



*Creative
Education
Trust*

Behaviour for Learning Policy 2023-2024

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Weavers Academy are set out in Appendix One of this overarching policy.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

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- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (Sept 2023): [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions)
- Searching, Screening and Confiscation – Advice for Schools (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:
- [Keeping children safe in education 2023 - part one \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Keeping_children_safe_in_education_2023_part_one.pdf)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Keeping_children_safe_in_education_2023_part_one.pdf

The academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies
- PRIDE Values

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws
- h) Note on Arbor
- i) Assemblies
- j) Letters

Please note this is not an exhaustive or prescribed list

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Use of manage move
- Use of external agencies such as CAMHS, service 6, NGAGE
- Targeted intervention in house such as anger management.
- Keyworker intervention
- Pride passports
- TIER support plan
- Adaptive curriculum plans

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), or delegated member of staff, may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy

Sanctions include:

- Warnings - oral and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom
- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

This list is not exhaustive.

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Weavers Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent.
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom, they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Emma Merry and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Drugs

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be

necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are:

- Airpod/wireless headphones
- Cameras
- Mobile phones
- Items being sold/exchanged on site
- Energy drinks/high caffeine items
- Products with age recommendations

This list is not prescriptive or exhaustive and will be based upon the Principal's decision considering case by case in line with related policies such as safeguarding and child protection etc.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil 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 for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are

older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

4. On occasion where the above are not available the DSL/DDSL may act as an appropriate adult.

NB. Where the police are on s160 to speak to a child the school will follow reasonable requests in order to assist with enquiries; it is the school's responsibility to advocate for the child.

¹ The police caution is: "You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parents/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils represent the school both travelling to and from school, and or when they are on school trips or outings. Pupils are also representing the school when they are wearing any item or items of school uniform, in school or outside of school within reasonable working hours and during school periods (Reviewed case by case). Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Governors/Trustees

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

APPENDIX ONE

Where expectations in behaviour are not met, where the code of conduct is not being followed, the following 2 stage procedures are used to refocus the learning.

Stage one: Formal Warning

Students will be given one warning to adjust their behaviour within the learning environment. Disruption will be defined as any choice behaviour made by a student during a lesson that prevents teaching and learning taking place.

The warning will be indicated by the teacher writing the student's name clearly on the board. Arbor will be used to notify the parent of this stage one warning for disruption to the learning.

Stage two: Reset

If another disruptive event takes place by the same student in the same lesson, they will be removed and required to make their way to RESET for 5 periods of learning (including their social times). Upon arrival, the student will receive a restorative conversation or a discussion with a member of staff as to why they are in RESET, as well as being issued with work to be completed during their time in reset. We encourage students to access blended learning on-line, inline with their lesson and or timetable via our online platform.

Arbor and or other appropriate forms of communication i.e., phone call will be used to notify parents of this sanction as well as to inform them of their child's detention which will be completed on the same day that the sanction has been issued on. A fifteen-minute detention will be completed at the end of the day.

During this sanction a restorative conversation will be held between the student and the involving member of staff. This important stage is used to reset the behaviour and expectations within the classroom so that the child can be seamlessly reintegrated back into the classroom environment.

Disciplinary Sanctions:

- Verbal reprimand and reminder of the expectations of behaviour – formal warning.
- Reset based learning when learning disruption continues.
- 15 minute detention to be completed as part of the reset period.
- School-based community service, such as littering picking and /or tidying an area
- Loss of privileges – for example, the attendance to a school trip or social times.
- Regular reporting to a member of the inclusion team; scheduled uniform checks; or being placed on report to the tutor, member of the inclusion team or a member of the SLT.
- Suspension; and in the most serious of circumstances, or breaches, permanent exclusion.

In RESET:

Pupils will have the chance to leave RESET after they have completed their allocated five periods if they have met the expectations and completed the required work. If a pupil does not to adhere to the expectations in RESET, they will be required to remain in RESET for an additional period or may be suspended. Serious disruption could result in the pupil being suspended. If a pupil refuses to go to RESET, they will be given the opportunity to reflect on their decision. If the pupil persistently refuses to go to RESET, they could be suspended. We will endeavour to contact parent/carer's when a pupil refuses to engage with instructions to support and encourage the pupil to make the right choices.

Return from suspension.

On return from a period of suspension, a reintegration meeting will take place between the child, parent, and a member of the inclusion team, this may be over the phone as agreed on a case-by-case basis. During this meeting, the event which led to the suspension will be discussed as well as intervention required to support the child back into the Academy. A PRIDE Personal plan will be completed between all

parties which include SEAL targets as well as to reinforce the Academy's behaviour expectations. A Tiered approach of intervention may also be discussed during this meeting to highlight additional strategies to further support the child, including signposting to external agencies as deemed appropriate or suitable.

Use of Mobile phones.

The use of mobile phones is not permitted during the school day or at any time when students are on site. Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For these reasons Mobile phones need to be switched off when students are on site. Mobile phones will be confiscated and handed to student office if they are seen out onsite. Parents will be contacted and requested to collect their child's phone should it be confiscated multiple times.

Where deemed appropriate and working with the safeguarding team/Inclusion team, risk assessments may be considered in consultation with the SENDCO and or appropriate keyworker staff member. Risk assessments will be considered on an individual and case by case basis. Where possible parental/carer contact will be made prior to any suspension to offer support and ensure communication between the school and family is clearly communicated to support both the student and the family.

The Safeguarding team will be referred to if a DSL has not been involved in any of the decision-making process. Our Inclusion Index will also provide guidance as to when the safeguarding team and or lead DSL need to be contacted. When extreme or dangerous behaviours are demonstrated the Lead DSL or deputy DSL's will be consulted regarding both the student and their behaviours leading to the suspension.

Internal Truancy

If a pupil is out of lesson during lesson time without a legitimate reason, they will be classified as truanting. If a pupil truants from lessons repeatedly they will be supported through our Inclusion systems and processes to successfully return to lessons. If truancy is repeated or deemed to be intentional by the student for example, hiding in toilets for a period rather than going to lessons, sanctions will be applied, parent/carers informed.

Reasonable adjustments

All pupils who have SEND are reviewed at passport/TIER/Inclusion meetings. Where the SENDCO and pastoral team feel that a reasonable adjustment needs to be made, parents are consulted, and these adjustments are communicated to staff. Each adjustment is made on a case-by-case basis. When vulnerable children or pupils with SEND are at risk of suspension the decision will be triaged with the academy SENDCO and SEND team to ensure that the decision made is informed fully by the possible context or impact of any primary SEND needs.

Peer-on-peer abuse

Peer-on-Peer abuse Staff are trained to be aware of the forms, indicators and dangers of peer-on-peer or child on child abuse in annual safeguarding training and through termly update CPD sessions. Staff are reminded of their responsibility to recognise and challenge peer-on-peer abuse when it occurs. All staff are also expected to report incidences of peer-on-peer abuse through the Academy's safeguarding reporting system (CPOMS).

Pastoral staff address peer-on-peer abuse robustly through a combination of sanctions and restorative processes. Pastoral staff consult the DSL and Safeguarding team when deciding appropriate responses to a report of peer-on-peer abuse and record their actions via CPOMS. Where appropriate management and response to a report of peer-on-peer abuse may be taken over by the Safeguarding team from the Pastoral team. In some cases, the Safeguarding team may also consult the CET Director of Safeguarding when deciding an appropriate course of action to be taken in response to a report.

Pupils are taught about the forms, indicators, and dangers of peer-on-peer abuse through their PSHE programme, drop down days, assemblies, pupil voice work and where appropriate through the curriculum.

It is made clear to all pupils that peer-on-peer abuse will not be tolerated at the Academy and that robust sanctions will be applied. All pupils are made aware that there is, at any time an open and safe opportunity to report peer-on-peer abuse to their teachers, tutors, pastoral team or the safeguarding team