



Cabot
Learning
Federation

City Academy
Behaviour Policy:
Creating a
Positive Culture
and Ethos

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1 History of Most Recent Policy Changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
September 2017	Whole Document	Creation of new policy following review of existing policies	
September 2019	Whole Document	Creation of new policy following review of existing policies	
March 2022	Whole Document	Creation of new policy following review of existing policies	
September 2022	Whole Document	Revision of new policy to become more trauma informed and update current practices	Movement towards becoming a trauma informed school as stated in AIP
February 2023	Whole Document		

2 Background to the Policy

Good behaviour is central to a good education. At City Academy we believe that we need to manage behaviour well, so that we provide a calm, safe and supportive environment in which our children and young people can thrive and learn and where they want to attend.

At City Academy Bristol, we know that developing and sustaining positive relationships with students, alongside a clear and consistently delivered Behaviour Policy is central to the success of the school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly, between adults and children. Relationships must be authentic. Only then can the Behaviour Policy be delivered in a consistent manner that is trusted and respected by students and families.

Everyone at City Academy understands that they have a responsibility to support the growth of positive relationships whilst delivering the Behaviour Policy, that constant maintenance is required to maintain them. There will be times when relationships breakdown, but we all have a duty to help repair these.

Our relationships with students and families provides the foundations for the Behaviour Policy. Adults all know that behaviour is understood as communication, and that poor behaviour is because of an unmet need. All staff (teaching and associate) are continuously developed in ways to form a positive relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour.

Our approach to relationship building is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

An Equality Impact Assessment has been done based on the data relating to rewards and sanctions, and on consultation with students, staff and parents/carers and the Community Engagement Network.

3 Aims of the Policy

Using the above trauma informed approach, we aim to deliver a Behaviour Policy that:

- Outlines the Academy's approach to **creating a positive culture and ethos**.
- Entitles all members of the school community to learn in a **safe and secure environment** and have a shared responsibility for creating and maintaining this environment.
- Outlines how Academy staff, students, parents, and carers can all show **respect for one another's individuality** as learners and members of the school community.
- Provides a **consistent approach** to behaviour management.
- **Defines** what we consider to be acceptable behaviour, including bullying;(see also Tackling bullying and Harassment Policy).
- Outlines **how students are expected to behave**.
- Promotes **self-discipline and proper regard for authority**.
- Outlines our system of **rewards and sanctions**, ensuring that there is a consistent reward process and staff are aware of the need for regular praise and positive recognition.
- Ensures that all **sanctions are applied consistently** for unacceptable behaviour, including bullying and violence.
- Summarises the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Demonstrates how all academy staff will **model positive behaviour** and promote it through active development of students' social, emotional, and behavioural skills; and
- **Ensures that all Academy staff recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.**

These aims are supported by regular and appropriate in-service training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and Academy social events aimed at pulling together the different life experiences of groups within the community.

4 Legislation and statutory requirements

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- [Education Acts 1996, 2002 and 2011](#)
- [School Standards and Framework Act 1998](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)
- [Behaviour and Discipline in Schools \(A guide for Head Teachers and School Staff\)](#)
- [Use of Reasonable Force – Advice for headteachers, staff and governing bodies 2013 \(Reviewed 2015\)](#)
- [Searching, screening and confiscation at school](#)
- [Supporting students with medical conditions at school](#)
- It also takes into account the [special educational needs and disability \(SEND\) code of practice](#).

Summary of what the law says:

The principal must set out measures in the Behaviour Policy which aim to:

- Encourage good behaviour and respect for others.
- **S**ecure an acceptable standard of behaviour of pupils.
- **P**romote, among pupils, self-discipline, and proper regard for authority.
- **P**revent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- **O**therwise regulate the conduct of pupils

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

5 Links to other Policies and Statements

This Policy has been written as guidance for staff, parents or carers and young people and should be taken in conjunction with the following City Academy Bristol (CAB) policies:

- Equality, Diversity, and Inclusion Statement
- Safeguarding Policy
- SEND Policy
- Tackling Bullying and Harassment Policy
- E-Safety Policy
- Exclusions and Suspensions Policy
- Charging and Remissions Policy
- Children in Care and Previously Looked After Children Policy
- Positive Handling and Physical Intervention Policy
- Data Protection Policy

6 City Academy Bristol Background and Vision

City Academy is a mixed gender secondary academy situated in East Central Bristol. The student profile is multi-cultural, multi-ethnic, and multi-faith, with over 51 different languages spoken and approximately 35% of students speaking English as an additional language.

City Academy is committed to ensuring that our students gain the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose across our Academy community and beyond. 'The Academy Way' provides a framework to ensure our core values (Grit, Honesty, and Team Spirit) are embedded within our daily practice and routines for 'every child to have the right to go to university, enjoy their job and make a positive contribution to the world.'

Here, at City Academy, we fully believe that verbal and meaningful praise can be very powerful in developing a happy and purposeful school environment. It is this focus on positive relationships that drives the positive environment of the Academy.

7 Key Principles of Culture and Ethos

- Every student understands they have the right to feel safe, valued, and respected, and learn in an environment free from the disruption of others.
- The Academy will take a trauma informed approach in enacting the Behaviour Policy.
- Rewards and positive recognition are the key aspects of creating a positive ethos and culture.
- All students, staff and visitors are free from any form of discrimination.

- Staff and volunteers must always set an excellent example to students and should all be trained to use a trauma informed approach.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with this Policy.
- The Behaviour Policy must be shared with, and understood by, students, staff, and parents/carers.
- The Exclusions and Suspensions Policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed term suspensions.
- Regular analysis will be undertaken to ensure that no groups of students (including PP, any ethnic groups, SEND and all other groups) are over-represented in any sanctions such as suspensions and detentions, and not under-represented in any rewards.
- Students are supported to take responsibility for their actions.
- Any student receiving a sanction must understand why and be able to have a restorative conversation.
- Families should be made aware of behaviour incidents, and should also be involved in resolving them to foster good relationships between the school and students' home life; and

8 How we will Implement These Principles at City Academy

At City Academy Bristol we will ensure that:

- We have a consistent approach to create a positive culture and ethos.
- All management of student behaviour is trauma informed.
- Our expectation is that all students, staff, and visitors behave in appropriate and socially acceptable ways.
- We have the highest expectations of student behaviour to maximise their opportunity to achieve.
- All students develop the good learning habits they need to be successful in school and life.
- Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour and learning using a trauma informed approach.
- We manage behaviour positively, celebrating success and encouraging our students to strive to be the best they can be.
- We create an environment in which students are enabled to have the right to go to university, choose their career and improve the world.
- We form an active partnership with families, to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- We learn in partnership with students, parents/carers, and outside agencies, we aim to ensure all students feel positive and safe in their learning environment.
- We use partnerships with external expertise to provide support for individual students where appropriate; and

- All interventions are based on trauma informed practice.

We accept that sometimes young people make mistakes with their behaviour, however, fair, and appropriate sanctions will be applied consistently to all students at City Academy Bristol to allow us to achieve outstanding achievement for all. Students at City Academy Bristol are allowed to make mistakes. We want students to learn from their mistakes.

We will realise and celebrate the potential of all students through promoting success of our students both inside and outside of the Academy:

Students will be able to reach their full potential by:

- Attending school and wearing their correct uniform, arriving on time and with the correct equipment
- Listening to and following instructions promptly
- Working to the best of one's ability.
- Completing and presenting work to a high standard – always taking pride in their work
- Being polite and respecting everyone's right to learn in a safe environment.

Staff will ensure students can reach their full potential by:

- Dealing with unacceptable behaviour in an emotionally literate and trauma informed way
- Teaching lessons which aim to meet all individual needs.
- Always Promoting and modelling appropriate behaviour
- Building positive relationships with students
- Learning from our mistakes
- Modelling and teaching good oracy.
- Having high expectations of all students and avoiding stereotyping particular groups

Parents/Carers will ensure students can learn by

Supporting students with having the correct equipment and uniform

- Supporting students in being at City Academy Bristol punctually and every day except when seriously ill
- Communicating concerns to staff
- Supporting the Academy's behaviour expectations and any sanctions
- Celebrating success
- Building up positive self-esteem for their young people through praise and rewards
- Having high expectations of behaviour, attitudes to studying and attainment

9 Conduct around the Academy

Members of the City Academy Bristol community should:

- Move around the Academy in a sensible, calm, courteous and appropriate manner including following the one-way system.
- Be polite and helpful to all occupants and visitors to the academy.
- Respect the rights of others to use all areas of the academy.
- Be positive role models for others:
- Place in litter in designated bins.
- Not use mobile phones and electrical devices (including head/earphones) during the school day. Students may use mobile phones as soon as they
- Eat or drink in the designated areas at both break and lunchtimes. Students can drink water in lessons unless they are in a room where there is a risk of contamination such as a science classroom.
- Stay on the school site once they arrive in the morning until they leave at the end of the day unless they have an appointment which their parents have made the Academy aware of. Students or visitors who need to arrive or leave the school during lesson times must check in and/or out at the main reception.
- Arrive no later than 8.30 am ready to learn.
- Always wear the school uniform correctly. Coats and hoodies should be kept in lockers or carried in bags.
- Never bring in or use cigarettes, vapes, alcohol, and illegal substances or items. This is strictly forbidden. Dangerous items such as matches, lighters and knives must not be brought onto the school site under any circumstances.
- Never bring in items which are prohibited under current school rules (for example energy drinks)

10 Bullying (see Tackling Bullying and Harassment Policy)

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period.
- Difficult to defend against

Bullying can include:

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Grounds of faith or religion	When a religious or religiously unaffiliated person chooses to intentionally or unintentionally degrade another person emotionally, mentally, or physically based on their actual or perceived religious or religious identity, or their beliefs and faith practices.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Tackling Bullying and Harassment Policy.

11 Roles and Responsibilities

11.1 The Academy Council

The Academy Council will review the Behaviour Policy in conjunction with the principal, and will monitor the policy's effectiveness, holding the principal to account for its implementation. This will be achieved by actions such as (but not solely by) analysing data such as exclusions, suspensions safeguarding, visiting the Academy, meetings with Assistant Principals responsible for Culture and Ethos, student, and parent/carer voice.

11.2 The principal

The principal, with the assistance of other members of the Senior Leadership Team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain an academy ethos that encourages positive behaviour and full attendance.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour using a trauma informed approach and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

11.3 Staff

All staff have a responsibility to ensure they have a detailed understanding of the Policy, it informs their day-to-day actions, and that they apply the policy fairly and consistently using a trauma informed approach. All staff have a role to play in keeping the policy alive throughout the Academy, including: the provision of mutual support to colleagues, modelling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students. We will make all efforts to establish and maintain relationships with parents/carers. Tutors and year teams will liaise with parents/carers on a regular basis.

Staff are also responsible for:

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents using SIMS (School Information Management System) and CPOMS

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents. Those staff with responsibilities for leading behaviour or supporting student well-being in school will be encouraged and supported to complete the National Professional Qualification in Leading Behaviour and Culture (NPQLBC).

11.4 Parents/Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of the Academy, which they can positively influence through effective and consistent parenting, working together with the Academy, communicating expectations, and encouraging progress at home. This role is vital in their child(ren)'s development. They also have a role to play in advising on the continuing development and improvement of the policy. The Academy is committed to involving parents/carers in all aspects of their child(ren)'s education through clear communication, ensuring involvement and access to all professionals involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

Parents/carers are expected to: Support their child in adhering to the student code of conduct.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Supporting students with having the correct equipment and uniform
- Supporting students in being at City Academy Bristol punctually and every day except when seriously ill
- Communicating concerns to staff
- Supporting the Academy's behaviour expectations and any sanctions
- Celebrating success
- Building up positive self-esteem for their young people through praise and rewards
- Having high expectations of behaviour, attitudes to studying and attainment

12 Student Code of Conduct

Students have a role in shaping and promoting the Academy's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions, and consequences. This will be achieved through the Student Council, learning family, lessons, and student voice. Students have a responsibility to be positive role models and to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Attend all timetable sessions throughout the academy day.
- Attending school and wearing their correct uniform, arriving on time and with the correct equipment
- Listening to and following instructions promptly
- Working to the best of one's ability.
- Completing and presenting work to a high standard – always taking pride in their work
- Being polite and respecting everyone's right to learn in a safe environment.

13 Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Academies have a statutory power to discipline for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

We expect students to be take pride and be a good ambassador for City Academy.

Behaviours will include any that do not meet our expectations when the student is:

- Taking part in any Academy organised or Academy related event.
- Travelling to and from the Academy
- Wearing the Academy uniform
- In some other way identifiable as a student at City Academy

Or behaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy.
- Poses a threat to another student or a member of the public.
- Could adversely affect the reputation of the Academy.

14 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the student in accordance with this Policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

15 Uniform

Students are required to wear the correct Academy uniform. If students breach any one part of our uniform code, then they will either be given some temporary uniform to wear, sent home to change, or will be in the ISR until their uniform is in line with Academy standards. We will always attempt to give students the correct uniform before sending home to change or being asked to attend the ISR. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code, and some don't. The SENCO and HOY be able to adjust

uniform to meet students' needs. Every day we will focus on 'students are smartly dressed and ready to learn'.

What is The City Academy's uniform?

- Black Shoes (no trainers/daps)
- Black trousers/skirt
- White Shirt (Tucked in)
- Academy Tie
- School Blazer

A school jumper is optional. No outside coats/ hoodies or jumpers are to be worn in the Academy. If a student is seen with such items, then these will be confiscated, and the student will be informed where their items can be collected at the end of the school day.

If students and families are unable to afford uniform and can evidence this, we will purchase uniform for students. This will be managed by the Family Support Team.

16 Equipment

We aim to teach students to be prepared for their learning as this is a skill that they will require when they leave us. We wish to develop our students' organisational skills for success in future life. For any important role in life, we need the right equipment and students need to make sure they provide it.

Students are expected to bring the following to school:

- A sensible and suitable bag
- PE Kit (on the days they have PE)
- Planner

A pencil case that includes the following:

- 2 black or blue pens
- 2 pencils
- A ruler
- A rubber

For the Academic Year 2022-2023, all students will be given the above equipment for free in September.

Students should store their equipment and books in their personal lockers.

Use of mobile phones and electronic devices are not permitted in the Academy. We understand a student may need a phone for safety reasons. However before entering the school site, they must be switched off and kept in lockers/school bag. We cannot accept any responsibility for lost or stolen possessions. If any member of staff sees or hears a mobile phone it will be confiscated and will be kept until the end of the day. If a student refuses to hand over the electronic device, they will be issued a detention after school. Continued refusal will result in students being sent to the ISR.

17 Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

18 Training

Our staff are provided with training on managing behaviour, including using a trauma informed approach and how to de-escalate behaviours with dysregulated students, as part of their induction process. Behaviour management will also form part of Continuing Professional Development.

There are a team of staff who are Team Teach trained. Please see CLF Team Teach policy.

19 Anti-Racism and EDI

City Academy Bristol recognises that nationally certain Black and minoritised groups, boys, and pupils with other protected characteristics as well as pupils in receipt of Pupil Premium tend to be over-represented in suspensions and other sanctions. Data on these outcomes will regularly be considered in relation to Equality, Diversity and Inclusion, and strategies out in place to address any over-representation. All staff training on the Behaviour Policy will be reviewed to ensure that it incorporates an anti-racist and EDI perspective.

20 Monitoring arrangements

The Academy will evaluate the impact of this policy at least annually by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity.

Data is provided to the Academy Council regarding behaviour and exclusions, and we use this information to inform and adapt our practice and address training needs.

The Policy will be reviewed annually and prior to any review of the policy, any feedback received about the policy will be considered.

21 Appendix A: Rewards

21.1 Rewards

We want all students to be motivated by the intrinsic value of achievement, we are committed to acknowledging students for developing good learning habits and demonstrating CAB standards inside and outside of the Academy.

21.2 Types of recognition

Throughout each term students are regularly rewarded for exhibiting the Academy core values of Grit, Honesty, and Team Spirit. These are celebrated among staff and students on a regular basis, (see Rewards Policy for full break down of rewards).

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Subject Recognition
- Celebration Assemblies
- Letters or phone calls home to parents
- Special responsibilities/privileges

21.3 Recognising positive behaviour

All members of staff use descriptive praise to signal to students that they are demonstrating good learning habits throughout their time at the Academy, this is then supported through parental contact to reinforce recognition.

21.4 Lesson scores

Within each teaching period, and Tutor time, students are given a lesson score by their teacher. Scores range from 1 to 5: A score of '5' demonstrates that a student has worked exceptionally hard and had gone "above and beyond". A score of '4' demonstrates that a student has worked and met all lesson expectations. Scores of 5 and 4 contribute to the rewards system.

21.5 Assemblies

Assemblies will be used to highlight positive messages and publicly celebrate individual or group achievements. Assemblies will generally be held once per week and carry largely positive and safety messages.

22 Appendix B: Sanctions

1. All staff have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to comply with reasonable instructions.

a) Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach expectations of behaviour, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Statistical information will be used to inform our planning about behaviour improvement, for example, to plan future groupings and to target support to areas where students have the greatest difficulty.

b) All sanctions and rewards (positive and negative event logs) are recorded onto SIMS and monitored by the students Tutor, Pastoral Support Worker, Pastoral Support Assistant, Pastoral Leader, Head of Faculty and Senior Leadership Team to enable appropriate support strategies to be implemented. Students who are a member of the Inclusion Centre will also be monitored by this team.

c) Learning modes are used in all classrooms to reinforce positive behaviour.

d) Staff, and students, when appropriate, will be consulted when rewards and sanctions are being decided.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class to the transfer class for failure to follow 'Learning modes', (see Appendix B for full break down of Learning modes).
- If a student refuses to follow a member of staffs' instructions a duty call will be made where a member of staff will arrive to support with the situation
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report' to their Learning Facilitator, Pastoral Support Worker, Pastoral Support Assistant, Pastoral Leader, Head of Faculty and or Senior Leadership Team

We may use the Internal Suspension Room in response to serious or persistent breaches of this policy. Students may be sent to the Internal Suspension Room during lessons if they are

disruptive, and they will be expected to complete work that is set in the Internal Suspension Room.

The Internal Suspension Room is managed by a range of teaching staff, middle leaders and SLT. See 14.4 for more information regarding the Internal Suspension Room.

2. Lateness to lessons Code 9

We expect all students to arrive to lessons promptly. Students need to be in lessons and ready to learn by the second bell after break and lunch. During lesson change over students should walk straight to their lessons following the Academy's' one way system. If a student is late to a lesson, they will receive a Code 9 on the register, resulting in a 20 minute after school detention.

3. Lesson scores Code 3 and Code 2 warning

At City Academy we operate a warning system in lessons based on learning modes. We use a warning system so that students are not immediately removed from the classroom but instead can reflect on the behaviour and continue to learn in their classroom. Where students make one minor breach of expected behaviour standards in lessons or tutor time or outside of the classroom, they receive a 'Code 3'. Examples of a 'Code 3' warnings include: talking whilst the teacher is talking; being disrespectful; refusal to follow instructions; not working when expected; disrupting the learning of others. These are examples and this list is not exhaustive. In lessons, any instance of behaviour which would disrupt the learning in a classroom (either of the student concerned or of another student) would result in the issuing of a warning. A score of '2' signifies that a student has received two warnings for not meeting expectations. A code 2 can be given for a repeat of a code 3 warning or for a different code 3 warning.

4. Lesson scores Code 1

A score of '1' signifies that a student has received a third warning for not meeting learning mode expectations and will need to leave the classroom to be transferred to another class, resulting in a 20 minute after school detention. If a student has two lesson scores of '1' in a day, they will have 30 minutes after school detention. If a student has three lesson scores of '1' in a day, they will be placed in the 'Internal Suspension Room' (ISR) for a period.

The Year teams will monitor scores throughout the day and intervene with students to understand why students may be receiving more than a single '1' throughout the day. This student can then be supported. The Pastoral Support Assistant or Head of Year will be based in the area where year group lessons are taking place and can therefore be on hand to support students who have been transferred to another lesson.

In some situations, it may not be appropriate for students to be issued a 'Code 3' or 'Code 2' before being given the 'Code 1'. These situations will normally be of a more serious behaviour

concern. Examples may include inappropriate language, vandalism or graffiti, aggression towards another student, aggression towards members of staff; actions which may pose a danger to others (staff and/or students, deliberate or otherwise). Again, this list is not exhaustive and is at the discretion of academy staff.

Corridor detentions can be given by any member of staff for inappropriate behaviour in or around the academy.

5. Lesson scores Code 7

A score of '7' signifies that a student is in school but is not in the correct timetable session. A score of '7' will lead to a 1-hour detention after school. Should a student fail to attend that detention they will be suspended (see 14.8 for suspension information). Should a student receive a score of '7' on two or more occasions during the same day, that will lead to a suspension.

6. Academy Based Community Service

At times it may be appropriate for students to be given a sanction of Academy Based Community Service for various reasons including littering, damaging academy property and equipment. This may take the form of activities including picking up litter, removing graffiti, tidying up the Venue after a social period, tidying up a classroom, assisting in general chores. This list is not exhaustive. At all times students will remain safe and will be given any equipment needed to ensure their safety. These sanctions are most likely to be used following an incident that befits it, for instance students who deliberately drop litter and make the Academy an untidy place can be expected to assist in cleaning up the Academy.

23 Appendix C: Behaviour Management

Behaviour management at The City Academy is set through following CAB standards.

1. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the student code of conduct or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

2. Lesson Scoring

All members of staff will use registers to monitor students' behaviour. Using CAB standards, a warning will be given for behaviour and work produced that is not in line with CAB standards expectations. Lessons will be scored as:

Score	Description	Outcome
5	Working to a high level with excellent focus on learning	Positive event log and/or praise.
4	Working in line with CAB standards	Verbal praise
3	Failure to follow CAB standards	1 st Warning given and name written on board
2	Failure to follow CAB standards	2 nd Warning given and name written on board
1	Continuous failure to follow CAB standards or code 1 warning given	Asked to leave the lesson and complete a detention after school

3. Behaviour in Tutor time

During morning tutor time, the students have a year group timetable to follow.

4. The Internal Suspension Room (ISR)

Students who fail to comply with the Academy rules may end up in the ISR. This is a quiet, supervised area where students will work independently with laptops where students can access a range of learning platforms. They will also be supervised for breaks and lunchtime. The ISR time provides the student with the opportunity for further reflection on how their behaviour is impacting on not only their own, but also others' learning or experience. Students may also be placed into the ISR for other reasons for example, failure to attend a set detention or whilst serious incidents of behaviour are being investigated. Students involved in such behaviours may spend additional time in the ISR because of their involvement. Parents or carers will be informed when this is the case.

If a student receives 2 warnings or walks out of the ISR alternative options will be explored. The student may receive a Fixed Term Suspension (FTS) or a Fixed Term Suspension Reduction Plan (FTSRP) the following day. Before an FTS is decided discussions will take place with the SENCO and Safeguarding team.

5. Reporting System

Report cards are used with individual students and groups of students to monitor their progress and/or behaviour. Reports may target specific behaviours, for example organisational skills, and/or specific subject areas depending on the issues that have been highlighted for a student. The graduated response is shown in Appendix C. Parents/carers play a vital role in supporting their child(ren) in improving behaviour. Parent/carers will be made aware of their child's targets and are expected to monitor their progress in conjunction with the academy. For students who fail to use their reports, sanctions will be issued.

6. Detentions

Parental consent is not required for detentions [as detailed in Behaviour and Discipline in Schools], although it is City Academy's practice to work with parents and carers to discuss any issues regarding the setting of detentions or higher-level sanctions where there is disagreement. Working in partnership is always our preference.

Reasons for detentions include:

- a) Students who have not completed homework/self-study.
- b) Students who are on a reporting system and have not met their targets for the day.
- c) Students who arrive late to school.
- d) Poor behaviour in social time may result in a social time detention.
- e) Receiving a Code 1
- f) Inappropriate corridor behaviour
- g) Late to lessons
- h) Failing a detention
- i) Truancy
- j) Wearing non-school uniform items
- k) Failure to hand over electronic devices

This list is not exhaustive, and detentions may be used by staff when deemed appropriate in the circumstances of the time. Detentions may be issued to be served on any normal academy day. Detentions may also be issued to be served via enforced attendance on a non-teaching training day (INSET).

7. Graduated Response

All students will have their own graduated response document which records types of interventions that students have been offered to support them to improve their behaviour and learning at The City Academy Bristol. The interventions can range from daily check ins with a student's Tutors to working with an outside agency.

Action	Who is responsible?	When?	What is done?
Tutor monitoring	Tutor	Weekly Tutor review sessions	Show lesson scoring to individuals/Tutor group. Praise those with 5s/4s.
Stage 1 card (Tutor)	Tutor	Start of the week of after SASS or a review	Students with multiple 1s/2s put on to a stage 1 card
Pastoral Support Worker monitoring	PSW	After two weeks Stage 1 review	Mentor students, put on card and review lesson hot spots
Pastoral Leader monitoring	PL	After two-week PSW review	Mentor students, put on card, meet with parents/cares and lesson hot spots
Head of Faculty monitoring	H of F	Students with 1s/2s in one subject/lesson	Curriculum detention Curriculum monitoring Contact home Certificates and curriculum rewards.
SLT monitoring	SLT	Following a PL or H of F review	Behaviour review meeting with SLT
Behaviour Contract (See Appendix D)	PL / SLT	Final stage of graduated response	Behaviour review meeting with PL/SLT

8. Serious Incident Protocol

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed (See Appendix F). Parents will always be informed when we are dealing with a serious incident. At times, we may need to separate a student during an investigation. When we have completed our investigation, parents will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation. Please be aware that sometimes an investigation may take several days to fully understand. This means the students involved may still be in lessons learning while this happens, this is due to ensuring that a student does not miss out on learning when potentially this is not needed.

The following steps may be taken:

- Warnings
- Detention
- Suspension (Fixed Term and Permanent)

Suspension, which only the principal or, if unavailable, the Vice-Principal, can decide on, will only be taken:

- In response to serious breaches of the academy's Behaviour Policy; or
- In response to persistent breaches of the academy's Behaviour Policy; or
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the academy.

Students may be suspended for a fixed number of days or suspended from the academy permanently. The academy makes every effort to investigate serious matters which may lead to exclusion; considering at all stages our statutory duties in relation to SEND, functions under the Equality Act 2010 and our duty not to discriminate against students based on protected characteristics, such as disability or race. This involves direct discussion with students who were involved in incidents either as witnesses, bystanders, or victims. All students at risk of suspension will be required to write a written statement; this provides a clear opportunity to write a truthful account of events which will then be discussed with them with a member of the Pastoral or Leadership Team prior to a decision about a suspension being made.

Any decision to suspend a student from the academy will be made in line with the principles of administrative law i.e., that it is a lawful, rational, reasonable, fair, and proportionate response. When establishing the facts in relation to an exclusion decision the Principal or Vice-Principal will apply the civil standard of proof, i.e., "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

Whilst suspension may still be an appropriate sanction, the Principal or Vice-Principal will consider factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting (See Appendix E) with parents/carers, the student and a middle leader or senior member of staff. Where required, a student and parent may be asked to sign a written behaviour contract as part of the reintegration process.

a) The academy will, without delay, inform the student's parent/carer of the period of any suspension and the reasons for it.

b) The academy will also, without delay, provide parents/carers with the following information in writing:

- The reasons for the suspension
- The period of a fixed period suspension or, for a permanent suspension, the fact that it is permanent
- Parents/carers right to make representation about the suspension to the Academy Council
- Advise the parent/carer how their representation may be made; and
- Where there is a legal requirement for the Academy Council to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

9. Fixed Term Suspension Reduction Plan (FTSRP)

Decisions to suspend students for a fixed period are never taken lightly. If an incident occurs that would warrant a fixed term suspension of multiple days, the student and parents may be offered the chance to take part in our fixed term suspension reduction programme. Instead of being fixed term suspended for a period of multiple days the student may be suspended for one day and then spend some subsequent days at a partner academy (like a mini-immersion). We find that this benefits all parties. Students spend less time out of a provision. Parents spend less time having to be responsible for the student whilst they are at home on suspension. The originating academy has time to consider further support that the student may require following the suspension.

10. Immersion to another school

If concerns arise regarding a student's conduct, either relating to a single larger incident or a series of persistent disruptions, the Academy may suggest to parents and the student that the students spend a short period of time attending a local partner school.

This period is intended to allow the student the opportunity, away from their regular peers and potential distractions, to take some time to reset any pattern of behaviour and reflect on any incidents. During the immersion period the student will likely spend a short period in the equivalent of the internal Link room or personalised learning centre of the receiving academy and then, if this is successful, will spend some time following a regular timetable of lessons. Every endeavour is made to match similar subjects to the student's normal timetable, though this is not always possible. Although we appreciate this may feel like some loss of learning

time the intention is to ensure longer term success when the student returns to City Academy. Most immersions run for two weeks, though some may be longer at the request and agreement of interested parties. Immersions are most successful with parental support and the overall rationale is around giving the student the best chance to reset and refocus their behaviours.

11. Managed move to another school

A Managed Move (MM) is where a student moves to another Academy for a trial period. The trial period is normally 12 weeks duration. If the student engages well in the new academy and all parties are satisfied, then at the end of the trial period the student will move permanently to the new academy and stop being a student at the old academy. The old academy may then offer the vacant space to a new student. The new academy will become solely responsible for the welfare of the student. If at any point during the trial period, the student's behaviour or engagement at the new academy is not satisfactory then the MM will end, and the student will return to their old academy and a new MM will be sourced if this is a suitable option. There is no right to appeal the decision to end the MM as it is not treated as a suspension as the student is able to return to their old academy. MMs often follow successful immersion periods where the student and parents realise that a fresh start may be best for the student. MMs are often offered to students and parents where the students conduct places them at risk of suspension (fixed term or permanent) as a way of avoiding these situations.

12. Transfer to Engage

'Engage' is an off-site provision hosted next to the City Academy. It is funded and accessed solely by academies belonging to the Cabot Learning Federation. The off-site provision provides a revolving door provision for students who are currently not engaging in their home academy. Trained staff work with students in small groups or 1-1 to reengage students in education, with the view to the student returning successfully to their original academy or potentially then being able to be successful on an MM (see above). As a provision which is an extension of City Academy, we do not need parental support to place a student at Engage but we would always endeavour to work with parents and the student to re-engage them in education.

13. Referral to Bristol Inclusion Panel

Where the graduated response has been fully covered by the Academy and all support options have been exhausted a student may be presented at Bristol Inclusion Panel. This is where a new school, Pupil Referral Unit or Alternative Learning provision placement will be sought.

14. Positive Handling

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded in the number and bound book.

We always try to avoid using physical interventions and regard them as a last resort after all other approaches have been tried or in situations where the safety of the student, other members of the community, or property, are at risk of immediate harm. Where physical intervention is required, the Academy follows the Use of Reasonable Force – Advice for headteachers, staff and governing bodies guidance.

The use of physical intervention can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Academy staff will always use the minimum force required to and try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students.

We do not require parental permission to use force with a student and where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Please refer to the Positive Handling Policy for further details.

15. Searching students

To ensure that all students and staff are safe, nominated members of staff have the power to search a student's property without consent if they suspect that prohibited items have been brought onto the academy premises. Two members of staff will be present where a student is searched. One of these staff will be a member of the Senior Leadership Team and we will

always look for the other member of staff to be somebody that the student trusts and has a good relationship with. Prohibited items include knives, weapons, illegal drugs, fireworks, vaping equipment, cigarettes, and alcohol. If there is evidence pointing to a student having stolen property in their belongings, these will also be searched. In exceptional circumstances where there is concern about the health and safety of students and staff, nominated staff will conduct a search of student's pockets without consent. The involvement of the Police will be considered where safety concerns are paramount. All prohibited items will be handed over to the Police or destroyed.

If it is suspected that a student has brought banned items into the Academy, such as cigarettes, lighters, vapes, puff bars and matches/lighters, under the School's Common Laws, staff are able to search them and their belongings, such as their locker, with their consent. Banned items can also include any item that is identified in any Academy rule as an item that is not allowed within the Academy. There is no need for a written agreement for nominated members of staff to search a student's locker or ask them to turn out their pockets or bags.

Parents will always be informed that a search has taken place and the outcome of the search unless this potentially triggers a safeguarding concern.

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

16. Confiscation

The general power of a member of staff to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. A refusal to cooperate will result in a higher-level sanction.

The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g., a laser pen.
- b) An item that poses a threat to good order for learning, e.g., use of a personal music player, mobile phone, headphones.
- c) An item that is against academy uniform rules, e.g., student refuses to take off his/her hat on entry to the academy.
- d) An item that poses a health or safety threat, e.g., students wearing large earrings in PE.

e) An item which is counter to the ethos of the Academy, e.g., racist, or pornographic material.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with middle leaders, senior leaders, parents, and carers if appropriate.

17. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENDCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

18. Inclusion Centre

The Inclusion Centre will offer a flexible provision for students who require an enhanced personalised approach to learning with the aim to reduce exclusion, support re-integration and to create positive learning experiences with support for a successful, phased re-entry into full time mainstream lessons.

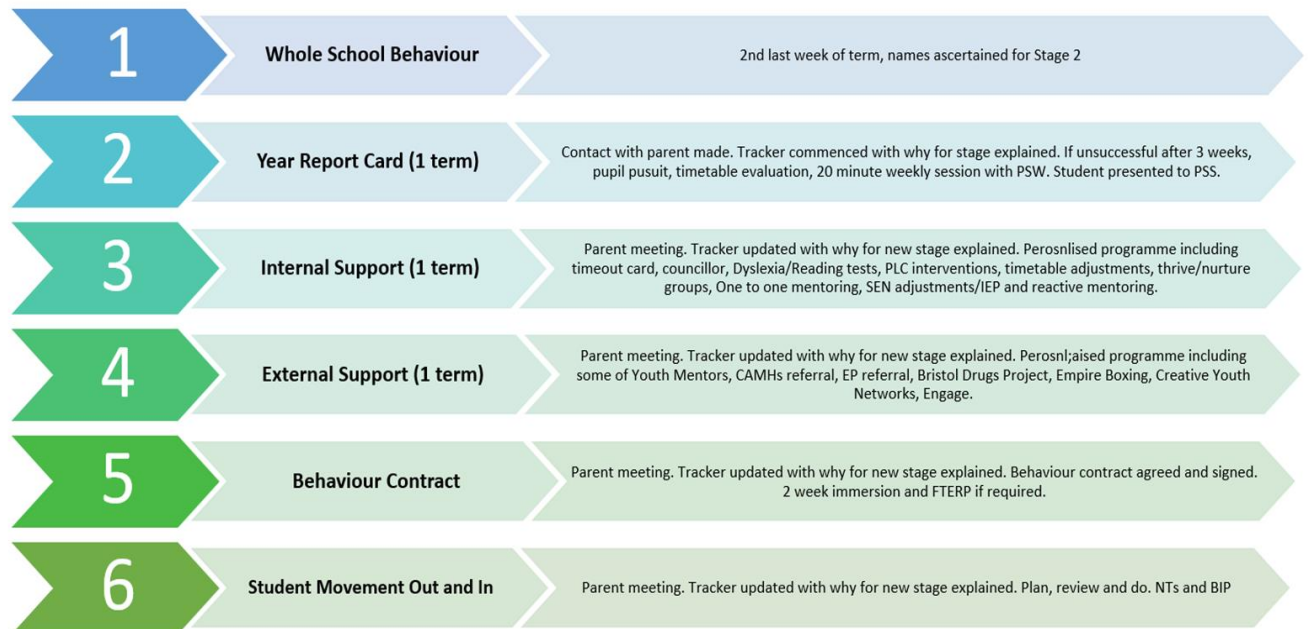
Students will benefit from a combination of:

- A bespoke timetable with a RAG (Red/Amber/Green) rated system integrating mainstream lessons.
- Access to a range of Social, Emotional and Mental Health interventions (individual and group sessions)
- A key adult with daily contact/check in.
- A structured social time space supported by key adults.
- Personalised short term and long-term targets with daily reflection.
- Weekly rewards/reflection
- A 'Safe' space

The level of support will be tailored to each individual student also following our graduated response system. All referrals will go through the Inclusion Manager.

24 Appendix E: Graduated Response

City Academy Bristol Graduated Response



25 Appendix F: Behaviour Contract

Student Name

Year Group

Tutor

.....

Meeting Attendees:		Date:	
<p>Students are placed on a behaviour contract when their behaviour is of significant concern. The contract lasts for 6 weeks and there are 3 possible outcomes.</p> <ol style="list-style-type: none"> 1) The student is successful and meets all targets and is no longer on a behaviour contract. 2) The student makes significant progress towards meeting targets and is placed on a behaviour contract for the following term. 3) The student fails to meet targets, which activates the proposed action. 			
Targets:	<input type="checkbox"/> No 1's <input type="checkbox"/> No 2's <input type="checkbox"/> No lates to school / lessons		

<p>Add / delete / change as appropriate.</p> <p>Support by Academy:</p> <p>Add / delete / change as appropriate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To be in the correct uniform <input type="checkbox"/> Mobile Phone to be always away. <input type="checkbox"/> Do not engage in arguments with other students or staff. <input type="checkbox"/> Be respectful to others. <input type="checkbox"/> To reduce the number of times in ISR <input type="checkbox"/> Do not engage in physical altercation (Fighting) in or out of school. <input type="checkbox"/> Do not use foul or derogatory language. <input type="checkbox"/> Always wear correct school uniform. <ul style="list-style-type: none"> • Weekly 1-1 session with PSW/PL/Inclusion () • Inclusion group work • Academic nurture groups (In class support where possible) • Homework / academic support group during LF/break/lunch/afterschool • Report card () • Time out card (can be withdrawn if not used as agreed) 				
<p>Students' actions:</p> <p>Add / delete / change as appropriate</p>	<ul style="list-style-type: none"> • To attend all classes when in the Academy • To follow instructions from all members of staff • To complete homework • To act appropriately during social time • If any concerns student should speak to PSW() or PL 				
<p>Parent(s) or career actions:</p> <p>Add / delete / change as appropriate</p>	<ul style="list-style-type: none"> • To ensure student attends the Academy as agreed. • If any concerns parent or guardian should speak to PSW or PL 				
<p>Academy actions:</p>	<ul style="list-style-type: none"> • Monitor behaviour for 6 weeks. • The academy will contact home if there are further concerns or praise that needs to be passed home. 				
<p>Proposed Outcome:</p>	<ol style="list-style-type: none"> 1. Pass the contract and settle into year () before going into Yr () 2. Behaviour contract to be extended if certain targets are not met. 3. If the behaviour contract is unsuccessful will go onto a negotiated transfer to another school and will not be able to return to the academy 				
<p>Review Date:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="width: 15%;">Time</td> <td style="width: 25%;"></td> <td style="width: 20%;">Venue</td> </tr> </table>		Time		Venue
	Time		Venue		
<p>Student Signature:</p>					
<p>Parent / Carer Signature:</p>					
<p>Head of House Signature:</p>					

Review Meeting

Student Name

Year
Group

Learning Family

Meeting Attendees:		Date:	
Review of targets:			
Outcomes:			
Next Steps:			

Student Signature:	
Parent / Carer Signature:	
Head of House Signature:	

26 Appendix G: Return to school meeting.

RETURN TO SCHOOL MEETING

Student	Year	Date
Reason and length of absence from school		

<p>Behaviour and attendance overview</p> <p>Code 2 - Code 1-</p> <p>Attendance % -</p> <p>FTS's -</p>
Return to school targets
1.
2.
3.

Who will you need to help and support you and how can we help you to be successful?

1.
2.
3.

What needs to happen now?

Year team mentoring		Attendance / Behaviour report	
SLT mentoring		Additional parental meetings	
LSA support		Weekly phone calls	
Report Card		Counselling referral	
Careers Meeting		EHCP Process / Needs Assessment	
Fresh Start Intervention		Fresh Start	

Referral to outside agencies

OTR	
CYN	
BARNARDO'S	
BDP	
Be Safe	
Winston's Wish	
Empire Fighting Chance	
PMH Specialist	
GP	
Brook	
Kooth	
Integrate	
Hopes Place	
Specialist SEND E.G EP, S<, OT, BAT	
Strength and difficulties questionnaire	



Student signature :

Parent / Carer signature :

Staff signature

27 Appendix H: Incident Form

Incident form



To be used to record an incident.

Section one:

Student/s involved:			
Staff members involved:			
Member of staff leading: (This must be SLT or a PSW)	Safeguarding Concern: (If yes, complete an incident log on CPOMS)	Physical restraint used (If yes, please complete Number and Bound):	

Section two:

Date of Incident:	Time of Incident:	Place of Incident:
Incident:		

Section three:

Outcome:

Outcome:

Admin

Checklist- This form is to be completed by the member of staff that is on duty.

Action	Completed (please mark your initials)
Section one of the incident form – Complete the student and staff details	
Section two of the -Record incident summary	
Obtain statements from all staff involved (use staff statement form)	
Obtain statements from all students involved (use student statement form)	
Inform parents that an incident has occurred	
Decision made re outcome and any relevant sanction or referrals.	
Update Pastoral Log to reflect that an incident has occurred	
Add outcome to the incident form (inform parents, students, and staff of the outcome)	
Add all documents, to the Incident Folder in the student’s folder. Documents should include Incident form, statements, CCTV, and any other relevant documentation. *	

*Please ensure that they are all dated with the correct name and date relevant to the incident

E.g., Student name – 18 December 2018 – Fight Blue Village

**Please note: A copy should be saved in the student folders, of all students involved in the incident.

E.g., If fight involved Student 1 name, Student 2 name and Student 3 name. It should be saved in all three student folders.

Suggested outcomes:

- Link
- Exclusion
- Immersion
- Restorative Conversation
- PSHE supportive session
- Educational session
- SEND referral.
- Pastoral Support Plan
- Pastoral Monitoring Card
- If it is an Exclusion or an Immersion - please follow the Exclusion or Immersion procedure