



CARLTON
ACADEMY TRUST

**Carlton Academy Trust
Behaviour Policy and Written Statement of
Behaviour Principles**

Approved on behalf of Trustees:

Roger Butterfield

Date:

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Next Review:

September 2024

Glossary

DSL:	Designated Safeguarding Lead
EHCP:	Education Health Care Plan
HOS:	Head of School
HOY:	Head of Year
CLA/PCLA:	Child Looked After /Previously Child Looked After
LHOY:	Lead Head of Year
MIS:	Management Information Systems
MM:	Managed Move
Parents:	Umbrella term also including carers
PDI:	Trust Director of Pastoral.
PIP:	Pastoral Intervention Plan
SEND:	Special Educational Needs or Disability.
SENDCO:	Special Educational Needs Coordinator.
VSH:	Virtual School Head



Section One: Policy Aims, Philosophies, Expectations and Responsibilities

Policy Aims

Maintaining outstanding levels of student behaviour and conduct is a prime objective of the trust. This aligns with the statutory duty to provide a safe environment in which students can learn in a calm, orderly, safe, and supportive environment protected from disruption which enables them to achieve to their potential. Therefore, schools should act swiftly and decisively when the safety of or the ability to learn of students is compromised.

Schools must ensure that high behaviour standards are found in all aspects of school life and should be easily apparent to anyone visiting the school. Staff will receive clear guidance about expectations of conduct and will be provided with training to outline what these are and how they can be met. Maintaining high standards of behaviour and conduct also helps safeguard the wellbeing of staff, reducing absence and staff turnover.

All schools align to statutory 'Expectations of Behaviour' in which:

- There are high expectations of student conduct and behaviour understood by all, which are fairly and consistently applied to help create a calm and safe environment.
- Leaders consistently support all staff in managing student behaviour through following the behaviour policy and agreed routines.
- General and specific interventions applied to improve the behaviour of all students.
- Disruption is not tolerated and must never prevent learning in classrooms.
- Schools are a safe environment where bullying, physical threats, abuse, and intimidation are not tolerated.
- Everyone is treated with respect.
- Any incidents of bullying, discrimination, aggression, derogatory language or name-calling are dealt with quickly and effectively.

Definitions

The trust defines **Misbehaviour** as:

- Disruption in lessons or poor attitudes to learning.
- Unruly behaviour in corridors between lessons, break or lunch, or travelling to and from school.
- Defiance where instructions of staff are not followed.
- Undermining the expectations and values of the school.
- Incorrect uniform.
- Not having the correct equipment.
- Using a mobile phone on the school site.

The trust defines **Serious Misbehaviour** as:

- Repeated breaches of behaviour expectations.
- Bullying.
- Use of discriminatory behaviour or language such as racism, homophobia, transphobia, sexism, hate speech, support for violent and extreme ideologies.
- Child-on-Child sexual harassment, sexual violence, or any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism, theft or arson.



- Deliberately activating the fire alarm.
- Physical assaults
- Making false, unfounded, or malicious allegations against staff.
- Possession of a prohibited item.

Roles and Responsibilities

Main trust personnel with responsibilities include:

Trustees: Oversee standards of behaviour and conduct through the Standards committee, which are then reported to Full Trustees meetings. There is a link Trustee with responsibility for Pastoral Care and overseeing standards of behaviour and conduct across all schools.

PDI: Oversees standards of behaviour and conduct at all schools, ensuring compliance with trust systems.

HOS: Have overall responsibility for standards of conduct and behaviour within their school. They must constantly strive for the highest standards and compliance with statutory expectations. All new staff must be effectively inducted so they fully understand behaviour systems and support high expectations of behaviour.

Senior Leader with Responsibility for Pastoral: These are found within larger schools, with the leader delegated responsibilities for standards of behaviour and conduct.

LHOY (secondary only): Lead a team of non-teaching HOY to ensure high standards of conduct and behaviour.

HOY (secondary only): Have responsibility for ensuring the highest possible standards of conduct and behaviour within the year group and supporting other HOY.

Pastoral Support Staff (secondary only): Have general duties supporting behaviour and conduct wherever directed by senior pastoral leaders.

All Staff: Have responsibility for establishing and maintaining a calm, positive, structured, safe, and secure learning environments. Staff must set a good example to students, as well as promptly challenging poor conduct within classrooms and around school. It is essential that all staff consistently work together in this way to ensure a school can achieve the high standards demanded by the trust.

Parents: Are crucial working in partnership with the school to attain high behaviour standards. Schools should proactively communicate with parents so they are aware of and can support these expectations.

Classroom Behaviour Management

Teachers and classroom support staff should set a positive environment within the classroom through:

- Meeting and greeting students at the start of lessons and ensuring an orderly exit when the lesson has ended.
- Establishing clear routines within lessons.
- Consistently communicating behaviour expectations and rewarding students accordingly.
- Appropriately using a range of strategies dealing with low-level disruption to prevent escalation.
- Recording and managing incidents in accordance with school and trust guidelines.



- Not using humiliating, overly punitive, or ‘blanket’ punishments which unfairly include all students.
- Removing students who persistently disrupt learning in the lessons to safeguard the learning and safety of others.

Student Expectations (Code of Conduct)

- Arrive punctually and fully equipped for all lessons.
- Wear full uniform (including lanyards in secondary).
- Be polite and respectful to staff, students, and visitors.
- Respect the learning environment and property of others.
- Move within lessons and around school safely.
- Immediately respond to instructions from staff without argument or dissent.

Students will be informed of these expectations when they join the school, and regular reminders in assemblies, lessons, or throughout the day as required.



Section Two: Responding to Misbehaviour

Responses to incidences of misbehaviour aim to:

- Ensure the safety of all involved.
- Restore a safe, calm, and orderly environment where all students can learn and thrive.
- Prevent recurrence.
- Maintain the culture of the school by reinforcing the need for safety, calm, and dignity.

In responding, staff should take account of any contributing factors such as bereavement, abuse or neglect, mental health impact, bullying impact, SEND (including any not previously identified), criminal or sexual exploitation, or significant challenges at home.

Some students will need support or interventions following an incident to ensure they can meet expected standards of behaviour and re-adjust future behaviours. Examples include:

- Communication with parents, including meeting or home visits where necessary.
- Mentoring and coaching.
- In-school behaviour units.
- Engagement with outside agencies.

Where schools have serious concerns about a student's behaviour, they should consider whether a multi-agency assessment is needed.

Rewards and Sanctions

Good behaviour should be positively reinforced through rewards, with sanctions applied when standards are not met. Wherever possible, they should be applied in a timely fashion to help reinforce expected behaviours and vary according to the age and developmental stage of the student, and circumstances of the incident.

Rewards include:

- Praise.
- Achievement points.
- Letters, postcards, or phone calls to parents.
- Certificates.
- Recognition in assemblies.
- Prizes.

Sanctions include:

- Verbal reprimands and reminder of expectations.
- Move within the class.
- Removal from lesson.
- Detention at break, lunch, or after school.
- Writing an account of their behaviour.
- Letter or phone call to parents.
- Behaviour contracts.
- Behaviour reports.
- School community service such as tidying a classroom or removing graffiti.
- Offsite education provision or MM.
- Suspensions.
- Exclusion.

Reasonable adjustments in the application of sanctions should be considered for any student with relevant circumstances. This may include students who have a social worker, CLA or PCLA, or young carers.

Legal Considerations

A sanction is lawful if it satisfies three conditions:

- The decision to sanction a student is made by a member of staff with delegated authority from the HOS.
- The sanction is made on school premises or while under the lawful charge of a member of staff.
- It does not breach equality, SEND or human rights legislation and is reasonable and proportionate to the circumstances.

HOS can only suspend or exclude a student, except where another senior leader is delegated this responsibility.

Supporting Following a Sanction

Strategies include:

- Targeted discussion with the student.
- Restorative conversations.
- Use of mentors.
- Deployment of classroom support staff.
- Phone call or meeting with parents.
- Phone call or meeting with VSH (CLA).
- Investigating possible factors causing misbehaviour with staff, parents, and outside agencies including SEND teams.
- Implementation of a PIP.

Staff should be appropriately trained to offer interventions, which are frequently part of a wider package of wellbeing support.

Behaviour Adjustments

Students may occasionally require temporary or permanent adjustments to enable them to meet behaviour expectations, such as when they have suffered a bereavement. Where agreed, these must be formally recorded on MIS.

Section Three: Removal from Classrooms, Detentions, In-School Behaviour Units, Re-Integration of Students

Removal from Classroom

Removal is a serious sanction used:

- As a proportionate response to misbehaviour once other behaviour strategies in the classroom have unsuccessfully been used.

or

- Where behaviour is so extreme as to warrant immediate removal.

Removal aims to restore order, with disruptive students taken to a place where their education can be continued in a managed environment.

The detailed procedures to follow when removing students are contained in the Trust Pastoral Operational Handbooks.

General Guidelines

- The amount of time removed from the classroom is proportionate to the incident and whether they can return to class without compromise to their education or others.
- Consideration should be made to any support needs they may have to enable an effective re-integration into mainstream lessons.
- Wherever possible, students should be made to review their behaviour in a bid to prevent recurrence.
- Students should never be locked in a room, although there may be exceptional safety reasons where it is necessary to physically prevent them leaving a room.
- Where relevant, notify social workers or VSH.
- Staff supervising behaviour intervention rooms should be suitably trained to manage students with challenging behaviours.
- Schools should analyse class removal data to identify patterns, principally relating to protected characteristics, to ensure that the use of removal is fair and not having a disproportionate effect on some groups.

Detentions

This is a common sanction where the student is required to remain under the supervision of staff when other students have been allowed to go home, or to break or lunch. They can be given for poor behaviour as well as a variety of other reasons including lateness to school or lessons, incorrect uniform, lack of equipment, mobile phone use, eating food or chewing gum in lessons. When used they should consider the age, developmental stage, and personal circumstances of students.

They can be held before, during or after school (including on the same day). Where students are given a lunchtime detention, they must be provided enough time to eat their lunch and use the toilet.

Following a detention, students should receive guidance as to the impact of their behaviour, what they can do to prevent recurrence, and possible future consequences if behaviour fails to improve. Appropriate intervention should be offered to support expected actions.

Behaviour Units

Some schools have in-school behaviour units providing bespoke interventions outside of normal lessons. These aim to support and improve behaviour and effect a successful re-integration into mainstream lessons.

Guidelines of operation are as follows:

- The culture should be aligned to that of the whole school in accordance with the school's behaviour policy.
- It should deliver a broad, balanced curriculum that aligns to that in mainstream lessons to help support a planned future reintegration to mainstream provision. Plans should be reviewed at appropriate regular intervals with the active involvement of staff, parents, students.
- Staff must have appropriate skills to effectively support the behaviour and learning needs of these students.
- Leaders should maintain a regular presence to signpost that the unit is an integral part of the school.

Re-integration of Students

Schools should have a strategy to successfully re-integrate students following removal from the classroom, time spent in an in-school unit, or following suspension.

Disciplinary action and providing support are not mutually exclusive actions and may occur concurrently. This requires balancing preventative actions to either safeguard the victim or perpetrator (where there are concerns they are a victim of abuse) and disciplinary action to punish the perpetrator.

Schools must always have a re-integration meeting with the student and parent/s in attendance following a suspension. This helps ensure standards of behaviour are understood and that appropriate support is in place to prevent further recurrence. This meeting will be documented and formally logged on MIS.

Section Four: Prohibited Items, Restraint, Searches and, Confiscation

Prohibited Items

The following items are prohibited for in all schools:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, e-cigarettes, or vapes.
- Matches, lighters, accelerants, or lighter fuels.
- Fireworks.
- Pornographic material or images.
- Chewing gum.
- Fizzy drinks
- Any article the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury, or damage to property.

Restraint

There are specific circumstances where staff may use reasonable force to safeguard students: This is to prevent them committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline.

'Reasonable force' should be used, being no more than is needed for the circumstances. Wherever possible, staff should consider the risks and specific vulnerabilities of the student, including SEND, mental health, or medical conditions.

- Authorised staff may also use reasonable force to search for a prohibited item. An exception may need to be made when a student is suspected of carrying an offensive weapon and are refusing to be searched. Here, police may be requested to undertake the search, with parents informed and invited to be present where possible and practical. Where it is not possible for a parent to be present, an appropriate adult will be present for the duration of the search.

Searches

Searches can only be made with consent of the student, except where the search is for a prohibited item. There is no requirement to inform parents - except where the search is for weapons - or seek their consent before a search is made. However, the trust considers it good practice to inform parents if a search has been made.

Searches include clothing, desks, lockers, bags or similar and must adhere to the following guidelines:

- Wherever possible, searches should be made on school grounds.
- Staff must only request the removal of outer clothing.
- Wherever possible, searches should only be conducted by designated staff. This is the HOS and anyone they delegate this responsibility to, which is normally those with pastoral responsibilities such as the senior leader with responsibilities for pastoral, LHOY, and HOY.
- The person conducting the search must be of the same gender as the student being and there must be another member of staff present as a witness. The exception is where it is reasonably

believed that serious harm will be caused if the search is not conducted immediately and not reasonably practicable to summon another member of staff.

- Some high-risk students can be searched daily. These students will have undergone a risk assessment shared with them and their parents.

Actions Following a Search

- **Electronic Devices:** Staff may examine any device which they reasonably suspect contains content relevant to an offence, or cause injury or distress to another person.
- **Parents:** Must always be informed where alcohol, illegal drugs, weapons, or potentially harmful substances are found during a search.
- **Offensive Weapons:** These incidents needed to be treated seriously with permanent exclusion a likely sanction. Weapons should be passed on to police for evidence (where relevant) or safe disposal.
- All searches must be formally recorded on MIS and reported to parents without delay.

Confiscation

Schools may confiscate any item deemed harmful or detrimental to their orderly operation. Where considered, staff must judge whether confiscation is proportionate to the circumstances and personal circumstances of those involved.

Staff can retain or dispose of any confiscated item and are protected by law for any loss or damage provided they acted in a reasonable manner.

Mobile Phones

Students may bring mobile phones to school but must not use them during the school day. If they use their phone, or the phone in any way disrupts teaching and learning, it will be confiscated and returned to a parent or other designated adult family member after school on Friday. To present a meaningful deterrent, any phones confiscated on Thursday or Friday are returned at the end of the following week.

Section Five: Child-on-Child Sexual Violence, Behaviour Outside School, and Suspected Criminal Behaviour

Child-On-Child Sexual Violence and Harassment

Sexual violence and harassment are never acceptable and never tolerated, and staff must not fail to challenge this behaviour between students. It must never be seen as acceptable or 'banter', as this can lead to the normalisation of an unsafe environment for students. Schools must strenuously advocate for high standards of conduct, modelling manners, courtesy and promoting respectful and dignified relationships.

Any report of child-on-child sexual violence must be reported without delay to the DSL. Disciplinary sanctions may be taken by the school whilst other investigations by the police and/or children's social care are ongoing, providing these don't compromise or interfere with either investigation.

If a student report of sexual abuse or harassment is found to be deliberately false or have malicious intent, this would be considered a serious breach of school and trust behaviour policies.

Behaviour Outside School and Online

Schools have the power to sanction students for misbehaviour outside of the school premises in the following circumstances:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform or in some other way identifiable as a student at the school.
- When engaging in behaviour that could have repercussions for the orderly running of the school or poses a threat to the safety of others.
- When engaging in behaviour that could adversely affect the reputation of the school.

Online

Schools must clearly communicate that the same standards of behaviour are expected online as expected offline. Inappropriate online behaviour including bullying, use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment should be addressed as if it occurred in school. When nude or semi-nude images are found, staff must refer this to the DSL without delay and managed in line with trust policies and the principles set out in 'Keeping Children Safe in Education', 2023.

Suspected Criminal Behaviour

Where a staff member suspects criminal behaviour, the school should decide whether an incident should be reported to the police through making an initial investigation. This must be fully documented and must make every effort to preserve any relevant evidence. Safer Schools Partnership Police Officers may assist where commissioned by schools.

When an incident is reported to the police, schools should ensure any further disciplinary action they take against a student does not interfere with any subsequent police investigation.

Section Six: SEND Students, Communication, Supporting Students to Improve Behaviour, Managing and Supporting Improved Behaviour

Initial Intervention

Initial interventions should include an assessment of whether appropriate provision is in place to support their specific needs. Where the student has an EHCP, a review of the plan may be necessary.

Sanctions

Schools should not assume that SEND must have influenced their behaviour or require extra support, and any response must be made on an individual basis according to specific needs.

Schools should be aware that some behaviours are more likely to arise from SEND issues, for example a dyslexic student misbehaving to distract from their difficulty reading written material. Therefore, they should anticipate likely triggers and proactively put in place reasonable adjustments to prevent these.

It should be considered whether the student has understood a rule or instruction, and whether they were unable to comply consequently. This will help inform whether any sanction is appropriate or lawful. Where a sanction is applied, the school should also consider whether any reasonable adjustments need to be made in response to their individual needs.

Schools should strive to understand the underlying causes of behaviour and whether additional support is needed. This should also consider the learning needs of other students.

The SENDCO and DSL should assess a student who exhibits challenging behaviour to determine whether they have underlying needs that are not being met. Where necessary, support and advice will also be sought from specialist external agencies.

Communicating the Behaviour Policy

Behaviour expectations must be clearly and consistently communicated to all stakeholders, as follows:

Staff

- All staff will be made aware of behaviour systems and expectations as part of staff induction processes.
- HOS informed of any revisions to behaviour policy or practice.
- Formal staff training provided in any school as required, with bespoke training offered to staff identified as needing support.
- Staff provided with systems to confidentially report on behaviour and conduct through trust quality assurance procedures.

Students

- Should be consistently made aware of school systems and standards, and consequences for not following them. This will include induction procedures for all students whether joining at the start of Year 7 or later.
- Should be provided with mechanisms to report on standards of behaviour at their school through school quality assurance procedures.

Extra support and guidance may be needed for SEND, LAC, PLAC, those on MM, excluded students joining or those on directed behaviour placements from other schools.

Monitoring Behaviour

All staff with specific pastoral responsibilities must monitor behaviour using trust data systems, from which they can identify trends and provide targeted support where needed.

Data is analysed at intervals varying according to role. This ranges from daily (HOS; senior leader with responsibility for pastoral; HOY) to termly (Trust Standards Committee). Further details can be found in Trust Pastoral Operational Handbooks.

Supporting Students to Improve Behaviour

Students can be supported to improve their behaviour through various strategies including:

- Targeted discussions with the student explaining the impact of their actions, how they can improve their behaviour in the future and consequences where behaviour fails to improve.
- Apology to the relevant person.
- Investigate the student's conduct with relevant staff and circumstances within and outside school which may have contributed to it.
- Implementing a PIP which outlines the school, students' and parents' commitment to support.

Section Seven: Written Statement of Behaviour Principles

All schools have the following behaviour principles:

- Every student has the right to feel safe, valued, respected and to learn free from disruption.
- Students, staff and visitors are not subject to any form of discrimination.
- Staff consistently set a positive example of expected behaviour standards.
- Behaviour expectations are understood by all, with rewards and sanctions consistently applied in accordance with these.
- Suspensions and exclusions will only be used as a last resort for serious misbehaviour.
- Students are encouraged to take responsibility for their actions.
- Schools will seek to foster open, positive relationships with parents when dealing with behaviour incidents.
- Violent or threatening behaviour not tolerated in any circumstances.
- Schools take proactive step to promote good behaviour and minimise opportunities to engage in poor behaviour

