

Positive Behaviour for Learning Policy

CBA Behaviour Policy Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department of Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Equality statement

Corby Business Academy encourages, celebrates and values the diversity of all our community. We aim to ensure that everyone within our community is treated fairly, with respect and dignity. We seek to eliminate any form of inequality, bullying or discrimination.

4. Academy vision

Our vision is to instil the Academy's values into each of our students and give them the skills and opportunities to succeed.

As an organisation, the question 'is it good enough?' is always asked. We then challenge ourselves with this thought whenever there is consideration in the areas of planning, delivery, aspirations and the behaviour of our students.

At Corby Business Academy:

- Students and staff strive to become the best they can
- Students develop the confidence to be active citizens in the wider world
- Students and staff work in a safe and comfortable environment
- Every student will achieve the best academic outcomes possible

5. Corby Business Academy expectations

At Corby Business Academy we believe in mutual respect. Students, teachers and support staff are part of one team who share the belief that every child can achieve academic success. Our students know that they must follow instructions at the first time of asking. At Corby Business Academy we give rewards for the right behaviour choices and we take action to remind students of the consequences of making wrong choices.

Corby Business Academy teachers are tough on bad choices because we want to help a student become a better person in the long run. We teach students to break old habits and learn the characteristics of successful adults.

Every time a teacher gives you a behaviour point or a detention they are reminding you of the behaviour we really want and the behaviour we can't allow students to hold on to. If we allow you to hold onto old habits of laziness, selfishness, rudeness, excuse-making, sulking and feeling sorry for yourself, we are not helping you grow up into responsible, successful adults. If somebody drops something or if someone trips up, offer them help and show empathy towards them. You do not laugh at people, you help them. If you hear about anybody being unkind to another student you tell a member of staff immediately.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

- Defiance of adults

Serious misbehaviour is defined as:

- Repeated misbehaviour including disruption and internal truancy (not following given timetable)
- Repeated breaches of the Academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and lighters
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 student)

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolation an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual- for instance text messaging or posting messages/images on the internet or any form of social media;
- **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice;
- **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as a transsexual;
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability
- **Sexist** bullying occurs when bullying is motivated by prejudice against someone because of their gender

Details of the Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

7. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow instructions at the first time of asking
- In class, make it possible for all students to learn
- Move quietly around the Academy
- Treat the building and Academy property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside the Academy.

7.1 In the classroom

Students are expected to sit up straight, eyes front, looking at the teacher. You will follow their instructions first time, every time. The same rules apply to all, so are fair to all. No exceptions.

- We arrive to all of our lessons on time
- We greet the teacher using 'Sir' or 'Miss' and address other Academy staff appropriately.
- We wait for our teacher to welcome us into the classroom
- We put our hands up to ask and answer questions
- We wait for the teacher to invite us to speak or contribute to classroom discussions
- We answer in full sentences and with a clear, projected voice
- We do not talk over people and respect the views of others
- We apply ourselves fully to all tasks set by the teacher, always trying our best and taking pride in our work
- We ensure our classroom environment is clean and tidy, ready for the next group of students
- We wait to be dismissed, seated in our chairs, by the member of staff

7.2 Around the academy

Students are expected to be on time. Being on time is polite and sets a positive tone for the start of the next lesson.

Students move around the Academy in a polite and efficient manner, moving quickly but safely between lessons. We walk on the left-hand side in corridors and on staircases. Where possible we hold doors open for peers, staff and visitors to the Academy, we are polite and positive about our Academy environment and are welcoming to newcomers.

We queue for lunch politely and efficiently, in single file. Food should only be consumed in the designated areas (restaurant and outside seating area) and no chewing gum is allowed in the Academy. All furniture and equipment (including laptops and computers) is not damaged or subjected to acts of vandalism.

We remember to use 'please and thank you' if someone does something for us or gives us something; This includes all site, restaurant and support staff teams.

- We use the designated spaces made available to us during our breaks and lunch and do not interrupt others who are learning by moving into the faculty areas
- We take pride in our environment and ensure all litter and recycling is placed in the appropriately labelled bins
- We tidy away plates from the restaurant and tuck our chairs in when we have finished eating
- We eat our lunch in the restaurant or out side seating area, food can not be consumed on the astro turf
- We move from communal spaces at transition periods between lessons in a timely manner
- We use toilets and water fountains responsibly during our break and lunch time and not during lessons time
- We communicate politely and appropriately with other members of our Academy community. We do not interrupt others conversations
- We always maintain a smart appearance with our uniform when moving around the building (shirts tucked in, with blazers and ties on)
- We respect our own and others personal space and refrain from unnecessary physical contact with peers

7.3 In our community and on our academy buses

Even when you are outside of the Academy, you still represent Corby Business Academy. You should think about how your actions reflect on you and your Academy.

You may receive detentions, isolation or other sanctions for behaviour outside the Academy which will affect your education and can bring the Academy into disrepute. Corby Business Academy will always co-operate fully with any police investigation or information request regarding behaviour incidents.

Community

- If the Academy is made aware of disrespectful behaviour outside of the building we will sanction the students concerned
- We are especially polite to local residents, parents/carers, bus drivers and shopkeepers
- When we have finished our Academy day we go straight home unless we are attending a scheduled session 6 enrichment
- We do everything we can to give local residents a positive impression of our Academy
- We use the footpaths and road crossings safely, considering others use of these spaces
- We cycle sensibly and safely showing respect at all times to other road users.

Buses

- We transition from the Academy to our buses calmly and quickly
- We greet our bus driver in a polite and respectful manner
- We listen to all instructions given by the bus driver
- We ensure we allow our bus drivers to drive their bus without distraction, students should remain in their seat at all times while the bus is moving
- The same behaviour expectation of students applies while they are traveling on the buses
- Any vandalism or damage to the buses will be investigated and appropriate sanctions applied.

7.4 Uniform

All students must wear full Corby Business Academy uniform. If students are not able to wear any part of the full school uniform parents should contact the students Form Tutor, Head of Year or Reception before they arrive at the Academy.

Please refer to the following link for full expectations on uniform at Corby Business Academy.

<https://www.corbybusinessacademy.org/page/?title=Uniform&pid=16>

Students are not permitted to wear coats, hoodies, jumpers or jackets once they are inside the Academy, this includes wearing them underneath the Academy blazer. They should be removed and placed into their bags or carried between lessons.

If students choose not to follow the Academy's uniform expectations their coat, hoodie, jacket or jumper will be confiscated and placed in the main reception until the end of the day.

Students who arrive to school in uniform which does not meet the Academy's uniform expectations will be placed in our internal isolation room.

Students who wear trainers without parents having contacted the Academy to inform us of the reason will be given loan shoes to wear for that day. Refusal to wear the Academy loan shoes will result in the student being placed in our internal isolation room with an hour after school detention the same day.

8. Rewards and sanctions

8.1 Rewards

Corby Business Academy rewards good behaviour, as we believe that this will develop a culture of respect, kindness and cooperation in and around the Academy. Our rewards system is designed to promote good behaviour and encourages students to support the school's values.

The rewards system aims to create a clear and simple structure that students and staff can use consistently, enabling students to fully commit to their success at Corby Business Academy. Our rewards system revolves around students buying into our key academy values where they fully **Commit** to their education, they **Believe** in their abilities and **Achieve** their full potential.

Corby Business Academy is firmly rooted in a culture of celebrating success using our achievement points system. Achievement points are awarded to students who go above and beyond in their lessons and around the Academy. Recognition of achievement is routinely scheduled in events such as, but not limited to; reward assemblies, certificates, postcards home, prizes and extracurricular events including a Y11 Prom.

Achievement points and rewards will be awarded for:

- 100% Attendance for the week
- 100% Attendance for the term
- 100% Attendance for the year
- Attendance to enrichment
- Zero behaviour points in a week
- Zero behaviour points in a term
- Zero behaviour points in a year
- Outstanding effort shown in lessons
- Students classwork which is of a good standard
- Supporting others in their learning
- Outstanding homework
- Being an excellent role model and leading by example
- Exemplary uniform for the half term
- Challenging discrimination
- Reporting any anti-social behaviour or bullying
- Picking up litter
- Helping in the restaurant/library/office
- Tutor time competition – tutor group of the term
- Tutor star of the term
- Head of Year student of the term
- Senior Leadership Link student of the term

Corby Business Academy students are encouraged to work towards gaining Achievement Points Awards across the academic year. When students achieve one of the awards they will receive a certificate, a bronze, silver, gold or platinum star for their blazer and their name will be entered in to a raffle to win amazon vouchers. Student names will also be placed on the Achievement Points wall of fame display board.

Bronze award	100 Achievement points
Silver award	200 Achievement points
Gold award	300 Achievement points
Platinum award	400 Achievement points

8.2 Classroom Conduct – Disruptive Behaviour

Our key purpose at Corby Business Academy is to ensure the safety, well-being and success of all our students. In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. At Corby Business Academy, we work tirelessly to ensure we provide a consistent approach to behaviour management and aim to instil the Academy's values into each of our students to give them the skills and opportunities to succeed.

For students to be successful at Corby Business Academy we expect them to understand that teachers within the Academy have the right to **teach without disruption** and that students have the right to **learn without distraction**.

Teachers can teach without disruption, Students can learn without distraction!

In order to create this positive behaviour culture of mutual respect and tolerance where all members of our Academy community can be successful and achieve their potential, all students are responsible for certain expectations in classrooms and in corridors. This includes time spent journeying to and from Corby Business Academy.

Corby Business Academy teachers are tough on bad choices because we want to help students become better people in the long run. We teach students to break old habits and learn the characteristics of successful adults.

Corby Business Academy

For Corby Business Academy students to be successful in their classroom and around the Academy we encourage them to be **Ready, Respectful and Safe**. Students who embed these simple expectations as part of their daily habits are more likely to be successful and achieve their full potential.

- **Ready - Listen carefully giving staff your full attention.**
- **Ready - Arrive on time to school and lessons.**
- **Ready - Show determination by always trying your hardest (100% effort).**
- **Ready - Dress smartly in school uniform and be proud to represent the Academy.**
- **Ready - Show ambition by having high expectations of yourself.**
- **Ready – Be sat in the correct seat.**
- **Ready – Come equipped with a Pen, Pencil and ruler.**
- **Respectful - Treat others as you would wish them to treat you.**
- **Respectful - Follow all instructions at the first time of asking.**
- **Respectful - Make sure all litter goes into the bin.**
- **Respectful – Keep our toilets clean.**
- **Respectful - Don't talk/make noise when a teacher is speaking.**
- **Respectful - Be truthful at all times.**
- **Respectful - Apologise when in the wrong.**
- **Safe – Do not run in the Academy.**
- **Safe – Never throw objects in lessons or around the Academy.**
- **Safe – Promote equality and fairness.**
- **Safe – Act as a positive role model.**
- **Safe - Look after your possessions and do not share others possessions.**
- **Safe – Keep your hands and feet to yourself.**
- **Safe – Think before you speak.**

There is a clearly defined process for issuing sanctions at Corby Business Academy. At every stage of the process students are reminded by staff how they can be successful in their learning and are encouraged to make the correct behaviour choices.

Behaviour Code	Outcome
First Reminder	<ul style="list-style-type: none"> • <u>First</u> warning for inappropriate behaviour • One to one conversation with teacher • Reminded of the Academy expectations • First reminder logged on SIMs
Stage one	<ul style="list-style-type: none"> • <u>Final</u> warning for inappropriate behaviour • Behaviour logged on SIMs (Behaviour points added) • Moved to a different seat • Phone call home • Form tutor conversation
Stage two	<ul style="list-style-type: none"> • Behaviour is stopping the flow of the lesson and the learning of others • Student removed from lesson

	<ul style="list-style-type: none"> • Student placed in timetabled 'Internal On Call' room • Behaviour logged on SIMs (Behaviour points received) / phone call/text message sent home / after school detention logged
Stage three	<ul style="list-style-type: none"> • Refusal to enter 'Internal On Call' room • SLT 'On Call' will isolate student in an office or isolation room • Behaviour logged on SIMs (Behaviour points received) • Parent meeting organised • Day in internal isolation and hour after school detention
Stage four	<ul style="list-style-type: none"> • Student will be removed from lesson / circulation immediately by IOC/DOS/HOY/SLT • Student will remain isolated during investigations (SLT office or isolation room) • Depending on the incident students will; spend time in the isolation room, receive a fixed term exclusion or permanent exclusion • Parents informed immediately • Students will not return to lessons until parents have meet with JUSM and/or HOY

If a student fails to adhere to the rules set out by the Academy in the classroom during a period of teaching then the process set out above should be followed. We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons.

Our key classroom expectations remain the same: we expect students to be **Ready, Respectful and Safe.**

If a student is removed from a lesson or displays behaviour that is disrespectful or unsafe they will be booked in for a next day after school detention until 4.00 p.m.

8.3 Detentions

When a student's behaviour results in them receiving a stage two sanction and they are removed from their classroom, the teacher will record the inappropriate behaviour on SIMs. The student will receive a one hour detention the next day. Parents will receive a text message the same day to

inform them that their child has been removed from a lesson and that they will be completing an after-school detention until 4pm the next day.

Any student who is in an after-school detention will be able to access the Academy late buses to ensure they are able to return home.

Detentions will be held every evening in the Theatre, and will last for 1 hour. Should a student fail to attend one of these detentions, they will be automatically entered into an 'Extended Day' in our internal isolation room for the next day until 4pm. Refusal to complete the extended day will result in the student spending two days in 'Internal Exclusion'. This is our most serious sanction before a Fixed Term Exclusion is issued.

Corby Business Academy expects students to take responsibility for their sanctions. Heads of Year and Tutors help to remind students of their detentions however they are expected to attend without question.

There will be no exemptions from the after-school detention system. If the student has a medical appointment, parents/carers must inform the school and rearrange the detention. It will not be possible for a student to rearrange it themselves. If the student is absent on the day of a scheduled detention, it will be rearranged to the next detention session automatically.

Stage 2 removals will be tracked daily to ensure that students are held accountable for any behaviour which does not meet our academy expectations.

Removal from lesson/s (Daily)	Sanction	If sanction is missed	Other behaviours that apply
1	1-hour next day detention	1 extended day in isolation (4pm)	<ul style="list-style-type: none"> ➤ swearing ➤ unsafe behaviour ➤ disrespectful behaviour on the bus ➤ damage to equipment ➤ Phone/head phones or electronic devices 'seen or heard' during the day
2	1 extended day in isolation (4pm)	2 extended day internal exclusion (4pm)	<ul style="list-style-type: none"> ➤ Swearing at staff ➤ Unsafe or repeated disrespectful behaviour on the bus
3	2 extended day internal exclusion (4pm)	1 day FTE 2 extended day internal exclusion (4pm)	<ul style="list-style-type: none"> ➤ Unsafe behaviour in the Academy ➤ repeated unsafe behaviour on the bus ➤ Disrespectful behaviour

4	1 day FTE 2 extended day internal exclusion (4pm)	2 day FTE 2 extended day internal exclusion (4pm)	<ul style="list-style-type: none"> ➤ Unsafe behaviour in the Academy ➤ repeated unsafe behaviour on the bus ➤ Disrespectful behaviour ➤ Homophobic/Racist/Biphobic or Transphobic language
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24 hours' notice of a detention is no longer required. **'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given'**

<https://www.gov.uk/school-discipline-exclusions>

Parental permission is also not required provided that Staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements
- Inconvenience to the parents does not matter if the child has a means to get home safely

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent
- Teacher training days.

Break and lunch time detentions may be enforced should a student need an immediate sanction. A break or lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

8.3.1 Expectations in Detention

Students

- Arrive on time
- Put bags and coats under their chairs
- Face towards the front
- Do not communicate with other students or make any noise
- Have a book to read or they will complete a reflection sheet

Failure to meet these expectations or refusing to attend will result in the student being placed in internal isolation the next day and they will complete the missed detention.

Staff

- Arrive on time
- Supervise in high profile/low key manner
- Only the lead member of staff should speak to the whole detention- any students talking will fail the detention

- Lead member of staff decides on further consequence after conversation with the Vice Principal or Principal depending on seriousness

Please note that the reasons listed throughout this policy are not an exhaustive list and we may sanction students for other reasons not listed.

DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

8.4 Isolation room

This is an alternative to avoid a Fixed Term Exclusion (FTE) and is used as an area for students who have refused to be placed in the internal on call room and for students who have presented serious or defiant behaviour. Students work in a designated space set by the Behaviour Correction Manager who oversees the day to day operations of the room. Students are expected to complete work set by their class teachers or the Behaviour Correction Manager. They are expected to work in silence throughout the day. Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use should they need it.

We always try to minimise the time that students spend in internal isolation in terms of number of days

It is used:

- For pupils who have been internally excluded and referred via the appropriate channels
- When a situation can be resolved by placing pupils in the internal isolation room
- In line with sanctions specified in this policy document
- Where uniform is not correct as per uniform policy

8.5 Pastoral Support Plans

Corby Business Academy uses pastoral support plans for students who present continuous disruptive/challenging behaviours. The support plan drills into greater detail the needs of the student and their background with the aim to provide greater support to improve the progress of the student. The plan is started and reviewed as part of student/parent/Academy meetings. The plan provides support but also sets targets for the students to improve in order to successfully complete their pastoral support plan. The plan usually runs between 12-16 weeks. During this time progress is reviewed at a minimum of every four weeks. This may be more regular if it is deemed necessary. Students failing to improve risk fixed term exclusions for persistent disruptive behaviour and/or a managed move or permanent exclusion.

8.6 Managed Moves

A student can transfer to another school as part of a 'managed move' where this occurs with consent of schools, parent/carer and student. Managed moves are used as an additional support strategy to avoid further escalation of serious sanctions and to enable a fresh start. A fixed period trial with regular reviews is agreed with the receiving school. Students that do not complete the trial will return to Corby Business Academy.

8.7 Fix Term Exclusions and Permanent Exclusions

Exclusion is used for serious breaches of the Academy's behaviour policy. See Exclusion Policy for further information.

8.8 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.9 Off-site Behaviour

Sanctions will be applied where a student has misbehaved off-site when representing the Academy, such as on a school trip or on the bus on the way to or from the Academy.

9. Behaviour Management

9.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. It is their duty to ensure they create and maintain a stimulating environment that encourages students to be engaged.

Developing positive relationships with students is extremely important, this may be achieved by:

- Greeting students at the start of every lesson
- Establishing clear routines (seating plan, date and title, countdown to gain attention)
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and prompting good behaviour
- Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in page 4 of DfE: Searching, screening and confiscation) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

9.3.1 Mobile Phones and Electronic Equipment

Any student who uses a mobile phone or electronic device (including iWatches and earphones) without permission or whose mobile phone goes off in school will have it confiscated by a member of staff. The phone will be held in a secure environment until the parent collects it.

The Academy follows 'See it, Hear it, Lose it'. Procedure:

- We will operate a 'See it, Hear it, Lose it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds*.
- Phones that are confiscated will only be returned at the end of the day. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected.

- The student will be placed in an after-school detention.**
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching their Head of Year/Student reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to students through the day if parents/carers leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in Internal Isolation for the rest of the day and the phone will still be confiscated until parent/carer collects.

Refusal to go into Internal Isolation will result in a Fixed Term Exclusion followed by 2 days in Isolation.

*Please note that if a member of staff does not physically see the phone, but it can be heard then this can still be confiscated.

**If a student's phone is confiscated for a second time in that week the parent/carers will be informed that they will have to arrange a time to collect the phone from the Academy.

9.4 Searching and screening students

This is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10. Roles and responsibilities

10.1 The local governing board

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Senior Assistant Principal and Associate Principal to account for its implementation.

10.2 The Senior Assistant Principal

The Senior Assistant Principal is responsible for reviewing and updating this behaviour policy. The Senior Assistant Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

10.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

10.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

11. Student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.1 Intervention Strategies

The pastoral team around a student will use a number of strategies to try to remove the barriers a student may feel are stopping them from learning. These will include, but are not limited to:

- Changes to learning environment (timetable changes/ seating arrangements/ time in lessons)
- Adaptations to unstructured times (closely supervised breaks/lunches)
- Deployment of additional adults (1:1 or group work)

- A review of differentiation of curriculum (review setting/additional support)
- Ensuring the behaviour policy is being consistently applied (including reports/ sanctions/ in lessons)
- A review of behaviour management strategies
- Reflection with students about difficulties
- Reflection with parents/carers around concerns
- Consulting colleagues within the wider pastoral team, and/or SENCO regarding special educational needs
- Pastoral support plans
- Referral to counselling or 'Think for the Future' mentoring
- Withdrawal from lessons
- A Reduced timetable
- Reasonable adjustments to the Positive Behaviour Policy based on individual need of the student (for example students with SEN or ADHD)
- A risk assessment
- Temporary placement at CE Academy (Alternative Provision)
- Allocation of a mentor
- A managed move
- Isolation
- A fixed term exclusion
- Restorative justice
- An early help assessment to access various other external support.

12. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Should staff wish to further improve their behaviour management and require support to do so, they should speak to their line manager to request coaching/mentoring support.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Vice Principal and Local Governing Body every 2 years. At each review, the policy will be approved by the Principal.

This policy was review on: June 2021

The date of the next review is: June 2023