



CARLTON
ACADEMY TRUST

Behaviour Policy and Written Statement of Behaviour Principles

Approved on behalf of Trustees:

Roger Butterfield

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Next Review:

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Glossary

DOSP:	Director of Safeguarding and Pastoral
DSL:	Designated Safeguarding Lead
EHCP:	Education Health Care Plan
HOS:	Head of School
HOY:	Head of Year
LAC/PLAC:	Looked After Child /Previously Looked After Child
LHOY:	Lead Head of Year
MM:	Managed Move
Parents:	Umbrella term also including carers and legal guardians
PIP:	Pastoral Intervention Plan
SEND:	Special Educational Needs or Disability.
SENDCO:	Special Educational Needs Coordinator.
VSH:	Virtual School Head

Section One: Aims, Responsibilities and Expectations

Maintaining high standards of student behaviour and conduct is critical to the effective operation of trust schools, acting as the foundation for outstanding behaviour for learning in classrooms.

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. As such, schools must act swiftly and decisively to ensure the ability of students to learn is not compromised. High standards of behaviour and conduct also helps safeguard the wellbeing of staff, reducing absence and staff turnover.

All schools align to the trust's **behaviour expectations**:

- High expectations of student conduct and behaviour understood by all, fairly and consistently applied.
- Leaders consistently support staff in managing student behaviour and conduct.
- Poor behaviour and conduct are never tolerated and must never be allowed to affect learning.
- Schools are a safe environment where bullying, physical threats, abuse, and intimidation are not tolerated.
- All people are treated with respect and any bullying, discrimination, aggression, derogatory language or name-calling are dealt with quickly and effectively.

Misbehaviour

Actions that constitute misbehaviour include:

- Disruption in or out of lessons.
- Poor attitude to learning.
- Not following instructions.
- Undermining the expectations and values of the school.
- Incorrect uniform or equipment.
- Using a mobile phone on the school site.

Serious examples of misbehaviour include:

- Repeated breaches of behaviour expectations.
- Bullying.
- Assaults (physical or verbal).
- Discriminatory behaviour or language (racism, homophobia, transphobia, sexism, hate speech, support for violent and extreme ideologies).
- Child-on-Child sexual harassment, sexual violence, any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism
- Theft
- Arson.
- Deliberate activation of the fire alarm.
- False or malicious allegations against staff.
- Possession of a prohibited item.

Roles and Responsibilities

Trustees: Oversight of standards of behaviour and conduct.

DOSP: Responsibility for standards of behaviour and conduct at all schools.

HOS: Responsibility for standards of conduct and behaviour within their school.

Senior Pastoral Leader: Delegated responsibilities for whole-school standards of conduct and behaviour

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

HOY (secondary only): Responsible for ensuring high standards of conduct and behaviour within the year group and supporting other HOY.

Pastoral Support Staff (secondary only): Supporting where directed by senior pastoral leaders.

All Staff: Responsibility for establishing and maintaining safe, calm and productive learning environments, promptly challenge poor conduct within and outside of classrooms.

Lesson Expectations for Staff

- Meeting and greeting students at the start and ensuring an orderly exit at the end.
- Establishing clear routines during lessons in accordance with trust policies and school procedures.
- Consistently communicate behaviour expectations.
- Rewarding students in accordance with school systems.
- Effectively manage incidents in accordance with school/trust policies and guidelines, including the removal of students who persistently disrupt learning.

Student Code of Conduct

- Arrive punctually and fully equipped for all lessons.
- Wear full uniform including lanyards (where relevant).
- Be polite and respectful to staff, other students, and visitors.
- Respect the learning environment and property of others.
- Always move safely.
- Immediately respond to instructions from staff without dissent.

Section Two: Responding to Poor Behaviour

Responses should consider contributing factors such as bereavement, abuse, neglect, mental health, bullying, SEND, criminal or sexual exploitation, or home circumstances.

Interventions may be necessary to help prevent recurrence and include:

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

Where serious concerns arise, schools should consider whether a multi-agency assessment is needed.

Sanctions should be applied in a timely fashion to help reinforce expected behaviours. They should vary according to age, developmental stage, and individual circumstances of the student and incident. Humiliating, overly punitive and 'blanket' punishments should be avoided.

A sanction is lawful where it satisfies the following conditions:

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

Sanctions may include:

- Verbal reprimands and reminder of expectations.
- Move within the class or removal from lesson.
- Detentions.
- Letter or phone call to parents.
- Behaviour contracts and reports.
- School 'community service' such as tidying a classroom or removing graffiti.
- Offsite education provision or MM.
- Suspensions or exclusions.

Removal from Classroom

Is a proportionate response to misbehaviour once other behaviour strategies have failed or where behaviour is so serious as to warrant immediate removal. It aims to restore order, with disruptive students taken to a place where their education is continued in a managed environment.

Guidelines

- The period out of class should be proportionate to the incident and consideration of how they can return to mainstream classes without compromise to them or others.
- Support needs should be considered to facilitate effective re-integration to class.
- Where possible, students should be made to review their behaviour to prevent recurrence.
- Students must never be locked in a room, unless exceptionally for safety reasons.
- Inform social workers or VSH (where relevant).

- Staff supervising behaviour intervention rooms should be suitably trained to manage students with challenging behaviours.
- Analyse data to identify trends or patterns of behaviour.

Detentions

Detentions can be held at break, lunch, after school, or exceptionally on a Saturday morning. Their usage should be made with consideration made to the age, developmental stage, and personal circumstances of the student. Students given a lunchtime detention must have enough time to eat lunch and use the toilet.

Students should receive guidance following a detention to prevent recurrence and possible consequences should they fail to follow expectations.

Behaviour Units

Provide bespoke interventions to support and improve behaviour. Students in these units will receive provision broadly aligned to the mainstream curriculum, which helps support successful re-integration. Expected standards of conduct should follow the expectations followed throughout the rest of the school.

Support following Sanctions

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

This **must** include a re-integration meeting with parents following suspension to ensure expected standards are understood and appropriate support is agreed to prevent recurrence.

Other possible support includes:

- Targeted discussion with student.
- Restorative conversations or apologies.
- Support from mentors.
- Use of classroom support staff or outside agencies.
- Development of a PIP.

Malicious Allegations

If a pupil deliberately makes a false allegation against a member of staff or another pupil (e.g. of sexual violence or harassment), the school will consider appropriate consequences in line with this policy.

Where an allegation is found to be false, unfounded, or malicious, the school will assess whether the pupil needs support and may refer to children's social care if needed. Pastoral support will be offered to those who have been accused.

Section Three: Prohibited Items, Restraint, Searches and Confiscation

Prohibited Items

The following items are prohibited in all schools:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen goods.
- Tobacco, e-cigarettes, vapes, matches, lighters, accelerants, or lighter fuels.
- Fireworks.
- Pornographic material or images.
- Chewing gum.
- Fizzy drinks.
- Any item reasonably suspected has been or is likely to be used to commit an offence, cause personal injury, or damage to property.

Restrictive Interventions: Reasonable Force, Restraint and Seclusion

Staff may use restrictive intervention to prevent a student causing harm, damage or serious disorder, using only the minimum force necessary and considering any SEND, medical or mental health needs. Staff must never use any action that restricts a pupil's breathing, airways or circulation. De-escalation techniques should be used wherever possible to reduce the need for physical intervention.

Schools will record every significant incident involving reasonable force, restraint or seclusion. This record must be completed as soon as practicable (ideally on the same day) and uploaded to CPOMS. Parents/Carers must be informed in writing as soon as possible after the incident, with every effort made to ensure this communication is sent no later than the same day.

Seclusion will be used only as a safety measure to prevent immediate harm and will never be used as punishment. It will be time limited, supervised, and carried out in an environment that maintains the student's dignity, safety and welfare. All seclusion incidents will be treated as significant and will be recorded and reported in the same way as outlined above.

Schools will ensure that identified staff, based on the needs and context of each setting, receive appropriate training in the safe use of restrictive interventions, de-escalation strategies and in recognising the difference between ordinary physical contact and significant incidents that must be logged.

Searches

Searches can be made of clothing, desks, lockers, bags, electronic devices, or other possessions. They must be made with student consent, except when looking for a prohibited item. There is no statutory requirement to inform parents (except when searching for weapons) or to obtain their consent. However, trust schools will always inform parents without undue delay following a search to align with good practice guidelines.

Parents must be informed when alcohol, illegal drugs, offensive weapons, or potentially harmful substances are found. Offensive weapons should either be passed to the police when they are linked with an offence or suspected offence or safely disposed. All searches must be formally recorded. Staff must not conduct strip searches which can only be conducted by police officers.

Confiscation

Schools may confiscate any item deemed harmful or detrimental to conduct and order. Staff must judge whether confiscation is proportionate to the circumstances and personal circumstances of the student. Schools can retain or dispose of any confiscated item, being protected by statute for any loss or damage provided they have acted reasonably.

Mobile Phones

Students may bring mobile phones to school: however, all schools operate a mobile-phone-free environment. Phones must not be seen, hear or used at any time during the school day, including lessons, social times and movement between lessons.

If a phone is used or visible, it will be confiscated and returned to a parent or other designated adult family member at a time determined by the school. This applies to all mobile phones and smart devices with similar functionality. Reasonable adjustments will be made where a student requires access to a phone for a disability or medical need.

Schools will ensure expectations are communicated clearly and applied consistently across the school.

The school or Trust will not be liable for any loss or damage to mobile phones confiscated in accordance with this policy.

Section Four: Miscellaneous

Behaviour Outside School

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

- When taking part in a school organised activity.
- Travelling to or from school.
- When wearing school uniform or in some other way which makes them identifiable as a student at the school.
- Engaging in behaviour that could adversely affect the reputation or orderly operation of the school.

Online Conduct

The trust expects the same standards of behaviour online. Inappropriate online behaviour commonly comprises bullying, inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment.

Child-On-Child Sexual Violence and Harassment

Child-on-child sexual violence and harassment must always be challenged by staff and reported to the DSL without delay. It must never be seen as acceptable, 'horseplay' or 'banter', as this can lead to normalisation of this behaviour.

Sanctions may be applied whilst investigations by the police and/or children's social care are ongoing, providing these don't compromise either action.

Communication

All staff will be made aware of behaviour systems and expectations during staff induction. Students must be consistently made aware of behaviour expectations and systems, and the consequences of not following them. Additional support may be needed for SEND, LAC, PLAC, MM, excluded students, or those joining on placements from other schools.

Criminal Behaviour

When criminal behaviour is suspected, the school will decide whether to make a report to the police. Decisions must be fully documented, retaining all relevant evidence. Where police act, schools must be careful not to take action which interferes or compromises their investigation.

Monitoring

All schools monitor behaviour data on an ongoing basis to identify trends and provide targeted support where needed.

Rewards

Schools should use rewards to encourage good behaviour and conduct. Rewards include praise; achievement points; letters, postcards or phone calls to parents; certificates; recognition in assemblies; prizes.

SEND

Some misbehaviour may arise due to SEND issues. These should be anticipated with measures proactively put in place to prevent occurrence. The SENDCO may assess a student who exhibits challenging behaviour to determine any underlying unmet needs.

Temporary Adjustments

Students may occasionally require temporary or permanent adjustments to enable them to meet behaviour expectations.

Written Statement of Behaviour Principles

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