

Cedar Mount Academy

# Behaviour for Learning Policy

2022-23



**Cedar Mount Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

Name:	<b>Behaviour for Learning Policy</b>
Approved by:	Local Governing Body
Policy Created:	July 2022
Date of review	1 years
Update Approved:	
All policies are available to stakeholders either on the school website or upon request from the school office.	

Cedar Mount Academy is a member of the Bright Futures Educational Trust and as such adheres to the vision and values of the Trust working to achieve their strategic objectives.

## 1 BRIGHT FUTURES EDUCATIONAL TRUST STRATEGY

The aims and objectives of this policy are underpinned by the Bright Futures Educational Trust's vision: the best *for* everyone and the best *from* everyone.

## 2 RATIONALE

The Positive Behaviour for Learning Policy is based on an inclusive approach to education to enable staff at Cedar Mount Academy to cater to the needs of all our students as individuals and enhance the quality of all our students' opportunities.

An excellent standard of behaviour in all aspects of academy life is essential in order to:

- Create a productive teaching and learning environment.
- Ensure learners progress and attain.

## 3 VALUES

The Behaviour for Learning Policy is rooted in the values of Cedar Mount Academy, which are listed below:

- Hard Work
- Respect
- Aspiration

The Policy is also in place to support every student to be a SCHOLAR. Every student at Cedar Mount Academy is a scholar. A scholar is someone who learns their subjects well and who can demonstrate their learning. A scholar wants to learn more. As a SCHOLAR a student will be:

- **S**itting up straight throughout your lessons to ensure maximum focus.
- **C**hallenging yourself with your work and resilient when challenged.
- **H**ard working to ensure you complete every task to the best of your ability.
- **O**rganised so that no time is wasted, and you have the correct equipment with you at all times.
- **L**istening to your teacher and to others in the class respectfully and actively, prepared to respond.
- **A**spiring for the very best and engaging with your learning to take you beyond your current experiences.
- **R**espectful of everyone in their community, including students, staff, governors, visitors and parents.

## 4 AIMS

The aim of the policy is to ensure that the Academy offers students a happy and caring environment in which they all have the opportunity to achieve the highest standards. To this end, the policy set out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, and relevant statutory guidance, aim to:

- To promote self-esteem, self-discipline and proper regard for authority and positive role models based on respect, responsibility and pride.
- To ensure consistency in the approach to both positive and negative behaviours.

- To provide a safe environment, free from any disruption.
- To promote early intervention.
- To encourage a strong partnership between home and academy.
- To promote the principle that 'Behaviour is a choice'.

## 5 PRINCIPLES

We believe that good behaviour is achieved through a mixture of high expectations, a clear policy and ethos which fosters discipline and mutual respect between students, and between staff and students.

The Governing Body believes that in order for effective teaching and learning to take place, it is essential that students behave well both in and out of the classroom in all aspects of Academy life. It seeks to create a safe, caring and orderly environment in which students can best learn by:

- fostering a sense of belonging, care and enjoyment in learning and Academy life;
- providing a safe environment for students free from disruption, violence, bullying and any form of harassment or unwanted behaviour;
- promoting high standards of behaviour and discipline amongst the whole Academy community and beyond the Academy gates;
- promoting the development of self-esteem, self-discipline, respect for others and tolerance;
- promoting a proper regard for authority and positive relationships based on mutual respect;
- promoting a sense of responsibility for oneself;
- ensuring fairness for all and respect for all types of diversity;
- encouraging consistency of response to both positive and negative behaviour;
- ensuring early support for students where appropriate;
- encouraging a mutually supportive and positive relationship with parents and carers to encourage a shared approach in the implementation;
- encouraging staff to seek opportunities to praise all students in their care and reward where appropriate;
- ensuring a regular review of policy and procedures which befit the needs of the Academy at the time;
- adhering to and upholding British Values, including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## 6 RIGHTS AND RESPONSIBILITIES

The policy is a whole-school approach providing students with consistent and clear expectations of behaviour. Therefore, all staff are responsible for administering and enforcing the policy, through being persistent, insistent and consistent.

In order for Behaviour for Learning to take place in the community of Cedar Mount Academy, all of its members have rights and responsibilities. These rights and responsibilities should be made clear to all members of the academy community and reinforced in public in meaningful ways.

### 6.1 THE COMMUNITY OF CEDAR MOUNT ACADEMY HAS THE FOLLOWING RIGHTS:

- We all have the right to feel safe.
- We all have the right to learn.
- We all have the right to teach.
- We all have the right to be respected.

### 6.2 THE GOVERNING BODY

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the Academy and the principles stated above are reviewed from time to time. It will ensure that the policy is communicated clearly to the staff, students, parents and carers. The Governing Body will support the Academy in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-

discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000. The policy should be read in conjunction with the Single Equality Policy of the Trust.

### 6.3 THE PRINCIPAL

The Principal will ensure that effective measures are taken to support the principles laid out by the Governing Body, and will determine an acceptable standard of behaviour of all students. The Principal is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable students, and support for staff when faced with challenging behaviour. The Principal will also ensure that when dealing with behaviour issues, staff must always be mindful that behaviour issues presented by a student could be as a result of a safeguarding concern. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

### 6.4 STAFF

Staff, including teachers, support staff and volunteers, are responsible for following the Academy's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of students and take responsibility for behaviour in any part of the Academy. With the support of the Principal, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the Academy. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all students are listened to and supported, and that their views are taken into account. Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regards to SEND issues and social/emotional issues, some of which could be derived from safeguarding concerns regarding those students.

### 6.5 PARENTS AND CARERS

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside the Academy. The Academy regards the relationship with parents and carers to be very important, and seeks to foster those relationships positively in order to maximise support for their child. Parents and carers are encouraged to work in partnership with the Academy in maintaining high standards of behaviour, and to raise with the Academy any issues arising from the operation of the policy.

### 6.6 STUDENTS

Students are expected to take responsibility for their own behaviour. The policy, procedures and expectations will be clearly communicated to students.

Students are encouraged to support their peers in behaving well. They have a responsibility to support the Academy's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff.

For any student who is found to have made malicious accusations against Academy staff, this will be taken very seriously and a decision will be made about the student's future at the Academy.

The Governing Body, Principal and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, race, culture, religion, gender, disability and sexuality.

The Governing Body, Principal and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all students to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination.

This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, race, culture, disability, religion or sexuality.

## 7 EXPECTATIONS OF THE ACADEMY COMMUNITY

### 7.1 STAFF:

- Creating a high-quality learning environment, planning lessons which engage all students and address their different learning styles and needs.
- To lead by example, teaching and modelling good behaviour - promoting courtesy and respect.
- To deal with students in a persistent, insistent and consistent manner.
- To promote the aims and values of the academy/local community among the students.
- To have high expectations of the students and support each to be a SCHOLAR.
- To meet the educational, social and behavioural needs of the students through an appropriate curriculum and individual support.
- Ensuring that policies and procedures are followed.
- Supporting all other staff in the implementation of this policy.
- To encourage regular communication between the Academy and home.
- Encourage and reward positive behaviour and learning as the core focus.
- Use rewards to promote the idea of personal responsibility and of responsibility towards the whole academy community.

### 7.2 STUDENTS:

- Be responsible for their own behaviour.
- To respect, support and care for each other.
- To listen to others and respect their opinions.
- To attend school regularly, on time, equipped to learn.
- To follow instructions from staff at all times.
- To behave sensibly at all times, staying safe and healthy.
- To wear the correct school uniform.

### 7.3 PARENTS/CARERS:

- To be aware of and support the academy's values.
- To ensure that students attend regularly, on time, in full school uniform with appropriate equipment.
- To take an active and supportive interest in their child's learning and progress.
- Be responsible for the behaviour of their young person both in the Academy and when representing the Academy in the community.
- To update the Academy with any important changes relating to their child, including emergency contact details.

### 7.4 COMMUNITY

Cedar Mount Academy strives to be a '**No Shouting School**'. This means that we actively encourage all stakeholders; staff, students and parents/visitors; to refrain from shouting whilst in the Academy. The potential benefits of this include:

- Improved student cognitive development and focus on learning
- reduced stress and anxiety hormone release for both staff and students
- improved wellbeing of all stakeholders
- development of conflict resolution skills
- a 'calmer' learning environment, especially during unstructured times

## 8 PROCEDURES

The Academy's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. We know that students make mistakes and recognise that this is part of growing up. We understand that students can witness or be lured into anti-social behaviour outside school. We have procedures in place which regulate the conduct of students. We provide support for students and ensure that we educate students about the risks of anti-social behaviour and the effects it can have on their own lives and those of others.

We believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and that standards of behaviour in the Academy are exactly those that are expected from parents and carers in their homes. We expect decisions in the Academy to receive full parental support.

### 8.1 REWARDS AND CELEBRATIONS

Rewards and celebrations of success and achievement will be at the forefront of all staff practice. Around the Academy and in lessons, staff members will use descriptive praise to signal to students that they are demonstrating good learning habits. Staff also ring home regularly; this is an opportunity to provide parents/carers with praise about their child. During award assemblies, staff and students have the opportunity to thank and praise each other for exhibiting the Academy core values of hard work, aspiration and respect. Staff will use a range of strategies to 'reward' and 'celebrate' success and achievement. We praise and reward students for good behaviour, work, effort and positive community contribution in a variety of ways:

- **Cedar Points** are the main way in which students at CMA are recorded. Cedar points are collected individually by the students and also count towards a form total. They are issued in 2 main ways:
  - **In lessons**- Cedar Points are given to students who go beyond the Academy values of hard work, achievement and respect. They are issued as BFL1 for such things as high quality work, excellent contributions and arriving to form on time, ready to learn and in the full school uniform.
  - **Around school**- paper slips are issued for outstanding conduct around the academy. These slips go into a weekly prize draw and can also be used in the school shop.
- **Behaviour for Learning League**- Every week, the form with the most BFL1 grades will be recognised in assembly. The winning form at the end of each half term will win a prize.
- **Attendance League**- Every week, the form with the highest attendance will be recognised in assembly. The winning form at the end of each half term will win a prize.
- **Postcards**- Every week staff issue postcards to students they feel have performed well in some aspect of academy life.
- **Stars of the Week** are nominated on a weekly basis in all subject areas. Nominated students receive a certificate.
- **Reward Assembly**- Cedar points and attendance contribute to a half termly reward assembly. Students and forms are rewarded for achievements including best attendance, best behaviour, progress leader awards and subject leader awards. The winning forms for attendance and behaviour enjoy a breakfast together.
- **Term Reward**- The top performing students in terms of conduct and attendance are invited to the termly reward event which may be a pizza party or a movie afternoon.
- The **Annual Awards Evening** is the most prestigious event in the rewards calendar. Students who have performed at the very highest level throughout the entire year are invited to the evening along with their parents. These students are then recognised and rewarded for their excellent effort and attitude.
- The **Annual Reward Trip** is to reward the students who consistently meet the Academy values, standards and expectations. This day trip is by invitation only and will be offered to those students who have tried hard throughout the year. The student council decide the destination for the reward trip.

### 8.2 STAGED BEHAVIOUR SYSTEM

We have clear procedures in place which help teachers to manage behaviour constructively in their classrooms whilst building positive relationships with students. The behaviour system we have in place is an escalated

approach (Appendix A ) which includes a range of actions together with support at each stage. There are a number of stages in the process, starting with classroom teacher input before escalating to Head of Subject/Progress Leader involvement and finally SLT and Governor involvement. The behaviour structure involves parents early on, builds in levels of support through the stages, and allows students to discuss their behaviour and make the right choices.

The system is reviewed regularly in consultation with staff and students to ensure maximum effectiveness. It is communicated to students and parents and we ensure there is opportunity for staff and students to contribute to ensuring effective procedures.

It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary.

### 8.3 ANTI-BULLYING

We operate a 'zero tolerance' approach to bullying, including name-calling and any prejudiced related behaviour including name-calling. The Academy aims to effectively prevent and tackle bullying to create a safe and disciplined environment for students to learn to the best of their ability free from disruption of any kind.

Our measures to prevent all forms of bullying are in line with the Equality Act 2010.

We believe that bullying involves a perceived imbalance of power, we define bullying as:

*A deliberate attempt, often repeated, to hurt or humiliate someone (or group) either physically, verbally or emotionally. Bullying can be aimed at others, based on their race, gender, religion, sexuality, or what is believed to be a weakness.*

We recognise that bullying can take many forms and we ensure students are aware of the many ways they can be bullied.

#### 8.3.1 DEALING WITH BULLYING

The following should be read in conjunction with the Academy anti-bullying policy:

Any incident or suspicion of bullying is taken seriously and addressed immediately. The procedure for dealing with bullying is as below, but of course may be exercised with flexibility depending on the circumstances:

- parents of both victim and perpetrator are contacted;
- the alleged perpetrator is likely to be withdrawn during investigation;
- following investigation, the perpetrator may incur a school sanction based on the balance of probability;
- restorative justice takes place to ensure that the victim feels confident and safe around school;
- a programme of support is provided for both victim and perpetrator and the situation monitored closely by key staff;
- records are kept of all bullying incidents including prejudiced related behaviour and name-calling.

Bullying or prejudiced related behaviour incidents are recorded specifically on SIMS, to identify the behaviour differently to others. This process ensures bullying, prejudice-related behaviour and name-calling incidents, including homophobic, bi-phobic or transphobic are investigated fairly and consistently, thus ensuring we comply with the Equalities Act 2010.

As an Academy that subscribes to British Values, we aim to embed a culture that a lack of tolerance of any kind of diversity is unacceptable. We recognise that it is possible that bullying can be as a result of a safeguarding issue and if this is the case, the issue will be communicated to the safeguarding team for their involvement.

### 8.4 SANCTIONS

There are sanctions in place for those students who do not comply with the Academy's behaviour structure. The sanctions are implemented consistently, and are proportionate and fair. Clear explanations for the sanction applied are always given, together with guidance on how to avoid future sanctions. During lessons students are given a chance and choice before being issued with a consequence. Responses to behaviour may vary according

to the age of the student and any other special circumstances that may affect the student, including SEND or a safeguarding concern.

The Academy has the power to discipline students beyond the Academy gates. At CMA we take community behaviour seriously and expect our students to respect their community in the same way they would the Academy or home. We always follow up complaints and contact parents where students have been found to be involved in anti-social behaviour.

The range of sanctions we use depends on the level of behaviour.

#### 8.4.1 THE USE OF SANCTIONS SHOULD BE CHARACTERISED BY CERTAIN FEATURES:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- Group sanctions should be avoided.
- Vulnerable students, including those with social, emotional and mental health issues will be sanctioned in a way that will help support their needs. These students will be dealt with on an individual basis.

#### 8.4.2 THE ACADEMY EMPLOYS A NUMBER OF SANCTIONS AS HIGHLIGHTED ON THE BEHAVIOUR STRUCTURE ABOVE, THAT INCLUDE:

- Faculty time out.
- Report card.
- Loss of break/lunch times.
- After school detention.
- Removal from lesson.
- Additional Support Unit.
- Respite in another school for a short period of time.
- Fixed term suspension.
- Permanent exclusion.

#### 8.4.3 CONSEQUENCES IN LESSONS

When addressing undesired behaviour, staff should apply the following structure consistently:

Staff follow the chance, choice and consequence structure:

- **Chance and Choice-** If a student chooses the incorrect behaviour, they will be given a chance by the teacher. This is an opportunity to improve, and they will be given a clear choice by the teacher. It is expected that students will take personal responsibility for their behaviour.
- **Consequence-** If the student continues to choose the incorrect behaviour they will be issued with a BFL3, and will be expected to have a restorative conversation with the teacher after the lesson.

Instead of issuing marks on the register, staff record numbers representing Behaviour for Learning (BFL) grades: (1= outstanding, 2= good, 3= improvement needed, 4= cause for concern).

All students start the lesson (register) on a BFL2. This can change during the lesson but the teacher will not communicate the grades until the end of the lesson. This is the first step towards tipping the balance from negative to positive, and the first steps to a consistent evidence-based rewards structure.

If a student misbehaves they will be given a clear chance, followed by a choice, and then a consequence. The student remains in the class at this point as the teacher will own the behaviour in their classroom. The student will be issued with a BFL3 at the end of the lesson. The students will then be at Stage 1 of the Cedar Mount Behaviour Structure.



If the behaviour persists, then the child will be sent to Faculty Time Out and this will become a BFL4. Failure to attend Faculty Time Out, or continuing poor behavioural choices will result in the student being sent to the Remove Room. Faculty Time Out and the Remove Room involves the student undertaking restorative approaches.

#### 8.4.4 DETENTIONS

Parental consent is not required for detentions. Most detentions are conducted during school hours, but there may be occasions when students are required to attend detention after school. In this case parents/carers will be notified 24 hours before the detention if the detention exceeds 30 minutes. However, we like to deal with matters promptly therefore the Academy will attempt to arrange with parents/carers for the detention to be held on the same day if longer than 30 minutes. Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the student or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

#### 8.4.5 PATROL

Throughout the school day there will be members of staff patrolling every lesson. Staff can request support from patrol for the following reasons:

- To report a student missing from a lesson
- To report a student refusing to attend a lesson (includes those who have walked out mid lesson).
- To request support in placing a student in faculty time out.
- To provide support for a very serious situation within the classroom.

Staff on patrol are directed to incidents via Student Services who monitor the notification system.

It is the responsibility of the member of staff requesting patrol to record the incident on SIMS if necessary.

In addition to the patrol staff, there will also be members of SLT supporting classrooms, corridors and the ASU.

#### 8.4.6 ADDITIONAL SUPPORT UNIT

The purpose of the ASU is to promote good behaviour in the academy, by providing an area where serious situations of undesired behaviour are reflected upon and students are given the opportunity to modify their future behaviour. The ASU will be used at the discretion of the Senior Pastoral team to support the Academy:

- For repeated incidences of poor behaviour, including passive learning or low-level disruption.
- For repeated internal truancy.
- For refusal to attend after school detention.
- For serious incidents – as an alternative to fixed term exclusion.

The ASU will start at 8.45am and will finish at 4.00pm. Students are usually placed there for the full day. During this time students are expected to complete curriculum work. It may also be necessary for restorative meetings to be held during this time. Student toilet breaks are provided outside the usual break/lunch time so students in the ASU are not mixing with the wider community in social times. A 'grab-bag' lunch may be ordered by the student and will be brought to the ASU.

If a student fails the ASU due to disruptive behaviour, refusing to follow instructions or walking out without permission, parents/carers will be contacted and a parental meeting requested. The ASU will then be repeated. In some cases a fixed term suspension may be considered at this point.

The ASU Protocols for staff and students should be followed at all times. Restorative work will be completed with pupils in the ASU and follow up support work put in place to help prevent recurrence.

Certain behaviours in school carry set tariffs according to severity and type and these can lead to pupils spending a period of time in the ASU, the Academy reserves the right to amend or adapt these sanctions. All behaviours

are dealt with on a case-by-case basis and therefore sanctions may vary according to circumstances and severity.

#### 8.4.7 REMOVE ROOM

On occasions, students may be withdrawn from their lessons to work in the remove room. The duration of withdrawal to the remove room varies and involves a discussion with a member of the Senior Leadership Team.

Students may be withdrawn if they are required to assist with an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases the withdrawal is not recorded as a sanction. If a sanction is necessary, this will be issued by the originating member of staff in discussion with their line manager.

Students may be placed in the remove room for a set period of time for failure to adhere to the Academy uniform policy including unacceptable hairstyles. This is at the discretion of the principal. Repeated failure to cooperate with the school's uniform and appearance policy could result in placement in the ASU which is counted as a serious issue.

Students in the remove room will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times students will be treated with respect and dignity.

### 8.5 SUSPENSION FROM THE ACADEMY

A decision to suspend a student should be taken only:

In response to serious breaches of the behaviour policy, including (not exhaustive):

- persistent disruptive behaviour;
- refusal to cooperate;
- dangerous behaviour;
- verbal abuse towards staff;
- threatening behaviour;
- assault on a student;
- intentional damage to Academy property;
- threatening or aggressive behaviour in the community;
- failure to successfully complete an ASU sanction;
- bringing prohibited items into the Academy.

If allowing the student to remain would seriously harm the education or welfare of the student or others in the Academy.

Only the Principal or other named members of SLT can authorise a fixed term suspension. The length of the fixed term suspension will be dependent upon the incident and decided by the SLT member.

In line with our staged system, repeated serious behaviour as described above will result in a governors' disciplinary panel meeting where the student's future at the Academy is considered.

#### 8.5.1 READMISSION TO ACADEMY PROTOCOL

Students returning to academy following a fixed term suspension, must follow the Readmission to Academy Protocol.

The student must have a parent/carer meeting before readmission back into academy (unless agreed with SLT).

During the parent/carer meeting, an Interview Form must be completed and stored in the student's personal file.

The reasons for the suspension are to be discussed and a set of actions and student report targets must be agreed.

The student will be placed on the appropriate report card, and other interventions in line with the Staged Behaviour System.

In the event that a parent/carer fails to attend the meeting, the APL is to make contact and arrange another meeting – students **cannot** be kept at home or refused education at the Academy if parents do not attend. The student may be expected to work on attachment to a member of staff until the parental meeting has been completed.

Failure of a parent/carer to attend a second meeting will result in the meeting taking place during a home visit. Suspensions from the Academy should be viewed as a last resort and wherever possible the student should be placed in the ASU as an alternative to an suspension.

## 8.6 PERMANENT EXCLUSION

There may be, on occasion, a requirement for the Principal to recommend a Permanent Exclusion. This sanction should only be used in response to a serious breach, or persistent breaches, of the Academy Behaviour Policy; and where allowing the student to remain would seriously harm the education or welfare of others within the Academy. Such a decision will go to the Governing Body of the Academy for consideration following the protocols set out in the Trust Exclusions Policy.

## 8.7 COMMUNITY WORK

We expect students to treat the Academy respectfully as they would their own home. We believe that as far as possible the sanctions should try and fit the behaviour breach. For example, a student may be required to pick litter, clean tables in the bistro, tidy a classroom or remove graffiti, if they have behaved in such a way if they have dropped litter, left a mess in the dining hall, disrespected the classroom environment or defaced Academy property.

# 9 CHILD-ON-CHILD ABUSE

All staff are aware that children can abuse other children (often referred to as **child-on-child abuse**), and that it can happen both inside and outside of the Academy. The Academy will challenge all forms of such inappropriate behaviour as noted below (but this list is not exhaustive):

- Gender stereotyping, sexist jokes, sexist language, gender discrimination
- Jokes about rape, sexist slurs, rating the appearance of women, objectification of women
- Sexualised bullying, sexual harassment, victim blaming, acceptance of violence against women
- Unwanted sexual contact, flashing, cyber-bullying, online sexual threats
- Coercion, Upskirting, non-consensual sharing of nude and semi-nude photos
- Sexual violence, rape and sexual assault

## 9.1 RESPONSES TO SEXUALLY INAPPROPRIATE BEHAVIOUR

The Academy's response to such incident will be decided on a case-by-case basis. In all cases the response will be

- Proportionate
- Considered
- Supportive

Whilst such behaviour will never be tolerated, the Academy will support and listen to all of the students involved. The full range of sanctions listed in section 8.4 above may be used in response to behaviour of a sexually inappropriate nature, ensuring the wishes of the victim are considered. Where appropriate a safety plan will be designed, with the support of the victim, the victim's family and where necessary the police to ensure the on-going safety of any such students. The Academy will make the final decision around appropriate sanctions.

## 9.2 EDUCATION

We will ensure student know what good and healthy sexual behaviour means through the delivery of our Relationship and Sex Education curriculum.

In all incidents, the further education of students will always be one of the supportive outcomes, alongside any sanctions that are deemed appropriate.

## 10 THE POWER TO USE REASONABLE FORCE

### 10.1 PURPOSE OF REASONABLE FORCE

Reasonable force is used to control and restrain students and covers a range of actions including a degree of physical force.

- Control means passive physical contact e.g. standing between students or blocking a student's path, or active physical constraint such as leading a student by the arm out of a classroom.
- Restraint means to hold a student back physically or bring a student under control e.g. when two students fight and refuse to separate without physical intervention.

Staff should always avoid acting in a way that might cause injury but in extreme cases, avoiding injury may not always be possible.

### 10.2 WHEN REASONABLE FORCE IS USED

The use of reasonable force is down to the professional judgment of the member of staff and should always depend on the individual circumstances ('Reasonable in the circumstances' means using no more force than is needed, Use of Reasonable Force Guidance July 2013).

The Academy does not require parental consent to apply reasonable force.

All members of staff have the power to use reasonable force (Education and Inspections Act 2006)

Staff must make reasonable adjustment for pupils with SEND.

The Academy has the power to prevent students from:

- Committing an offence;
- Injuring themselves;
- Damaging property;
- Causing disorder.

The Academy also has the power to use reasonable force when searching for 'prohibited items' (see below) and Education Act 2011, however force may not be used to search for banned items which appear under the Academy rules e.g. non- uniform items, confectionary.

Examples of when reasonable force may be used by any staff member at CMA:

- Prevent a student from attacking a member of staff or another student, or to stop a fight;
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts an Academy event or a trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Restrain a student at risk of harming themselves through physical outbursts.

The Academy cannot use reasonable force as a punishment. When physical force has been used we always endeavour to tell the parent or carer.

### 10.3 OTHER PHYSICAL CONTACT WITH STUDENTS

It is not illegal to touch a student and the Academy does not subscribe to a 'no contact' policy.

There are times when it is appropriate to touch a student, and for these examples' permission would be sought from the student by the staff member. For example:

- comforting a distressed student;
- congratulating or praising a student;
- demonstrating the use of a musical instrument;
- demonstrating an exercise in Physical Education or how to hold a musical instrument;
- helping a student with a physical disability;
- to give first aid.

## 11 PROHIBITED AND BANNED ITEMS

### 11.1 PROHIBITED ITEMS

In the interests of the health and safety of students, staff, other members of the Academy community and visitors to the Academy, the Academy asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought into the Academy. In the majority of cases the application of common sense will easily determine what should not be brought in to the Academy.

Students suspected of bringing in any item in the 'prohibited' items list below may be searched without consent, including their belongings, by the Principal or other staff who are authorised to do so:

- weapons and knives;
- alcohol;
- illegal drugs;
- drug-related paraphernalia;
- stolen items;
- tobacco, cigarette papers and e-cigarettes;
- fire lighting equipment;
- fireworks or explosives of any kind;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- any item listed under 'banned items' in the Academy rules and which specify they may be searched for.

Students suspected of bringing in any other banned item, such as those listed below may be searched (only with the student's consent), by a member of staff.

### 11.2 OTHER BANNED ITEMS AT CMA

- any form of liquid based correction fluid. Note: students may use correction tape and correction tape devices;
- laser pens or LED torches;
- chewing gum;
- cans, energy drinks or fizzy drinks;
- confectionery (crisps and chocolate bar only as part of lunch pack);
- any aerosol (other than essential medication) Note: students should use non-aerosol deodorants;
- metal pronged combs;
- cameras and mobile or other electronic devices: the Academy reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings, of students or staff or malicious communications. These items can be searched for without consent. (Education and Inspections Act 2006).

The Academy does not require formal written consent from students or parents when searching for banned items under the Academy rules. Neither does the Academy require the presence of a parent or carer when searching students.

Authorised staff who can conduct a search for Academy banned items with consent from students may ask students if they can hand over their bag or outer clothing, or to turn out their pockets or empty their own bags.

Staff may not ask students to remove clothing next to their skin. A more intimate search which may involve removal of inner clothing may only be conducted by a person authorised to do so, such as the police.

Staff authorised to search must conduct the search with another staff member as witness. The staff conducting the search must be of the same sex as the student and preferably the witness should be of the same sex.

A search may be conducted by an authorised staff member of the opposite sex or on their own without a witness only when it is not practical to summon another staff member and if by not searching immediately there is an immediate risk of serious harm.

If a student refuses to comply with the search, Academy sanctions may apply.

If a student is found to be in possession of any banned or prohibited item, Academy sanctions may apply.

In extreme cases, such as bringing in prohibited items, students may be excluded from the Academy whether temporarily or permanently.

### 11.3 SEIZING AND CONFISCATING ITEMS

As circumscribed by Section 89 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. (s89 Education and Inspections Act 2006).

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### 11.4 ITEMS FOUND DURING A 'WITHOUT CONSENT' SEARCH

Items which should be seized and handed to the police:

- controlled drugs (unless the staff member thinks it is reasonable to dispose of them);
- stolen items (unless the staff member thinks it is reasonable to dispose of them or return good to the owner);
- extreme or child pornography images;
- an item used to cause injury or damage to property (unless staff member thinks it is reasonable to return to the owner);
- any weapons or items which are evidence of an offence.

Items which may be disposed of or retained by the Academy but not returned to the student:

- alcohol;
- tobacco or cigarette papers;
- other substances other than controlled drugs e.g. so-called 'legal highs';
- drug-related paraphernalia;
- fireworks;
- pornographic images which do not constitute extreme or child pornography.

Banned items under the Academy rules may be disposed of, retained or returned to owner at the Academy's discretion.

### 11.5 DEALING WITH ELECTRONIC DEVICES

Where an authorised staff member conducting a search finds an electronic device that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine the data or files on the device.

The authorised member of staff can delete data and files unless handing the device to the police.

There is no need to gain parental consent if seized within a lawful 'without consent' search, and is reasonably suspected of being, or likely to be, used to commit an offence or cause injury or damage to a person or property.

## 12 MALICIOUS ACCUSATIONS AGAINST STAFF

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which could result in exclusion.

## 13 STAFF TRAINING

The Academy is committed to providing appropriate high-quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy.

## 14 INTERRELATIONSHIP WITH OTHER ACADEMY POLICIES

In order for the behaviour policy to be effective clear, links with other Academy policies, such as Child Protection and Safeguarding, anti-bullying, eSafety and SEND policies have been established.

## 15 REVIEW

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.

## Appendix A Staged Behaviour Structure

Escalation through and across lessons during one term

	Behaviour in Lessons	Action	Behaviour across the Academy
<b>Stage 1</b>	1 <sup>st</sup> lesson where a BFL Grade 3 has been issued	<b>Restorative discussion</b> with teacher and note in planner	5 x BFL3s across departments within 1 week= <b>Form Tutor discussion</b>
<b>Stage 2</b>	2 <sup>nd</sup> lesson where a BFL Grade 3 has been issued	<b>Restorative discussion</b> with teacher and note in planner	2 <sup>nd</sup> week of 5+ BFL 3s across departments= <b>Form Tutor report</b>
<b>Stage 3</b>	3 <sup>rd</sup> lesson where a BFL Grade 3 has been issued	<b>15 min restorative meeting</b> with the class teacher and parent informed directly	3 <sup>rd</sup> week of 5+ BFL 3s across departments= <b>Form Tutor phone call</b>
<b>Stage 4 (BFL4)</b>	4 <sup>th</sup> lesson where a BFL Grade 3 has been issued	<b>45 mins</b> after school detention. Subject report to begin and parent informed directly	5 x Stage 4 across school= Progress Leader Report
<b>Stage 5</b>	5 <sup>th</sup> lesson where a BFL Grade 3 has been issued	<b>90 mins</b> after school detention and meeting with Head of Department. Removal from lesson until parental phone call.	5 x <b>Stage 5</b> across school= <b>Progress Leader Report</b> and Individual Behaviour Plan (IBP) starts and parent contacted.
<b>Stage 6</b>	6 <sup>th</sup> lesson where a BFL Grade 3 has been issued	<b>1 Day ASU and parent meeting.</b> Removal from lesson until parental meeting.	5 x <b>Stage 6</b> across school= <b>Progress Leader Report</b> and Individual Behaviour Plan (IBP) continues and parent meeting.
<b>Stage 7</b>	7 <sup>th</sup> lesson where a BFL Grade 3 has been issued	<b>Restorative meeting with a Senior Leader.</b> Removal from lesson until parental phone call.	5 x <b>Stage 7</b> across school= <b>SLT Report and Pastoral Support Program</b> following parental meeting with SLT.
<b>Stage 8</b>	8 <sup>th</sup> lesson where a BFL Grade 3 has been issued	<b>3 day ASU and parent meeting.</b> Removal from lesson until parent meeting with Senior Leadership Team panel.	5 x <b>Stage 8</b> across school= <b>SLT Report and Pastoral Support Program</b> continues following parental meeting with SLT.
<b>Stage 9</b>	Continuing disruptive behaviour	<b>Fixed Term Exclusion (To be decided by the SLT member)</b> Governors Disciplinary Panel for 1 <sup>st</sup> warning and behaviour contract.	<b>Escalation at SLT Discretion:</b> PSP continues Behaviour contract Managed move/step-out
<b>Stage 10</b>	Continuing disruptive behaviour	<b>Fixed Term Exclusion (To be decided by the SLT member)</b> Governors Disciplinary Panel for final warning and behaviour contract.	<b>Escalation at SLT Discretion:</b> PSP continues Behaviour contract Managed move/step-out