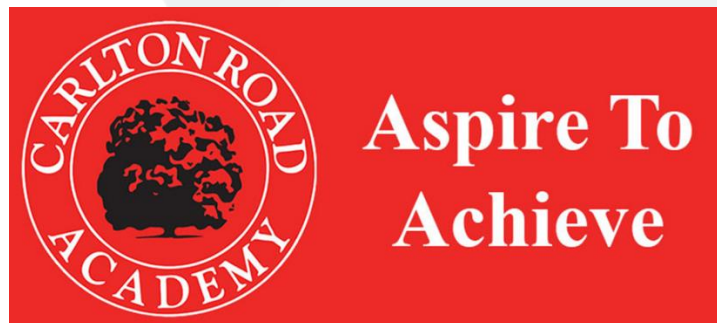



Academy Behaviour Policy



Monitoring Responsibility	Headteacher
Next Review Date	June 2023
Approval Body	CEdO
Date Ratified	20/9/2022
Approval Signature	

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Carlton Road Academy is dedicated to ensuring that our academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe academy where pupils feel included in every aspect of academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of academy time and premises. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their academy years.

The policy is based on the good practice outlined in DfE guidance on behaviour and discipline and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)] [Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

1. Aims

Carlton Road Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Academy code of conduct

Our “Able Code,” motto and “Vision” underpin the key expectations we have of our children both in and out of school. It is threaded through our “ASPIRE” ethos and links to our curriculum.

Our Shared Vision

Aspire to Achieve

A
S
P
I
R
E

We are ambitious to achieve; now and in the future!

We will be successful, with strength from self-respect and smiles!

We are positive, as we proudly persevere...

We have integrity; we honestly tell the truth.

We show responsibility, in our reflective and reciprocal learning.

Everyone is entitled; there is equality of experiences for all.

Aspire To Achieve

Our Rules - We Are All ABLE

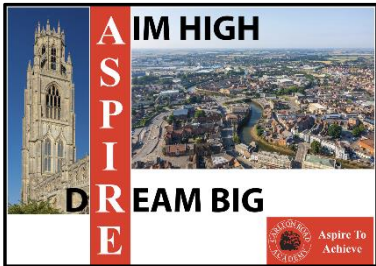
A
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Arrive On Time

Be Respectful

Listen & Follow Instructions

Endeavour To Complete Your Work



3. Standards of behaviour

3.1 Academy

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The academy will report behaviour, good or bad, to parents regularly¹. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the academy day, and at lunch times, to check that pupils are using the academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

We use a range of strategies to support behaviour choices when it appears that a pupil may require more than those that are part of the daily practice of following the school code of conduct. These include, in broadly ascending order, but are not necessarily limited to:

- ✓ "Catch them being good," praise and use of our reward strategy to motivate and change a reaction
- ✓ Distraction and diversion to alter the "tack" of a child's choices
- ✓ A reward or sticker chart to encourage positive choices, this is a visible tool and often helps to motivate
- ✓ A home schoolbook / chart to share the success of the day with parents
- ✓ A home school behaviour plan may be drawn up to focus all the parties involved
- ✓ An Individual Behaviour Plan (IBP) drawn up in conjunction with the teacher and wider school support team and parents
- ✓ A therapeutic approach such as "The Friends" programme or Lego Therapy may be used to "re-learn" choices
- ✓ A Pastoral Support Plan (PSP) which moves an IBP to a more detailed level and may in due course include the involvement of the Behaviour Outreach Support Service (BOSS) and or other outside professionals

¹ Via informal conversations, parents evenings, annual reports and specifically convened meetings if appropriate

- ✓ A Behaviour Improvement Plan (BIP) may be drawn up by the school and BOSS to combine a targeted approach from a range of therapeutic and specialised starting points
- ✓ In conjunction with BOSS an external placement at a specialist support setting may be sought aimed to break a behaviour cycle and offer a fresh start
- ✓ In extreme circumstances fixed term suspensions may be required – such action is covered in our separate exclusion policy

A supportive approach incorporating the methods above such as, an IBP, will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy/ SEN Information Report for more information.

The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional, and behavioural skills. For more information, see section 5 of this policy.

3.2 Pupils

The academy expects all of its pupils to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as those listed on page 4.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time may lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their teacher who will work with them to draw up a support plan. The academy asks that families and pupils carefully read and then sign a **home-academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Any other school policies mentioned in this document can be accessed via our school website or from the school office.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault

- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the academy rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school.

*We ask that parents sign our **home-academy agreement** to indicate that they will respect and support the school’s behaviour policy and the authority of the academy staff.*

Building academy life into a natural routine – ensuring that your child is at academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child’s learning, which includes informing the academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions, parents are expected to provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, to attend a reintegration interview at the academy with their child.

4. Academy rules that apply at all times to all members of the academy community

- *Always be on time.*
 - *Keep your appearance smart and tidy, pupils wear specified academy uniform at all times to and from school.*
 - *Rude, derogatory, racist, or defamatory language will not be tolerated.*
 - *Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.*
 - *Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.*
 - *Take care of your environment, both on the academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.*
 - *Unauthorised absence from academy will not be tolerated.*
 - *Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.*
 - *Disobeying staff is not tolerated.*
- The following items are not allowed in the academy under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes, Cigarettes, matches, and lighters

- Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have, such as racist or pornographic material
 - Mobile phones, if required by pupils who walk to and from school, must be handed to the class teacher on arrival and collected at home time. They may not be used at Carlton Road Academy.
 - Any article which 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 pupil)
- Gambling is not allowed on academy property.

4.1 Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities. The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying, or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication, they can go to the school office for guidance, and we will support administration as required.

Medication

We are aware that it may be necessary for some pupils to take medication during the academy day. Parents should make the academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the 'Supporting children with medical needs' policy.

Mrs Colman and Mrs Fletcher oversee the administration of medicine in school. Our SENDCos Mrs Reed and Mrs Hebron will discuss and create a medical plan with, and for, all children who need specific regular care.

4.2 Alcohol

Consuming, carrying, or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

5. 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

Carlton Road Academy wants to make sure that all pupils feel safe at academy and accepted into our academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and pupils. The academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension is appropriate in light of the circumstances.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. Sanctions are adapted relating to the seriousness and frequency of the behaviour.

Carlton Road Academy operates using the following disciplinary measures:

At Carlton Road we acknowledge that there is no ***one size that fits all*** approach to behaviour, every child is unique.

NB All behaviour conversations, dialogue and exchanges between staff and pupils should take place in a professional tone. While a difference of pitch or feeling in an adult's voice may be appropriate to indicate concern or the gravity of the situation, shouting is never an acceptable way to communicate with children and adults at Carlton Road Academy should refrain from doing so.

Initial actions in response to a behaviour breach that is low level, and does not put others at risk will, ideally, be unobtrusive; selected depending on the adults understanding of the pupil concerned. The following are examples:

- ✓ Drawing a class attention to a child demonstrating a rewardable disposition to show what should be happening "Fantastic listening from X and Y..." which may prompt a rethink and reset.
- ✓ Reminders of appropriate choices and re-direction of attention towards a positive option, "Remember in our class we use kind hands..."
- ✓ Emphasise the positive reaction desired "Let's keep our feet on the floor so we are safe..." refrain from stating a the negative "Don't..."
- ✓ If appropriate use a timer or a countdown to indicate the time frame for a re-set of choices prior to a sanction
- ✓ If the behaviour is not of a disruptive nature, but may be attention seeking, a period of tactical ignoring may be sufficient to end it; whereupon praise for reverting to a positive outlook can be given.
- ✓ A change of table or seat in the classroom may take place to move children away from a trigger or distraction

- ✓ A brief step outside the classroom for a discrete conversation and “calming down” before the child returns to their learning may be appropriate.
- ✓ If the behaviour trigger is another child or issue in their class, and proximity to this is problematic, the pupil could continue their learning in the adjoining classroom, where the other half of their year group cohort will be following the same lesson. This may give some “head space” while learning continues.

In the event that the above approach does not achieve the desired outcome, or if the behaviour is of a more disruptive nature, then a specific sanction may be applied. Dependent on age, needs and nature of the misdemeanour, a child may:

- ✓ Lose some or all of their playtime – either remaining indoors *or standing under supervision outside with an adult, giving time for reflection.
- ✓ Have to take their lunch break under the supervision of an adult outside the dining room, usually in the office or outside the staffroom, away from the trigger of the behaviour *
- ✓ Lose an opportunity to take part in choosing time or a similar class earned treat*
- ✓ A phone call home to parents may be made, or a conversation with them at the end of the day
- ✓ A referral to a member of the school’s senior team who will explain the restorative actions they expect and will naturally be “very disappointed” *

*When such sanctions are applied a child may be expected during this time to write a letter of apology or undertake a similar gesture of mediation or school style “community service” linked to the incident that prompted the intervention, a behaviour plan may also be a result of repetitive versions of the above.

There can be times, this may be when behaviour may be the result of a child’s underlying need that requires further strategies to support it, when the teacher has to adopt a further behaviour management technique. Aiming to calm the child and minimise disruption, as suggested by specialist support agencies to manage “melt downs”, the following are indicative of the type of approaches that could be implemented in the first instance, offering a more nurturing approach to behaviour management:

- ✓ A distract and divert approach may be used to reduce attention on the behaviour focus or trigger, deflecting the child’s interest from the cause of disruption. This could be I can see something has happened ... Let’s take a walk to see ... Come with me and we can... To break the cycle and calm the child. Thereafter a reintroduction to class may be achieved and appropriate conversations and restorative action taken.
- ✓ An assisted period of time out of class to re-focus and calm, with supportive nonverbal communications (including contingent touch if appropriate as this can soothe, or staff may use other self-soothing techniques or sensory diversions that work for the pupil) and, when ready suitable conversations to discuss what has occurred , what can reasonably happen next, waiting for any “red-mist” to lift, being mindful that this may take some time for anxious children.

REMOVAL From Class as a result of a more serious disciplinary reason or when a child poses a danger to themselves or others.:

At Carlton Road Academy we believe the most important place for a child to be is learning alongside their peers in their classroom or other part of the school site. On occasion this practice may have to be adjusted to meet the needs of a child or to prevent such disruption that is not conducive to the safe and supportive learning of other pupils in the class. Under these circumstances, when approaches such as those above have not been fruitful, or if a child poses a danger to others, removal from the classroom may be appropriate.

This should be:

- ✓ For as limited amount of time as possible and with reflection time built in to assist in future choices
- ✓ In an environment where learning (adapted if required given the circumstances the child may be in) can continue and with appropriate supervision
- ✓ Children may not be locked in a room, but it may be that they are not physically allowed to leave should they present a danger or a risk. NB this is not a sanction but a safety measure
- ✓ The removal must be designed with reintegration into the classroom as its motive, when it is safe to do so

- ✓ Removals from class must be notified to parents and to the upper or lower school leader as appropriate who are in a position to monitor such action to seek trends or concerns that require the attention of SLT where different approaches can be considered for the future
- ✓ Removal for prolonged periods of time must have the explicit agreement of the head teacher.

It is extremely rare that a combination of the above would not diffuse a heightened behaviour situation. If this has not been possible then the head teacher may, in extreme circumstances, consider a suspension in line with the Trust's exclusion policy.

6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "Legal highs"
- stolen items
- e-cigarettes, tobacco, and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in an academy will be destroyed.

6.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the academy or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Carlton Road Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the academy premises – i.e., on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

7. Attendance

Regular attendance at academy is required by law, and Carlton Road Academy takes attendance very seriously. There is a register taken twice daily, and disciplinary/appropriate action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and academy support systems that could help. More information can be found in the school's **attendance procedures and the Trust attendance policy**.

8. Uniform and appearance

Effective teaching and learning need proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

Red sweatshirt/cardigan

White polo shirt

Grey trousers/skirt /pinafore NB leggings are not uniform

Black school shoes – that fasten safely and have covered toes.

During the warmer weather, red checked dresses or grey school shorts may be worn.

For Outdoor PE children need to bring:

- Tracksuit bottoms – grey or black in cold weather to go over shorts.
- Trainers
- Plain white/red t-shirt or school logo PE top
- Black shorts

Children are advised to wear a cap during the summer months to protect them from the sun during break times.

We do not allow children to wear jewellery in our Academy, however wrist watches and studs in pierced ears (one stud per year) are permitted but these must be removed for PE activities, or earrings covered with plasters. Hair accessories to be small and plain red or black.

Make up is not permitted in school.

The academy uniform should be worn by all pupils in year Reception to through to year 6, optional in Nursery as of September 2022 (to be reviewed for January 2023). Pupils who come in without the correct academy uniform on will usually be given second hand items to borrow until parents deliver the appropriate clothing to the school office.

<https://www.carltonroadacademy.net/parents/uniform/> This link gives the full uniform policy and should be consulted in case of doubt.

9. Regulating pupils' offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near the academy premises or where it would be considered reasonable to impose sanctions for behaviour outside academy e.g., cyberbullying, will be disciplined by the school. This also applies to pupils who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The academy will take into consideration:

- the severity of the misbehaviour.
- the extent to which the reputation of the academy has been affected.
- the effect such an action may have on the other pupils.
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff.
- whether the misbehaviour was on the way to or from the academy or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the academy or might be expected to act as an ambassador for the school.

10. Rewards policy

Carlton Road Academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour.

The team at Carlton Road Academy believes that children who make positive choices, follow the schools code of conduct, and contribute successfully to the academy community merit being rewarded. We have a range of strategies and mechanisms for doing so. The following list (which is not exhaustive) covers the range and scope of such rewards, which may vary by class and by what is age appropriate:

- ✓ Verbal Praise: well, done, thank you, super work!
- ✓ Special comments or stickers in their book, alongside their work
- ✓ The opportunity to be a special helper or undertake a task considered to be a privilege
- ✓ Stickers or certificates to note effort or positive choices, issued in class or in an assembly
- ✓ The opportunity to show their special work or describe an achievement to a member of the school's senior team
- ✓ House Points for good manners, effort, or sporting achievement, these can contribute to House totals for whole house cups or trophies

- ✓ Class Dojo rewards for academic endeavour such as reading at home, completing homework or extra effort in class - which are added to a class total and can be exchanged for a class treat or event.
- ✓ For a class reward an extra playtime or choosing time indoors
- ✓ Seasonally, for example, at the end of term, a “party” or “picnic”
- ✓ Other opportunities as presented or appropriate

11. Complaints

The academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **Trust complaints policy**.

This policy will be reviewed annually