Behaviour Management Policy and Statement of Behaviour Principles

Approved by:	Last reviewed on:	Next review due by:
J Thomas	March 2026	March 2027

Contents

Introduction 2

Aims....2

Statement of Culture/Ethos....3

Statement of Behaviour Principles 4

Roles and responsibilities 4

- Curriculum teaching and learning....5
- Classroom management 5
- Maintaining discipline....6
- Physical Intervention and Searches 7
- Parents/Carers 7
- Other professionals....8

Rewards and sanctions 8

- Mobile Phones 9
- Uniform 9
- Outside of School 9
- Suspensions and Exclusion....9

Appendix 1: Codes of Conduct....10

Appendix 2: Procedure and Guidance for searching students on entry into school....16

Appendix 3: Home/School Agreement (Key Stage 3) 17

Appendix 4: Home/School Agreement (Key Stage 4) 18

Introduction

Good order has to be worked at, it does not simply happen.

> *"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive"*
>
> ***Behaviour in Schools DFE September 2022***

> *"A whole-school behaviour approach is much more than a set of policies or documents. It is about what everyone in the school does, how they behave, and what expectations are set and taught. It is also about the values and ethos of the school." Ofsted 2019*

The CE Academy accepts these principles and seeks to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To encourage pupils to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To address issues in a non-confrontational way.
- To promote self-esteem, self-discipline and positive relationships.
- To challenge inappropriate behaviours between peers.
- To encourage the involvement of both parents/carers and The CE Academy in the implementation of this policy.

Statement of Culture/Ethos

What is the CE Academy?

The CE Academy is an educational provision. It believes that learning at a level that promotes intellectual growth is crucial to the enhancement of self-esteem. This is achieved through a rigorous approach to the provision of curriculum of high quality that stimulates and engages its participants.

Equal rights

The CE Academy regards all people as valuable individuals with equal rights. This implies that at all times positive action will be undertaken to ensure that all people within our area of influence feel supported and valued. This allows their strengths to be enhanced even when individual actions are rejected as inappropriate.

Self-respect

All people have the right to retain their self-respect at all times. There must be an empathy and delicacy of interaction. Relationships with the vulnerable must be carefully pursued to avoid putting them down, perhaps unintentionally. Positive attitudes will engender partnership in the enterprise of education. There will be consistent elements of consultation and negotiation for everyone.

The right to fail

Each member of the CE Academy community has the right to fail. The only way to avoid failure is to avoid doing anything.

A 'no blame' culture

When behaviour is challenging, or things don't go as planned, it is common to ask who is at fault. At CE we focus on curiosity, understanding and shared responsibility/accountability. This asks what broke and promotes a solution focused culture of improvement.

Decisions that affect you

People have the right to be involved in decisions that affect them. Honest, generous and kind communication is crucial to the integrity of all members. Care will be taken to ensure that personal space is not invaded particularly at an emotional level but staff will also be open to the needs of pupils to communicate their thoughts, feelings and experiences in an atmosphere of acceptance.

Equal rights to access education

The CE Academy believes that each pupil has an equal right to access education. This enables their best development so equipping them to grow purposefully into the responsibilities of adulthood.

Promoting a purposeful environment

The CE Academy promotes a purposeful environment. It provides opportunities for pupils to flourish within the safety of a structured framework that provides clear roles for all concerned. The framework empowers staff and pupils to take the risks necessary to change by sharing a negotiated learning experience. As part of this process consequential behaviour provides a focus for personal growth into an acceptance of the equal rights and responsibilities of all individuals.

Positively assertive and non-confrontational

The CE Academy approach is positively assertive and non-confrontational. While aggressive confrontations are regarded as unhelpful, it is acknowledged that many of our community will take time to come to terms with this. Mistakes will be made. Personal styles are taken into account and strategies are taught through mediation so that unnecessary confrontation can be better avoided in the future.

Promotes win/win outcomes

The CE Academy believes that it is within an atmosphere of rigour and positive acceptance that all are most likely to flourish and develop to their fullest potential. Staff are expected, pupils are encouraged, to fulfil and promote by example the ethos of the Service.

Promoting an environment for all that looks to provide win-win outcomes builds trust and positive solutions. We prioritise relationships, promote respect and understanding and protect self-esteem and dignity. All people should feel valued, supported and protected.

Statement of Behaviour Principles

Good behaviour is promoted through providing a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- promote an environment that is free from discrimination of any sort, where pupils feel safe, valued and respected;
- encourage young people to have respect for themselves and for others;
- encourage young people to have a respect for the rights of others;
- encourage young people to have a respect for the property of others and the school environment;
- encourage young people to show respect to other people and be tolerant of other peoples' points of view;
- increase and widen young peoples' sense of belonging in The CE Academy;
- ensure fair and honest treatment and place an emphasis on addressing causes for behaviour rather than just treating outcomes;
- promote partnerships between school and home through the early involvement of parents/carers;
- encourage young people to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way;
- encourage an environment which fosters and reinforces good behaviour;
- encourage consistency of response to behaviour;
- employ de-escalation techniques in response to potentially challenging behaviour;
- promote self-esteem, self-discipline and positive relationships;

This Statement of Behaviour Principles will be reviewed every two years or as necessary and shared with Governors.

Roles and responsibilities

The CE Academy believes that it is within an atmosphere of rigour and positive acceptance that all are most likely to flourish and develop to their fullest potential. Staff are expected and pupils are encouraged, to fulfil and promote by example the ethos of the Academy.

The Governing Body

The governing body, with the Headteacher, has a legal responsibility to ensure that policies to promote good behaviour are pursued, reviewed and communicated to pupils, parents/carers and staff.

Initial meetings are held with all pupils with their parents/carers before they start at the CE Academy. Home school agreements are signed, code of conducts are discussed and expectations of behaviour are communicated. Policies are available on the CE website.

All new staff have an induction period where the behaviour management principles and strategies are shared and information about the academy and good practice guides are made available. Each new member of staff is assigned a mentor.

Debriefs are held by staff in each campus at the end of the school day. This is an opportunity for staff reflection and learning in a forum where staff have the opportunity to discuss how, or if an incident or issue could have been managed differently.

The governing body is responsible for reviewing and approving this behaviour policy.

The Headteacher

The Headteacher, along with the senior leadership team will ensure that the school environment encourages positive behaviour and a culture where everyone feels safe and supported. School leaders will implement appropriate training for all staff, during induction and beyond to ensure they understand how best to support all pupils in managing their behaviour.

All staff

Staff should always model expected behaviour and positive relationships so that pupils can see examples of good habits.

Curriculum teaching and learning

Appropriate curriculum and teaching has a positive effect on pupil behaviour.

Pupils are supported in behaving appropriately and taught to understand the expectations of behaviour both in and out of school. The PSHE curriculum plays an important role in teaching about healthy and respectful relationships and behaviour in addition to the pastoral emphasis at CE Academy.

The curriculum is structured to meet the needs of individual pupils, including partnerships with other agencies to extend the learning process outside the classroom.

Lessons have clear objectives which are understood by the pupils and teaching methods are adapted to meet their needs. Lessons are well prepared and stimulating to generate good behaviour and earn respect.

Behaviour targets are set at the initial meeting and reviewed at least termly with the young person, parents/carers and key tutor. Pupils are informed at the end of each lesson verbally and written in their academic records, how well they have met their targets. Pupils are informed of their achievements in a variety of ways including at progress reviews, a positive postcard sent home and a copy given to them, a phone call home to give feedback to parents/carers and written termly reports.

This feedback provides pupils clear signals that their efforts are valued and that progress matters.

Classroom management

Classrooms are arranged to create and sustain positive, supportive, secure, safe and welcoming environments.

Staff should:

- Be prepared for all lessons
- Stretch, challenge and motivate
- Mark work promptly and constructively – in line with CE marking policy

- Encourage creative dialogue
- Keep attractive clean and tidy rooms
- Maintain interesting displays
- Set high standards of speech, manner and dress
- Enjoy relating to pupils

Staff should do all they can to:

- Use humour – to build bridges
- Keep calm – to reduce tensions
- Listen – to earn respect
- Be positive and build relationships
- Know pupils as individuals
- Be consistent
- Condemn the act not the person
- Deal with every incident – to ignore is to condone
- Seek win-win outcomes

Staff should avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Overreacting – the problems will grow
- Making blanket sanctions – the innocent will resent them
- Sarcasm – it damages relationships

Maintaining discipline

Staff to insist on acceptable standards of behaviour work and respect

- Apply code of conduct consistently
- Follow problems to their conclusion
- Establish the facts and judge only when certain
- Should not put themselves at risk of physical harm
- Assertively respond verbally to poor/inappropriate behaviour
- Should not search young people
- Avoid physically blocking young people's exit route
- Report all instances of hate, discrimination and intolerance. Staff are updated regarding the protected characteristics. Daily debriefs prompt staff to report and all staff are trained in how and where to report such incidents. Staff need to be aware that some abusive comments constitute a criminal offence; this is reinforced through staff training. Staff and pupils will be supported by the CE Academy if they make the decision to involve the police.

Codes of conduct - Key Stage 3/4

- To be respected by staff and pupils alike
- Code of Conduct to be displayed in all campus sites
- Parents/Carers to be informed of the codes at initial meeting

Where a pupil may have additional needs, this will be considered, if necessary, when managing behaviour.

Physical Intervention and Searches

As stated in the DfE advice document, 'Behaviour in Schools' February 2024, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Restraint has no part to play in the general behaviour management of pupils attending the CE Academy. The aim of the Academy is to encourage young people to take responsibility for their own behaviour. An important element of this is encouraging them to make the 'right' choices. The CE Academy encourages young people to believe in the intrinsic value of education. Restraining young people would be counterproductive in achieving our aims.

All teachers have the right to physically intervene and the Headteacher has given permission if the need arises. All incidents of physical intervention should be logged.

Where there is a requirement for a pupil to be searched either in the event of a pupil risk assessment or for banned items (For example vapes, phones, lighters) metal detector wands are available at all sites. There is a clear procedure for this process in place (See Appendix 2).

Parents/Carers

A high priority is given to developing positive relationships and clear communication between the CE Academy and parents/carers. This partnership plays an important role in promoting and maintaining high standards of behaviour.

Parents/carers are encouraged to support our behaviour policy and ethos which is shared and discussed during all initial meetings.

Home School Agreements are signed by parents/carers/pupils/CE staff before a pupil starts at the CE Academy.

Issues relating to pupils' behaviour, well-being and achievements are discussed at debrief on a daily basis. The steps taken to address issues are discussed with Key Tutors who communicate via phone or home visit to parents/carers.

Where behaviour is causing concern Key Tutors will communicate to parents/carers at the end of the day and they will if necessary be offered the opportunity to discuss and review strategies to resolve issues more fully during a home visit or onsite review.

Pupils are encouraged to be at all reviews.

Parents/carers are encouraged to inform school of any incidents/issues/concerns that they may have or have occurred outside of school that may affect their child's behaviour. This will help staff to support pupils appropriately.

Other professionals

Partnership work is integral to keeping children and young people safe. We work hard to maintain positive working relationships with others including dual registered schools and children's services and actively encourage information sharing.

Rewards and sanctions

The CE Academy strives to reinforce achievements; progress and positive behaviour through daily debrief monitoring.

Rewards:

- Phone calls to parents/carers
- Letters to parents/carers
- Verbal praise
- RAK cards, recognising Random Acts of Kindness
- Postcards, reinforcing academic, behaviour and general progress

Sanctions:

- Phone calls home
- Review meetings
- Behaviour interventions
- Suspensions

Serious incidents:

- 1:1 interventions
- Suspensions
- Referrals to other agencies
- Specific targeted support

Responses to serious incidents, including acts of child on child violence, aggression and/or bullying both face to face or online, possession of weapons and drugs and any other act of criminal behaviour must be immediately reported to SLT. A decision will then be made on the next course of action which may include reporting to the police or involving other professionals. Although possession of smoking paraphernalia and/or vapes are not illegal, all of CE Academy's premises are non-smoking/vaping sites. Students seen with these materials will be expected to hand them to staff. Sanctions may be put in place for those not meeting these expectations.

Child on child sexual violence and sexual harassment either in person or online must also be immediately reported to SLT and the DSL who will advise further. Please refer to the academy's safeguarding and child protection policy. Where appropriate safeguarding procedures will be followed.

In cases where consultation is needed with the parents/carers this should be sought if necessary, as a matter of urgency. If it is clear that the pupil's groups/timetable/teaching arrangements needs adaptation for him/her to meet with success, that should be a matter of urgency for discussion with SLT members involving the pupil and his/her parents/carers and in some cases a pupils' dual registered school may need to be called possibly before the new arrangements are actioned. Should a case of assault arise all concerned have normal legal rights and responsibilities.

Mobile Phones

Mobile phones must not be seen or heard on site throughout the day. Pupils are expected to hand their phones in on arrival to school where they will be kept securely until they leave. If phones are seen/heard by staff, the young people will be encouraged to hand them in. Parents/carers will be informed if a young person refuses and if this becomes a persistent problem it may result in a meeting with parents/carers or other additional sanctions utilised. Please see the policies titled 'Mobile phones - pupils KS3' and 'Mobile Phones- KS4' for further information.

Uniform

All students are expected to follow the uniform policies and failure to do so may result in sanctions. Please see the guidelines in the appendix for clarification.

Outside of School

Pupils are expected to maintain the same level of behaviour inside school and while travelling to and from school. Students may need to be transported to school and/or provisions. Those students transported to school by taxi will need to follow the taxi code of conduct which they will have already agreed to follow.

Suspensions and Exclusion

In a situation where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, this could potentially lead to a suspension or exclusion. For further information please see the TLT Exclusion Policy.

Policy Control Sheet

Version:	04
Approved by:	J Thomas
Date approved:	March 2026
Date of next review:	March 2027
Policy Owner:	J Thomas

Document History			
Version	**Date of review**	**Author**	**Note of revisions**
02	Nov 2024	J Thomas	Physical intervention & searches and Appendix 2 (added)
03	March 2025	J Thomas	
04	March 2026		Statement of culture/ethos Reference to differentiation changed to adaptive teaching methods Staff induction updated RSHE changed to PSHE Mobile phone detail added

General Campus Code of Conduct

EVERYONE ACTS WITH

COURTESY, RESPECT AND CONSIDERATION

TO OTHERS AT ALL TIMES

THIS MEANS:

- **To try to understand and to be tolerant of other people's point of view.**
- **In class, make it as easy as possible for everyone to learn and for the teacher to teach.**
- **Please hand in your mobile phone on arrival at the Campus, it will be returned at the end of your school day.**
- **Move sensibly and quietly about the Campus.**
- **Always try to speak politely to everyone.**
- **Keep the Campus clean and tidy.**
- **Remember to show respect to other members of the community.**

Taxi Code of Conduct Contract

- I will comply at all times with the driver's instructions.
- I will sit in my seat at all times with my seat belt on.
- I will not distract the driver.
- I will speak politely.
- I will not throw things in the taxi or out of the window.
- I will only eat or drink in the taxi with permission from the driver.
- I understand I can only be taken to my home address at the end of the day.

Signed

Name (block capitals)

Mobile Phones (KS3)

Code of Conduct

Mobile phones are best left at home during the school day. However you can bring your phone to school if you follow the Code of Conduct.

You must hand your phone in on arrival at your campus. It will be returned at the end of your school day.

In an emergency you can be contacted through the campus phone.

CONSEQUENCES of not handing in your phone.

If staff see or hear your phone or headphones/airpods:

1. **A mobile phone warning – you will be asked to hand in your phone/headphones/airpods into the campus office.**
2. **If you refuse to hand in your phone/headphones/airpods your parents/carers will be called and they will be spoken to again at the end of the school day.**
3. **If the issue persists it may result in further sanctions in the form of a behaviour intervention or a suspension from school.**

Mobile phones without SIM cards are not acceptable in the campus site

I understand and agree to the school policy on mobile phones:

Signed (young person)

Mobile Phones (KS4)

You can bring your phone to school if you agree to the following Code of Conduct:

- ✓ On arrival at the campus your mobile phone should be handed in and put in a secure locker. It will not be taken out until the end of your school day.
- ✓ Recharging lockers are available for you to use.
- ✓ Your mobile phone/headphones/airpods must not be seen or heard on site throughout your school day.
- ✓ In an emergency you can be contacted through the campus office.

If you don't do this:

- Staff will try and persuade you to put your phone in a locker.
- If you refuse, staff will call your parents/carers.
- At the end of the school day your parents/carers will be called again to update them.
- If the issue persists it may result in further sanctions in the form of a behaviour intervention or a suspension from school.

Please Note:

- The only headphones/airpods allowed will be attached to an MP3 player. You will need to show staff that they are not attached to a phone.
- Mobile phones without SIM cards are not acceptable in campus.
- If you damage anything in an attempt to get your phone back, we will report any criminal damage to the Police.

The CE Academy is not responsible for your mobile phone whilst it is in the locker.

I understand and agree to the school policy on mobile phones:

Signed (young person)

Dress Code for Young People

Key Stage 3

All young people are given the option of a free tie and top with the CE Academy logo:

- ✓ a CE jumper
- ✓ a CE tie

Young people attending the CE Academy should wear the following uniform:

✓ **BLACK** trousers or skirt

✓ WHITE shirt/polo shirt/t-shirt (plain – no logo)

✓ **BLACK** sweatshirt
(with or without CE Academy logo)

✓ **BLACK** footwear – must be all black and polishable with no clear logo. This may include trainers if they meet these requirements, but we advise discussing with staff first.

✓ **CE Academy** tie optional

Dress Code for Young People

Key Stage 4

Uniform is voluntary for Key Stage 4. Young people should wear suitable day time clothing.

All young people are given the option of a free tie and top with the CE Academy logo:

- ✓ a CE jumper
- ✓ a CE tie

Young people may be asked to return home to change if they arrive at school inappropriately dressed.

The following are not acceptable as school wear:

- ☒ Low cut tops
- ☒ Thin leggings that reveal underwear
- ☒ Any clothing that reveals underwear
- ☒ Pyjamas
- ☒ Slippers
- ☒ Onesies
- ☒ Singlets
- ☒ Crop tops
- ☒ Hot pants (knee length shorts only)
- ☒ Body suits
- ☒ All in one bodycon jumpsuits

Appendix 2: Procedure and Guidance for searching students on entry into school

Sometimes it is necessary in order to keep students and staff safe, that we conduct student searches. This is likely to include using an electronic search wand and/or checking bags and pockets. Wands have been purchased to enable searches to be completed and are available in the office of each campus.

Please be aware that wands can be set to 'vibrate' or 'sound' mode. It is preferable to use the 'vibrate' mode as this is a more subtle way of being notified that a student may be carrying something that requires confiscation.

In most cases young people and their parents will have already had it explained that they have a risk assessment and have consented to the search.

Searches MUST only take place when pupils have a risk assessment or when instructed to do so by SLT.

Searches must be recorded in the daily record each day. Please clearly note down the names of those who conducted the search and the outcome, i.e. was anything found/confiscated?

Searches should always be conducted on arrival, in a private space with two members of staff present. Where possible try to use at least one consistent member of staff each time, such as campus administrators or support staff. Students who require a search must be let into the office or a room away from the campus. They must not enter the campus with other students until a search has been conducted. If students refuse to be searched, they will be unable to enter the campus/education provision.

If students are getting into transport to go elsewhere for their education, they must be searched prior to getting into the vehicle.

It is important to be consistent in what we are searching for. Only ask for what we are searching for to be handed in to staff.

If you discover a weapon then request that this is handed over to staff immediately. If young people refuse, please inform SLT; in these instances, the Police will be called.

If students are accessing individual tuition in a public place they will not be required to be searched with a wand. However, please seek advice from SLT in relation to individual cases if you are unsure or have any reservations about 1:1 sessions with students with a risk assessment.

The requirement to search will be reviewed termly at each campus meeting via the Risk Assessment Review Process. If the requirement to search needs to be reviewed before this, please speak to a member of SLT. All searches must take place as per the risk assessment.

***For the purpose of this document school refers to campus, external provisions, 1:1 tuition and any other education-based setting.**

Appendix 3: Home/School Agreement (Key Stage 3)

As a student I will:

- Show respect to other people and be tolerant of other people's point of view;
- Complete the work set in class making it possible for others to learn and the teacher to teach;
- Move sensibly and quietly around the campus;
- Keep the campus clean and tidy;
- Always try to speak politely to everyone;
- Attend school on time and to aim for full attendance each year;
- Make sure that I am dressed in full school uniform;
- Be responsible for my own possessions;
- Hand my phone in at the start of the school day;
- I accept that misuse of my mobile phone may lead to confiscation and a possible ban of my mobile phone from the school site;
- Follow the School's behaviour policy.
- Try to make the campus a safe place for everyone;
- Take any medication prescribed by my doctor;
- Follow the CE Academy's code of conduct for responsible internet use;
- Follow this agreement when travelling to and from school, at off-site provisions and when representing the school on trips and visits.

As parent/carer I will:

- Ensure my child attends school (at least 95% attendance), is on time every day;
- Ensure my child arrives to school in full school uniform;
- Make sure the school is aware of any concerns or problems that might affect my child's learning and/or behaviour;
- Attend any meetings that may be arranged to discuss my child's progress;
- Support the school in its curriculum and policies;
- Ensure my child takes any medication prescribed for them by their doctor;
- Provide contact numbers and ensure I am available throughout the school day.

The CE Academy will:

- Provide your child with a personalised timetable to meet their individual needs;
- Inform you about your child's progress via telephone, letters, postcards and/or meetings and reports;
- Care for your child's safety;
- Provide an environment where your child can achieve high standards of work and behaviour
- Encourage your child to reach their full potential;
- Keep you up to date with any changes and information relating to your child;

Signed

Parent/Carer……. Date……

Student……. Date……

The CE Academy……. Date……

Appendix 4: Home/School Agreement (Key Stage 4)

As a student I will:

- Show respect to other people and be tolerant of other people's point of view;
- Complete the work set in class making it possible for others to learn and the teacher to teach;
- Move sensibly and quietly around the campus;
- Keep the campus clean and tidy;
- Always try to speak politely to everyone;
- Attend school on time and to aim for full attendance each year;
- Make sure that I am dressed in line with the CE Academy dress code;
- Be responsible for my own possessions;
- Place phone/headphones/airpods in locker at beginning of school day.
- Accept that misuse of my mobile phone may lead to confiscation and a possible ban of my mobile phone from the school site;
- Try to make the campus a safe place for everyone;
- Follow the School's behaviour policy.
- Take any medication prescribed by my doctor;
- Follow the CE Academy's code of conduct for responsible internet use;
- Follow this agreement when travelling to and from school, at off-site provisions and when representing the school on trips and visits.

As parent/carer I will:

- Support my child to attend school (at least 95% attendance), on time every day;
- Ensure my child arrives to school dressed in line with the CE Academy dress code;
- Make sure the school is aware of any concerns or problems that might affect my child's learning and/or behaviour;
- Attend any meetings that may be arranged to discuss my child's progress;
- Support the school in its curriculum and policies;
- Ensure my child takes any medication prescribed for them by their doctor.
- Provide contact numbers and ensure I am available throughout the school day.

The CE Academy will:

- Provide your child with a personalised timetable to meet their individual needs;
- Inform you about your child's progress via telephone, letters, postcards and/or meetings and reports;
- Care for your child's safety;
- Provide an environment where your child can achieve high standards of work and behaviour;
- Encourage your child to reach their full potential;
- Keep you up to date with any changes and information relating to your child;

Signed

Parent Carer…… Date……

Student…… Date……

The CE Academy…… Date……