at the end of the designated period in Reflection
- 2) Students will complete their own Reflection of what went wrong for them on this occasion
- 3) Students will work in silence, not turn around or distract others
- 4) Students will strive to complete 3 sides of high-quality work for each hour of Reflection they attend
- 5) Students are polite, courteous and respectful



Where a student fails to meet expectations and staff have used the above process, a suspension will be issued and the student will be expected to complete a day in Reflection upon their return.

## **E) Mobile phones, headphones, earphones**

The academy approach to the above is that they should not be seen or heard. The academy is realistic regarding students carrying mobile phones and other devices and understand that they are normal items for young people to have on their person. However, in school time they are not to be seen or heard. The recommendation to parents/carers and students is that the school gate is the threshold where phones should be switched off and all devices are placed into bags.

Where students are seen with devices during the school day, they will be asked to hand them in to a member of staff. The student will be able to collect at the end of the day. Failure to hand in devices when asked will see the student sent to Reflection.

Parents and carers are reminded that reception can be contacted at any point during the school day if urgent messages are needed to be passed on.

## **F) Uniform and appearance**

Students are expected to be in full uniform when they attend

the academy. The academy uniform expectation is as

follows:

- Blazer
- White button up shirt
- Tie
- Black, tailored trousers. Leggings, yoga pants, jeans/denim and sweatpants are not permitted. Black skirt, non-fitted/non stretchy fabric. No shorter than to the knee.
- Traditional school shoes which are made of a polishable material such as leather. Trainers are not permitted. This includes black trainers. Brands such as Nike, Adidas, Puma, Reebok, Converse etc are not permitted.
- Hooded sweatshirts are not permitted. Students found to be wearing these will be asked to hand them in. They will be returned at the end of the school day.

If you are concerned regarding uniform or need support in purchasing missing items, please contact your relevant Pastoral Manager who will be able to support you further.



## **Hair**

Students should not arrive to school with extreme non-natural hair colours. Where a student does attend the academy with dyed hair, it will be at the discretion of the Principal to decide if it is appropriate or not.

## **Jewellery**

Students may wear a necklace which should be worn under uniform and may wear a watch. These will need to be removed during PE lessons.

The following piercings are acceptable:

- A set of plain, ear studs, a maximum of one in each ear.
- A plain stud in the nose.

Any jewellery worn outside of the above will be deemed a uniform infringement and failure to remove it will lead to further sanctions.

## **Nails**

False nails are unacceptable and present a health and safety risk within the academy. Students should not wear any kind of nail varnish whilst attending the academy. If students arrive to the academy with nail varnish or false nails, they will be given an opportunity to rectify the situation. Refusal to remove will be viewed as a uniform infringement and may lead to further sanctions.

## **G) Classroom Expectations and Process**

Staff receive regular training opportunities for improving and developing their behaviour management approaches within the classroom. Our practice at AGS recognises the need for a formal consequences ladder, but adds 'invisible steps' and modelling of good behaviour between each stage to promote positive relationships and de-escalation. The primary aim of the academy is to improve and modify student behaviour to ensure that students build resilience for coping with new and challenging situations.

Equally, the academy recognises that unwanted classroom behaviour is usually exhibited by a minority. Our systems ensure that students have a clear opportunity to modify behaviour when things go wrong but further interruption will not be tolerated. At AGS we have a strong belief that all students should have access to uninterrupted learning opportunities, and equally, our teachers should be able to teach.

The below list are some of the things staff are encouraged to do to promote good behaviour between stages. This list is not exhaustive and should not be treated as a process:

- Praise those demonstrating desired behaviour/actions
- Reminding/modelling what good behaviour looks like
- Keep language simple and/or reinforce with non-verbal cues
- Allowing take up time following a warning
- Giving eye contact
- Reaffirming the task and/or the behaviour required



- Face Saving – Quiet encouragement
- Positioning yourself where the poor behaviour is demonstrated
- Addressing the student by name

Incidents of Behaviour	Academy Behaviour Level	Actions/Response
First instance of undesirable behaviour	1 <sup>st</sup> Strike	The student is reminded that their behaviour is not appropriate and a warning is placed on the board
Second instance of undesirable behaviour	Removal to Reflection	Despite the warning, the student has impacted Teaching and Learning for a second time. The student will go to Reflection and complete 5 lessons and a 1 hour detention. Please see the above section relating to Reflection

## H) Behaviours, Sanctions and Tariff

The list below is not exhaustive and the academy reserves the right to apply the sanction which is deemed most appropriate.

Behaviour	Possible Sanctions	Imposed by
-2 strikes in class of unwanted behaviour impacting on Teaching and Learning- including but not limited to: <ul style="list-style-type: none"> <li>- Late to lesson (after 5 minutes/before 8 minutes)</li> <li>- Lack of work/effort</li> <li>- Talking/calling out</li> <li>- Being out of seat</li> <li>- Graffiti in books/lack of care</li> <li>- Distracting others</li> <li>- Device seen/heard</li> <li>- Eating/chewing gum</li> </ul> -Truancy- Out of lesson after 8 minutes -Poor corridor behaviour -Littering/vandalism -Being in an out of bounds area during social times -Unresolvable uniform infringement	<b>Reflection</b>	Any member of staff



<ul style="list-style-type: none"> <li>• Failure to comply with a reasonable request from a member of staff.</li> <li>• On call being required- e.g. refusal to leave a classroom</li> <li>• Failure to attend Reflection (within 8 min of initial referral)</li> <li>• Failure to comply with the expectations in Reflection</li> <li>• Sexual harassment- Persistent use of sexual language towards another student or member of staff</li> <li>• Verbal abuse/direct swearing at a member of staff.</li> <li>• Wilful vandalism/damage to property.</li> <li>• Bullying behaviour-Homophobic or racist bullying.</li> <li>• Smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia</li> <li>• Bullying behaviour- Persistent bullying behaviour including online/cyber bullying.</li> <li>• Theft.</li> <li>• Making a false allegation against a member of staff.</li> <li>• Significant behaviour which potentially brings the Academy name into disrepute.</li> <li>• Persistent defiance or disruption.</li> <li>• Bullying behaviour- Assaults or second minor assault that is not premeditated or planned.</li> <li>• Serious and/or persistent sexual harassment</li> <li>• Up skirting</li> <li>• Sexual assault</li> <li>• Other serious breaches of academy rules.</li> </ul>	<p><b>Suspension for either 1, 2, 3, 4 or 5 days.</b></p> <p>Following a suspension, students will be expected to attend a day of Reflection</p> <p>If a student accumulates 15 days of Suspensions in a term this will trigger a PDC with Governors.</p> <p>Persistent accrual of Suspensions could result in a Permanent Expulsion.</p> <p>Referral to external agencies where appropriate</p> <p>Referral to internal programme to change discriminatory behaviours where required</p> <p>A readmission meeting will be set following suspensions of greater than 2 days in length or where there have been repeated incidents of poor behaviour to discuss next steps and support. For shorter suspensions, academy staff will ensure that a full explanation is given over the phone and provide parents/carers with the opportunity to ask questions.</p>	<p>Principal supported by Senior Leaders in charge of behaviour</p>
<ul style="list-style-type: none"> <li>• Serious actual or threatened physical/sexual assault against another student or a member of staff.</li> <li>• Serious and/or persistent sexual harassment of any student or staff member</li> <li>• Carrying/and or concealing an offensive weapon or an item that could be used as an offensive weapon.</li> <li>• Possession of drugs, drug paraphernalia and/or alcohol related offences</li> <li>• Other serious breaches of academy rules</li> <li>• Making a malicious serious false allegation against a member of staff.</li> </ul>	<p><b>Permanent Expulsion</b></p> <p>Referral to external agencies where appropriate</p>	<p>Principal</p>



<ul style="list-style-type: none"><li>• Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.</li><li>• Bullying behaviour- Repeated verbal abuse of staff.</li><li>• Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy.</li></ul>		
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**NB. A small, identified number of students with SEND are entitled to ‘reasonable adjustments’. They will receive sanctions for their actions, but these will be reasonably adjusted at the discretion of the Principal in collaboration with the SENCO. The academy will ensure that the systems and structures in place will not discriminate or place students at a disadvantage.**

### **I) Remote learning expectations**

During occasions where it is expected that there will be a need for learning to be carried out remotely using video. Students should adhere to the following expectations during online video learning:

- To dress appropriately
- Mute microphones (unless asked otherwise)
- Have camera switched on
- Be sat in an appropriate place, conducive for learning
- Not eating
- Use their full name when signing in
- To follow all other aspects of the Academy Behaviour policy



## Appendix Item 1

### Discriminatory behaviours workshop referral process

Following on from students acting as the perpetrators of any discriminatory behaviours, they will be referred to complete a one hour after school workshop that will focus on changing those behaviours in the future.

#### Referral Process

Student is placed in reflection room or suspended as a result of discriminatory behaviour towards others. This could include, but is not limited to any of the following behaviours: racism, homophobia, biphobia, sexism, verbal, physical or cyber bullying.



JCO/HOY makes a referral for student to complete the 'Actions and Consequence' workshop in order to reflect on their behaviours and consider how these should change in the future



As part of the reintegration process, the HOY/ PM will inform the student and parent that they will attend the 'Actions and Consequence' workshop on Wednesday. Failure to attend will result in an additional meeting with the parent and escalation to the next PSP stage.



Student completes 'Action and Consequence' workshop including reflective evaluation and target for future conduct.



Repeat offenders will be sanctioned appropriately and will engage in a more intense programme including work with external agencies.



## Appendix Item 2

Systems available to students to report incidents of bullying.

Report directly to an anti-bullying ambassador

Report directly to a member of staff

Report via email: [NoBullyingHere@ashgreenschool.org.uk](mailto:NoBullyingHere@ashgreenschool.org.uk)

Report using the diary room

Report using 'The student voice' app



**We never accept bullying behaviour**





