Academy Behaviour Policy

Monitoring Responsibility	CEdO Clare Coyle Head Teacher
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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, the support and interventions used to address poor 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 in Schools (2024) 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)].

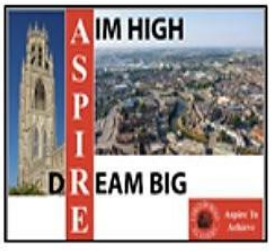
1. Aims

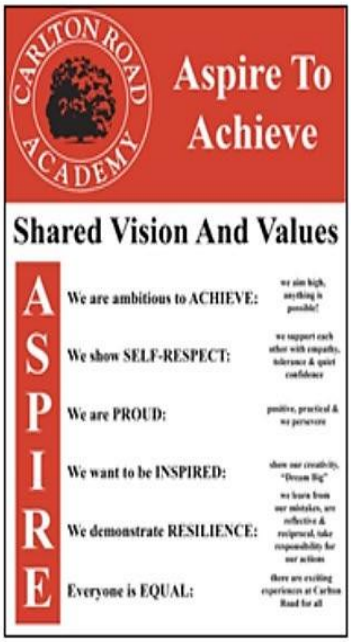
Carlton Road Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust 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.

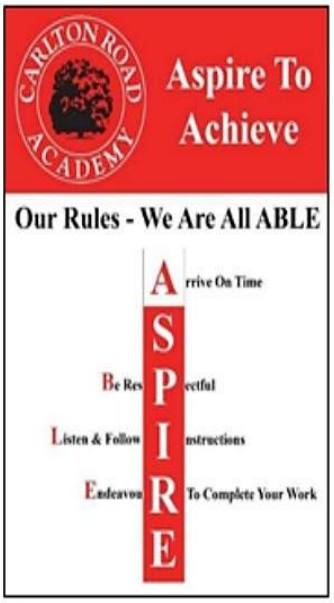
2. Academy code of conduct

Our “Able Code,” motto and “Vision” and “Values” 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.









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. A response to behaviour may have various purposes including deterrence, protection and/or improvement. 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, considering 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.

Pupils are routinely reminded of expectations, as part of everyday life in school by the adults who care for them; and specifically for example in assemblies, during "Big Conversations", as part of PHSE lessons; expectations are discussed during a pupil's induction. At the start of the new year classes may design their own charters or agreements.

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 regularly. 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 Academy.

The Academy's Code of Conduct is:

Arrive on Time
Be Respectful
Listen and Follow Instructions
Endeavour to Complete Your Work

Pupils can expect that good behaviour should be recognised and rewarded. This will ensure that the Code is respected by all stakeholders. Pupils can expect rewards for good behaviour and compliance. Such rewards are the opportunity for staff to motivate and raise children's self-esteem and must be seen as an essential part of the Code.

There are several mechanisms to positively reward pupils:

- Words of praise – such a simple, easy and highly effective way of positively recognising good behaviour and ideal for building positive relationships
- Stickers, certificates, prize box, raffles and class treats (age/class dependent, considering the profile of the children)

- Regulation activities- the children will be encouraged to use self-regulation activities to support their choices.
- Marking of work – an ideal opportunity for positive comments on the work being done by a pupil
- Whole school reward (Dojo Points)
- Assembly Star of the Week
- Phone calls and letters home – simple and direct, pupils really appreciate these.
- Termly 'Credit to the Class'

See our 'Behaviour on a Page' for our "Green Behaviour" examples Appendices 1 and 2

However, negative choices will be challenged in a way that gives the pupils guidance and time to make good choices. This will begin with a verbal warning (explicit statement of reason why). Should the negative behaviours continue, this will result in the pupil being given a warning about the possibility of a negative incident being logged on their record. A subsequent breach will result in the recording of behaviour on the Academy's Management Information System for behaviour, i.e. EDGen.

At this stage, it could be deemed necessary for the child to be directed to work in the 'parallel' class within the same year group to provide time for the child to refocus and regulate.

In more extreme cases and where the behaviour continues to deteriorate, it may be appropriate for the pupil to miss their playtime and/or lunchtime. *In such cases, the class teacher may inform parents by a phone, a conversation at the end of the day, call or if needs be arrange to meet with them at a mutually convenient time.*

Every day is a fresh start for our pupils, however, should their behaviour continue to be of concern, close monitoring will be carried out to identify patterns in behaviour.

If a pattern of behaviour is identified or incidents increase in frequency, a letter may be sent to parents or an invite to attend a meeting in school explaining the situation and requesting their support in encouraging their child to correct the negative behaviour.

During this process strategies will be discussed, for example reward charts, behaviour contracts, report cards or other individualized approaches.

If further communication is required within a short period of time a member of the senior team and class teacher will meet with the parents.

Should this informal process not be effective then the school will implement a Lincolnshire County Council 'Pastoral Support Plan' which may begin.

Where the behaviour is more extreme, the school reserves the right to deal with this behaviour circumventing the components of the code, which could lead to isolation in school for a fixed period, or a fixed-term suspension.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy Day, and at lunchtime, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

All staff play a part in monitoring behaviour from timely reminders in the playground through to sanctions delivered by senior leaders.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be because of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support.

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, brain breaks, walks or use of self-soothing resources.
- 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 or report card may be drawn up to focus all the parties involved.
- De-escalation strategies are used to prevent behaviours becoming heightened; to distract and divert attention away from unwanted choices.
- A therapeutic approach such as Lego Therapy may be used to "re-learn" choices.
- A Pastoral Support Plan (PSP) moves previous approaches to a more formal level and may in due course include the involvement of the Behaviour Outreach Support Service (BOSS)
- 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.
- Outside agencies such as 'Healthy Minds' or 'Mental Health Support Team' may support if challenges are a result of mental health.
- We may use a nurture base or sensory room to enable self-regulation

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.

A Pastoral support plan or behaviour improvement plan and/or a risk assessment and co regulation plan 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 Academy'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.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation 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 to 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 pastoral support programmes or parenting contracts. Academy work and homework should be well presented, completed to a high standard, and handed in on time. The Academy asks that 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.

All rules and expectations can be found on our academy website: Carlton Road Academy - Home

Under no circumstances will illegal or inappropriate items be tolerated in the Academy, 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:

- Use or threat of use of an offensive weapon or prohibited item(s)
- Abuse against sexual orientation and gender identity including bullying
- Abuse against disability including bullying
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Bullying
- Alcohol related

- Cyber bullying or threatening behaviour online
- Damage to property
- Use of mobile phone
- Vaping related
- Smoking related
- Theft
- Misandry behaviour
- Misogynistic Behaviour
- Harmful sexual behaviour
- Racist abuse including bullying
- Found to have brought a weapon or prohibited item(s) into school
- Sexual Misconduct
- Drug related
- Persistent or general disruptive behaviour-low level disruption
- Persistent or general disruptive behaviour- challenging behaviour
- Misbehaviour outside of school

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the **home-Academy agreement** to indicate that they will respect and support the Academy's behaviour policy, including ensuring appropriate use of digital equipment 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 and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, 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, and wear specified Academy uniform at all times to and from Academy.
- 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 Academy, 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 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 in year 4, 5 or 6 who walk to and from school, must be handed in to the class teacher immediately on arrival and collected at home time. They must not be used on the Carlton Road Academy site. Children who do not walk to and from school must not bring a mobile phone in to school (see section 6) Guidance from the Department for Education on 'Mobile Phones in School' can be found here Mobile phones in schools - GOV.UK
    - Unauthorised electronic or recording devices
    - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
    - 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 will remove medication from pupils should they be carrying it. If they need medication parents must arrange this in advance with the school office and follow the school's protocol in this respect

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 as soon as their child starts taking the medication. Further details around medication are set out in the 'Supporting children with medical needs' policy.

Trained staff dispense prescription medication in line with the policy above. We hold all the personal medication for pupils, and we supervise them when they take it. Designated staff support children and hold medication securely in the office the staff room refrigerator as required.

The school office will provide dispensing permission forms and advise for medication that either HAS to be taken 4 times a day or specifically with meals e.g. lunch.

Our SENDCo Mrs Deamer 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 school 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 Academy. 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 or exclusion is appropriate considering the circumstances.

Carlton Road Academy take a proactive approach in preventing bullying from occurring. This includes:

- An inclusive, diverse curriculum which is designed to highlight our vision of 'Everybody Belongs'
- The discrete teaching of the British Values and Protected Characteristics
- An open forum to gain pupil voice in topics linked to safeguarding and bullying in the form of 'Big Conversations'
- Anti-bullying and Online Safety workshops delivered by external expert providers
- PCSO run programmes including sessions such as on 'A Diverse World' and 'Crime Prevention'
- Raising awareness of pertinent issues by taking part in key days/weeks i.e. Black History Week and Anti- Bullying Week

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. 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, and individuals' voices naturally vary in tone and volume, shouting is never an acceptable way to communicate with children and adults at Carlton Road 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
- brief step outside the classroom for reflection or 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, or they may use or the shared space just outside the room. This can give some “head space” while learning still continues.

The adult may at an appropriate time during such build-up in behaviour choices, when being dependent on the child’s needs, give a warning about the possibility of a negative incident being logged on their record and may go ahead and make a log if the warning is not heeded.

If 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 misdemeanor, 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, such as cleaning furniture that has been drawn on. 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 require further strategies to support it, when the teacher must 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 to the behaviour focus or trigger, deflecting the child’s interest from the cause of disruption. Such de-escalation strategies 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.
- A change of adult face can be used to offer a child an alternative option to make the right choice.
- Children will be reminded that the behaviour choices are theirs and they have the wherewithal to make different ones – however the learning still must take place; “you can choose to do this now, or we can take a walk and come back to it; but the writing does have to be finished”.
- 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.

FORMAL REMOVAL From Class because 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
- Should they present a danger or a risk to themselves, other pupils or adults, a room may be secured to prevent a child from leaving however they will remain visible to the supporting adults. 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
- Such formal removals from class must be notified to parents and to SLT as appropriate who are able to monitor such action to seek trends or concerns that require the attention of leadership intervention where different approaches can be considered for the future.
- Removal for prolonged periods of time must have the explicit agreement of the senior leadership team.

After the event: When the time is right restorative practices may be applied:

- to re-think what has occurred
- to make apologies or amends
- to try and see the matter from another point of view
- to undertake a task such as writing a letter to say sorry or tidying up or making good any fallout from the incident

NB Behaviour which is linked to our safeguarding policies is tracked using the academy’s safeguarding platform
MyConcern. This may include for example racist incidents, child on child abuse or e-safety. *Incidents of negative behaviour (which have not de-escalated – ceased after reasonable warnings) which* may include but are not limited to; disruptive classroom behaviours, refusal to follow an adult’s instruction, swearing, lashing out at another child are recorded on our EDGen Management Information System. Trends and patterns, if identified are addressed first and foremost with the child and then with parents/carers.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

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 Academy. 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 Academy's rules say must not be brought into Academy. 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'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. 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.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing'is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves)."

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

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. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in 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 Academy, 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 head 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 a Academy trip.

Following significant incidents involving the use of force, the Academy will speak to the parents concerned and also be recorded by the Academy. See T*rust Use of Reasonable force and Physical Intervention Policy.*

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 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 **Trust Attendance Policy and the Academy specific Attendance Procedures.**

8. Uniform and appearance

Effective teaching and learning needs 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:

The standard uniform is as follows:

Red sweatshirt/cardigan either with the school logo or plain. Other branded garments are not permitted. White polo shirt

Grey trousers/skirt /pinafore **NB leggings or jogging bottoms are not uniform unless it is a PE day**

Black school **shoes,** not boots or trainers or sports footwear – that fasten safely and have covered toes. During the warmer weather, red checked dresses/ 2 pieces or grey school shorts may be worn.

For Outdoor PE children need to wear PLAIN and non-branded:

Their school red jumper/ cardigan NOT track suit tops or black sweatshirts and

- Tracksuit bottoms – grey or black in cold weather to go over black shorts. Or black sports leggings.
- Trainers or plimsolls- discrete and plain in design and fitting below the ankle – not boots.
- Plain white/red round neck 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 analogue wrist watches (small and inexpensive not smart watches or fitbits) and studs in pierced ears (one stud per ear) are permitted but these must be removed for PE activities, or earrings covered with plasters.

Hair accessories to be small and plain. Long hair should be fastened back. Make up and nail varnish is not permitted.

The Academy uniform should be worn by all pupils in Reception to Year 6, it is optional in Nursery. Pupils who come in without the correct Academy uniform may be provided with loan uniforms which we expect them to wear, or we may ask parents to bring the correct uniform to school. Repeated incidences of failure to wear the correct uniform may result in further sanctions (including exclusion) being applied.

Full details of our uniform policy, including photos, can be found on our website: Carlton Road Academy - School Uniform

9. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, 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 Academy. 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 Academy/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 Academy-organised or Academy-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 Academy.

Note: *failure to respect the school rules when in a taxi funded by school/ the local authority may result in suspension from the transport*

10. Rewards policy

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

- Verbal Praise: well, done, thank you, super work!
- Special comments or stickers in their book, alongside their work or on their jumper
- Class incentives such as raffles, lucky dip etc. (varied by year group)
- 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 demonstrating the school values and academic endeavor 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.

- A class reward of an extra playtime or choosing time indoors earned as a team
- Seasonal "treats", for example, at the end of term, a "party", film or "picnic", based on the age or aptitude of the children.
- Other opportunities as presented or appropriate
- Class attendance awards and individual 100%

11. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow

its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may include sensitive and strategic movement of pupils – see our academy Child Protection Policy and Safeguarding Policy. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

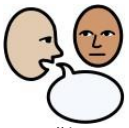
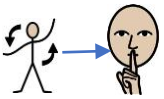
12. Complaints

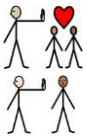
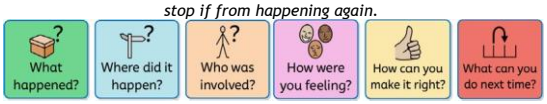
The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see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

This policy will be reviewed annually.

Appendix 1

Carlton Road Academy Child Friendly Behaviour and Rewards Traffic Lights

Behaviour	Examples	Actions
Green Behaviour	*You feel happy, safe, respectful and ready to learn:* 	
Yellow Behaviour	*You might be:*  *stopping learning*  *talking*  *not completing work*  *rough play*  *not using equipment correctly*  *running inside*  *not telling truth*  *upsetting others*	 *reminders*  *timer used*  *movement to a quiet place*  *We will talk about your behaviour* 
Amber Behaviour	*You might be:*  *using rude language*  *hitting and kicking*  *taking someone's things*  *breaking equipment*  *being unkind*  *refusing to work/ listen*	 *Miss some playtime and have reflection time*  *We will have a restorative conversation*  *We will tell your parents/ carers*

Red Behaviour	*You might be:*  *swearing at someone*  *hurting others on purpose*  *bullying/ cyberbullying*  *being late all the time*  *Walking/ running away or out of class*  *using homophobic or racist language discrimination against protected characters*  *stealing*	*This is serious.* *Other adults will know.* *Consequences could be:* • *Lunch with an adult* • *Loss of fun activity/ visit* • *Loss of reward time* • *Loss of responsibility (e.g. sports clubs)* • *Loss of privilege (representing the school)* • *Withdrawal from lesson* • *Internal seclusion in school*   *We will talk to your parents/ carers* *We might write a behaviour support plan to help you. The Headteacher may decide that your behaviour is not safe, and you may not be able to attend school for a period of time.*
Blue Behaviour	*After an amber or red stage behaviour, we will support you to feel calm again. This may take some time. Once you feel calm, we will talk about what happened and help to stop if from happening again.*  	

Appendix 2

Carlton Road Academy Behaviour and Rewards Traffic Lights

Behaviour	Examples	Actions
Green Behaviour	*Children should feel happy, safe, respectful and ready to learn—this is what we aim for every child to experience. Children will be living the school values and Class charter. This might look like:* • *being on time* • *making sure appearance is smart and tidy* • *being prepared for learning* • *contributing positively to lessons* • *taking pride in presentation* • *being helpful* • *showing a positive attitude* • *listening to others* • *demonstrating excellent manners around the school* • *making respectful choices*	*Positive behaviours are recognised, praised and rewarded.* *Consistent and regular strategies implemented throughout the school day to help children to remain in this stage.* *This is managed by all staff.* *These may look like:* • *whole class regulation breaks* • *catch them being good* • *treats/ prizes* • *thank you* *Children can also get:* • *Stickers* • *Dojos* • *Reward time*
Yellow Behaviour	*Not living the School Values or following the Class Charter. Children might be:* • *Distracting others from learning* • *Not listening to/ ignoring others* • *Talking while a member of staff is teaching* • *Not completing work* • *Rough play* • *Not using equipment properly* • *Running in the corridors/ classrooms* • *Not telling the truth* • *Upsetting others* • *Other low-level behaviours that prevent others from learning*	*These are low-level behaviours that may require verbal warnings or positive and clear reminders of expectations before a formal sanction. Next steps could look like:* • *Timer used to reset choices* • *Movement away from distraction* • *Movement to outside the classroom to reset choices* • *Movement to a partner classroom* • *Restorative conversations may be used* *Multiple yellow behaviours can be classed as amber behaviour.* *The is managed by classroom-based staff.*
Amber Behaviour	*Not living the School Values or following the Class Charter. Children might be:* • *Displaying multiple yellow behaviours.* • *Persistent disruption* • *Indirectly (not aimed at anyone) using inappropriate (rude) language* • *Displaying inappropriate physical contact* * • *Impulsively harming another* • *Showing intentional unkindness towards others* • *Refusing to do what is asked by an adult* • *Attempting to inappropriately influence or overpower another pupil* • *Other behaviours that consistently impact on the learning of others*	*If the above approach does not achieve the desired outcome, or if the behaviour is of a more disruptive nature, then a specific sanction can be applied.* *Dependent on age, needs and nature of the misdemeanour, a child can:* • *Lose some or all of their playtime* • *Parents will be notified by a phone call home or spoken to at the end of the day* • *A referral to a member of the school's senior team will be made* *Multiple amber behaviours can be classed as red behaviour.* *This is managed by all classroom-based staff.*
Red Behaviour	*Children might show:* • *multiple amber behaviours logged close together* • *verbal abuse to staff, pupils and others* • *physical abuse to/attack on staff or pupils* • *any form of bullying (including online)* * • *damage to property (including arson)* * • *misuse of illegal drugs or other substances* * • *theft* * • *threatening or actually causing violence against another pupil or a member of staff* * • *sexual abuse or assaulting (including online)* * • *supplying an illegal drug or other substances including legal highs* * • *carrying an offensive weapon or an object that may be used as such* * • *malicious allegation against staff* *	*In this stage, a member of the Senior team will be informed immediately by the adult dealing with the behaviour. Parents/ carers will be informed. There may be a meeting to discuss the behaviour. Consequences could be:* • *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 child may be expected 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* • *Loss of a privilege (representing the school)* • *Withdrawal from lesson* • *Internal seclusion in school*

	• *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* *	*For incidents regarding bullying or cyber-bullying, the bullying section of the Behaviour Policy (Section 5) will be referred to.* • *Suspension or exclusion from school may be a sanction and can only be decided by the Headteacher.*
Blue Behaviour	*For any child who has been in the amber or red stage, we will immediately follow the strategies within the blue stage where support is given to settle and regulate the child. We need to be careful that our actions do not escalate the situation again. Regulating can take some time, so it is extremely important that we invest effective calming before discussing what happened, as if done too soon, it can become a trigger and escalate the challenging behaviour again.*	