

Behaviour Management Procedures

Cliff Park Ormiston Academy



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1 Principles

Cliff Park Ormiston Academy (CPOA) is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices (Strong character). At Cliff Park we understand that trauma can manifest in various forms, including abuse, neglect, loss, or exposure to violence. For many students, these experiences can significantly impact their emotional well-being, behaviour, and academic performance. In response the academy is committed to creating an environment that fosters healing, resilience, and positive growth

2 Aims

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve
- To realise and celebrate the potential of all students through promoting independence and self discipline
- To ensure all students develop the good learning habits (through our Everyday Expectations) that they need to be successful in school and life.
- To create an environment in which students are empowered and able to accept responsibility for their own actions
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties

These aims are supported by regular and appropriate professional learning; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and Academy social events aimed at pulling together the different life experiences of groups within the community.

Our Behaviour Management Procedures actively encourage adults to engage with the expectations and the tools to establish rules that are simple and clear so that they are consistently applied throughout the Academy. This document aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of all stakeholders in the Academy community with regards to managing behaviour and behaviour for learning
- Outline our system of **recognition and consequences**

3 Intended Outcomes

3.1 Staff

- All staff will receive on-going training in Behaviour for Learning and classroom management techniques and will be aware of their role and responsibilities.
- All staff will be aware of the Student Academy Code of Conduct (Section 6) and their role in enforcing the Behaviour Policy – including rewards and sanctions.
- Teachers are expected to take responsibility for the behaviour and learning environment in their classroom/working area.
- Teachers will use appropriate techniques to ensure good student behaviour, mutual respect and effective use of sanctions and rewards. Teachers will follow the established classroom routines and classroom management techniques, including meeting and greeting students on their arrival and using seating plans to ensure a positive working atmosphere within the classroom.
- Teachers will use teaching and learning and assessment for learning techniques to deliver high quality learning experiences. Students will be challenged, engaged and motivated and will therefore be less likely to be off task and indulge in disruptive behaviour.
- Staff will monitor and record student behaviour and use appropriate rewards, sanctions and intervention. Staff will understand the range of rewards and sanctions available and how to apply sanctions fairly, consistently, proportionately and reasonably – taking account of students' individual needs.
- All staff will be clear about the extent of their disciplinary authority and will have received the necessary professional development on behavioural strategies. They will be clear about their role in ensuring good standards of behaviour and the support that is available for them. Teachers will acknowledge, encourage and reward good behaviour in line with the Students Behaviour and

Suspensions Policy

- Staff will keep parents informed of their child's behaviour if there are concerns. They will use appropriate methods of engaging them and where necessary, support them in meeting their responsibilities.
- All staff will receive guidance and training to ensure that all reasonable measures are taken to protect the safety and well-being of students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Staff will model expected behaviour in the way that they interact with students.

3.2 Students

- All students will expect to be taught in environments that are safe, conducive to learning and free from disruption. They will expect appropriate action to be taken in regard to any incidents of misbehaviour.
- All students will be aware of and understand 'Everyday Expectations'
- Students will be aware of and understand the Behaviour Pathway. They will understand the reward and consequence system and understand that they have the opportunity to rectify negative behaviour.
- Students will understand the importance of good behaviour in school. They will expect positive attitudes to learning and behaviour to be recognised and celebrated.
- Students are expected to show respect to school staff, fellow students, school property and The Academy environment. They are entitled to be treated with respect. Bullying, racism and discrimination will not be tolerated.
- Students are expected to follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Students will be aware of the range of sanctions used in school. They will be given the appropriate sanction if they exhibit poor behaviour.
- When off the premises, students are ambassadors for CPOA and need to conduct themselves accordingly.
- Students should not tolerate any negative behaviour towards them, particularly bullying or racism and need to feel confident in using the support systems available in school.

3.3 Parents / Carers Responsibilities

- To follow the Home/School Contract
- To make their children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with CPOA
- To be aware of CPOA rules and expectations and to support the Academy in the implementation of the Students Behaviour & Exclusions Policy
- To monitor their child's behaviour through Class Charts, meetings with staff and Student Progress Evenings and act accordingly.
- To alert the Academy as soon as there are any concerns

4 Legislation and statutory requirements

In 2014 the Department for Education stated that schools will have a range of disciplinary measures available to them, clearly communicated to school students, staff and parents.

CPOA recognises that unacceptable behaviour must be addressed and that teachers have a statutory right to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction.

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with our ethos and this guidance. All good schools have a range of disciplinary measures which can include:

- A verbal reprimand
- Removal from lesson
- Loss of privileges
- Loss of unstructured time
- Same day detentions during break, lunch and after school
- School based community service or imposition of a task – such as picking up litter, tidying or removing graffiti.
- Internal Isolation
- Use of 5 day report cards
- Respite placements
- Use of 'Off Site Direction'
- Managed moves
- In more extreme or persistent cases a suspension may be appropriate

5 Key Points

All paid staff of CPOA have the power to issue rewards and sanctions which occur in school and, in some circumstances, outside of the Academy. CPOA has the power to issue sanctions that include after school detention, isolation, fixed term suspension, off-site behaviour placements (short term respite placements and managed moves) and in extreme cases, permanent exclusion.

Staff can confiscate students' property. Staff have the power to search without consent if they feel there is an immediate risk. Staff may retain or dispose of the item as they see appropriate in reference to the ***Searching, Screening and Confiscation Guidance from the DfE 2022.***

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

6 Bullying, Sexual Violence & Sexual Harassment

Bullying of any kind, sexual violence and sexual harassment are never acceptable, will never be tolerated and are not an inevitable part of growing up. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently with to promote our academy values: respecting each other, respecting ourselves and respecting our environment.

CPOA wants to make sure that all students feel safe 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 Student Code of Conduct and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. CPOA practices a preventative strategy to reduce the occurrences of bullying, and our Anti-Bullying Policy is instilled within our curriculum and our expectations. It is made very clear to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does occur, academy staff 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 Principal
- 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 child, 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 an internal or fixed term suspension in cases of repeated bullying or a serious incident of bullying.

6.1 Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

6.2 Peer-on-Peer / child-on-child abuse

The Academy recognises that students may become victims of abuse from other students. This can take many forms and occur inside and outside of school and online.

This is most likely to include, but may not be limited to, abuse within intimate partner relationships; bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

Sexual violence and harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All staff are trained to recognise incidents of peer on peer abuse and will report instances including, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. It will be made clear that no form of peer-on-peer abuse, sexual violence or sexual harassment will be tolerated or accepted as an inevitable part of growing up or banter, any behaviour of this type will be challenged by all adults working within the Trust and not normalised. Staff are aware that addressing inappropriate behaviour (even if it appears relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Our Child Protection and Safeguarding Policy has guidance within it around the indicators of peer on peer abuse and harmful sexual behaviour along with our response procedures.

All students are taught the Relationships and Sex Education (RSE) curriculum.

The appropriate means for disclosing an allegation of abuse relating to another student is always to inform a member of the specific academy's safeguarding team directly. In the event that an allegation is made against a member of staff, this must be sent to the Academy Principal or directly to Ormiston Multi Academy Trust. We will always act on concerns raised.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

7 Recognition and Consequences

At CPOA we aim to provide a safe, happy, warm but strict environment, in which our students can learn and fulfil their potential. We promote positive values and behaviour and encourage everyone to cooperate with and respect others as well as themselves.

The Behaviour Pathway is based on rewarding excellent conduct. Likewise poor behaviour will receive a sanction. The emphasis is on making the appropriate choices – students are taught the consequences of

their behaviour and are encouraged to take responsibility for it. If they misbehave, they sometimes have the opportunity to correct their behaviour before a sanction is issued (see Appendix 2 – Behaviour Pathway)

Our classroom expectations produce actions which discourage, eliminate or reduce the repetition of specific poor behaviour. **Sanctions are used as a last resort.** Staff are asked to engage in dialogue with students which promotes positive behaviours. They need to provide students with opportunities to re-focus, to realise that they are not making the most of their opportunities and asked to focus on the way in which their negative behaviour can impact on others. Staff need to be aware of their body language and the ways in which they are using language to communicate their feelings and emotions.

Staff need to accept their central role in handling unacceptable behaviour and whilst there are systems in place to support staff, it is expected that staff will use classroom management strategies that ensure positive student behaviour and address inappropriate student behaviour in an assertive and effective manner.

CPOA has a proactive commitment to a range of other behaviour strategies:

- Professional staff take responsibility to own behaviour management and build sound relationships. This involves a common understanding that escalation occurs after utilisation of varied behaviour management techniques.
- Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- A high level of professional judgement by teaching staff which balances personal behavioural management techniques supported by the 'Behaviour Pathway' and Golden Tickets to create a positive learning environment.
- Having high quality teaching which challenges and engages students of all abilities. This increases motivation and promotes effective learning with good behaviour.
- Providing support systems through daily contact with a Form Tutor
- The Personal Development (PSHE) curriculum provides education for many statutory requirements e.g. bullying (of all types), sexual education, friendships and post 16 ambitions.
- The Academy engaging with parents/carers.
- A change of teaching set or class.
- Curriculum alternatives, including attendance at a form of alternative provision.
- A short term 'respite placement' to an approved alternative provision
- A Managed Transfer to another academy, with the consent of all parties involved; this can be successful for students at risk of suspension and as an alternative to permanent exclusion.
- Consideration by the Special Education Needs and Disabilities Co-Ordinator (SENDCo), with colleagues of possible interventions within the Academy.
- Assessment of Special Education Needs, including possible placement in a special school.
- Referral to a specific support services such as Children and Adolescent Mental Health Service (CAMHS).
- A Pastoral Support Plan (PSP)
- Early Help is a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate. Resulting early intervention should help reduce the risk of problems reaching the point where suspension is considered necessary. It may be particularly appropriate to carry out Early Help in cases of multiple fixed period suspensions.

7.1 Recognising Positive Behaviour

As an Academy, we focus on encouraging positive students behaviour by rewarding students when they meet expectations, both in and out of the classroom. At the beginning of each year, students will be made aware, by tutors, of the range of rewards available at the Academy and how these can be achieved. Part of this is encouraging positive behaviour, giving recognition to children and young people when they do well and motivating them to do more. We therefore consistently apply our reward system. Positive behaviour will be rewarded with:

Student of the week

Each week, every member of the Academy staff nominates their 'student of the week'. Students may be acknowledged for meeting Everyday Expectations. Student of the week acknowledgements are shared weekly with students and parents.

Progress & Effort Certificates

At the end of each half term, two students from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to students during our celebration assemblies.

Golden Tickets

Teachers should hand out at least 5 golden tickets each lesson. Golden ticket categories link to Everyday Expectations. Golden tickets must be logged onto Class Charts as well as handing student physical golden ticket.

Golden Ticket Draws

A weekly Golden Ticket draw will take place for each Community. One prize will be given for each Everyday Expectation category in each year group.

Platinum Tickets

Platinum tickets are drawn each week for students who have received at least one golden ticket. Platinum tickets present the winner with 500 reward points.

Celebration Events

Three times each year, students who have demonstrated excellent Character Skills (listening, presenting, problem solving, creativity, staying positive, aiming high, leadership, teamwork) are celebrated with an invitation to our event. Subject Leaders decide which students receive an invitation based on their character work throughout the term.

Class Charts Rewards

Any Class Charts rewards that are issued send a push message home to parents. Students can exchange Class Charts rewards for prizes at any point throughout the academic year using the rewards store.

Parents can securely access reward information via Class Charts at www.classcharts.com and entering their child's unique student code. Positive behaviours are logged in Class Charts and are shared with parents immediately via push notification and email.

7.2 Strategies, sanctions and consequences

Staff need to be involved in the delivery of behaviour strategies for effective learning in the classroom. Students need to learn the behaviours which will enable them to become really engaged learners, recognising the importance of motivation and the part they need to play in this. On occasion, despite this dialogue and the teacher reminding the student about their expectations, the behaviour of an individual may not be appropriate.

It is the responsibility of staff to deal with this situation. To ignore poor behaviour is to condone it. A sanction can be seen as an action which discourages, reduces or eliminates the repetition of certain specific poor behaviour. Its effectiveness can be judged by the impact upon this modification of behaviour by the student.

It is important for staff to feel empowered in their classrooms and working areas and to take on the responsibility for ensuring that effective learning takes place. The teacher needs to be in control.

When using sanctions procedures include:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the students
- A breach of the rules must lead to the appropriate sanction and should be used by all staff – consistency is vital
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. restorative justice.
- Students must be provided with a fresh start at the next possible opportunity.
- Care with tone and volume of voice
- Model kindness and respect
- A range of strategies should typically be used before removing the student from lessons.

7.3 De-escalation Strategies

Verbal De-escalation is a targeted intervention for use with students at times of conflict. It involves using

calm language, an understanding of a student's emotions, along with other communication techniques, to diffuse, re-direct, or de-escalate a conflict situation. All staff will make every effort to utilise relevant strategies to deal with any situation in the most effective way.

7.4 Restorative Justice

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other point of view and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a member of staff who is not involved. The mediator's job is to keep everyone calm and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the School. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

If students exhibit inappropriate behaviour the teacher may use a number of 'informal' approaches.

These informal sanctions may be used as a warning before using the Academy's official procedures (Behaviour Pathway).

Such informal sanctions include:

- A verbal reprimand.
- Asking the student to move seats
- Requesting that the student steps outside of the classroom for a 2 minute 'time out'
- Refocusing students with an emphasis on what they should be doing rather than what they are doing wrong.
- Working with an individual student.
- A pause if a student is talking, followed by a look of disapproval or short verbal reprimand.

The academy reserves the right to conduct restorative conversations in the presence of police officers if deemed necessary and appropriate.

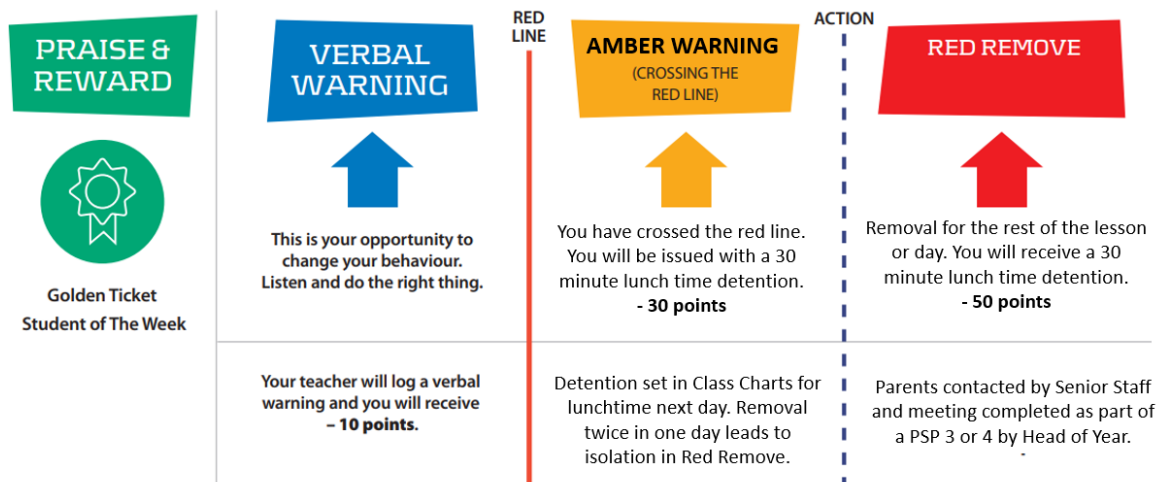
8 Behaviour Pathway – Managing In Class Behaviour

The pathway is flexible and each incident will be judged according to its severity. For example, there are different forms and levels of dangerous behaviour and staff must take the severity of the incident into account when applying the appropriate sanction using their professional judgement.

If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and

respectfully. If a student feels uncomfortable approaching the member of staff then they should speak to their Tutor in the first instance.

THE BEHAVIOUR PATHWAY



Behaviour Pathway – September 2023

Stage	Description	Consequence
Verbal Warning	<p>First instance of off-task behaviour. Students are provided with a clear opportunity to regulate their behaviour before progressing through the behaviour pathway.</p> <ul style="list-style-type: none"> • Refusal to follow instructions • Refusal to sit where told to immediately • Any disrespectful language • Vandalism to academy property • Talking despite being asked to stop • Not working despite being asked to start • Not listening to others (Staff or students) • Distracting other students • Out of chair without permission • Inappropriate remarks or language • Inappropriate gestures • Work avoidance / off task • Interfering with another student's work or property • Dropping of litter • Throwing objects • Having or using chewing gum 	<ul style="list-style-type: none"> • Reminder about classroom expectations. • Verbal warning recorded onto Class Charts • This is logged in Class Charts and gives student -10 behaviour points
Amber Warning	<p>Student has failed to correct their behaviour despite being asked by their teacher</p> <p><u>OR</u></p> <p>An isolated incident which in some way threatens safety or well-being of students or stops students from learning, damage to staff or property</p> <p><u>OR</u></p> <p>Defiance of staff including answering back.</p>	<ul style="list-style-type: none"> • Reminder about classroom expectations. • Amber warning recorded onto Class Charts • This is logged in Class Charts and gives student -30 behaviour points

<p>Red Remove</p>	<p>A serious incident will be logged on Class Charts and a next day 40 minute lunch time detention will be set by the teacher.</p>	<ul style="list-style-type: none"> • Teacher will use 'on call' • Teachers will provide the name of student, location and outline of reason for removal in Class Charts • The on-call member of staff will calmly and quickly enter the classroom, quietly ask the student to follow them and leave. • The adult will always respond calmly and speak quietly. • Students will be removed from the lesson and placed in Red Remove • Parents will be informed of the Red Remove via Class Charts • Restorative actions will be completed to prepare student to return to next lesson <p>OR</p> <p>The student will remain in Red Remove for the remainder of the school day</p> <ul style="list-style-type: none"> • On Call will log that the student has been removed on Class Charts, • Class Charts will issue -50 behaviour points
<p>Serious Incident</p>	<p>A serious incident has occurred</p> <ul style="list-style-type: none"> • Threatening behaviour of any kind • Fighting of any kind • Racist or homophobic or otherwise inappropriate and/or offensive remarks to students or staff • Refusal to give mobile phone to staff when asked • Refusal to leave a classroom when requested • Leaving the classroom / walking off from a member of staff without permission • Any risk to the health and safety of others • Vandalism to academy property • Intentionally stopping others from learning 	<ul style="list-style-type: none"> • Student removed to Red Remove pending further investigation • Student may be allocated DOP • Student may be fixed term suspended • Student may be isolated for up to 3 full days in Red Remove
<p>Lunch Detention Process:</p> <p>Students make their own way to lunchtime detentions</p> <ul style="list-style-type: none"> - Detentions are conducted in silence - Detention are managed by Heads of Year 		

All staff have access to behaviour data on Class Charts. Tutors can access the behaviour of their group in analytics section of Class Charts whilst teaching staff are able to track the behaviour of their teaching group via subject behaviour analysis on Class Charts. This is updated immediately when negative behaviour points are added to Class Charts.

Behaviour is monitored and tracked by all leaders so that repeated behaviour can be challenged quickly. If a child fails to meet expectation it may be necessary to intervene. At CPOA we use a 'staged approach' to managing behaviour that fails to meet expectations:

Stage	Description	Actions
In-class behaviour pathway	Students are provided with an opportunity to regulate their behaviour before progressing through the behaviour pathway.	In line with behaviour pathway.
Stage 1 – Student Monitoring Report System Restorative Actions	<p>Where multiple Verbal Warnings have been issued it is the responsibility of Curriculum Leader / Subject Leader to ensure that appropriate restorative actions are taken. These may include:</p> <ul style="list-style-type: none"> - A conversation between the teacher who issued the sanction and the student - A conversation between a leader within the faculty and the student - A telephone call home to parents - A text message home to parents - A message to parents on Class Charts - A parental meeting <p>Class Charts Intel Events alerts Subject Leaders if a student has received 3 Verbal Warnings in any week in their subject(s).</p> <p>Curriculum Leaders / Subject Leaders will ensure contact is made with Parents / Carers and that notes are logged on Class Charts.</p> <p>Curriculum Leader / Subject Leader places student on Subject Report for a period of 5 lessons.</p> <p>Failure to meet the expectation of the report will result in escalation to stage 2 – PSP 2 The Subject Leader will alert the relevant Head of Year if they feel that a student should progress to Stage 2 – PSP 2</p>	<ul style="list-style-type: none"> • Issue of report by Curriculum Leader / Subject Leader • Report issued • In most cases a phone call home from the class teacher should be completed • In some cases a parental meeting between Curriculum Leader / Subject Leader, Teacher and Parent would be appropriate. • Call / Meeting notes logged onto Class Charts

<p>Stage 2 – Pastoral Support Plan</p>	<p>A student will progress to Stage 2 PSP when stage 1 has not positively impacted on their behaviour.</p> <p>A meeting will be held between the students, parent, Deputy Head of Year / Head of Year and when necessary a member of the Senior Leadership team.</p> <p>A Pastoral Support Plan (PSP) will be completed and will run for a period of 4 weeks until review. At the end of the monitoring period a review meeting will be completed. If the students has sustained significant improvements in their behaviour the PSP will end and the students will return to stage 1.</p> <p>If they have been unsuccessful in sustaining significant, improvements a further PSP will be issued for a further monitoring and review cycle, the length of which will be determined at the review meeting.</p> <p>In some circumstance's students may continue to be monitored at stage 2 for a prolonged period of time.</p> <p>Stage 2 will always be triggered if a students receives a Suspension / Isolation for one or two days</p>	<ul style="list-style-type: none"> • Stage 2 PSP issued and logged in Provision Maps • Meeting notes logged onto Class Charts
<p>Stage 3 – Pastoral Support Plan</p>	<p>A Stage 3 PSP will be completed by the Head of Year and when necessary a member of the Senior Leadership team. A stage 3 PSP will run for a period of 4 weeks until review. A review meeting will be completed. If the students has sustained significant improvements in their behaviour they will step back to Stage 2.</p> <p>In some circumstance's students may continue to be monitored at stage 2 for a second 4 week monitoring cycle if gradual improvements are identified through the ongoing monitoring of the PSP.</p> <p>If the student is unable to improve their behaviour after the initial 4 week period of pastoral support the student will progress to Stage 4 – PSP4</p> <p>Stage 3 will always be triggered if a student receives a 3 – 5 day suspension or 3 day isolation.</p>	<ul style="list-style-type: none"> • Stage 3 PSP issued on Class Charts • PSP completed on Provision Maps • Meeting notes logged onto Class Charts

<p>Stage 4</p>	<p>The student may be referred to a 3 - 6 week intervention in the academy Student Support Unit (SSU)</p> <p>And / OR</p> <p>Off Site Direction for up to 3 days</p> <p>And / Or</p> <p>A Managed Move will be considered</p> <p>And / OR</p> <p>An AP place will be considered</p> <p>OR</p> <p>The Principal may recommend the student is Permanently Excluded on the basis that 'The student's behaviour is persistently in breach of the Behaviour and Exclusions policy and is significantly compromising the safety and wellbeing of staff and students'</p>	<ul style="list-style-type: none"> • Risk assessment completed. Follow statutory processes.
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10 Detention Procedures

Detentions are given if a child is issued with an Amber Warning on Class Charts. Parents will be given notice of all detentions by one or more of the following methods: Class Charts, letter, email, text or phone call. Detentions take place on the next day during lunch time.

During the detention students will be given a chance to catch up on any work they may have missed through their misbehaviour or lack of effort or engagement in class.

It is noted that the Academy does not require parental permission to impose detentions or other school sanctions. All teaching and non-teaching support staff have been delegated the authority to place a child in a detention.

- 10.1 **The use of detentions as a sanction** where possible, parents/ carers will be provided with notice if a student is required to attend an after-school detention in line with the behaviour for learning policy. (Available on the Academy website).

Type of Sanction	Authority to apply sanction	Length of detention	When does the detention occur
Late to School	Pastoral team	30 minutes	Lunch time same day
Amber Warning	Teacher	30 minutes	13.30 – 14.00 next day
Red Remove	On Call Member of Staff	Removal for lesson or rest of day	
Internal Isolation	SLT	Removal for maximum of 3 school days	
Fixed term suspension	Principal Recommendation for Permanent Exclusion – Principal Local Governing Body		
Permanent Exclusion	Local Governing Body		

10.2 Failure to attend lunch time Detentions

Detentions are an important part of the behaviour for learning policy. Students must complete detentions that have been set or face serious consequences. Detention consequences will escalate as follows:

Action	Consequence
Detention Missed	Detention rescheduled for next school day. Text message sent home to parents
Detention Missed X 3	Student isolated to Red Remove for Day Parental meeting to establish reasons why the student has missed the detentions Escalation to PSP 2

Persistent Avoidance of Detentions	Off Site Direction for up to 3 school days
	Fixed Term Suspension from the Academy for up to 5 days
	Escalation to PSP 3
The Academy will not accept that any individual students should be exempt from sanctions. All students must comply with sanctions set by the Academy	

11 Gateway Process and Internal Isolation

11.1 Internal Isolation (Red Remove)

Internal Isolation (Red Remove) is the Academy's approach to internal exclusion. Isolation is a school-based, time-limited plan of intervention to address behaviours which are having a negative impact on learning and/or social inclusion. When students are internally isolated, they are provided with school work. Isolation takes place in a permanently staffed, adapted room which has been designed to provide students with a quiet, reflective space where they can focus on completing work and addressing the behaviour(s) which led to the sanction.

A re-integration meeting will then take place between the student and member of staff before the student returns to lessons. If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Internal Isolation may be extended.

Examples of behaviour which may lead to a student being placed into isolation include but are not limited to:

- Consistently disrupting teaching & learning
- Repeated breaches of the Academy's behaviour for learning policy
- Truancy
- Rudeness towards a member of staff
- Failure to attend after-school detentions
- Bullying
- Harassment, including racist, sexist or homophobic abuse
- Incorrect Academy uniform
- Smoking or vaping
- Swearing and use of offensive language
- Damage to property

The context of the behaviour(s) leading to isolation will be reflected in the length of time a student spends away from the classroom with restricted social time. **The length of a students' isolation cannot exceed three Academy days in any single instance.** The decision to sanction can only be made by a member of SLT.

The isolation process has three distinct parts:

11.2 Check In

A record of the isolation will be completed by the supervising member of staff. An isolation sanction will be added to Class Charts.

11.3 Isolation

Isolation commences at 08:30 and concludes at 3.00PM. Work will be provided for all students who are undertaking isolation which will (as closely as possible) mirror the students normal school day. Completion of work will be monitored. If work is not completed to an agreed standard the students will be directed to complete the work again, which may result in the period of isolation being extended.

11.4 Behaviour whilst serving an Internal Isolation

- All students must read the rules of the isolation room and sign a contract to say that they have done so and will abide by them

- Students must not attempt to disrupt the behaviour or learning of other students
- Students are expected to complete work to the best of their ability, provided by the member of staff on duty
- Break and Lunch will be taken whilst in isolation, with students taken to get an early lunch 10 minutes before the start of Academy lunchtime
- Students will not be allowed out of the isolation room at break or lunch time
- Any negative behaviour whilst undertaking isolation will result in further sanctions which could be a further day in Isolation or a Suspension.
- Leaving isolation without permission will result in an escalation of consequence

11.5 Check Out

A restorative conversation will take place upon completion of the period of Internal Isolation the aim of which will be to reflect on:

- What led to the period of isolation?
- What has been the impact on the student and others?
- What can be done to prevent this happening again?

The restorative conversation will be logged in the notes section of Class Charts and will include any agreed actions. A period of isolation may lead to a Stage 2 behaviour meeting and the introduction of a Pastoral Support Plan.

12 Off Site Direction to another Educational Provision

Off-site is where the academy requires a pupil to attend another education setting to improve their behaviour as set out in Section 29A Education Act 2002 and further defined in the Education (Educational Provision for Improving Behaviour) Regulations 2010 & The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012.

Cliff Park Ormiston Academy has partnership agreements in place with three local secondary academies including Ormiston Denes Academy (Lowestoft), Lynn Grove Academy (Gorleston) and Charter Academy (Great Yarmouth). A student may be directed off site for up-to 3 consecutive days.

If your child is directed off site:

- You will be informed before the off site direction is due to commence
- You will be provided with the address at which the educational provision is to be provided for the student and the start and end times of the school day for that academy
- The name of the person to whom the student should report on first attending that academy for the purposes of receiving the educational provision
- The number of days for which the student will be directed off site
- The reasons for, and objectives of, imposing the off site direction
- Upon completion of the off site direction a re-integration meeting will be completed upon return to Cliff Park Ormiston Academy

It is the responsibility of the parent / carer to arrange for the students drop off / collection at the allocated academy.

13 Suspension and Permanent Exclusion

Suspension and Permanent Exclusion is a legal process which may be used by the School for dealing with more serious incidents of poor behaviour when Internal Isolation may not be seen as appropriate. At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

13.1 Suspension Categories

Suspension categories reported to the Local Authority include:

- Bullying.
- Damage.
- Drug and alcohol related.
- Persistent disruptive behaviour.
- Physical threat or assault on a student.

- Physical threat or assault on staff.
- Racist abuse.
- Sexual misconduct.
- Theft.
- Verbal abuse/threatening behaviour against a student.
- Arson.

This list is not exhaustive. The Academy also reserves the right to involve the police should evidence of a criminal act be discovered.

A suspension will only be authorised by the Principal when a Gateway has been completed.

13.2 Re-integration Meetings

When students return to school following an isolation, suspension or off site direction a reintegration meeting will take place. In this meeting a member of staff will talk to the student and his/her parents/carers about the seriousness of the incident. **A Pastoral Support Plan will be completed as part of the re-integration procedure.**

The student will be expected to give an undertaking that this behaviour will not be repeated. Strategies and support to help the student improve will also be discussed and agreed, in order that the student has the opportunity to ensure that such behaviour will not reoccur.

If a parent / carer does not attend the re-integration meeting, the meeting will continue and a PSP will be completed with the student in the parent / carers absence and 'Parent did not attend re-integration meeting' written onto the PSP.

14 Off-site behaviour

Where students misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, the student will be disciplined by the Academy.

In deciding whether to apply sanctions and the appropriate level of sanction, the Academy will take into consideration:

- The severity of the misbehaviour/ breach of this policy
- The extent to which the Academy's reputation has been affected
- The affect that the behaviour has had or may have on other students or members of the Academy community
- The extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline; and
- Whether the behaviour occurred when the student was identifiable as a students of the Academy

15 Mobile Phones

Phones brought into Academy are entirely at the individuals own risk. The Academy accepts no responsibility for the loss, theft or damage of any mobile phone or personal device brought into Academy.

The use of personal mobile phones or cameras by students is not permitted at any time on the site. Mobile phones should be switched off and placed into school bags, the only exception to this is the use of a mobile phone to make calls during an emergency situation or with the express permission of a teacher.

If a mobile phone is seen or heard at any point in the Academy, the student will be asked to switch the phone off and place it into their school bag in the first instance. If the student refuses or does not follow the instruction they will be issued with an Amber Warning detention and the mobile phone will be confiscated. Confiscated phones will be kept securely in the Academy reception and will only be returned to parents at the end of the day.

The Academy may examine any data or files on an electronic device if they think there is good reason to do so. In exceptional circumstances, phones may be confiscated and passed onto the police where this is required to allow investigation of a criminal act.

16 Investigation Procedures

Following a serious offence an investigation will take place. However, these may be altered if circumstances require, for example, if specific staff are unavailable or if the matter requires expeditious action. If an investigation is required the Investigating Officer must complete a 'Gateway' investigation record.

- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins, it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- Any investigation needs to be conducted away from gaze of others and in as much privacy as possible within a working school.
- When a student is interviewed she/he should be made aware of the matter being investigated at the start of the interview. It must also be made clear at the start of the interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Student statements / Interviews must be recorded on the correct forms
- Individual written statements should be made and they must be dated and signed by the student concerned. Students writing statements should do so on their own in a suitable area. After the statement has been written, students may be asked to clarify particular points in their statements.
- Parents/carers will not be allowed to see statements due to Data Protection legislation.
- Where possible, CCTV will be used and a CCTV timeline will be produced. Parents/carers will not be allowed to see CCTV evidence due to Data Protection legislation.
- It may be necessary to search the belongings of the student. Students will be asked for their consent before this is done. If consent is refused, the student will be asked to say why she/he has

refused. The Academy will be entitled to draw inferences from his/her response and general demeanor

- Parents/carers will be informed at an appropriate time. This will normally be when the investigation is concluded. However, there may be occasions e.g. when students are isolated or the investigation is prolonged when they are informed sooner. Parents/carers are not allowed to attend when students are interviewed.
- Following an investigation, the Academy will make a decision on the evidence available. In cases where students do not admit responsibility, the decision will be based on the balance of probability, meaning the weight of evidence available. The Academy's decision on this is final.

17 Use of Reasonable Force

The below is guidance set out by the Department for Education; Use of Reasonable Force (2014).

17.1 What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the School rules.

17.2 When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

17.3 Schools can use reasonable force to:

- 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 a school event or a school 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
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts.

If restraint is used at any time a restraint form must be completed and logged **onto CPOMS**.

17.4 Action in self-defence or in an emergency

Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any authorised staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

18 Allegations of abuse against staff

Allegations of abuse will be taken seriously and the Academy will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Any student found to have made a false allegation against staff will be given a serious sanction. This will depend on the nature of the allegation but would usually result in internal isolation or suspension.

19 Searching, screening and confiscation with Students

The below is based on guidance from the Department for Education; Searching, screening and confiscation (2018).

Academy staff can search students with their consent for any item. They do not need to get written consent. The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”.

If a student refuses to co-operate with such a search schools can apply an appropriate disciplinary penalty which would include isolating the student or suspending them from school.

19.1 Searching without a student’s consent

Only the Principal or member of staff authorised by the Principal can conduct a search without a student’s consent.

The person conducting the search must be the same sex as the student being searched, and another staff member must be present.

Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

Authorised staff members can search for certain items without a student’s consent, including:

- 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Searches without consent can only be carried out on the school premises or where the member of staff has lawful control or charge of a student, for example on school trips.

19.2 During a search

Under law:

- The person conducting the search may not require the student to remove any clothing other than outer clothing
- A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Schools are able to search lockers and desks for any item provided the student agrees. If the student does not consent, it is possible to search a desk or locker but only for the prohibited items
- Members of staff can use reasonable force when conducting a search for prohibited items, but cannot be used to search for items banned under the school rules

19.3 Confiscation

Prohibited items include:

- Chewing gum
- Energy Drinks
- Alcohol and drugs including “legal highs”
- E-Cigarettes
- Cigarettes, matches, and lighters
- Vapes
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material

19.4 Drugs

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

19.5 Prescription Drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

19.6 Non-prescription Drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school (please see medication below).

19.7 Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents need to make the Academy aware of this in writing as soon as their child starts taking the medication. Medication can be stored in the academy reception, but it is the student’s responsibility to administer the medication.

19.8 Alcohol

Carrying, consuming or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

Any prohibited items found in students’ possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to Academy discipline.

20 Police Involvement

Occasionally matters are referred to the police. Where this is done by the Academy, the Academy will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the Academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The Academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The Academy will also provide Academy records given appropriate formal request by the police to further investigation of a serious crime.

21 Behaviour of Parents/Carers and other Visitors

CPOA encourages close links with parents/carers and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the School. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the School community.

Violence, threatening behaviour and abuse against school staff or other members of the Academy community will not be tolerated. When formulating our procedures, reference was made to the DfE document “A legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community”.

Our academy expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

21.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour.

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very closer to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive emails or letters to school staff or to the general school email address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site.
- Circulating letters with derogatory or inappropriate comments which relate to the school, its students or staff/volunteers within the community or to others outside the school.
- Breaking the school’s security procedures.

Unacceptable behaviour may result in the Police being informed of the incident.

21.2 Abusive behaviour from Parents / Carers

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the Academy have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The Academy reserves the right to take any necessary actions to ensure that members of the Academy community are not subjected to verbal abuse. The Academy may warn the aggressor, ban them from the Academy and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the Academy staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the Academy’s Complaints Policy should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the School immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the School premises for a period of time, which will be determined by the School.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the School premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with Academy staff.

22 Equality

The Academy expects that all members of the community apply this policy consistently, fairly and without prejudice to all students in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise students because of their: sex; race; disability, religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustment to policies and practices.

Monitoring Procedures

These Behaviour Management Procedures will be reviewed by the Principal and the Local Governing Body annually. At each review, the policy will be approved by the Principal.

23 Sharing the Behaviour Management Procedures

- These procedures will be shared on the CPOA website
- Any updates will be shared as and when they occur
- New parents and students on admission alongside the Home Academy Agreement
- These procedures will form an essential part of induction for all CPOA staff and volunteers

These Behaviour Management Procedures reference the following policies which are all available on the CPOA website: <http://www.cliffparkoa.co.uk>

- Anti-bullying Policy
- CCTV Policy
- Complaints Policy
- Equality and Diversity Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy
- Whistleblowing Policy

Appendix 1 – Roles & Responsibilities

Roles and Responsibilities

Local Governing Body (LGB):

- Ensuring that the Pupil Behaviour & Exclusion policy is in place, monitored continually and reviewed
- Ensure that Behaviour Management procedures are reviewed annually
- Ensuring that any complaint arising from the operation of these procedures is dealt with according to the Academy's Complaints Policy.
- Encouraging, supporting and acclaiming good practice.
- Convening a panel to consider an exclusion where it is requested by a parent of a student who has been excluded for a fixed term and in line with their statutory responsibilities for a student who has been permanently excluded, in line with the latest DfE Guidance.

The Principal is responsible for:

- Promoting high standards of behaviour within the Academy.
- The day to day operation of the Pupil Behaviour & Exclusions Policy and these Behaviour Management procedures
- Providing training for those with responsibility for discharging this policy.
- Ensuring staff, students and parents/carers are aware of these procedures, eliciting their support for it and allowing them an opportunity to comment on their effectiveness.
- Monitoring the implementation of these procedures and reporting to the LGB periodically on their effectiveness.
- Encouraging, supporting and acclaiming good practice.

The Senior Leadership Team are responsible for:

- Seeking every opportunity to celebrate and promote a positive learning ethos.
- Monitoring behaviour across the Academy and through line managers' meetings to identify areas of concern and initiate appropriate action.
- Supporting any staff with serious behavioural issues.
- Making regular contributions to reward assemblies.
- Ensuring appropriate training and support is available to equip staff with the skills necessary to deal effectively with student behaviour.

Heads of Year

- Promoting our academy values through assemblies, tutor time and the rewards system
- Work with tutors and the attendance team to improve overall attendance and punctuality of the year group and reduce persistent absence, particularly for SEND/disadvantaged pupils
- Work relentlessly to maximise positive behaviour across the year group, in lessons and around the Academy.
- Ensure that behaviour incidents are escalated in line with Behaviour Management Procedures
- Ensure that a minimum 90% students attend detentions each day
- Complete Stage 3 PSP meetings with parents
- Complete re-integration meetings with parents
- Lead 'Line Up' as required
- Plan, prepare and deliver Year Group assemblies as required.
- Promoting participation in extracurricular activities, with a focus on enabling disadvantaged pupils to access the Discover Curriculum
- Ensuring that communication with parents and carers is timely and effective on a day to day basis, through parent's evenings and all forms of home/school communication
- Maintain a small safeguarding case load as directed by Designated Safeguarding Lead

Heads of Year will hold the tutor teams to account for the quality of tutor time and pastoral care. In turn, Heads of Year will be accountable for attendance, behaviour and engagement across their designated year group.

Deputy Heads of Year

- Under the direction of Senior Deputy HOY take a supportive lead role in leading, managing and delivering pastoral support for students
- Take a supportive lead role in managing standards of student behaviour including early intervention and working with teams to support student attendance, punctuality and achievement.

- Complete Restorative Justice conversations as required
- Complete Stage 2 Attendance and Behaviour PSP meetings with parents
- Undertake supervision of students during breaks as part of duty teams
- Collate work for students who are excluded
- Maintain a safeguarding case load as directed by Safeguarding Lead / HOY
- To engage parents/carers in school life and sign-post families to appropriate support and services from outside agencies.
- Support pupils' personal needs including but not limited to their social, emotional health development
- To bridge the gap between parents and their children by opening the school to parents, through involving them in their child's learning.
- To support vulnerable children by assisting SEN team
- To support transition activities between Cliff Park Primary Academy and other local partner primary schools.

Curriculum Leaders / Subject Leaders are responsible for:

- Supervising, promoting and supporting the positive behaviour of students when in lessons in their subjects and co-ordinating the rewards and sanctions process within it.
- Monitoring the behaviour of all students in their subjects, ensuring that Stage One escalation is followed by staff and impact is measured and further intervention applied where necessary.
- Monitoring the work of their subject teachers on issues relating to the management of individual and class behaviour.
- Liaising with tutors and Community Leaders about behavioural issues within lessons in their department in line with Behaviour Management Procedures.
- Analysing behaviour data in order to be aware of behaviour of individuals, classes and vulnerable groups.

Tutors are responsible for:

- Promoting positive behaviour for learning for all students in their tutor group.
- Monitoring the behaviour of students and encouraging a positive Attitude to learning
- Supporting students where necessary
- Liaising with Community Leaders about behaviour of students.
- Regularly referring to rewards achieved by students in their tutor groups.

Classroom Teachers (including Cover Supervisors) are responsible for:

- Taking responsibility for the behaviour and learning environment in their lesson.
- Following the 'Everyday Expectations' routine consistently.
- Delivering high quality lessons in line with the Guiding Principles of Teaching & Learning
- Applying rewards and sanctions consistently and fairly and in line with the Behaviour Pathway and Behaviour Management Procedures
- Addressing behaviour issues in line with the Behaviour Pathway
- Applying approved intervention strategies in line with the Behaviour Management Procedures
- Monitoring teaching group behaviour and supporting the application of Stage one when trigger points are hit.

Non-Teaching Staff are responsible for:

- Challenging inappropriate actions, behaviour and language in a firm and professional manner.
- Recording incidents and passing these to the On Call teacher, form tutor or Community Leader.

Appendix 2: Behaviour Pathway

