The Canterbury Academy Trust
Schools for all the Talents

Name of policy	Behaviour Policy
Document owner	Mr C Small/Mr M Reeve Miss B Wilson Ms L Winslow Mr A Fairbrass
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In partnership with Simon Langton Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

The Canterbury Academy Trust

Behaviour (including rewards and sanctions) Policy

This document provides a framework for the creation of a happy, safe, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It aims to underpin and reflect our ethos and values:

Ethos & Values

The Canterbury Academy Trust will work towards ensuring that every child will:
- Be safe.
- Be healthy.
- Enjoy and achieve.
- Make a positive contribution to their community.
- Achieve economic well-being.

The Canterbury Academy Trust aims to provide the highest possible quality education for its students by focusing upon learning and teaching so that all our students become:
- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to the well-being of present and future generations.

We believe that success is best achieved when it is built upon an open and supportive partnership between our students, parents, staff and directors.

We recognise each student has their own unique personality and special talents. We believe every student has something to offer.
We believe that all students have the right to feel secure and be able to work and develop their potential. We believe every student deserves the

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opportunity to achieve. Our systems are designed to reflect and support these beliefs.

We believe that every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships, appropriate role modeling and a process of co-operative team work and the school welcomes and encourages the involvement of the all stakeholders and specialised outside agencies.

We aim to fulfil this by:

Making these expectations clear to all members of this learning community in:
- Classrooms and daily routines.
- Planners
- Assemblies
- CPD opportunities

By believing in and adhering to the following community values of:

- o Courtesy
- o Responsibility
- o Honesty
- o Equality
- o Respect
- o Morality

The Classroom Code of Conduct at The Canterbury Academy

- Arrive at every lesson on time, in good uniform or, for sixth form, dressed appropriately and ready for learning.

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- Enter the classroom in an orderly way; coats off; equipment and planner on the desk; bags on the floor under the desk; wait quietly for the register to be taken.
- Mobile phones to be switched off and kept in bags. These should only be used if explicit permission has been given by class teacher.
- Listen when the purpose of the lesson is being explained.
- Make sure that your homework deadlines and checkpoints are recording appropriately.
- Listen carefully and always respect other people's points of view.
- Raise your hand if you want to speak.
- Stay in your place.
- Stay on task.
- Always carry on working quietly when a visitor comes into the room.
- Listen to the evaluation at the end of the lesson to check what you have achieved.
- Get a signature in your planner if you **_need_** to leave the room.
- Pack away quickly and quietly when asked.
- Put your chair away and wait to be dismissed.
- Help keep the school a clean and pleasant place by not dropping litter.
- Go directly to your next class.

And by

- Providing a calm, purposeful learning environment in which all are fully aware of behavioural expectations.
- Role modelling standards.
- Treating all children and adults as individuals and respecting their rights, values and beliefs and encouraging them to accept their responsibilities.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Enabling all students to achieve their best and become caring and responsible members of society.

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- Abiding by this simple statement of expectation:

Pride in our school and ourselves
Respect for others and the environment

- Encouraging, praising and positively reinforcing good relationships, behaviours and work.

It is anticipated that an important role in the above will be played by the 'House Council' at The Canterbury Academy.

British Values
Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Academy Trust's ethos and teaching supports the rule of English civil and criminal law and we do not teach anything that undermines it. Students - are made aware of the difference between the law of the land and religious law. There is no place for extremist views of any kind at the academy.

The Canterbury Academy Trust celebrates diversity and has an educational vision which empowers and adds value to a child's development. Our curriculum encourages students to ask challenging questions and develop a strong sense of their individual identity, as well as the ability to understand and communicate with people from other cultures.

2. The Rewards System

See appendix 1 - Rewards

3. A Sanction System

The Academy Trust has a clearly structured sanctions system, which indicates the steps that will be taken in response to transgression. See appendix 2 - Sanctions

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The following indicate, but are not limited to, a range of behaviours that will result in some form of disciplinary sanction:

- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct and expectations.

- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.

- Causing or attempting to cause damage to, or stealing or attempting to steal, school's property or another person's personal property.

- Engaging in any activity that constitutes an interference with school purposes or an educational function or any disruptive activity.

- Using or possessing a laser pointer or similar instrument unless under a staff member's supervision and in the context of instruction.

- Using, possessing, distributing, purchasing, or supplying tobacco materials.

- Using, possessing, distributing, purchasing, or supplying alcoholic beverages. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.

- Using, possessing, distributing, purchasing, supplying illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had drugs in their possession. Students will be excluded from school and referred to a Drugs referral programme. The supplying of illegal drugs and controlled substances in most circumstances results in a permanent exclusion.

- Using, possessing, controlling, or transferring a weapon in violation of the "weapons" section of this policy.

- Absenteeism.

Searching Student Property
The school can and will carry out searches, using the guidance provided in *"Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (January 2018)."* The following is a summary of this power.

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School staff can search a pupil for any item if the pupil agrees. If the pupil does not agree, then parental consent can be sought, although, this should be considered in all circumstances anyway.

The school has a legal right to confiscate inappropriate items from pupils such as mobile phones, music players, offensive weapons etc.

Staff authorised by the Executive Principal have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, such as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- shisha pens and electronic cigarettes
- 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).

Confiscation
- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8.

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The school will take the view that what happens outside of its perimeters and outside of school hours could be grounds for disciplinary sanction if that is both appropriate and reasonable. This principle is accepted in The Education and Inspection Act. These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- Behaving badly on the way to and from school by public transport, for instance buses and trains.

- Acting in a way which will bring the school into disrepute:

- On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
- Travelling to or from school on a school activity, function or event; or
- Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or student, or an interference with schools' purposes or an educational function.

Disciplinary Measures

It is important to state that disciplinary action may be taken against any student where there is, on balance of probability, misbehaviour or breach of the school's expectation and/or rules as outlined above. Disciplinary measures include but are not limited to:

- Withholding of privileges.
- School reporting systems.
- Removal from classroom.
- Detention, provided the student's parent(s)/carer(s) have been notified, where appropriate, including break, lunch and whole school detentions.
- Notification of parent(s)/carer(s) and required interview with parents (s)/carer(s)
- Seizure of contraband.

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- In-school isolation for a period not usually to exceed 5 school days. Including isolation at times outside of the normal school day e.g. 10am – 4pm
- Fixed term exclusion, provided that appropriate procedures are followed. An excluded student is prohibited from being on school grounds or in the school vicinity, unless you are advised accordingly.
- Engagement contract where the possibility of removal from the school is discussed.
- Out of Hours education e.g. 3:00-6:00pm for a short and targeted period, with parameters for reintegration set from the outset.
- Permanent removal from school and all Academy-sponsored activities and events provided that the appropriate procedures are followed. An excluded student is prohibited from being on Academy grounds.
- Notification of relevant authorities whenever the conduct involves illegal drugs (controlled substances), look-alikes, alcohol, or weapons.
- Suspension of bus riding privileges, provided that appropriate procedures are followed.

Weapons/Firearms

A student, who uses, possesses, controls, or transfers a weapon, firearm, or any object that can reasonably be considered, or looks like, a weapon, shall receive fixed term exclusion or a permanent removal from the school.

A weapon may be defined as "any other object if used or attempted or intended to be used to cause bodily harm, including, but not limited to, knives, brass knuckles, clubs, or "look alikes" of any weapon as defined above. Such items as baseball bats, pipes, bottles, coins, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm".

A firearm may be defined as any lethal barrelled weapon that can (or can be converted to) fire a shot, bullet or missile.

The Executive Principal will inform the appropriate authorities of any student who brings a firearm or weapon to the Academy Trust.

Where, on balance of probability, a student is in possession of a weapon to cause bodily harm or intimidation then the penalty for this in most circumstances will be a 'permanent exclusion'. Required Notices
An Academy staff member shall immediately notify a member of the Leadership Group in the event that he or she
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- observes any person in possession of a firearm or offensive weapon on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision,
- observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or

- observes an assault committed against any student or staff member.

Upon receiving such a report, the Executive Principal or designee shall, as soon as reasonably possible, notify the appropriate authority and also the student's parent(s)/carer(s). The Executive Principal or designee shall notify the Police of any incident involving the selling or supplying of drugs or assault of a staff member.

Legislation in the Violent Crime Reduction Act 2006 allows the Executive Principal or designee to search groups of pupils if they suspect one of them is carrying a knife. The Executive Principal or designee are also entitled to use metal detector arches and wands to carry out random, non-intrusive searches of pupils for weapons. These powers came into effect in May 2007.

Using 'reasonable force'

The Education and Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent pupils form committing a crime or causing injury, damage, or disruption. This power was first enshrined in the Education Act 1996. However, force will not be used as punishment.

There is no legal definition of reasonable force. In exceptional circumstances where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a pupil from, for example, hitting someone or throwing an object. Corporal punishment was abolished in 1986.

See Appendix 2 – Sanctions and Interventions

Partnership between home & school

Statutory guidance from the Department for Education (November 2013) states that by signing a Home School Agreement it is assumed that parents/carers wish to maintain and support the school's ethos and standards.
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Each parent/carer has a responsibility to work closely with his/her child and school staff to support achievements.

Parents have a responsibility to be good role models:

● Show respect to all members of the school community (other parents; staff; students; members of the public) both on the school site and within close proximity by being polite and courteous at all times.

● Challenging and disrespectful behaviour to any member of the school community may lead to police intervention and being banned from the school site.

The school reserves the right to :

• Use parenting contracts to ensure parents tackle problem behaviour before a child reaches the point of being excluded from school.

• Make parents take responsibility for their children in the first five days of exclusion through a new offence of failing to ensure their child is not found in a public place without reasonable justification.

• Ensure education provision is made for all excluded pupils from day six of their exclusion.

4. Smoking

As of July 1st 2007, England became 'smoke free'. It is a criminal offence to smoke anywhere within the buildings and school minibus of The Canterbury Academy Trust. Smoking anywhere on the Academy Trust site is not allowed. The parent(s)/carer(s) of such students will be informed by letter that a criminal act has occurred and informed that should the act repeat then the school will inform the 'enforcement agency' who may issue a fine of up to £50. Smoking on the grounds of the academy will lead to an internal isolation.

5. Bullying

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The Canterbury Academy Trust willingly recognises and accepts its responsibilities as laid down in the Education & Inspection Act and will take all reasonable steps to prevent bullying from occurring or act if it has occurred. The Canterbury Academy Trust will be guided by this simple principle

"Every child in The Canterbury Academy Trust has a right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals"

The key priorities at The Canterbury Academy are:

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society.

The Nature of Bullying

There are many definitions of bullying; most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated, often over a long period of time
- Difficult for victims to defend themselves against.

Bullying can take a number of forms, but four main types are:

- **Physical** – hitting, kicking, taking belongings, damaging personal property
- **Verbal** – name calling, insulting, making offensive remarks, emails or writing offensive graffiti

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- **Indirect** – spreading nasty rumours, exclusion from social groups
- **Cyberbullying** – bullying by electronic contact for example via text message; picture/video clips via mobile phone cameras; mobile phone calls silent or abusive messages; or stealing a victim's phone and using it to harass others, email – often sent using a pseudonym or somebody else's name, chatroom bullying and bullying via websites or via instant messaging.

The Canterbury Academy Trust will seek to prevent and eradicate bullying of all forms but recognises that there are some forms of bullying directed at the particularly vulnerable:
- Looked after children
- Racist bullying
- Bullying of children from faith communities
- Homophobic bullying
- Gender bullying (sexual harassment)
- Bullying due to ability, disability or SEN.

The Canterbury Academy Trust will educate its students against bullying:
- In curriculum
- In mentoring
- In assemblies
- In displays
- In role modelling standards.

The Canterbury Academy Trust will provide support for students and parents by
- Contacting them if there are any concerns
- Being available to be contacted
- Providing support in school through mentors, other adults, connexions, counsellors or referral to other agencies
- Dealing with any reasonable concern with professionalism and seriousness
- Reporting issues of bullying to the authorities if this is deemed appropriate (e.g. in the case of racist bullying or ongoing harassment).

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The Canterbury Academy Trust will act against bullies by:
- Discussing incidents with a member of staff or member of an outside agency
- Providing mediation and/or intervention, if appropriate
- Contacting parents
- Working with families, where necessary
- Applying suitable sanctions, if necessary
- Ultimately, permanently removing persistent bullies from the school.

6. Equality Statement

This policy must be applied fairly to all students irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Appendix 1

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The Canterbury Primary School Rewards

- Praise
- Stickers and Headteacher certificates for special effort in work or behaviour
- Inclusion in the Golden Achievement Book – names recorded and read out in Achievement Assembly each week
- Star of the Week – an opportunity for a personal achievement to be displayed on the star gallery situated in the assembly hall
- A celebration of pupils with the highest number of points will take place each week and at the end of each term.
- Each class will be working towards a whole class reward. In order to achieve this, they will have to collect a designated number of objects e.g. marbles in a jar, coins in a treasure chest… The reward will be decided and voted on as a class

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- A whole school Class Dojo system is used in each class to award 'reward points' or take off sanction points in line with the school policy, this will be consistent across the school.
- Each child belongs to a House and the dojo points go towards their house total which is shared at the end of each term.
- If the class achieve 97% or above positive behaviour points in a week, they will move one step closer to their whole class reward

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The Canterbury Academy Rewards

The Canterbury Academy has high expectations of its students, all of whom should try hard to value and celebrate their own and others achievements, both in and out of the classroom. To encourage them to do so a SIMS based reward system operates throughout the school.

Students are rewarded by staff in a number of ways. These include achievement points for:

- Attitude to Learning
- Conduct
- Homework
- Service to the community
- Selfless acts
- Pillars and Extracurricular
- Attendance
- Correct Uniform

Achievement points, in the main, will be awarded for a variety of categories as listed above. Certain areas of achievement will be tariffed differently according to the focus of reward. Notifications of student's achievement points will be shared with parents and carers on a daily basis through the School Gateway app.

Additionally, The Academy promotes students' achievements and acknowledges them in newsletters and presentation evenings, as appropriate.
Students with clear high standards are rewarded for their excellent personal presentation and organisation by being entered into a termly prize draw. These students are nominated by their Mentor, Support Manager and Head of Learning.
Students with 98%+ attendance are recognised through certificates, prizes and letters home. Those students with 100% attendance are particularly celebrated on a termly basis.
Prizes and awards are presented at the many celebratory events to those students whom The Academy feel have excelled in particular areas or who have made outstanding contributions.

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City and Coastal College Rewards

Students are awarded points in every lesson. These points are for:
- Arrival on time to lesson
- Attitude to learning
- Completion of work
- Making correct choices

A running total of points is collated and when students achieve specific thresholds, they are eligible for rewards, e.g. gift vouchers and trips.

Student reward points are shared with home schools on a termly basis and are used as a method of measuring progress since the point of referral to the provision.

Points cannot be taken away, but because they are not allocated and shared with students until the end of the lesson, they might not achieve one or more of the points.

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The Canterbury Academy Sixth Form Rewards

Rewards Policy

- Class teacher uses strategies to motivate and ensure progress. Praise – verbal, marking policy, positive comments on work, etc.
- For consistent high-quality work or sustained effort, phone call home by class teacher.
- Students' effort in all subjects is collected on a termly basis, this effort reflects their tier, see document in appendices. Students in tier 1 will be offered the opportunity of flexible working and rewarded with vouchers enabling them to purchase beverages and provisions from The U-Cafe.
- 100% attendance or significant improvement in attendance to be recognised with contact home – letter/phone call/email/text.

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Appendix 2   Sanctions

The Canterbury Primary School

The 'smiley face' traffic light system for behaviour management has been implemented across the school including playtimes and during out of school activities. This is primarily used in Years R, 1 and 2.

- All children will have their name or picture on the green face at the start of the day.
- The children have drawn up a list of unacceptable behaviour. If the children are given a warning for any of these behaviours they will be moved to the amber face. If they then show that they can make the right choice and change their behaviour they will then be able to move back onto the green face.
- If they continue then they will be moved to the red face. If a child goes to red they will be encouraged to improve and to move back to amber but they will not be able to get back to green during the session.
- At playtime, all children who have been on red will miss 5 minutes of their play.
- After play, every child will start back at green.
- By lunchtime, all children who have been on red will lose 5 minutes from their lunch play.
- After Lunch, all children will begin on green again.
- At the end of the day, all children who have been on red during the afternoon will lose playtime the following day.
- If the red incident is severe, the pupil will go into the reflection room the following lunchtime to discuss and analyse their behaviour and how it has impacted on others and themselves.
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- Any red incidents are recorded and tracked by the pastoral team
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- Children who are regularly involved with red incidents will be seen by the pastoral team and parents will be contacted
- A whole school Class Dojo system is used in each class to award reward points or take off sanction points in line with the school policy, this will be consistent across the school.

If a child leaves the grounds
The parents will be contacted by telephone. If school is unable to contact the parents then the police will be informed.

If the child is exhibiting aggressive behaviour and is in danger of harming themselves or others
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It may be necessary to restrain the child.
- Staff should be trained in the use of Team Teach/positive handling techniques
- Use the utmost care to ensure that only reasonable force is used
- Have a witness so that events can be verified
- Agree the report with the child when they are calm
- Report the incident to the parents as soon as possible
- The report will be shared with all parties involved

Exclusion
Parents will be notified of the reason for any exclusion. Before a child is re-admitted to their class, a meeting between the parents and the primary manager and/or relevant SMT must take place. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written report of the discussion and commitments to the agreed plan, by both parents and the school will be made firming a Pastoral Support Plan.

Identifying unacceptable behaviour

Low/Medium level (Some behaviour becomes more disruptive if it continues all the time)	Unacceptable Behaviour
➢ Calling out ➢ Answering back ➢ Distracting others ➢ Moving around ➢ Telling tales ➢ Arguing ➢ Throwing anything to each other ➢ Not respecting other people's property ➢ Not listening ➢ Writing on other people's work	❖ Throwing a chair ❖ Violence ❖ Abusive language ❖ Damaging property ❖ Running away or around school ❖ Harming another person ❖ Rude gestures ❖ Bullying ❖ Putting ourselves or other people in danger ❖ Persistent refusal to work

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The Canterbury Academy

It is hoped that staff and parents/carers of students will work together for the total academic, social and emotional education of the child. This involves adherence to the rules of the Academy and society.

However, it should be borne in mind that the Academy's positive expectations of students place a strong emphasis on encouragement and expecting positive and co-operative behaviour and the co-operation of parents will be sought to modify poor attitudes to learning. The Academy strongly believes in a restorative approach as a means of encouraging positive attitudes to learning.

The aim is for students to live and work in a happy, friendly and courteous environment. The ethos of the Academy is intended to fully support its learners so that they are able to learn without distraction or interference. Sanctions will be directed towards the act of misbehaviour or failure to meet expectations. The learner will be encouraged to work on targets for improvement.

The 'choice, reinforce, act' and 'yellow and red card' systems for behaviour management have been implemented across the Academy. Students will always be given a choice to improve their conduct, to meet our Academy expectations, this choice will be reinforced before any action or sanction is directed.

At the Academy, learners are expected to be pleasant and responsible members of their community who come to learn in a positive, motivated frame of mind, ready and equipped to excel. Learners will follow three simple rules:

1. **Follow instructions promptly**
2. **Try your hardest in lessons**
3. **Treat others with courtesy and respect**

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The Canterbury Academy - Conduct Pathway

A1	Achievement Points	- Exceptional commitment, going above and beyond what is expected of them across an entire term. - Excellent Homework - Outstanding attendance/punctuality	- Rewards Trip - High Street Vouchers - Movie / Show Tickets - V-Bucks
A2	Achievement Points	- Sustained commitment, going above and beyond what is expected of them across a few weeks. - Excellent Homework - Outstanding attendance/punctuality	- Letter Home / Postcard - Rewards Breakfast - Student achievements shared at faculty meetings and through Heads of House and Heads of Learning celebration slides/assemblies
A3	Achievement Points	- Good commitment in the lesson, demonstrating good progress and good learning. - Excellent / good Homework - Good attendance / punctuality	- Positive phone call home - Student achievements shared at faculty meetings
B1	Teacher Detention (Class Teacher)	- Failure to improve conduct (LLD) in lesson following **Choice, Reinforce, Act** pathway - Misuse of mobile phone *(student fails to put phone away following Choice, Reinforce warnings)* - Arriving late to lesson (without a valid reason)	- Phone call home with parents. - Student concerns raised at faculty meetings - Student concerns raised with ethos faculty.
B2	Faculty Detention (Class Teacher/DoTL)	- Sent Out - Failure to attend Teacher Detention - Misuse of mobile phone	- Meeting with parents - Meeting with mentor / head of learning through mentoring pathway. - Student concerns raised at faculty meetings - Faculty Report
B3	Monitoring / Intervention and Support (Support Manager / Heads of Learning)	- Trends in poor conduct identified by learning/ethos faculty - Fall in attendance / punctuality figures	- Pupil tracking through daily update meetings to monitor conduct logs and faculty follow up. - SM/HoL intervention - SM/HOL monitoring report - Lesson checks - Referral to LIFT
B4	Whole School Detention (DoTL / Ethos Faculty)	- Failure to attend Faculty Detention - Failure to present uniform pass (if uniform is not correct) (mentors will log poor uniform in mentoring only). - Missing 2 or more morning mentoring sessions in a week (without a valid reason) - For being out of lesson without a pass from the class teacher - Failing to maintain a clean school environment (littering, walking away from food in the dining room, kicking bottles or cartons around without picking them up) - Misuse of mobile phone in a number of subjects	- Student concerns raised at key stage ethos meetings - Possible triage from youth team provision - Meeting with mentor / head of learning through mentoring pathway - Mobile phone ban for trends in misuse.
	Isolation	- Failure to leave lesson or arrive at send out room (without good reason). - Walking off school site	- Internal isolation (reflection) letter to parents - Student to complete reflection document for file

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B5	(Ethos Faculty / SLT)	- Any trends of low-level disruption identified by the ethos faculty - Failure to attend Whole School Detention - Bullying - Discrimination - Threats of violence - Vandalism - Smoking	- Students raised at key stage ethos meeting - 1 week conduct report to member of SLT - Possible triage from youth team provision - Certain incidents, that meet threshold, supported by Heads of House mentoring.
B6	Fixed Term Exclusion (SLT)	- Fighting - Intimidation - Bullying - Discrimination - Violence towards member of staff - Sharing inappropriate content on social media - Carrying an offensive weapon (with or without intent) - In possession of drugs (or associated paraphernalia) - Theft - Persistent refusal to follow school expectations	- FTE letter to parents - Return from exclusion meeting - 2-week RfE monitoring report to member of SLT - Possible triage from youth team provision - Certain incidents, that meet threshold, supported by Heads of House mentoring.

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City and Coastal College

Pre Tier - Lateness to lessons - Low level disruption in lessons	Centre Staff Monitor behaviour in lessons	- Classroom teacher sanctions - Warnings - Refer to Support Staff - Classroom teacher sanction
Tier 1 - Swearing - Disruptive behaviour - Lateness to school - Not handing in phone - Touching radios/staff keys - Throwing objects	Centre Staff Head of Centre Monitor behaviour across the school	- Phone call home - Meeting with student
Tier 2 - Refusing to comply - Truancy - Smoking on site - Swearing at staff - Intimidating manner - Incorrect uniform - Encouraging other students to break code of conduct	Head of Centre Information exchange at staff meetings Head of College made aware	- Letter home - Parental meeting
Tier 3 - Bullying - Threats of violence - Vandalism	Head of College Takes lead on student and liaising with parents and home school (where necessary)	- Formal Parental Meeting - Internal isolation - Fixed term exclusion - Engagement contract - Pastoral Support Programme (which may include twilight lessons)
Tier 4 - Significant premeditated violence - Intimidation - Bullying - Violence towards member of staff - Carrying offensive weapon with intent - Supplying drugs - Theft9 - Repeated offences with no prospect of improvement - Failure to accept or improve upon behaviour - Rare occasional one off incidents	Executive Principal In liaison with Head of College and home school (where necessary).	- Fixed term exclusion - Alternative off site provision - Permanent Removal from school (in extreme cases) - Home school involvement

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The Sixth Form

The Canterbury Sixth Academy Form Missed Deadlines Policy
Sixth Form teachers should ensure that appropriate deadlines are set, representing the needs of the student. Should deadlines not be met the class teacher should contact home and an appropriate extension set. If the extension has not been met or it is a recurrent incident the class teacher should work with either the head of subject or head of Ks5 within the appropriate faculty ensuring that adequate interventions are made. Following their implementation DoTLs may need to support the interventions.

The number of missing tasks will be collected on a termly basis with the amount of effort a student is putting in reflecting the tier they are on.

The Canterbury Academy Sixth Form Behaviour Procedure
For Sixth Form students to achieve their maximum potential there needs to be a mutual respect between students and staff. Therefore, it is important that rather than setting detentions, staff speak to the students about the impact of their behaviour, as would be the case in the workplace or higher education. All incidents that require recording on SIMS should consist of as many details as possible as the Head of Year and or College may also choose to speak to the student about the incident.

Student expectations include:
- Respect themselves, other students, staff, visitors and property
- Be aware that racism, intolerance and bullying are unacceptable in our school
- Complete quality work, homework and coursework on time
- Respect health and safety guidelines
- Attend school regularly and punctually
- Behave in a sensible and thoughtful manner at all times
- Follow the school and classroom codes of conduct
- Abide by, and respect, the school dress code

Serious Incident Procedure

All serious incidents should be referred to Luke Bonugli via email and will be dealt with on a case-by-case basis.

Low Level Disruption Procedure

Low level disruption should be addressed by the classroom teacher but if the low-level disruption persists it should be referred to Luke Bonugli via email.

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Sixth Form Intervention

Tiers	Effort/Tasks/Attendance	Action
Tier 1	**Tier 1 students can be identified by: (2 data windows)** Staff referral Termly data consistently shows: Effort = 1 Outstanding tasks = +	**Rewards via Head of Sixth Form** Ucafe vouchers Student Leadership Opportunities Flexible study
Tier 2	**Tier 2 students can be identified by: (1 data window)** Staff referral Termly data consistently shows: Effort = 1 / 2 Outstanding tasks = +/0	Phone call home Letter
Tier 3/Start	**Tier 3 students can be identified by:** Termly data identifies a concern in individual subjects but not all Effort = 2 1 x (3) Outstanding tasks = + to -2	**The Starting Point** All mid-year starters begin on a temporary contract
Tier 4	**Tier 4 students can be identified by:** Termly data identifies a concern in individual subjects but not all Effort = 3 / 4 Outstanding tasks = -5 or below	**Teacher/HOF intervention** Phone call home Letter home Catch up sessions Detentions
Tier 5	**Tier 5 students can be identified by:** Referral by HOF after intervention Termly data identifies a concern in all subjects Effort = 3 / 4 Outstanding tasks = -5 or below	**Support Manager intervention (3 weeks)** Conversation with students Phone call to parents Letter home
Tier 6	**Tier 6 students can be identified by:** Referral by Support Manager Termly data identifies a concern in all subjects Effort = 3 / 4 Outstanding tasks = -5 or below	**Head of Year intervention (3 weeks)** Conversation with students Phone call to parents Letter home Parental meeting Whole school detention Removal from sporting activity
Tier 7	**Tier 7 students can be identified by:** Referral by Head of Sixth Form Termly data identifies a concern in all subjects Effort = 4 Outstanding tasks = -8 or below	**Head of Sixth Form intervention (3 & 6 weeks)** Meeting with student Parental meeting Temporary contract Removal from sporting fixtures Saturday detention Removal from roll

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