

Christ Church Secondary Academy

Behaviour Policy

Vision

To be a community, wanting to learn and live well together by instilling hope, gaining confidence, showing perseverance, inspiring ambition and creativity, supporting each other to achieve our God-given potential.

To send our students out into the world to be courageous, to be beacons of light in their local communities, knowing the love of God.

Purpose of this policy

The purpose of this policy is to ensure that at CCSA we create a positive culture which promotes excellent behaviour, that ensures all students have the opportunity to learn in a calm, safe and supportive environment.

We seek to establish a whole-school approach to maintaining high standards of behaviour which reflect the values of our academy and confirm the CCSA Way. We firmly believe that behaviour is owned by all stakeholders and that it is everyone's responsibility to uphold high expectations and purposeful routines for the benefit of our community.

CCSA aims to:

- Have robust, rigorous and clear procedures and practices in place to promote and encourage all students to strive to achieve rewards and recognition and to avoid the negative behaviours that will hinder their success and happiness at CCSA..



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Behaviour Policy

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Behaviour Policy

1. Introduction and Context

This policy is intended to ensure that students and staff understand the CCSA principles of good behaviour which lead to a happy and successful learning environment which thrives on praise, reward and recognition. We aim to ensure that all students understand what good behaviour looks like and the reward that it brings to their daily experience. We aim to provide a consistent approach to behaviour management that is applied equally and fairly to all students at all times. We aim to ensure that all students understand that unacceptable behaviour will be dealt with and that we do not tolerate bullying, discrimination or intimidation of others. We aim to promote a community that is accepting and tolerant of difference and develops students that are enquiring, supportive and caring in their approach.

At CCSA, our school values underpin our community. We expect all members of our community to; **be courageous, be compassionate so that we support and achieve together** in all aspects of school life.

- We value our students' right to learn, our teachers' right to teach and our collective responsibility to contribute to the wellbeing and successes of all.
- We take pride in fostering a strong culture of learning and achievement.
- We work hard to ensure that we provide support for all students and enable them to celebrate their successes along the way.

2. Scope

This policy applies to all CCSA students and staff. It governs behaviour which is expected whilst on CCSA grounds, but also the guidelines and expectations that we expect beyond our gates and within our local community.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property



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- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Definitions of behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors during transitions, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusal to follow instructions
- Inappropriate language
- Truancy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or damage to school property
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited items**. These are including but not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items



- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or of a group by another person or group, where the relationship involves an imbalance of power.

Bullying is not tolerated at CCSA. When it is reported it is always dealt with and we seek to resolve differences amicably. However, we also understand that this is not always achievable and so our pastoral teams work hard to support students on each side to manage their differences. We aim for both parties to co-exist successfully and happily within our community.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Sometimes difficult to resolve quickly

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding from friendship groups, tormenting and unpleasant
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, intimidation or aggression
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or threats of
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

6. Roles and Responsibilities

6.1 The Local Academy Board

The Local Academy Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour which promote the CCSA Way
- Ensuring that staff deal effectively and consistently with poor behaviour
- Monitoring how staff implement this policy to ensure rewards, recognition and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to ensure that no groups of students are being disproportionately impacted by this policy

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Modelling good behaviour to students and developing positive student relationships
- Establishing and maintaining clear boundaries of acceptable professional behaviour
- Implementing the behaviour policy consistently and routinely
- Communicating the CCSA standards and expectations, routines and values through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular students



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- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately on Arbor
- Challenging students to meet CCSA's expectations and to conform to the CCSA Way

Senior and pastoral leaders support staff in responding to behaviour incidents, but expect that all staff build responsibility for behaviour in their own classrooms. At CCSA we all own behaviour.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the CCSA behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the CCSA behaviour policy
- Inform CCSA of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or head of year promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions, reintegration meetings, completion of reports)
- Raise any concerns about the management of behaviour with CCSA directly, while continuing to work in partnership with us
- Take part in the life of CCSA and its culture

CCSA will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the CCSA policy, and by working in collaboration with them to tackle behavioural issues.

6.5 Students

Students are made aware of the following during their induction into the behaviour culture at CCSA and at various stages through their academy journey:

- The expected standard of behaviour they should be displaying at CCSA
- That they have a duty to follow the behaviour policy
- The CCSA standard, key rules and routines
- The rewards and recognition they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. They will also be supported to develop an understanding of the CCSA behaviour policy and wider culture.

At various stages the students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

7. Rewards and recognition: Celebrating Success

At CCSA, we pride ourselves on celebrating the success of our students on a daily, weekly, termly, and yearly basis.



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- We use positive reinforcement to highlight and further embed our school values in the behaviours of our students both in and out of the CCSA community.
- We award points to students as and when they demonstrate any of our four key values. These values promote our positive academy ethos.
- We are determined to provide students with exciting rewards, experiences and occasions that encourage positive behaviours.

Students receive rewards and recognition across a range of different areas in which they demonstrate the CCSA values, perform well in lessons and attend extra-curricular activities.

Examples include, yet this is not limited to, the following:

- Praise points
- Praise Postcards
- Certificates e.g., Student of the week
- Phone calls/ Letters home
- Celebration assemblies
- Academy Privileges
- Half term/ End of term reward events
- Reward trips
- CCSA rewards shop

Students have direct input into the praise, recognition, and rewards systems within this policy, as we endeavour to provide students with rewards of their choosing. This takes place through student voice and workshops.

7.1 The Rewards Structure

Praise points are awarded to reward and recognise CCSA students “getting it right”.

Courageous Compassionate Support Achievement	GOLD 1250 points	<u>The CCSA Standard</u> <ul style="list-style-type: none"> • To always present the correct uniform • To be equipped for learning • To demonstrate a positive approach to learning • To be on time so that learning can take place
	SILVER 750 points	
	BRONZE 250 points	

Students are able to redeem the positive points received in the CCSA Rewards & Recognition Shop. They will also receive special certificates and badges in recognition of their achievements in school.

Positives:

- Commendation = +1 point
- Praise Postcard = + 5 points
 - Attending extra curricular
 - 100% weekly attendance
 - Demonstrating CCSA values
 - Whole school focus based on need, ie: uniform, equipment, punctuality



Negatives:

- Behaviour point = -1 points
- Reset log = -5 points

7.2 Specific Rewards Strategies

- **Rewards and recognition shop:** An opportunity for selected items to be purchased by students using their overall positive behaviour points throughout the year.
- **50th lesson reward:** Awarded to the highest performing students within the 1st 50 lessons of each term (Behaviour, attendance, academic performance)
- **100th lesson reward:** Awarded to the highest performing students within the 1st 100 lessons of each term (Behaviour, attendance, academic performance)
- **Form student achiever:** Given to the student that has performed the best in each form across the school throughout each half term. Based on form tutor selection.
- **End of term rewards:** Given to the students that have performed the best throughout each term based on behaviour points and attendance combined (each term starts a fresh)
- **Improvement reward:** Given to nominated students who make clear academic, attendance or behavioural progress throughout each term.
- **End of year trip:** Directly given to the top 100 students in each year group throughout the entire year based on attendance, academic achievement, and behaviour points.

8. Behaviour Implementation

What is the aim?

- To set and secure the standards within school
- To create simple processes that can be confidently implemented by all
- To provide clear communication methods for staff

Students in Form Time Worship	Students in Lessons
<p>Poor Standards Resulting in a Behaviour Point</p> <ul style="list-style-type: none"> ● Poor conduct around school site ● Out of bounds ● Late arrival to lesson ● Uniform infringement ● Litter ● Mobile phone infringement 	<p>Formal Reminder: The initial opportunity for behaviour correction when students are not meeting the required standards within the lesson. Have a discrete conversation to remind the student of the lesson expectations.</p> <p>Behaviour Point: Issued following the formal reminder when the student's behaviour has still not improved. They have continued to fall below the lesson expectations. Daily accumulation of behaviour points will result in a same day detention.</p> <ul style="list-style-type: none"> ● RESET Log: Following conversation and recommendation from the class teacher, SLT to log a RESET for the stated student on Arbor. This is equivalent to -5 points and incurs a D3 detention.



Detentions for Behaviour Point accumulation

Students who receive the following:

- **3 Behaviour points in one day = 30 minute detention D1**
- **4 Behaviour points in one day = 40 minute detention D2**
- **5 Behaviour points in one day/ or a RESET log- 60 minute detention D3**

If a student fails or refuses to stay to complete a D1 this is escalated to a D2.

If a student fails or refuses to stay to complete a D2 this is escalated to a D3.

If a student fails or refuses to stay to complete a D3 this is escalated to a 90 minute Headteacher’s detention on a Friday.

Headteacher’s Detention- Friday 90 minutes

- Failure to attend a D3 detention
- High-level one-off behaviour incidents
- Significant behaviour point accumulation

If a student fails to attend a Headteacher’s detention or does not meet the expectations of that detention then they will be placed into IER on the following Monday for a full day and complete a D3 at the end of the day.

Reporting Mechanisms

As part of the CCSA behaviour policy it may be necessary from time to time to place a student on to a report. The purpose of the report is to support the student to improve their behaviour. The report is actioned in response to the performance of an individual student who has committed frequent or persistent breaches of the CCSA behaviour policy.

Reports can be issued at various stages relative to the nature and number of the breaches. If a report at one stage is not successfully completed during a fixed period it will be escalated to the next stage. Please refer to **Appendix 1 Behaviour Support Flowchart**.

Stage 1	Form Tutor Report
Stage 2	Head of Year Report/ Head of Department Report
Stage 3	Assistant Headteacher SLT Link Report
Stage 4	Deputy Headteacher Report
Stage 5	Headteacher Report

At each stage all students need to remain on report for a minimum of two weeks before removal or escalation to the next stage. If necessary this may be extended by one additional week. Parents should be involved at the end of the report to assess and review student performance.



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If the student completes the report successfully and meets their target score they will complete the process. If they do not they will be escalated to the next stage.

If a student fails to collect their report, fails to get their report completed by a class teacher or checked by the staff distributing then they will incur a D1 detention.

Responding to poor behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques are used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

One or more of the following sanctions may be implemented in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, collecting litter or helping others
- Referring the student to a Head of Year or Senior Leadership
- Phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom to work elsewhere
- Suspension
- Permanent exclusion, in the most serious of circumstances

The personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.1 Classroom Teacher Behaviour Escalation Process

Class teachers should expect the highest levels of behaviour in their classrooms to enable effective learning to take place. If behaviour does not meet these expectations they should ensure that they follow the policy and issue students with a formal reminder and a clear message that they need to observe CCSA's behaviour policy and expectations.

Examples of the behaviour types that might lead to escalation include, but are not limited to:



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- Defiance/ low level disruption/ chatting
- Lack of respect towards an adult
- Not following instructions
- Poor quality of work
- Negative approach to learning
- Eating/ chewing in lesson
- Late to lesson
- Inappropriate behaviour towards another student
- Inappropriate language

8.2 Classroom Teacher Interventions

If a student...	Management
<p>Presents any of the negative behaviours listed above, consider the behaviour management techniques and strategies that you could use to prevent or address this within the lesson.</p>	<p>Teachers could consider:</p> <ul style="list-style-type: none"> • Moving the student's seat • Changing the seating plan in future lessons • Using the CCSA behaviour policy accurately • Discussing behaviour expectations with the student privately and quietly • Setting a target for the student to achieve during the lesson • Using Positive reinforcement via rewards and recognition • Highlighting positive behaviour from other students in the class (modelling) • Analysing the situation rather than personalising the situation • Being receptive of a student's emotions and feelings when suitable
<p>Formal Reminder</p>	<ul style="list-style-type: none"> • Given when a student is not meeting classroom or lesson expectations, this allows a student the opportunity to correct behaviours instantly without punishment or logging. • Staff member is simply reminding the student of the standards and expectations within the lesson. Aim is to improve student's focus, attitude and behaviour. • Staff members should deliver this in a very calm manner, not making a big deal of the negative behaviour type that has occurred so that it is ideally a private conversation focusing on positive reinforcement of the behaviour expectations. • If the student's behaviour does not improve, the staff member should escalate to a behaviour point.
<p>Behaviour point 3 behaviour points = 30-minute detention D1 4 behaviour points = 40-minute detention D2 5+ behaviour points = 60-minute detention D3</p>	<ul style="list-style-type: none"> • The behaviour point is delivered to a student that requires further intervention with regards to their behaviour, attitude to learning or performance in lessons when they have not improved their behaviour following the formal reminder. • The class teacher ensures that the behaviour point is placed on Arbor at the earliest opportunity. A student will receive a consequence in response to the number of behaviour points that they obtain within any specific day.



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	<ul style="list-style-type: none"> • If the student continues to cause problems within the lesson, the teacher should follow the behaviour policy and escalate to a RESET log.
<p>RESET Log Automatic 60-minute detention due to negative behaviour within a lesson</p> <p>If a student is RESET twice within a day, then they will immediately be placed into IER.</p>	<ul style="list-style-type: none"> • Following repeated breaches of the behaviour policy the student's behaviour will now be reset. • Teacher to process an emergency alert, which will trigger on call support. The student will then be parked in a different classroom for the remainder of the lesson or reset and returned depending on the scale of behaviour. If the student disrupts the lesson that they are placed in, they will be placed into IER for the remainder of the day. • If the student is relocated, a member of the senior leadership team will record the reset log on Arbor, this will result in a 60 -minute detention on the same day. The class teacher will also call home to discuss the issue and behaviour demonstrated with parents. • If issues were to become ongoing within a specific lesson, the teacher should hold a conversation with their Head of Department regarding additional support. A Head of Department report could be utilised to monitor the student within that subject area or/and a parental meeting could be arranged.

8.3 Form Tutor Interventions

If a student...	The Form Tutor should ...
<ul style="list-style-type: none"> • Fails to meet basic standards within the form group e.g., wearing the correct uniform, lack of equipment, presenting a negative approach towards learning. 	<ul style="list-style-type: none"> • Discuss any of the given issues with the student • Attempt to remove the barrier that is causing the issue before lessons start. For example, if a student does not have a pen, can you lend them a pen. • Reinforce the students that are making the correct decisions and promote a positive culture amongst your form.
<ul style="list-style-type: none"> • Fails to meet basic standards on a consistent basis without a valid reason 	<ul style="list-style-type: none"> • Question the issue that is hindering the student's ability to get things correct and meet the required standards. • Discuss the student involved with the AHOY, HOY or SLT link in case of deeper or wider issues. • Make parental contact to discuss the relevant problem and create a solution moving forward.



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<ul style="list-style-type: none"> • Consistently receives three behaviour points in a day from different teachers • Consistently late to the academy or lessons. 	<ul style="list-style-type: none"> • The form tutor should hold a phone conversation with the parent and discuss the behaviours demonstrated, discussing actions that can be put into place to support and improve the student's behaviour overall and approach to learning overall. • If the form tutor becomes highly concerned about the behaviours being presented by the student, they should discuss the student with the HOY and suggest a form/HOY report is issued. If this does not improve the student's outcomes, the report escalation process will happen accordingly. • Ensure feedback is provided to parents following negative behaviour discussion. This can be via phone call or email. Has there been positive improvement? Reinforce with the student where possible.
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8.4 Head of Department Interventions

Heads of Departments are responsible for securing the quality within their subject area. To ensure whole school consistency, they will need to:

- Monitor behaviour across the department and support students and staff in ensuring the best learning climate is provided.
- Ensuring that staff in their team meet, greet, seat, and close the door is taking place within their department.
- Challenge unacceptable behaviour in the corridors in which their department is based.
- Provide behaviour support for staff within the department who are having difficulty with challenging students (HOD report, parental meetings, CPD/advice)
- Ensure that meaningful work is provided for students in IER or on a suspension.

9. Mobile phones

At CCSA, we understand that some students travel to and from school independently and that phones may be used by students in the event of an emergency or to contact parents. Students can bring their phone to school; however, we hold a '**see it, hear it, lose it**' policy. We expect students' phones to always remain **turned off** in their bag or out of sight during the school day.

- If a staff member were to see or hear a student's phone, they would confiscate the phone immediately and hand the phone to the student's HOY. The student will then receive their phone at the end of the day and receive 1 behaviour point.
- If a student has their phone confiscated on repeated occasions, parents/guardians may be required to come into school to collect their child's phone and discuss this expectation. This may also result in further consequences. The confiscating teacher will log this information on Arbor.

10. Corridor Conduct

As students travel the corridors at CCSA, we expect the same exemplary conduct as we see within the classroom. We constantly look to praise those students that always uphold and demonstrate our CCSA values, even when travelling the building. Students are free to hold conversations with their peers on the way to and from lessons, ensuring that the volume of these conversations is consistently maintained at a



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sensible level. Students should not congregate in large numbers within the corridors, as this causes disruption to transition. We expect students to walk around the building, using the quickest and shortest route possible to minimise traffic within corridors and potential lateness to lessons from students.

Students have an allocated time of three minutes to travel to and from lessons. Within this time, they are advised to use the toilet as and when required, as students are not permitted to use the toilet during lessons (unless medically stated). We show respect to our environment, ensuring that any litter is placed in the bin and our school is well maintained. If students are not meeting the behaviour expectations stated above, they will receive a behaviour log for their actions. Any damage caused to school property such as, wall graffiti, fire extinguisher use, and heat of the moment destruction will be handled with a more severe consequence.

11. Detention Time

In line with Section 5 of the Education Act, corrective conversations within detentions are one of the sanctions that schools can use in cases of misbehaviour. This gives CCSA staff authority to hold conversations with students following the end of the school day. Through the 2011 Education Act, it is no longer necessary to give parents 24 hours' notice before detaining students after school. Although this is no longer required, CCSA will endeavour to give parents notice of corrective conversations where their child will remain in school after hours. Notification will be made through Arbor and where necessary telephone. Students will understand and be notified of when they are required to hold a corrective conversation within a detention setting; it is their responsibility to ensure they attend. If a student fails to attend their detention, the process will escalate according to our Behaviour Support Flowchart.

Sanction	Given when
D1 Detention - 30-minutes	<ul style="list-style-type: none"> Student receives 3 behaviour points in a day Late to the academy
D2 Detention - 40-minutes	<ul style="list-style-type: none"> Student receives 4 behaviour points in a day
D3 Detention - 60-minutes	<ul style="list-style-type: none"> Student receives 5 or more behaviour points in a day Student is RESET within any lesson that day
D4 Headteacher's Detention - 90-minutes	<ul style="list-style-type: none"> Failed to attend 60-minute detention Failed 60-minute detention through persistent poor behaviour High-level one-off incidents Behaviour point accumulation

12. Lesson Defiance and Lates

Students being on time to lessons plays a vital role in their education at CCSA, as this sets the tone for learning and allows classes to settle and become attentive to teachers' delivery. Based on this, we implement a clear policy regarding lateness and lesson defiance. If a student is late to the academy or to a lesson without valid reason, they will be issued with a behaviour point. If a student demonstrates persistent lesson defiance and chooses to truant, they will automatically receive a 60-minute D3 detention.

13. Internal Exclusion (IE)

Internal Exclusion is used when cases of serious misconduct occur. We use IE to prevent students from being suspended from the school setting. Furthermore, we do our very best to avoid placing suspension on the record of our students, in the hope of them achieving the greatest outcomes following their time at CCSA.

IE is a behaviour intervention strategy which can be used as an alternative to a suspension. IE allows a student to serve a period of exclusion within the school setting, allowing for greater learning and teacher input. Only the Headteacher, Deputy Headteachers and Assistant Headteacher for Behaviour can sanction IE, usually in consultation with another member of the team, following a serious breach of our behaviour policy or evidence of repeatedly failing to comply with CCSA expectations. The number of days served in IE is dependent on the severity of the incident which has taken place, this will be decided by two members of the senior leadership team. If a student were to fail their IE, by failing to meet IER expectations and presenting negative behaviour, the student would then face an external suspension. Parents will be informed of their child's placement in IE via Arbor. Any issues whilst in IER will also be logged on Arbor.

14. Serious Incidents and External Exclusions

In the case of an extremely serious incident or if a student has demonstrated continued poor behaviour, the decision may be made, by the Headteacher or Deputy Headteacher, to apply a suspension. In this instance, the student will be required to stay away from the school premises for a certain number of days. The number of days will depend on the incident and previous interventions regarding their conduct in school.

Parents will be notified by telephone and letter. Work will be set for completion during the student's time away from the academy, through our remote learning programme, this will include a reflective piece. Parents will be required to attend a reintegration meeting prior to the student returning to the school setting.

In rare cases, an incident may result in the decision to permanently exclude (PEX) a student from the academy. This decision is the Headteacher's only.

Further information on exclusions can be found in the [DfE guidance on suspensions and permanent exclusions](#).

15. Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff can choose to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Key members of CCSA staff have received training on positive handling techniques and use of reasonable force but will always opt to use de-escalation strategies before resorting to any physical restraint.

16. Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to students or parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from others.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from others. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search



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- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Headteacher and/ or DSL and the parent/ carer to try to determine why the pupil is refusing to comply.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, CCSA will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).



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If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, the Headteacher and DSL will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

The Headteacher and DSL will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The Headteacher and DSL will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for their wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher



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- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. They will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

17. Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing CCSA. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a CCSA student

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of CCSA

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

18. Online misbehaviour

CCSA can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm or intimidation to another student
- It could have repercussions for the orderly running of CCSA
- It adversely affects the reputation of CCSA
- The student is identifiable as a member of CCSA



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Sanctions will only be issued on CCSA premises or elsewhere when the student is under the lawful control of a staff member.

19. Responding to misbehaviour from students with SEND

19.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, CCSA will balance legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and we must cooperate with the local authority and other bodies

As part of meeting these duties, CCSA will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

19.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, CCSA will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for us to sanction the student for the behaviour.

CCSA will then assess if it is appropriate to use an alternative sanction and if so, whether any reasonable adjustments need to be made to the sanction that is applied.

19.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

CCSA's Director of SEND may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, CCSA will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.



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19.4 Students with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and CCSA will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

20. Links with other policies

This behaviour policy is linked to the following policies and information:

- DFE suspensions and exclusions
- Child protection and safeguarding policy
- Physical restraint policy
- Uniform

Appendix 1 Student Behaviour Support Flowchart



Student Behaviour Support Flowchart

This document illustrates the layers of support and intervention that are implemented to enable our students to make the best behaviour choices and conform to the "CCSA way". Parents are kept informed at each step of the process.

Form Tutor Report/ Head of Department Report



- Persistent behaviour points acquired in a single subject leads to HOD Report.
- Low level disruption demonstrated in three or more subject areas for FT Report.
- FT notifies HOY of concerns, parents notified by phone call made from FT. Targets for report agreed.
- FT Report with 1-to-1 support issued for a 2 week period (1 week extension if required).
- Report must be completed successfully, signed by all teachers every lesson and parents every evening. Any non-compliance, loss of report, failure to report is logged on Arbor.
- All paper reports are logged on the student's file.

Head of Year/ Assistant Head of Year Report



- Failure to respond to FT Report, modify behaviour concerns and successfully meet targets.
- Students placed on HOY/ AHOY Report for 2 weeks (1 week extension if required).
- HOY/ AHOY & SENCO liaise to assess whether an EP assessment or SEN support is implemented.
- Report must be completed successfully, signed by all teachers every lesson and parents every evening. Any non-compliance, loss of report, failure to report is logged on Arbor.
- All paper reports are filed on the student's school file.

Senior Leadership Warning Panel



- Failure to respond to HOY/ AHOY Report, modify behaviour concerns or successfully meet targets.
- Panel meeting with student, parents, 2 x SLT including SLT Link & HOY/ AHOY
- Meeting discusses behaviour patterns and trends, discusses issues and explains support and intervention implemented and the next steps.
- Student is placed on Senior Leadership Report for 3 weeks (with 1 week extension if required).
- Early Help Assessment completed with student and family.

Governors Warning Panel 1



- Failure to respond to SLT Report, modify behaviour concerns or successfully meet targets.
- Panel meeting with student, parents, HT, 2 x Governors and DHT Behaviour
- External agency support implemented based on need ie: BSS/ MTMA/ Malachi
- Early Help Assessment reviewed.
- Early Help Plan implemented as appropriate.
- Leadership Report to DHT Behaviour for 3 weeks (with 1 week extension if required).

Managed Move 1



- Failure to respond to advice of HT and Governors.
- Failure to respond to DHT Report, modify behaviour concerns or successfully meet targets.
- Early Help Assessment Reviewed/ Early Help Plan implemented if appropriate.
- Student taken to the Sharing Panel Meeting for Managed Move placement.
- Discussion with parents & student regarding the risk of PEX.

Governors Warning Panel 2



- Failure of all previous interventions of support including MM1.
- Review and update of any progress or further behaviour choice concerns.
- Early Help Assessment reviewed/ Early Help Plan implemented as appropriate.
- Review of additional needs and EP assessment if appropriate.
- Headteacher Report for 2 weeks, this is the last chance to demonstrate improved behaviour choices.

Managed Move 2/ Alternative Provision



- Failure of HT Report, HT mentoring and all previous layers of support.
- Review meeting to discuss strategy to avoid PEX.
- Student taken to sharing panel for 2nd MM or an AP placement acquired and secured if appropriate.
- Early Help Assessment Reviewed/ Early Help Plan implemented if appropriate.

Permanent Exclusion process begins



- Failure of all interventions including breakdown of second managed move or alternative provision placement.
- Grounds for permanent exclusion checked with LA exclusions team.
- PEX issued and PEX process commences.