



# **Behaviour Guidance and Procedures**



Partner school

John Taylor Multi Academy Trust

## **Behaviour Guidance and Procedures**

This document applies to Chase Terrace Academy (CTA) and is in line with the core values of the John Taylor MAT. It should be read in conjunction with all relevant JTMAT policies including

[JTMAT Behaviour Policy](#)

[JTMAT Child on Child Abuse Policy JTMAT](#)

[SEND Policy](#)

[Anti-Bullying Policy](#)

[DfE Behaviour in School Guidance](#)

[DfE Guidance Suspension and Permanent Exclusion](#)

[DfE Use of Reasonable Force](#)

At CTA, we aspire for all of our pupils to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our school values are centred around 'Respect for the CTA Way'. The four values that are woven through our school life are 'Respect', 'Community', 'Tenacity' and 'Aspiration'.

### **1. Purpose of this Document**

*CTA is committed to ensuring a positive, inclusive, caring and safe learning environment based on respectful relationships, well embedded routines and clear high expectations which are understood and realised by all.*

Our intention is to create an environment where teachers can teach and pupils can learn, where all members of our community are, and feel, safe and all members of the community are treated with dignity and respect.

To provide clarity to all stakeholders including parents and carers. All parents/carers sign an Academy-Home agreement to support the academy in the upholding of our values and processes which underpin our vision for outstanding behaviour at CTA.

To create a no-excuses culture, where all within the CTA community accept responsibility for their actions.

### **2. Code of Behaviour/Conduct**

**2.1** Our pupils should be compassionate, confident and creative individuals who are resilient, **respectful** and equipped with the **tenacity** to take up a fulfilling role in society and the wider world. Across the school **community**, there is a relentless drive for continuous improvement and high **aspirations**.

This behaviour procedure sets out and clarifies the responsibilities within our Academy. All staff receive training with regards to behaviour systems. On induction (including mid-year admissions) and throughout their time at the Academy, pupils receive clear instruction with regards to expectations, behaviour systems, rules and routines – and are explicitly taught how to behave in relation to them.

The policy encompasses our 4 values and relates specifically to the following areas of Academy life and pupil behaviour in the wider community:

**RESPECT:**

- For CTA expectations re uniform, appearance, organisation and behaviour
- For others in the CTA community and beyond
- For property and the environment

**TENACITY**

- Exemplified by effort, persistence and resilience when times are tough and seeking a way through rather than seeking excuses

**ASPIRATION:**

- Aspiring for personal excellence in academic achievement, attendance and punctuality and positive social and working relationships

**COMMUNITY:**

- Pupils are proud to be members of the CTA community and acknowledge that they have opportunities and responsibilities to others as well as themselves, in how they work together and treat each other and their shared environment

2.2 In addition to poor in school behaviour, pupils may be disciplined for misbehaviour where:

- They are taking part in any Academy organised or Academy related activity
- They are travelling to and from CTA
- They are wearing CTA uniform
- They are identifiable as a pupil from CTA
- They pose a threat to another pupils or member of the wider community
- They are adversely affecting the reputation of CTA

### **3. Expectations**

3.1 To support the positive conduct of behaviour in and around the Academy we have set out some key expectations for pupils and staff built around respect for the CTA Way.

#### **3.2 Classroom Expectations**

**Pupils:**

- Enter lessons calmly and on time, ready to learn
- Respond calmly to instructions and to do as they are asked by adults in school first time and without challenge
- Engage in learning, take pride in their work and try their best at all times.
- Are polite and considerate to all; they respect each other and the environment
- Do not leave a lesson without permission – this will be considered truancy, a serious and significant issue

## **WE BELIEVE ALL PUPILS CAN DO THIS – EVERY DAY**

### 3.3 Outside the Classroom

#### **Pupils:**

- Respect the CTA Way and behave accordingly.
- Respond calmly to instructions and to do as they are asked by adults in school first time and without challenge
- Respect the CTA environment
  
- Move around CTA calmly and with consideration for the safety of others.
  
- Be kind, polite and considerate to everyone.
  
- Eat only in appropriate areas (not eating or drinking is allowed in toilets)

## **WE BELIEVE ALL PUPILS CAN DO THIS – EVERY DAY**

### 3.4 Examples of these expectations are as follows: -

- Excellent attendance
- Arrive at school and to lessons on time
- Enter the classrooms quietly;
- Wear uniform correctly, including on the way to and from the Academy;
- Pupils sit where they are told to sit by the teacher or any other member of staff;
- Have all equipment and books required for lessons;
- Follow classroom rules and procedures and not disrupt the learning of other pupils;
- Follow instructions given by staff and other adults without arguing
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- Put up your hand to indicate you wish to speak unless directed otherwise;
  
- Use appropriate language;
  
- Listen and value others' ideas, contributions and work co-operatively;
  
- Care for the classroom and resources, respecting others' property;
  
- Lead by example, being a good role model for younger pupils at CTA
  
- Accept responsibility for your behaviour and our "No Excuses Culture";
  
- Be considerate of the needs of all the other people in the classroom;
  
- Use ICT in accordance with CTA (CTA acceptable user policy)

- Behave appropriately when outside Academy

### **WE BELIEVE ALL PUPILS CAN DO THIS – EVERY DAY**

3.5 Staff have a responsibility to model appropriate behaviour and attitudes. In the classroom we expect routine strategies to be used in all lessons, so that pupils experience a consistent approach from staff across the school. The following expectations and strategies are our main visible consistencies and we expect **all staff** to follow on a routine basis.

- Expect the class to arrive on time in correct uniform
- Meet pupils at the door of the classroom each lesson, greeting them in a positive welcoming manner as they enter the room
- Have a seating plan for every class. Teachers decide where pupils sit, to ensure maximum learning and minimum distraction.
- Be clear about being ready to learn i.e. seating organisation, equipment on desks, coats on chairs
- Teachers should take the register in the first 10 minutes of the lesson and insist on silence whilst this is done.
- Use the language of the values
- Plan activities that will provide appropriate challenge for all pupils throughout the lesson.
- Teachers must insist pupils work in a way that does not disturb others
- Use a 'do now' learning or retrieval activity, at the start of every lesson for at least 5 minutes, providing a period of calm/reflection at the start of each lesson. This time could include reviewing previous work, reading and preparing to work on tasks displayed on the board, reading or responding to feedback given or any other reading related/suitable activity.
- Use a 'cold call' strategy in lessons to engage all pupils, in as many circumstances as possible, so that pupils are all given a fair opportunity to be involved and assessed in the learning.
- Pupils should stay in their seats unless instructed or given permission to move
- Conclude lessons in a calm and positive manner: Pupils should stand behind their desks until dismissed – staff stand at the door at the end of the lesson when dismissing pupils, acknowledging their positive contributions and wishing them well for the rest of their day.
- Respond to behaviour incidents in a way that is consistent with this guidance, proportionate and fair
- SLT will support staff by being a visible presence around the school. They will:
  - Be on gate duty at the beginning and end of the day
  - Be in the corridors at every lesson change over
  - Be on duty at break and lunch times
  - Have a rota to ensure that lesson drop-ins are regular and frequent
- Beyond their own classroom, teachers will support the school through challenging pupil behaviour that contravenes expectations where they see it: at lesson changeover, at break and lunchtimes and at the start and end of the day.

- Similarly, all staff will actively support the enforcement of school expectations as articulated in these guidelines.

3.6 When correcting behaviour staff will follow a staged approach, this is to ensure correction and sanction (where deemed appropriate) is proportionate with the behavioural issue/incident.

#### **4. Pupil Referrals**

4.1 All referrals regarding a pupil's behaviour should contain the following information:

- Pupil name(s) and Form Group(s) of those involved in the incident
- Date and time of the incident
- Clear outline of the incident
- Any actions taken so far

4.2 All referrals should be written in a formal manner and should be a factual record of the incident. They should not contain any personal opinions. Wherever possible, quote language used verbatim.

4.3 Following the referral, the relevant member of staff (Head of Department / Head of Subject, / Head of Year / SLT) should advise the referrer of the action taken and outline any sanctions awarded. They should also advise of any supportive measures offered.

**ALL INFORMATION MUST BE COPIED TO HEADS OF YEAR FOR PUPIL FILE.**

#### **5. Persistent disruptive Behaviour**

5.1 Persistent disruptive behaviour that impacts upon the learning of other pupils within our Academy will not be tolerated and may result in permanent exclusion.

#### **6. Children with Special Educational Needs and/or Disabilities (SEND)**

6.1 A culture of good behaviour creates calm environments which will benefit pupils with SEND, enabling them to learn. At CTA we are fully aware of our legal duties with regards to children with SEND needs.

In applying the behaviour guidance, staff will consider if a child's SEND need was a contributing factor to their behaviour and respond appropriately, although it does not follow that every incident of misbehaviour will be connected to a child's SEND need.

6.2 Toilet / Time out passes are only available in exceptional circumstances when advised by a medical professional or as part of a SEND passport /profile.

#### **7. Rewarding Positive Behaviour**

7.1 Our approach to developing a **respectful** culture and positive ethos at CTA is to treat pupils fairly and positively, offer them encouragement and acknowledge and celebrate their achievements. Within this culture pupils are expected to **aspire** to personal excellence and be **tenacious** in their efforts to succeed.

7.2 We will use a range of rewards to recognise pupil's effort, achievement, behaviour and exemplification of our core values: Respect, Community, Tenacity and Aspiration, these will include, but not limited to:

- Verbal praise
- House points – staff should award House Points to deserved pupils every lesson
- Letters or phone calls home
- Praise postcards
- Special awards
- Praise meetings with senior staff
- Special privileges e.g. going to the front of the queue at lunchtime
- Positions of responsibility – within the Academy for pupils who show themselves to be positive role models
- Progress, Praise meetings, Certificates and Prizes – awarded for academic achievement and attendance in line with our progress report cycle
- Year 11 Prom – where invitation to attend is based on good behaviour, attendance to Academy and positive progress made in lessons
- Faculty trips and offsite visits – across the Academy year in support of curriculum learning

## **8. Sanctions**

8.1 CTA will use a range of sanctions in response to misbehaviour and encourage good behaviour. These may include:

- Verbal reprimand and a reminder of the expectations of behaviour
- Removal from a lesson
- Loss of privileges, including attendance at off-site activities and trips
- Detention
- School based community service
- Regular reporting for behaviour monitoring including early morning reporting
- Internal isolation
- Suspension
- Permanent exclusion

### **This list is not exhaustive**

Staff will determine the appropriate sanction to be given.

## **9. Detentions**

9.1 CTA operates an up to 30-minute, no-notice, detention policy. These short detentions will normally take place at break or lunchtime in response to lateness to school or lessons or in response to pupils' behaviour in lessons.

9.2 For detentions longer than 30-minutes Parents/Carers will be given 24hours notice by text message / MCAS message where an after-school detention has been issued and scheduled for the following day. All Parents will be contacted where a pupil fails to report

for a detention. Where there is no acceptable reason a further sanction will be issued in addition to the original detention. During detention pupils will complete work set by staff, the detention is a sanction and that time used is not intended for mentoring or counselling.

## **10. Isolations, Suspensions and Permanent Exclusions**

10.1 CTA follows the DfE guidance on suspensions and permanent exclusions.

10.2 CTA will endeavour to create a school environment in which excellent behaviour is the norm, and put support strategies in place to do all it can to ensure that a pupil is not in danger of being permanently excluded.

10.3 Through consultation with teaching and support staff, the pastoral team will implement targeted interventions for pupils. This is to support pupils who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.

10.4 In order to support pupils, and the parents of those pupils at risk of suspension, a period of supported time in isolation may be used alongside or as an alternative to a suspension.

10.5 Where appropriate, external agencies may be involved to support a pupil.

10.6 Suspensions and Isolations are used: -

- As a sanction for inappropriate behaviour and persistently disruptive behaviour
- To remove a child where they are considered a threat to the safety, education or welfare and wellbeing of other pupils and/or staff.
- Where behaviour is having a significant negative influence on the learning of others
- To reinforce the high standards of the Academy
- To improve a pupil's behaviour

Other strategies used to support pupils who exhibit disruptive behaviour include short term or part time placements at alternative provision to support in a specialist environment. A pupil may also be expected to meet with parents and senior staff to discuss a managed move to another school if it is felt that a fresh start would be in the interests of the child, and could support to avoid a permanent exclusion.

10.7 Only the Headteacher or Deputy headteacher can authorise a suspension.

## **11. Return from Suspension Meetings**

11.1 When pupils return to the Academy following a fixed-term suspension a return from suspension meeting will take place. In this meeting, the Head of Year and a member of the Senior Leadership talk to the pupil and his/her parents/carers about the seriousness of the incident.

11.2 If the pupil does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, another further sanction may be issued.

11.3 The pupil will be expected to give assurances that this behaviour will not be repeated and may be asked to sign a behaviour contract, which will be individually tailored to the



pupil's needs. Strategies and support to help the pupil to improve will also be discussed and agreed, in order that the pupil has the opportunity to ensure that such behaviour will not reoccur. In the return from suspension meeting the pupil will discuss the reasons for the suspension and how the targets set will be achieved.

11.4 Suspension is most effective when:

- o Pupils are suspended to work at home (work will be provided)
- o Parents/Carers support the suspension with other sanctions at home

Parents/Carers are also expected to ensure that their child is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

11.5 in serious situations a permanent exclusion may be unavoidable.

## **12. Managed moves**

12.1 Pupils who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies being implemented may be discussed at the Local Area Behaviour Group or via SEND hub referral, to discuss a respite period at another educational provider, alternative provision, or indeed a managed move to another School or Academy. Managed moves will be considered under the following circumstances: -

- o A pupil who persistently fails to follow CTA's behaviour guidance, despite intervention/support
- o A pupil is involved in a serious breach of CTA's rules and their actions have put the safety of staff and/or other pupils at risk
- o A pupil has incurred multiple fixed-term suspensions or equivalent and/or isolations
- o A pupil who is at risk of permanent exclusion.

If a pupil is placed on a managed move that is completed successfully they will be taken onto the new school's roll, where a pupil fails a managed move, as a result of failing to meet expectations this will result in them returning to CTA, which may then lead to permanent exclusion.

## **13. Child on Child Abuse**

13.1 CTA endeavours to make sure that all pupils feel safe and accepted. We actively encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our behaviour guidance and will not be tolerated.

13.2 Child on child abuse can be verbal or physical, by person or by electronic, on-line or written means. It is made very clear to pupils what is expected of them in terms of respecting their peers, and any intentional breach of this will result in disciplinary action.

13.3 If an allegation of child-on-child abuse does occur, the Academy will:

- take the allegation seriously
- act as quickly as possible to establish the facts
- deal with it sensitively
- 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
- inform parents of any concerns
- make it clear to the perpetrator 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 child, either physically or emotionally, redress their actions, and CTA will make sure that they understand what they have done and the impact of their actions
- consider next steps
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used
- consider sanction escalation in cases of repeated child on child abuse or a serious incident of child-on-child abuse

13.4 All staff are aware of their safeguarding responsibilities as set out in the JTMAT's Safeguarding Policy and 'Keeping Children Safe in Education' policy.

#### **14. Allegations about a Member of Staff**

14.1 Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Senior Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term suspension for the pupil will be imposed.
- The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own and will be offered support.
- If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered

14.2 If, through investigation, the allegation is found to be substantiated the Trust's disciplinary procedures will be implemented.

#### **15. Power to search without consent**

15.1 CTA uses DfE guidance for the use of searches.

15.2 Legislation allows Headteachers and staff they authorise to search pupils without consent if it is believed that a pupil has brought any prohibited item(s) into the Academy.

15.3 Any searches of pupils for prohibited items will be recorded on the Trust's proforma (Appendix A)

15.4 Prohibited items could include such things as: -

- Knives and other weapons, including replica weapons;
- Alcohol;
- Illegal and controlled drugs;
- Items believed to be stolen;
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- An article specified in regulations i.e. tobacco and cigarette papers, fireworks and pornographic images
- E-cigarettes and Vape pens
- Energy drinks
- Stolen items
- Mobile phones and other electronic devices (see section 16 below).
- Balaclavas

**This list is not exhaustive**

15.5 CTA has a zero tolerance to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the Academy or wider community will be confiscated and handed over to the Police. The permanent exclusion of the pupil will be considered.

15.6 It MUST be noted that any pupil bringing illegal drugs, knives or weapons onto school site will be permanently excluded. CTA will automatically contact the Police in any drugs related incident.

15.7 A referral will be made to children's services if a child is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.

15.8 Our ability to discipline pupils and maintain an orderly and safe environment can, on occasion, rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is kept safely. Depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from Academy reception.

15.9 If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. Any prohibited items that are confiscated may be disposed of at the Academy's discretion.

15.10 The Headteacher and Designated Safeguarding Lead will be informed if there are reasonable grounds to suspect possession of a prohibited item.

15.11 If a pupil refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).

15.12 Please note that medicines which are prescribed by Doctors for illness are to be handed into reception if they are brought into Academy and a form completed by parents/carers. Thus, no child should carry any drugs or medicines on their person in the Academy.

## **16. Mobile Devices**

Mobiles phones or other electronic devices for Key Stage 3 and Key Stage 4 should not be seen or heard during the school day, where they are seen or heard they are confiscated, as above. Within the 6<sup>th</sup> Form building, Key Stage 5 are permitted mobile phones or other electronic devices. The term 'electronic devices' includes in ear earphones or other types of headphone. Smart watches may be worn by students, however they should not be heard or used for texting, notifications should remain off whilst at school. Exam conditions dictate that any form of watch, including smart watches must not be worn during an examination.

## **17. Roles and Responsibilities**

17.1 Creating a safe environment is essential for effective learning and ensures that all pupil's rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a '**whole school approach**' in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

17.2 The Headteacher and Senior Leadership Team will:

- Disseminate the behaviour guidance and guidance to the whole school community
- Implement the policy effectively and consistently
- Ensure appropriate training for staff
- Ensure that all new staff are inducted clearly into the school's behaviour culture
- Ensure that the school leadership team is highly visible to all children
- Monitor, review and evaluate the effectiveness of the policy
- Provide appropriate support for staff

#### 17.3 Pastoral team will

- Be proactive in promoting and maintaining high standards of behaviour within CTA
- Ensure that the school behaviour guidance is followed
- Lead on training of staff
- Support staff in the management of behaviour and discipline
- Head of Year will investigate issues fully and decide on the action required as appropriate
- Celebrate good behaviour
- Communicate with and update parents about their child's behaviour
- Log all incidents on the pupil's file and on the Management Information System
- Liaise with external agencies, the Local Authority and JTMAT as appropriate

#### 17.4 Staff will:

- Maintain a calm and safe environment for all pupils both in their own classrooms and around the Academy
- Take a proactive approach to managing behaviour
- Model expected behaviours and develop positive relationships with pupils
- Adhere to CTA's behaviour guidance and escalate as appropriate
- Take all reports of bullying seriously and respond to each incident accordingly
- Record / Report incidents consistently, promptly and in detail on the Management Information System
- Know and understand their pupils and their influences
- Explicitly teach learning behaviours and classroom routine
- Praise positive behaviour

#### 17.5 Pupils will:

- Respect the CTA Way
- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness
- Follow the rules and expectations outlined in the Behaviour guidance
- Report any incidents of poor behaviour to an appropriate adult

- Report any incidents that have occurred over social media sites
- Co-operate with any investigations
- Pupils must recognise that being a “bystander” is not acceptable

17.6 Parents/Carers will: Parents/carers are expected to:

- Support the behaviour guidance
- Inform the school of any changes in circumstances that may affect their child's behaviour or progress at school
- Discuss any behavioural concerns with the appropriate Head of Year or Pupil Support Officer promptly
- Work in partnership with the school to encourage good behaviour
- Maintain positive and respectful communication with the school and inform the school of concerns raised by their child
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way
- Monitor their child's use of social media regularly, if their child uses social media

## **18. The Local Governing Body**

The Local Governing Body is responsible for reviewing and approving this procedure.

## **20. Physical restraint**

CTA will follow DfE guidance with regard to physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the Management Information System and always reported to parents/carers

Where a pupil demonstrates a significant risk to others, including physical assault of a member of staff or serious physical assault of another pupil, permanent exclusion may need to be applied.

**Reviewed by Governing Body:** September 2024

**Adopted:** September 2024

**Review date:** September 2026

## Appendix A

### Pupil Search Record

<b>Name:</b>	<b>Class/Form:</b>
<b>Date of search:</b>	<b>Time of search:</b>
<b>Where did it take place?</b>	<b>Searched by:</b>  <b>In the presence of:</b>
<b>Why was the search initiated (i.e. what cause underlay the search)?</b>	
<b>What did the searcher anticipate finding?</b>	
<b>What (if anything) was found that related to the cause of the search?</b>	
<b>What else (if anything) was found that may be a breach of the school's behaviour policy re: restricted items (e.g. weapon(s), illicit substances(s))?</b>	
<b>Member of staff conducting the search signature:</b>	<b>Date:</b>
<b>Member of staff present signature:</b>	<b>Date:</b>
<b>Pupil signed:</b>	<b>Date:</b>
<b>Received by (name of senior member of staff receiving statement)</b>	<b>Date:</b>