

The Canterbury Academy Trust

Schools for all the Talents



Name of Policy	Behaviour Policy
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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

Table of Contents	
1	Aims of policy
2	Roles and Responsibilities
3	Legislation, statutory requirements and guidelines
4	Rewards
5	Uniform expectations and Sixth Form dress code
6	Equipment expectations
7	Expectations during break and lunchtimes
8	Homework, independent learning, coursework and deadlines
9	Mobile phones including air pods/headphones and smart watches and any device that will distract from learning)
10	Home-School agreement
11	Attendance and punctuality to lessons (including truancy)
12	Remaining in lessons
13	School behaviour curriculum
14	Reasonable adjustments for students with Special Educational Needs and Disabilities (SEND)
15	Responding to unacceptable behaviours
16	Behaviour management in the classroom
17	Safeguarding students
18	Conduct outside of school
19	Conduct online
20	Suspected criminal behaviours
21	Zero tolerance approach to sexual harassment and violence
22	Zero tolerance approach to all forms of discrimination
23	Zero tolerance approach to occupying a toilet cubicle with another student
24	Allegations against staff

25	Zero tolerance to smoking and vaping
26	Searching students and their possessions
27	Confiscating possessions
28	The use of reasonable force
29	Training for staff on behaviour management
30	Expectation of parents when communicating with staff
31	Monitoring and evaluating behaviour
Appendix 1	Definitions of behaviours and list of prohibited items
Appendix 2	Sanctions framework

1. Aims of policy

The behaviour policy of our school is designed to create a safe, supportive and inclusive environment where all students can thrive both personally and academically. Good behaviour is central to good education. In collaboration with parents and carers, we are committed to fostering a positive atmosphere that encourages respectful and responsible behaviour.

We recognise our shared responsibility in guiding students to achieve their full potential, ensuring they feel secure and valued within the school community. By working together, we aim to establish a foundation for lifelong success and well-being for every student.

Our behaviour policy outlines clear and consistent expectations for student conduct, both inside and outside the classroom, and both inside and outside of school. By setting clear boundaries and guidelines, we empower students to make informed choices and understand the consequences of their actions.

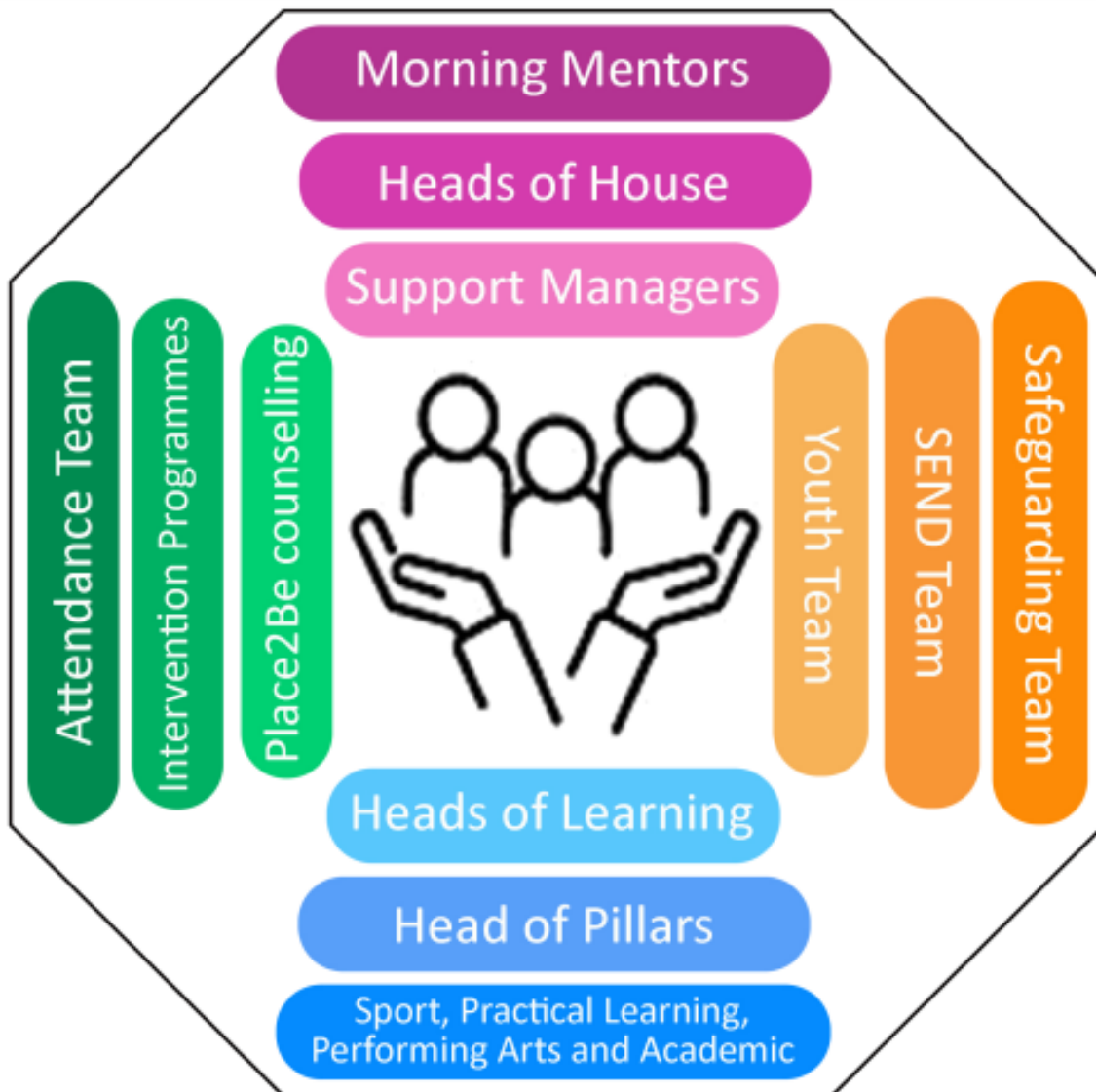
We are committed to creating a supportive and inclusive learning environment where every student feels valued, respected and safe. Through fostering a sense of belonging and community, we aim to enhance students' confidence, resilience and well-being.

Beyond academic success, our behaviour policy focuses on holistic development, emphasising the importance of character education, moral values and social skills. We aim to equip students with the skills, attitudes and attributes necessary to succeed in our wider society, promoting responsible citizenship and ethical behaviour.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Roles and Responsibilities



Within our Academy, our staff will work with students and parents to form a vital partnership essential for securing the best outcomes for a student. Together, we aim to create a unified and supportive network that empowers the student to achieve their full potential.

The role of the Mentor:

The mentor plays a vital role in a student's school life, acting as the link between them and home and being the first contact for a student each morning, providing a check-in to ensure the student is well prepared for the day ahead. The mentor provides pastoral care, supports academic progress and fosters personal

development by monitoring well-being, encouraging positive behaviour and setting academic goals. The mentor also oversees attendance, organises mentor activities, delivers the core curriculum and offers one-on-one coaching, creating a supportive and structured environment where students can thrive.

The role of the Support Manager:

Our support managers play a crucial role in supporting the emotional, social, and behavioural well-being of students in their year group. They are responsible for creating a safe and nurturing environment, addressing any issues that may affect a student's ability to learn and thrive. This includes monitoring attendance, behaviour and overall welfare, and providing targeted interventions and support for those facing personal or academic challenges. Support managers work closely with teachers, parents and external agencies to develop and implement strategies that promote positive behaviour, mental health and inclusivity. Their overarching goal is to ensure that every student feels supported and valued, contributing to their overall success and well-being in school.

The role of the Head of Learning:

The Head of Learning oversees the academic progress, behaviour and well-being of all students within their year group. They play a pivotal role in ensuring a positive and productive school experience by monitoring student performance, implementing behaviour policies and providing support and guidance. The Head of Learning works closely with their Support Manager, mentors, teachers and parents to address any issues that arise, fostering a cohesive and supportive environment. They organise year group activities, assemblies and interventions to promote a sense of community and encourage personal and academic growth, ensuring that every student in their year group is supported to achieve their full potential.

The role of the Head of House:

The Head of House is responsible for fostering a strong sense of community and belonging among students within their house. They oversee the house's overall well-being, promoting positive behaviour, academic achievement and participation in house activities and competitions. By organising events, assemblies and extracurricular activities, the Head of House encourages teamwork, leadership, inclusion and school spirit.

The role of the SENDCo and SEND team:

The Special Educational Needs and Disabilities Coordinator (SENDCo) plays a crucial role in ensuring that students with special educational needs and disabilities receive the support and resources they need to succeed. They are responsible for identifying and assessing students' needs, developing and implementing individualised student passports and coordinating with teachers, parents and external specialists to provide tailored interventions. The SENDCo also monitors the progress of these students, making necessary adjustments to support strategies, and ensures compliance with relevant legislation and policies. By fostering an inclusive learning environment, the SENDCo helps to create opportunities for all students to achieve their full potential, both academically and personally.

The role of the teachers and school staff (including support staff):

Classroom teachers and support staff are required to create a calm and safe environment for students, establishing and maintaining clear boundaries of acceptable student behaviour and consistently implementing the behaviour policy. School staff are expected to communicate school's expectations, routines, values and standards through teaching behaviour and in every interaction with students, modelling

expected behaviour and positive relationships. When students fall short of the school’s expectations staff will use Arbor to record behaviour incidents promptly, following the guidance in this policy and the home-school agreement to challenge students to meet the school’s expectations. The senior leadership team (SLT) and the ethos and engagement team will support staff in responding to behaviour incidents.

The role of the Headteacher and the Senior Leadership Team (SLT):

The Headteacher and Senior Leadership Team are responsible for ensuring that the school environment encourages positive behaviour management, monitoring that this behaviour policy is implemented by staff consistently with all groups of students. Through ongoing training and support the Headteacher and SLT will ensure that all staff understand the behavioural expectations and the importance of maintaining them. They will offer appropriate training in behaviour management, including understanding reasonable adjustments for students with Special Educational Needs and Disabilities (SEND) and ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary. It is crucial that data from Arbor relating to both rewards and sanctions is reviewed regularly, to make sure that no students or groups of students are being disproportionately impacted by this policy.

The role of the student

Students are required to follow the expectations set out in the behaviour policy and home-school agreement. The expectations will be shared and reinforced frequently and are most accessible through the five learning habits that emphasise and reinforce the school’s core values.

Courtesy	L1 : Listen and follow instructions: the first time, every time
Morality	L2: Enter school and lessons on time and fully prepared for learning
Honesty	L3: Always try your best: show engagement, pride, resilience and aspiration
Respect	L4: Respect yourself, each other, our school and our community
Responsibility	L5: Never make excuses: take responsibility for your actions

These will be visited and revisited through mentoring, lessons, assemblies and core learning. Where students have any questions or concerns, they should seek support from their mentor, class teacher, support manager or the SEND team. Students will be supported to develop an understanding of the school’s expectations and wider culture. They will receive rewards for meeting expectations. Students will be asked to give feedback on their experience of the behaviour culture through ongoing student voice to support the evaluation, improvement and implementation of the behaviour policy.

The role of the parents and carers:

Parents and carers are required to familiarise themselves with the school's behaviour policy and the home-school agreement. When necessary, parents and carers should support the school by explaining and reinforcing the expectations at home. Parents and carers should inform the school of any changes in circumstances that may affect their child's behaviour, and discuss any behavioural concerns with the student's mentor, support manager or the SEND team. Parents must inform the school immediately of any changes to contact details. This can be done through the Arbor app or by email to the student's support manager. Parents should raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

The role of the Local Governing Body

The local governing board for The Canterbury Academy is responsible for reviewing this behaviour policy in conjunction with the headteacher, monitoring the policy's effectiveness, holding the headteacher and the SLT to account for its implementation.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

4. Rewards

The Academy recognises the importance of celebrating student success and seeks to reward students for their effort and achievement. A wide range of rewards are utilised in addition to positive verbal encouragement. The Academy's central system of rewards is through Arbor with parents and students being able to view points accrued online or through the parent or student app. All staff are encouraged to identify and record positive behaviours, outstanding work and contribution to the community by awarding positive reward points.

Students will collect achievement points to gain the rewards for themselves, for their tutor group and for their house. When a student achieves a certain number of points, they can visit their support manager to receive their prize. This ranges from a small, sweet prize to U cafe, Hat Hats and Love to Shop vouchers, Rewards breakfasts, reward activities and reward trips. The collective reward points are shared in assemblies where individual certificates are also given out. Mentors will be able to find information about their reward points for their tutor groups from their Arbor home screen.

Certificates and prizes will be awarded to the mentor in each year group that receives the most rewards. These will be displayed in their mentor rooms. To promote and raise the profile of the reward system the total number of rewards collated in each house will be updated and displayed on a weekly basis on the House Boards and on the electronic display boards around the school. The mentor group with the highest number of rewards in a year will be given a prize such as an activity day.

For some students, we will also issue a green reward card, which enables them to receive tangible rewards for good conduct demonstrated over an agreed period.

5. Uniform Expectations and Sixth Form dress code

Wearing a school uniform and maintaining a smart appearance are crucial aspects of our school culture, reflecting the importance we place on discipline, unity and respect. School uniforms help to create a sense of equality among students, reducing distractions and fostering a focused learning environment. They promote school pride and a sense of belonging, reinforcing the idea that each student is part of a larger community working towards common goals. Additionally, a smart appearance instils a sense of responsibility and prepares students for professional standards in the future. By adhering to our uniform policy, students learn the value of presentation and the positive impact it can have on their personal and academic lives.

The Canterbury Academy students in Year 7 – 11 are required to wear:

<ul style="list-style-type: none">• Black blazer with Academy badge (boys and girls)	<ul style="list-style-type: none">• Black tailored trousers (no jeans)	<ul style="list-style-type: none">• Black leather shoes which enclose the feet (no trainers)
<ul style="list-style-type: none">• House striped tie (green, purple, red or yellow)	<ul style="list-style-type: none">• Black tailored knee length skirt (pleated)	<ul style="list-style-type: none">• V-Neck sweater with Academy badge (optional) <p>To be worn underneath a blazer and in addition to a blazer.</p>
<ul style="list-style-type: none">• White shirt (no polo shirts)	<ul style="list-style-type: none">• Plain black socks or tights	<p>Winter coats (optional)</p> <p>To be worn over the top of a blazer and should be additional to full uniform.</p>

Compulsory PE Uniform:

<ul style="list-style-type: none"> • Unisex or Girl Fit sports polo with Academy badge 	<ul style="list-style-type: none"> • Leggings with Academy logo (optional) 	<ul style="list-style-type: none"> • Trainers (any colour). Trainers with non-marking soles are preferred.
<ul style="list-style-type: none"> • Unisex or Girl Fit shorts/skort with Academy badge 	<ul style="list-style-type: none"> • Tracksuit top with Academy logo (optional) 	<p>Strongly recommended PE items:</p> <ul style="list-style-type: none"> • Football boots (Activities on the grass and MUGA) • Shin pads (for football and hockey) • Gum shield (for contact rugby and hockey)
<ul style="list-style-type: none"> • Plain black football socks 	<ul style="list-style-type: none"> • Tracksuit bottoms with Academy logo (optional) 	<p>Health and safety protocols:</p> <p>During all PE lessons long hair will need to be tied back and all jewellery is to be removed.</p> <p>Watches required to support monitoring health (e.g. diabetes) should be taped in all lessons.</p>
<ul style="list-style-type: none"> • Plain black thermal underlay, can be worn underneath sports polo with Academy badge (optional) 		

Please note only the official PE uniform can be worn for PE lessons.

The Canterbury Academy students in Year 7 – 11 are not permitted to wear:

<ul style="list-style-type: none"> • Jewellery is confined to two items (one pair of stud earrings and a wristwatch. Please note that smart watches are not permitted). Loop earrings or facial piercings are not permitted. 	<ul style="list-style-type: none"> • Fake nails or acrylic nails are not permitted. • Fake eyelashes are not permitted.
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The school uniform is available to order via our [online ordering service](#), with delivery direct to your chosen address. Our school shop, located via main reception, does have a limited selection of uniform for purchase.

Full details can be found on our Uniform page on our website. We also have pre-loved uniform which you can access by contacting your child's support manager.

Uniform should be worn smartly by students both in the community and on school site. Shirts should be tucked in, skirts should not be rolled and shortened, and ties should be worn to a reasonable length (four coloured stripes).

Hoodies, sports tops, tech fleeces, cardigans and non-uniform jumpers are not permitted to be worn on the school site. Students wearing these unpermitted items on the school site will have them confiscated until the end of the school day. In the rare event that students refuse to comply politely or repeatedly wear non-school uniform items, parents will be required to collect the item.

If a student is not in the correct uniform, parents or carers must provide a note or email detailing the reason for the incorrect uniform and the date when the uniform will be replaced. If a note is not provided, the student will be issued an after-school detention.

Students should present this note to their mentor to exchange for a uniform pass.

The school holds a large stock of pre-loved uniform items, including shoes, PE items and coats. Students, parents and carers are encouraged to take advantage of these items. Parents or students can enquire about availability via student reception or support managers. There are no costs to these items and any donations are greatly appreciated.

If there is a medical reason that prevents a student from wearing full school uniform, parents or carers should contact the student's support manager to discuss.

Students without full school uniform, unable to present a uniform pass or a note, will be issued with a 30 minute after-school detention.

If a student refuses to comply with the school uniform code, parents or carers will be contacted, and the student isolated until corrective action is taken.

Expectations for Physical Education (including Performing Arts)

Participation in Physical Education (PE) is a legal requirement. It is essential for all students to bring their PE kit to school. Ensuring that students are properly equipped for PE is crucial for their safety, participation and overall physical development.

On the first occasion if a student does not have all compulsory items of their PE kit, the PE teacher will give the student a verbal warning and notify parents. Following this failure to have the correct kit will result in an after-school detention and a meeting/conversation with parents. The PE department stocks spare kit and will provide this to allow the student to participate in the lesson. Persistent failure to bring the correct kit will result in further escalated sanctions.

During all PE lessons, in line with health and safety guidance all long hair must be tied back and all jewellery must be removed.

Sixth Form dress code

Due to the size of our Sixth Form and our campus, to safeguard all students and staff it is imperative that Sixth Form students always wear a lanyard. Using a lanyard as a form of identification will allow us to quickly identify any persons not permitted on site.

Temporary or replacement lanyards are available through student reception or Sixth Form reception and must be worn.

Our Sixth Form students are not required to wear a uniform but must adhere to a dress code. This dress code ensures that all students maintain a professional and respectful appearance, reflecting the high standards of our school community. We want our students to be comfortable and able to express themselves, so we impose very few limitations, requiring that students wear clothing comfortable for working throughout the day and appropriate for an 11-18 school environment.

We do, however, insist that clothing does not contain inappropriate or offensive logos, images or text. Clothing should be appropriate for a work and school environment; midribs should be covered, shorts, skirts and dresses should be of an appropriate length. For safety reasons, we ask that Sixth Form students do not wear hats, caps or hoods whilst on site, which will prevent facial recognition and could be perceived as intimidating by students and staff.

6. Equipment expectations

To ensure that students are best prepared for their learning each day, they must come to school with the following essential equipment. Having the right tools is crucial for full participation in lessons and contributes to an organised and efficient learning environment. This expectation not only supports academic success but also fosters responsibility and preparedness. By coming to school equipped, students demonstrate their commitment to their education and respect for the learning process.

<ul style="list-style-type: none"> • Black and/or Blue Pen(s) 	<ul style="list-style-type: none"> • Purple Pen – for peer marking and assessment 	<ul style="list-style-type: none"> • Pencil(s)
<ul style="list-style-type: none"> • Ruler 	<ul style="list-style-type: none"> • Exam board approved scientific calculator, available to purchase on site. <p>CASIO FX83GT-CW SCIENTIFIC CALCULATOR</p>	<ul style="list-style-type: none"> • Highlighters (multiple colours) (Optional)
<ul style="list-style-type: none"> • Erasers (Optional) 	<ul style="list-style-type: none"> • Pencil sharpener (Optional) 	<ul style="list-style-type: none"> • Geometry set (protractor, compass, and set squares) (Optional)
<ul style="list-style-type: none"> • Coloured pencils or coloured pens (Optional) 		

Mentors will conduct daily equipment checks during mentoring to ensure students are adequately prepared for their lessons. Students repeatedly failing to have the compulsory equipment will be issued with an after-school detention.

Students can purchase stationery items at the student reception before the start of the school day.

7. Expectations during break and lunch times:

At school, it is vital that all students feel safe at all times. This is particularly pertinent during unstructured time. Students must behave politely and calmly and maintain proper uniform standards throughout the school day.

Food should only be consumed in designated eating areas and all rubbish should be correctly disposed of in one of the bins provided.

Students purchasing food onsite should queue in an orderly fashion. Students believed to be queue jumping or causing disruption will be removed from the queue and asked to either go to the back of the queue or return later.

Full school uniform, including blazers, remains a requirement during break and lunch. Students without full school uniform or unable to present a uniform pass will be asked to correct this before being served food.

During break and lunch, students may choose to participate in the range of physical activities available to them. In these cases, students are permitted to change. They must also adhere to specialised equipment in sporting spaces, for example, footwear for the astroturf and safety equipment for skateboarding ramps. They should ensure that their uniform is correctly worn again in time for their next lesson.

8. Homework, independent study, coursework and deadlines

We will provide students with regular opportunities to consolidate, practise and reinforce the topics they are learning in class. Regular homework will be set and can be viewed by parents and students on our online platform, Satchel One, Show my Homework. Any issues or concerns regarding homework should be addressed in the first instance through the class teacher. We prioritise positive reinforcement over punitive measures regarding homework. While we will not sanction students for failing to complete their homework, we will actively reward and acknowledge those who consistently complete their assignments.

By celebrating students' efforts and achievements, we aim to cultivate a supportive and motivating environment that emphasises the importance of responsibility and self-discipline. This strategy helps students develop good study habits and a strong work ethic, ultimately contributing to their academic success and personal growth.

Teachers will ensure that deadlines that directly affect external qualifications in Key Stage 4 and in our Sixth Form are clearly communicated and appropriate. Where possible, a teacher will support with an extension, however the responsibility to meet deadlines and communicate with the class teacher when work is not complete and a deadline will not be met remains with the student. In our Sixth Form failure to meet deadlines, complete classwork and coursework and attend lessons could result in removal from the course and/or Sixth Form. Sixth Form students should seek support and ask for help.

9. Mobile phones (including air pods/headphones and smart watches and any device that will distract from learning)

To maintain a focused and respectful learning environment, mobile phones are not permitted to be used at school. This policy helps to minimise distractions, reduce the potential for cyberbullying and ensure that students are fully engaged in their educational activities. By keeping mobile phones out of the classroom, we promote face-to-face interactions and enhance the overall classroom experience. Students are encouraged to use school-provided resources and to communicate with parents or guardians through the school office when necessary. This approach supports a safe and productive educational setting, allowing students to concentrate on their studies and social development.

We recognise the need for mobile phones to ensure the safety of students on their journeys to and from school and therefore if a student brings a mobile phone to school, they should remain turned off during the school day.

Whilst on the school site throughout the entire school day, if staff see or hear a mobile phone it will be confiscated. The phone will then be securely stored and returned to the student at the end of the school

day. Should your child need a mobile device for their journey to and from school, we will insist that the devices are stored in their bags for the entire school day and not seen or heard. This will include during lesson changeovers and during break and lunch times.

An exception to this rule is where a student may require their mobile device for medical reasons – e.g. to observe their blood sugar levels via a glucose application. Should your child require an exemption to this strict rule, we would ask that you contact your child's support manager for a medical pass and a medical phone pouch. If a child exempt on medical grounds from this rule is using their device for any other purpose, the school will inform you and outline any sanction that may follow.

We hope this stern approach to mobile phones goes some way in reducing the ongoing concerns and safeguarding issues created by mobile phones, however we will continue to:

- Provide education on responsible mobile phone use, digital citizenship and the potential risks associated with inappropriate behaviour of using these devices.
 - Integrate digital literacy programmes into the curriculum to teach students about online safety, cyberbullying and the impact of their online actions.
 - Encourage students to report any misuse of mobile phones to teachers or school authorities.
 - Provide resources for parents/carers to educate themselves about the potential risks and benefits of mobile phone use.
 - Not take any responsibility for any mobile/electronic devices being lost or damaged on school property.
- Students who need to contact their parents during the school day (for any non-urgent matter) can do so during break and lunchtimes through the student reception team. Reciprocally, parents who need to contact their child should do through the same mechanism and contact the support manager or student reception team, via our main school switchboard. Parents must avoid calling their child on their mobile devices as this is not permitted.
- In the event of an urgent matter or emergency, whereby the student needs to contact their parent/carer, students will need to go to student reception where they will be supervised to access their device accordingly.

To support the safe use of mobile phones parents and carers are required to:

- Set clear rules and guidelines regarding when and how the child can use their mobile phone.
- Teach their child about online safety, the potential risks associated with certain online activities, and the importance of protecting personal information.
- Discuss cyberbullying, the consequences of inappropriate behaviour, and the impact of their digital footprint.
- Regularly monitor their child's mobile phone usage, including the apps they use, websites they visit, and people they communicate with.
- Be aware of any signs of excessive use, addictive behaviour, or exposure to inappropriate content.
- Activate and configure parental controls on their child's mobile device. This may include setting up content filters, restricting certain apps, and implementing time limits.
- Regularly update and adjust these controls as needed.

- Foster open communication with their child regarding their online experiences. Create an environment where they feel comfortable discussing any concerns, questions, or issues they may encounter.
- Encourage a balanced lifestyle by promoting activities outside of screen time, such as physical exercise, reading and face-to-face social interactions.
- Set boundaries on recreational screen time to ensure a healthy balance with other activities.
- Stay informed about the latest apps, social media platform, and online trends. This knowledge provides a better understanding of the potential risks and guides their child effectively.
- Ensure they are aware of current UK age restrictions around certain social media platforms and applications.

Mobile phones in the Sixth Form

The same rules regarding mobile phones apply to Sixth Form students. Phones will not be permitted in lessons or in the corridors.

We recognise there will be occasions when Sixth Form students need to access their device for learning, including checking timetables and internal communications. We will therefore ask Sixth Form students to act responsibly and with discretion. Mobile phones should not be on display, should be used discreetly and must not distract from learning. It is also vital that Sixth Form students role model expectations for younger students and should actively promote not using phones in corridors or when walking the site.

Sixth Form students will be allowed to use their phones in Sixth Form areas and study spaces.

10. Home-School Agreement

To establish clear expectations and foster a strong partnership between students, parents and carers, staff and the school, we produce and annually review the Home-School Agreement. This agreement provides clear guidelines to support our collaborative efforts in ensuring the highest standards and best possible outcomes for our students. By adhering to the Home-School Agreement, we collectively work towards maintaining a high-quality educational experience and achieving the best possible outcomes for every student. You can find our home-school agreement on the website.

11. Attendance, punctuality and lessons (including truancy)

Students are expected to arrive to their mentor group at 8.45am. Where a student is late for school and morning mentoring parents and carers will be notified by the Attendance team. Students are expected to arrive promptly to each lesson and are given four minutes for transition between lessons, due to the size of the campus. Students should arrive promptly for lessons after break and lunch. If a student is late to class without a reasonable justification, this lateness will be logged. If a student accrues 30 minutes of lateness they will be issued with an after-school detention. Students who are consistently late will be placed on a late report and targets and consequences outlined individually.

Truancy from curriculum lessons or interventions poses a significant safeguarding risk. Our school takes this matter very seriously, and any instances of truancy will be dealt with swiftly and robustly.

If a student fails to attend their designated curriculum lesson/intervention or leaves the school site without permission, they will face appropriate sanctions. These may include being placed in our school reflection room, or, in more severe cases, being suspended from school.

We encourage any student who faces barriers to attending their curriculum lessons to notify their support manager immediately with any concerns. Our aim is to support all students in overcoming any challenges they may face in attending classes regularly and punctually.

Sixth Form attendance and punctuality to lessons

Sixth Form students are expected to attend all of their lessons on time. Attendance and punctuality concerns will trigger a tiered response as detailed in the Sixth Form tier system. Failure to improve attendance could result in a student being removed from their course and/or the Sixth Form.

12. Remaining in lessons

Our expectation is that students will remain in the classroom during lessons, as we deliver a wide curriculum, and learning time is critical. Students should make use of the time before and after school, breaks and lunch to eat and drink, use the toilet and refill water bottles. Students will not be permitted to leave lessons to use the toilet or refill water bottles. We recognise that this rule may need to be broken for a student who needs the toilet in an emergency and therefore we ask staff to apply professional judgement and issue a note if they deem the situation urgent. Where a student has a medical need, parents should contact the SEND team who can discuss issuing a toilet pass.

Students are not permitted to eat in lessons. Drinking is permitted but restricted to still water only.

13. School behaviour curriculum

The Canterbury Academy 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, become confident individuals who are able to live a safe, healthy and fulfilling life and 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 governing body.

To encompass and uphold our expectations, ethos and values we expect all members of our school community to:

- Role model standards.
- Treat all students and adults as individuals and respect their rights, values and beliefs and encourage them to accept their responsibilities.
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Reject all bullying or harassment in any form and report this through appropriate channels.
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply these consistently.
- Care for, and take pride in, the physical environment of the school.
- Enable all students to achieve their best and become caring and responsible members of society.

14. Reasonable adjustments for students with Special Educational Needs and Disabilities (SEND)

We are committed to fostering an inclusive environment that supports all students, including those with Special Educational Needs and Disabilities (SEND). Recognising that students with SEND may face unique challenges, we want to work in collaboration with students, parents and carers to ensure reasonable adjustments are made to accommodate students' individual needs. This includes personalised student passports that may include differentiated behaviour expectations, and the provision of specialised resources or assistance as required. Staff receive ongoing training to understand and effectively implement these adjustments, ensuring that every student is treated fairly and with respect. Our goal is to promote positive behaviour and learning outcomes for all students, acknowledging and valuing the diversity and potential of each individual.

When considering a behavioural sanction for a student with SEND, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's SEND team may 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 student. We will work with parents/carers to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

15. Responding to unacceptable behaviours

Sanctions are necessary to demonstrate clear disapproval of unacceptable behaviour. Sanctions will:

- be appropriate in terms of severity
- be consistent in application (*mindful of individual student personal circumstances and considering any reasonable adjustments)
- address any harm done (restitution where appropriate)
- facilitate the restoration of positive relationships between the harmed and the harmer. It is essential that all staff intervene early to prevent a deterioration of behaviour

Whilst many incidents may be deemed low-level, the school recognises that if these are not addressed consistently, promptly and effectively then standards will fall. Staff should enlist the support of parents and

carers early in addressing behavioural issues. The Canterbury Academy core values and learning habits communicate clearly the school's expectations for students and these learning habits will be used across the school to remind and support students to meet expectations.

16. Behaviour management in the classroom

When a student's behaviour falls below the standard that can reasonably be expected of them in lessons, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

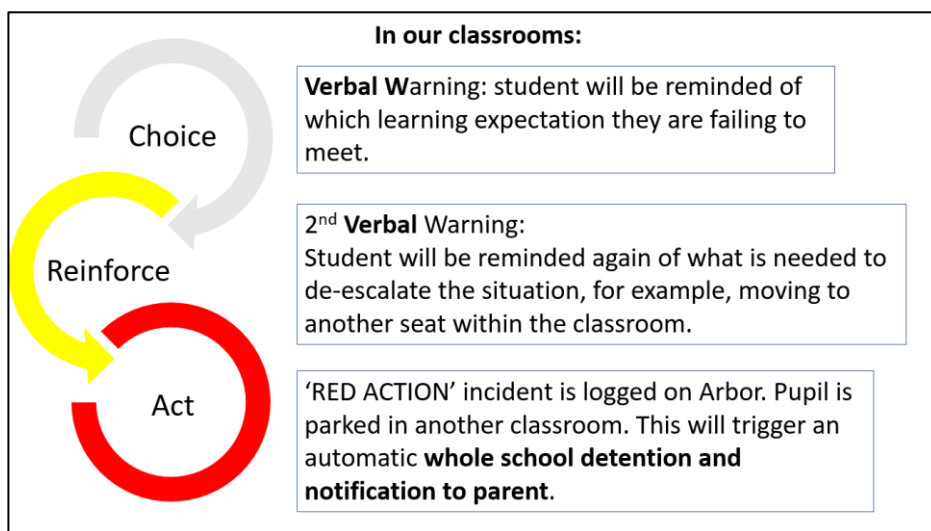
All students will be treated equally with any factors that contributed to the behavioural incident identified and considered.

When issuing classroom sanctions, staff will follow the Choice, Reinforce and Act pathway.

This Choice, Reinforce and Act pathway is the language used when challenging negative conduct inside the classroom.

At The Canterbury Academy we will not compromise our high expectations and settle for low standards of behaviour. Every student is entitled to a high standard of education, the right to learn without disruption and the right to feel safe in class.

The Choice, Reinforce, Act provides students with two opportunities to correct their behaviour. If students still fall short of expectations, they will be asked to leave the classroom and complete their work in an alternative lesson.



If a student corrects their behaviour during the choice or reinforce stage, the staff member may still decide to log a negative conduct on Arbor to notify parents and carers that behaviour has fallen short of expectations however has not resulted in the need to take further action.

Very rarely, a student chooses not to comply with a Red Action and refuses to follow the staff member's instructions. A staff member can then escalate the sanction to Red Action Plus. This triggers a notification to

the on-call member of staff who will collect the student and place them in the reflection room. Red Action Plus will also be used if a student is suspected to be truanting a lesson.

17. Safeguarding students

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to external agencies is appropriate.

Please refer to our child protection and safeguarding policy for more information.

18. Conduct outside of school

As it is our responsibility to educate students in appropriate behaviour, we reserve the right to sanction students for their behaviour outside of school. Any actions that may bring disrepute to our school and community will be taken seriously. This includes, but is not limited to, instances of bullying, anti-social behaviour or any conduct that negatively impacts the school's reputation. By addressing such behaviours, we aim to uphold the highest standards of integrity and respect, ensuring that our students represent our school positively at all times, both within and beyond the school grounds.

19. Online misconduct

Our school is committed to maintaining a safe and respectful environment, both on and offline. Students should act responsibly online. Online misconduct, including cyberbullying, harassment, or any inappropriate use of digital platforms, will not be tolerated and will be addressed in accordance with our behaviour policy. Parents should educate and guide their children to ensure the internet and social media usage is used responsibly and is age appropriate.

20. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the ethos team, in collaboration with the Headteacher, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to external children's agencies where appropriate.

21. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for:

- Responding to a report of sexual harassment or sexual violence
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

22. Zero-tolerance approach to all forms of discrimination

All students and staff must feel safe at school and be able to talk openly and honestly about any issues they face. The school will not tolerate any form of discrimination.

All allegations will be fully investigated. The school will take swift and unequivocal action against any perpetrator and in addition ensure that victim(s) and their families are fully supported throughout the process and kept informed and involved at all times.

The school has a zero-tolerance approach to all forms of discriminatory language, actions or abuse that is targeted at an individual due to their gender, sexuality, race, cultural heritage, faith, religion or personal beliefs. Hiding behind the defence of ignorance or claiming, 'it was just banter', 'we were just having a laugh' or 'I didn't mean anything by it' is simply inexcusable. Students will be held responsible for everything they say, watch, write and share.

When dealing with incidents of discrimination, our school adopts the principle that if an incident is perceived as discriminatory by the victim or any witness, it will be treated as such. We are committed to creating an inclusive and respectful environment for all members of our community.

23. Zero tolerance approach to occupying a toilet cubicle with another student

Multiple students in a locked space, unsupervised, pose a significant safeguarding risk and therefore is classed as a serious misconduct. We need to safeguard students and mitigate potential harm, ensure the well-being of our students, and maintain a secure environment.

If multiple students are discovered in the same toilet cubicle, school staff will intervene immediately:

- Parents or carers of the students involved will be notified promptly about the incident
- Staff will conduct a bag search
- An after-school detention will be issued
- Where this behaviour persists despite the initial intervention, the school will escalate sanctions working with parents and carers to educate students and eradicate the misuse of toilets.

24. Allegations against staff

We are committed to maintaining a safe and respectful environment for both students and staff. If a student makes an allegation against a member of staff, we will adhere to strict guidelines provided by educational authorities to ensure that such incidents are managed swiftly and diligently. Please refer to our managing allegations against staff policy.

25. Zero tolerance to Smoking and Vaping

The Canterbury Academy campus is a smoking and vaping free campus. Smoking and vaping are not permitted by students or adults, including those usually public facilities including Lifestyle Fitness or Hat Hats coffee shop.

Smoking and vaping paraphernalia are prohibited items and should not be brought onto the premises or taken on any trips or outings that take place as part of school life.

26. Searching students and their possessions

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Anyone conducting a search will be trained in and will abide by the guidance set out. Staff must consider reasonable adjustments when conducting searches of students with SEND.

[Searching, screening and confiscation: advice for schools 2022](#)

A student's possessions can be searched for any item if the student agrees to the search.

If the student does not agree to the search, staff can still carry out a search for prohibited items. Searches of students or their possessions will only be carried out where there is evidence to suggest that a student is in possession of a prohibited item, as detailed in Appendix 1.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

27. Confiscation of possessions

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

28. The use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

29. Training for staff on behaviour management

Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and mental health needs can impact on behaviour
- A few members of staff, as directed by the Headteacher, will also be provided with regular training around the correct use of reasonable force and restraint.

30. Expectations of parents when communicating with staff

Our staff are entitled to be treated with respect and feel safe within their place of work. We will not tolerate any form of unfair treatment from students or parents towards our staff.

Positive and productive communication between staff and parents is essential for the success of our students. To ensure a supportive environment for each student we require that all communications are conducted amicably and respectfully. If parents have concerns about any procedures or actions taken by staff, they should use the appropriate channels to discuss these matters.

Our school maintains a strict zero-tolerance policy towards disrespectful behaviour directed at our staff. Any form of disrespect, including verbal abuse, non-compliance, or disruptive conduct, will be addressed promptly and appropriately. By upholding these standards, we strive to create a positive and respectful atmosphere for everyone.

31. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, directed temporary offsite placements (DTOPs) and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by behaviour and attitudes leads.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Appendix 1:

Definitions of behaviour and prohibited items

A negative conduct is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

We expect parents to discuss any negative incidents with students and support them to correct their behaviour.

Serious negative conduct is defined as:

- Defiant behaviour – whereby a student fails to follow clear and reasonable instructions from staff and therefore it is deemed that it is not safe to have this student in school
- Disrespectful behaviours towards staff or fellow students
- Repeated breaches of the school rules
- Occupying a toilet cubicle with another student
- Any form of bullying (child on child abuse)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- False and malicious allegations against other students or staff
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Energy drinks (including drinks with caffeine)
 - Chewing gum
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Aerosol cans
- Any article a staff member 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

Appendix 2: Sanctions Framework

Our behaviour policy is designed to support students and encourage positive behaviour through various sanctions that allow time for reflection and improvement. Our approach includes several levels of interventions, aiming to avoid school sanctions whenever possible. Below are the key components of our sanction's framework:

Negative Conduct log	Students falling short of expectations may receive a negative log on Arbor. This is visible to parents via the Arbor parent app.
Detention	<p>Students can be issued with detentions during break, lunch or after school.</p> <p>Parents and carers will receive 24 hours' notice for an after-school detention.</p> <p>Where a student fails to attend a detention, then they will receive a follow up sanction, for example, repeating the detention, an extended detention or time in internal isolation (reflection).</p>
Reflection room	<p>For serious misconduct students are removed from their taught lessons and work in silence in the Reflection room. Where this decision is taken, parents and carers will be notified.</p> <p>The Reflection room is a supervised area where students will focus on their studies in silence. Work will be provided.</p> <p>Students in the Reflection room will be taken to lunch and have supervised toilet breaks at a different time to the rest of the school.</p>
Internal Suspension	<p>If a student's behaviour warrants a suspension however the behaviour panel deem this sanction to be ineffective, a student may be placed in internal suspension. This provision is within the school grounds however students are completely removed from their peers and will participate in structured educational activities which can include bespoke interventions and education around the behaviours that led to Internal Suspension.</p> <p>Parents and carers will be notified and a return from Internal Suspension meeting is necessary before returning to mainstream lessons.</p>
Associate Schools' Internal Exclusion Provisions (Off site).	A student may be referred to a temporary internal exclusion placement at an associated school (internal exclusion - off site).
Directed and Temporary Offsite Placements	The school can direct a student to another school for a temporary placement. Directed and Temporary Offsite placements will be used when a student is frequently exhibiting serious misconduct and other sanctions are having little to no positive impact.
Suspension and permanent exclusion	<p>The school can use suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.</p> <p>The decision to suspend or exclude will be made by the headteacher and only as a last resort.</p>