

C.A.T. A FRAMEWORK FOR ACADEMY BEHAVIOUR POLICIES	
Approved in consultation with the Curriculum & Standards Committee on behalf of the Trust Board:	18th March 2024
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Responsible Officer:	Dir of Education - P. Lawrence

Aims and Principles

The Cam Academy Trust aims to ensure that every pupil within its academies attains standards of achievement that are the best of which they are capable, by providing teaching of the highest possible standard. This will only be possible when teaching and learning are underpinned by the highest standards of behaviour. In turn, high quality teaching promotes positive behaviour.

We believe that each individual academy within our trust is best placed to determine the specific strategies which will promote the most positive behaviour and attitudes amongst its pupils. Consequently, it is expected that each academy will develop its own behaviour and discipline policy. It will be up to academies how they label this policy (for example, it could be called the ‘positive relationships policy,’) but it should still adhere to the principles of this framework.

It is crucial that every academy within the trust is able to articulate how the approaches it adopts towards pupil behaviour and discipline are entirely consistent with the core principles of the Cam Academy Trust.

The following framework summarises the key considerations of which all academy leaders and governors will need to be mindful when they are developing policies and practical strategies for shaping the behaviour and attitudes of pupils within their own academies.

Conduct

Academy leaders will work hard to ensure that the conduct of pupils within lessons and around the school is impeccable. Every academy will develop effectively planned and rigorously applied strategies to promote high standards of behaviour in line with this framework and the wider values of the trust.

Each academy will seek to be a calm and orderly environment. Incidences of low-level disruption in lessons should be extremely rare. Academy leaders must ensure that excellent teaching and powerful learning are not threatened by poor conduct, and pupils are able to make rapid progress as a result.

Behaviour at every academy will be underpinned by a strong, positive ethos, informed by the core values of the trust. This will be communicated to pupils with clarity, for example through assemblies and a published code of conduct. This shared ethos will positively shape the behaviour and attitudes of pupils and as a result they will routinely be polite and courteous to adults and each other, take good care of the school site and wear their uniform smartly in line with published academy guidelines.

Each academy must be able to explain its ‘behaviour curriculum.’ Leaders should clearly plan how pupils are taught positive and constructive attitudes and behaviours, and how pupils learn about the consequences of poor behaviour. Leaders should undertake ongoing evaluation of the effectiveness of this behaviour curriculum.

This constructive environment will also be promoted by a coherent programme of rewards. Academy leaders will ensure that pupils behave well because they are recognised for their positive contributions to the life of the school and their high levels of effort.

Every academy's own behaviour and discipline policy will outline the sanctions which are available to the school when pupils fall short of expected standards of behaviour. These range of sanctions may normally include verbal warnings, detentions within and outside the school day, isolation from lessons, formal seclusion within the school site and exclusion from the school site for a fixed-term period.

It will also explain how staff will work with pupils who behave poorly, to understand and address the causes of that behaviour. It will also explain how staff will act to repair and restore relationships, both between pupils and their peers and pupils and staff, where these have been damaged by poor behaviour.

Academy policies will share the following common features:

- 1) Clarity. It will be clear to staff, pupils and parents the most likely consequences for any particular type of poor behaviour.
- 2) Proportionality. The nature of the punishment will be appropriate to the rules that have been infringed.
- 3) Escalation. Not only will more serious infringements lead to more serious sanctions, but pupils who repeat infringements will normally face increasing sanctions.
- 4) Consistency. Rules can be (and are) applied evenly and consistently by all staff throughout each academy.
- 5) Effective communication. Academy leaders will ensure that parents are kept well informed about reasons for, and the nature, of sanctions.
- 6) Thorough record keeping. Academy leaders will ensure that detailed and appropriate records of sanctions will be maintained, analysed and evaluated.

This analysis of sanctions will include an evaluation of patterns and trends, for examples in terms of occurrence in particular curriculum areas, times of the school day or types of infringement. Academy leaders will be able to articulate examples of how they sharpened practice as a result of such evaluation, and how this has effectively reduced incidents.

This analysis will also identify any patterns and trends for important pupil groups. Academy leaders will evaluate whether sanctions are deployed disproportionately to any groups, including those identified by gender, disadvantage, ethnicity and special educational need, and develop coherent plans in response if they are.

School policies must incorporate the responsibilities of leaders in regard to their public sector equality duty. This will include ensuring that reasonable adjustment is made for pupils with SEND and that due communication with the Virtual School is undertaken in regard to the behaviour of, and sanctions towards, children who are looked-after.

Behaviour for learning

Excellent conduct necessarily underpins effective learning, but it is not sufficient. Pupils also need to develop excellent *behaviour for learning*. Academy leaders must draw up clear strategies to develop positive pupil attitudes towards their learning. These will help to develop pupils who are increasingly confident, self-assured learners and these excellent attitudes to learning will have a strong, positive impact on pupils' progress.

Teachers at each academy will encourage pupils to develop a thirst for knowledge, a love of the challenge of learning and a resilience to failure. Academy leaders will develop strategies to encourage pupils to be curious, independent and interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

Academy leaders will develop pupils who are eager to know how to improve their learning and who capitalise on opportunities to use feedback, written or oral, to improve. Pupils will be encouraged to listen to others' points of view and learn from their peers.

Suspensions and Exclusions

Every academy must have a clear policy on suspensions and exclusions, in line with most recent DfE guidance (January 2022). This may be presented as a section within the wider behaviour policy, or as a separate policy.

This policy will clearly outline policy and practice when a pupil is suspended from school for disciplinary reasons (that is excluded from school for a fixed term.)

This policy will include

- a) grounds for suspension
- b) expectations and requirements around different periods of suspension
- c) protocols for parental/guardian notification
- d) provision of work for suspended pupils
- e) protocols for reintegration
- f) the rights of parents, and the role of governors, in appeal.

All academies will work hard to minimise the number of exclusions and their length. Academies may choose to utilise a formal policy of *seclusion* (relevant pupils spending time away from mainstream lessons for a fixed period of time within the school site) wherever appropriate and possible as a stage prior to fixed-term exclusion.

This policy will also cover considerations around permanent exclusion.

All academies will work with every available partner to avoid permanently excluding pupils wherever possible. This will involve collaboration with other trust academies, partners within their local BAIP (Behaviour, Attendance and Inclusion Partnership) and the local authority. This may involve the consideration of a managed move to another school. In any circumstances where academy leaders and governors are considering permanent exclusion, early liaison with relevant trust officers is imperative. It is the clear aspiration of the trust never to permanently exclude a pupil.

Where it is appropriate to age and setting, trust academies will provide opportunities for pupils to maintain their education through on-site or external alternative provision. Pupils whose behaviour makes it difficult for them to work constructively in mainstream classes will be one category of pupils who may have access to such provision. Trust schools will work in partnership with other local schools, the local authority and providers to support this approach. Where pupils are directed to alternative provision it is imperative that due consideration is given to:

- A) how pupils will be safeguarded
- B) the role alternative provision will play in allowing pupils to return to a mainstream setting at the earliest opportunity
- C) processes for monitoring progress towards targets, specifically in this context for improved behaviour
- D) clear protocols for communication, including with parents and relevant authorities.

Bullying

Academy leaders and staff will work hard with pupils to prevent all forms of bullying, including online bullying and prejudice-based bullying.

Each academy will have its own anti-bullying policy which explains clearly how it discourages bullying and the academy's response when it does occur. This will include a clear definition of bullying. Academy leaders will ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

Each academy will work hard to deal effectively with any instances of bullying behaviour and/or use of derogatory or aggressive language that do occur. Where it is helpful to do so, academies will incorporate some element of restorative justice within this process.

Academy leaders will be assiduous in recording incidents of bullying, including the outcome of investigations, sanctions applied and their ultimate resolution. They will be particularly careful to record details of prejudice-based bullying and communicate appropriately with the local authority over this.

Attendance

A crucial behaviour for all pupils in each academy is regular attendance and high levels of punctuality.

Academies will endeavour to develop pupils who value their education and rarely miss a day at school. Academy leaders will ensure that pupils are highly aware of the benefits of strong attendance and the negative consequences for achievement of poor attendance. Each academy will work towards achieving overall attendance which is better than the national average for comparable schools.

Absence will be recorded, monitored and analysed in each academy in order to identify patterns and trends, particularly amongst pupil groups. No groups of pupils should be disadvantaged by low attendance. Academy leaders must develop strategies to improve the attendance of groups of pupils who have high rates of absence.

Academy leaders will work with parents and external agencies to reduce persistent absence. Individual academy's attendance policies, taken together with the trust's own framework, clearly

outline the escalation of sanctions that will be followed through in circumstances where families may not be effectively supporting strong attendance.

Safety

It is crucial pupils clearly understand how their behaviour impacts upon their own safety and the safety of others. Ensuring positive pupil behaviour is part of building the culture of safety and safeguarding that must run through each academy.

Academy leaders must ensure that all pupils

- understand behaviours which will keep themselves and others safe in different situations and settings
- report concerns to staff when they arise
- have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation
- have an understanding of the behaviours which can promote physical and mental well-being
- have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites
- are equipped to be thoughtful, caring and active citizens in school and in wider society.