CASTLE MEAD
ACADEMY

BEHAVIOUR MANAGEMENT POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
2.0	11.08.20	NMU	Amendments to detentions and Internal isolation times.
2.1	02.04.21	THA	Amendments to Physical Intervention, appendices 4/5/6.
2.2	13.10.21	MRU	Amendments to CMA Way Each Day. Wording of 'suspension' and physical intervention.
3.0	19.09.22	STA NMU	Amendments to break time line up protocol. Adding in HOY to LBM outline. Updating D4 timings and lunch options. Appendix 1 amendment. D4 workings update. Reports update. Vapes added to prohibited items. Appendix 3, Search Protocol Flow Chart added to the Policy.
4.0	24.01.23	MRU	Amendment to include refined detail of procedure for External Isolation.
5.0	23.11.2023	MRU	
6.0	3.1.24	CFR/ MRU	Amendment to Appendix one: - Homework sanctions - Lateness Amendment to - Brilliant in the basics - Castle Credo
7.0	29.10.24	MRU/ LMA	

8.0	28.10.2025	MRU/LMA	Updates to consequences for internal truancy
9.0	12.8.2026	TWO	Update around mobile phone expectations and phone pouch procedures as well as medical exemptions. Addition of the Castle Credo and reference to the Credo Curriculum. Updates to the Castle Mead Way regarding expectations and timings of the day. Update to PSP system.
10	1.10.2026	TWO	Addition providing clarity regarding TMET Off Site Directions.
11	9.11.2026	TWO	Clarity added to internal truancy suspension considerations. Additional clarity in the discretion section. Addition of vapes to search section. Addition of reasonable adjustments in SEND/Disability need in phone section.

Introduction

Within our *Community of Excellence* at Castle Mead Academy, scholars are enabled to be their best selves by the promotion and explicit teaching of respectful behaviour at all times. This is so that we create a calm and orderly learning climate where teachers can teach without interruption, scholars can learn without interruption and therefore all can flourish

To enable this to happen, all staff are consistent in their approaches and routines for lessons and other parts of each day. These routines are explicitly communicated and taught to scholars and are consistently used by staff. Therefore, there is clarity about expectations and all can be sure of correct conduct at all times. This minimises the need for consequences and helps create a positive climate for learning based on respectful behaviour by all.

To achieve this, we expect all members of the Castle Mead community to model appropriate behaviours which are underpinned and embedded throughout our academy through our 'Growing a Community of Excellence' ethos. The 'Castle Mead Way Each Day' sets out daily expectations and aims to ensure there is a consistent structure in place. It details what is expected of all scholars and the reason why the actions are important (see Appendix 1). We feel it is important that all understand the reasons behind each expectation so that all can agree on the need for each rule.

We know that families look to the academy to promote learning and respectful behaviour. Each scholar is therefore cherished and challenged to do their best and be their best self.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the scholars can thrive and flourish. Maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim: staff, families, visitors and scholars will all act to promote respectful communication and in a calm and caring environment.

The use of social media and other digital communication is included in the remit of this policy.

The overarching aim of the Behaviour Management Policy is that learning flourishes in all aspects of academy life.

Aims

- Ensure that the academy is a safe, happy and supportive place for all staff and scholars.
- Ensure that all members of the academy community are shown respect and show respect for others.
- To form an active partnership with families to encourage excellent behaviour.
- To have the highest expectations of scholars in order to ensure their one chance of a good education is not squandered.
- To ensure all scholars develop the good learning habits that they need to be successful in school and in life.
- To ensure all scholars are able to act responsibly and accept responsibility for their own actions.
- To boost scholars' resilience and character through positive reinforcement and enrichment activities.
- Ensure there is appropriate sharing of information between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging behaviours.

This policy should be read in conjunction with the academy's other related policies.

Expectations, staff:

- Greet scholars at classroom door as part of our threshold routine.
- Create a swift and purposeful start to the lesson as part of our threshold routine.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which is responsive to needs and in line with curriculum and pedagogical expectations of Castle Mead Academy.
- Apply the 'Castle Credo' expectations and apply sanctions as per the policy.
- Promote and reinforce positive behaviour in the classroom.
- Reward scholars in accordance with the Rewards policy.

Expectations, scholars:

- To champion the 'Castle Credo'.
- To follow the two 'ground rules' in class.
- To treat all members of the school with courtesy and consideration in all circumstances, showing respect for everyone.
- To model good behaviour, to set an example in their attitude, learning and achievements.
- To wear school uniform within the school environment and when travelling to and from school.
- To show respect for the whole school environment and conduct themselves around the building in a safe, sensible, manner and show regard to others.
- Acknowledge the Academy is a non-gum chewing environment.
- To aim for 100% attendance.
- To aim for 100% punctuality to school and each lesson.
- Bring equipment appropriate for the lesson.
- Follow instructions first time, every time to show respect and to maximise learning time.
- Hand in homework at the time requested and to the expected standard.

Mobile phones and other devices:

- Use of mobile phones/devices **is not permitted*** at Castle Mead Academy.

- Scholars are expected to place their mobile phone into a phone pouch (provided by the school) at the start of each day during line up. This should be completed in front of staff. The pouch will be unlocked at the end of the school day.
- Where this expectation is not followed, **the device will be confiscated and the scholar will be placed into internal suspension**.
- Any mobiles phones/devices that are seen by staff, in use or not, following line up will be confiscated. The scholar will be placed into internal suspension. If scholars need to call home they can do so from the main office.
- Headphones must be switched off and stored in bags. Scholars must not use headphones anywhere in school during the school day.
- Instances where a scholar has **wilfully attempted to circumvent or seriously violate the expectation that we are no mobile phone school will lead to escalated sanctions at the Principal's discretion.**
- Use of mobile devices includes, but is not limited to: answering telephone calls or texting during the school day; the use of mobile devices to threaten or bully; recording or watching inappropriate video footage; playing music; using inappropriate language; and uploading content to social networking sites.
- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.
- Mobile devices in school are the scholars' responsibility. The academy accepts no responsibility for mobile phones that are lost, damaged or stolen on academy premises or transport, during school visits or trips, or while scholars are travelling to and from school.
- Scholars will have their phone pouches unlocked during their final lesson of the day or at the end of their after school detention.
- Confiscated phones can be collected from reception at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.
- Scholars are responsible for their own phone pouch. If their pouch is lost or damaged, they will need to purchase a new one. This will not be funded by the school and but will need to be purchased through the school.

Scholars with a medical condition which necessitates the need for a mobile phone to always be on and accessible (e.g. diabetes) will be given an exemption pass. Reasonable adjustments may also be made where required by a scholar's SEND and/or disability need. This will also be communicated to all CMA staff.

Expectations, Parent/Carer:

Work in partnership with academy staff to ensure good behaviour

- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure scholars come to school correctly equipped and prepared to work.
- Ensure all home learning tasks are completed.

Support for scholars including Induction:

Scholars who struggle with meeting expectations are supported to do so in many ways so that they can make the most of the learning and other opportunities in the school and make progress:

- Induction at the start of the year (see below).
- Reminders about expectations through posters, from tutors and teachers and all other academy staff.
- Different seating arrangements in lessons.
- Support for learning and responsive teaching.
- Verbal reminders in lessons and corridors.
- If persistent, individual advice and mentoring.

- Time to reflect, regulate their behaviour and plan steps to successful re integration into classrooms.
- Involvement of parent/carer.
- Afterschool homework correction for homework completion and reflection.

All scholars take part in an induction at the start of each academic year, so they are all aware of expectations, routines and our procedures. Routines for all parts of the day will be carefully explained and rehearsed so scholars can be confident that they are clear about expectations and will be able to meet them. Throughout their time at the academy, there are regular and frequent reminders about routines and expectations. Routines will be rehearsed as and when necessary, so scholars can be consistent in their understanding and application of these so that no time is wasted in classrooms.

Classroom behaviour and our two 'ground rules'

Through their induction, scholars are really clear about expectations and the reasons behind each one. Therefore, classrooms are calm, purposeful and orderly.

The two ground rules in lessons are:

1. Scholars follow staff instructions first time, every time.
2. Scholars focus 100% on learning.

To ensure learning is prioritised, teachers insist that no one talks over another in the classroom, and silent work is a feature of most lessons: teachers expect scholars to 'STAR' (sit up straight, track the teacher, answer in full sentences and respect the speaker) during key moments of explanation/exposition in lessons.

Our Castle Credo

At Castle Mead, we live by our Castle Credo to 'Be Kind, Work Hard and Build Your Character'. This underpins our high expectations. This is taught through our Credo Curriculum which aims to explicitly teach our expectations so that all in our school community are clear.

Internal Truancy

Castle Mead Academy is committed to ensuring that all scholars access an exceptional education. Regular attendance to every timetabled lesson is essential for strong academic progress, positive relationships, and overall wellbeing. Internal truancy, defined as unauthorised absence from lessons while present on the school site, undermines learning, disrupts teaching, and negatively impacts the wider school community.

To maintain a culture of high expectations and safeguard learning, the Academy operates a clear and scaled response to any confirmed instance of internal truancy:

- **First instance:** 1-day suspension
- **Second instance:** 3-day suspension
- **Third instance:** 5-day suspension
- **Further instances:** A meeting with senior leaders will be convened to consider appropriate next steps, including possible alternative education arrangements.

This approach is designed to intervene early, break patterns of non-attendance, and re-establish positive engagement with learning. Circumstances and additional needs will be considered on a case-by-case basis to ensure that each suspension is individually considered and proportionate.

The Academy recognises that some scholars may face genuine challenges that impact their ability to attend lessons consistently. We encourage families to communicate any concerns at the earliest opportunity. The pastoral team is available to offer support and work collaboratively with parents and carers to address barriers to learning.

Staff Training:

- All academy staff have training in school wide classroom routines and routines for other times of the day, these are modelled and rehearsed collaboratively so consistency is achieved across all teams of staff.
- All academy staff receive an appropriate level of training to develop their skills in de-escalation of situations and the use of the rewards and consequences applied in school.
- All have access to on-going advice, support and training as part of their own professional development.
- Staff are regularly informed of any guidance and updated advice for managing the behaviours of individual scholars and employ relevant behaviour management techniques prior to using demerits
- Positive classroom behaviour is also promoted with the use of seating plans, appropriate grouping and Quality First Teaching principles.
- All staff receive regular professional development and individual support to improve and consolidate their skills in managing behaviour.
- Scholars are advised about the school rules and expectations, so as there is transparency for staff, scholars and parents/carers. Protocols exist for on call procedures and removal of scholars from class when necessary (see Sanctions).

Bullying:

- We recognise bullying can be physical, verbal or emotional in nature. We will not tolerate any form of bullying towards any member of the Academy community. Bullying (i.e. physical or verbally aggressive behaviour that occurs 'Several Times on Purpose') is treated as a serious incident and dealt with according to the procedures in this policy. There are instances where this needs challenging immediately at the first time of happening, and the severity of the sanction will reflect the circumstances of the case (and can lead to suspension).
- The academy places high importance on creating and maintaining a happy, safe learning environment for all scholars. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Scholars are reminded regularly that Castle Mead Academy has a culture of communication and disclosure. There exists a separate Anti-bullying policy. There is an expectation that parents/carers inform Academy staff should they suspect, or know, their child is being bullied.
- The same expectations are with regards to Racist and Homophobic incidents.

Please see our Anti-bullying policy.

Discretion:

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help Castle Mead Academy scholars make better choices and learn the right lessons. Castle Mead Academy also recognises that some behaviour may be influenced by SEND, SEMH needs, disability, safeguarding concerns or other vulnerabilities. Staff will consider these factors when implementing this policy and will make reasonable adjustments where appropriate. The school recognises that changes in behaviour may indicate safeguarding concerns. Staff will consider whether behaviour is linked to abuse, neglect, mental health, exploitation, trauma or other safeguarding risks and will follow safeguarding procedures where appropriate.

The Castle Mead Way Each Day

Time	Activity	Expectation	Reason why

8.00 - 8.30	Arriving at school	Arrive on the school site wearing full correct uniform and with lanyard and ID card displayed. There should be no playing inside the building. Those who wish to run around should be in the playground. When the whistle goes, scholars are to stand and wait in silence to be instructed to make their way to line up. Scholars should line up in their tutor group in register order and wait silently to be dismissed. Facing the front, single file. Scholars' uniform is checked by tutors and phones are placed in pouches. When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly. Remove your coat before entering the building, do not put your coat back on until you exit the building. Arrive at your tutor room and follow your tutor's instructions regarding entering.	To look smart and represent the academy well. To ensure the academy is a calm environment. To ensure we are ready for learning and start our day in a calm and orderly fashion. To ensure your uniform is smart and to remove digital distractions. To avoid corridors being crowded and reduce the risk of accidents.
08.40 - 08.50	Tutor Time	Enter your tutor room in silence. Sit in your place and take out equipment and reading book for checking. Scholars should read silently unless there is another activity in progress. Answer your name politely when the register is taken, saying 'good morning'. At the end stand behind your chair, with your blazer on until dismissed by your tutor.	To show respect and ensure you are ready for the day. To enable you to learn. So that there is an accurate register of who is on site. To allow a safe and orderly exit from the room.

	Assembly	Line up at your assembly point in silence and wait to be collected by your tutor. Coat to be removed before entering the building – see step above. Enter quietly, sit according to the seating plan and leave no empty chairs. Remain in STAR throughout and listen carefully. When dismissed leave to your lesson in a calm way.	So that it does not cause disruption in the Theatre. So that your tutor group can all sit together and your tutor can accurately take the register. To show respect and take away the important messages from the assembly. To ensure a quiet and safe exit from the assembly.
Throughout the day	Lesson change overs/ corridors	During lesson change overs scholars are expected to be CALM. C- Consider those around you (Examples: Hold doors open; walk on the correct side of the corridor; help to ensure everyone gets to their next lesson) A – Acknowledge one another (Examples; Smile! 'Good morning!' 'Have a good lesson' 'Thank you') L – Listen to instructions (Examples: Respond instantly and respectfully if a member of staff reminds you to walk in single file) M – Move swiftly and safely (Examples: Walk with purpose; take the correct route to where you are going; keep up with the people in front of you) Ensure that you arrive to lessons before the 'late bell'.	To ensure lessons begin promptly and learning time is maximised. To enact our credo of being Kind. To keep everyone safe and avoid corridors being congested. To keep the environment pleasant for all. To avoid corridors being crowded and reduce the risk of accidents.
	At the start of lessons	Arrive punctually. When greeted by your teacher, respond positively and politely, making good eye contact. Enter the teaching room in silence and in an orderly manner and take out the right equipment and books for the lesson. Your bag should be placed on the floor under your desk. Complete the 'Do Now' activity that has been set by your teacher.	To ensure lessons begin promptly and learning time is not lost. So, as we demonstrate respect, be kind and ensure we have a nice school community. To ensure a positive learning atmosphere. To ensure you are organised for the lesson. To keep the classroom safe.

			To engage with the lesson and prompt retrieval practice.
	During lessons	Answer your name politely when the register is taken, saying 'good morning' or 'good afternoon'. Work hard throughout the lesson, following all instructions and only conversing as directed by the teacher. 'STAR' when asked to by your teacher. At the end of the lesson, pack away and stand silently behind your chair Put blazer on and exit the room quietly and calmly when dismissed by your teacher.	So that there is an accurate register of who is in school. To learn as much as possible. To allow final instructions from the teacher to be heard. Sit up straight, track the teacher, answer in full sentences and respect the speaker. To ensure an orderly end to the lesson.
	Break time	Food purchased in the dining hall should be eaten in the dining hall. Other snacks may be eaten outside. All litter must be put in the bin. Be kind and courteous to all staff and scholars. Remain outside unless it is wet break. At the end of break, when the whistle goes, scholars are to stand still and wait in silence to be instructed to make their way to their next lesson. Remove your coat before entering the building, do not put your coat back on until you exit the building. Arrive at your next lesson and line up along the wall outside. Your teacher will greet you and tell you when to enter.	To keep the environment tidy. To create a positive friendly school community. So that corridors are clear and everybody gets fresh air. To avoid accidents and to be on time and ready to learn. To avoid corridors being crowded and reduce the risk of accidents.
	Lunch	Food purchased in the dining hall should be eaten in the dining hall. At lunch, other	

		snacks should be eaten inside as well. All litter must be put in the bin. Be kind and courteous to all staff and scholars. Remain outside unless it is wet lunch. At the end of lunch, when the whistle/bell goes outside, scholars are to stand still and wait in silence to be instructed to make their way to lessons. Inside, the bell will sound and scholars will automatically move to lessons. Remove your coat before entering the building, do not put your coat back on until you exit the building. Arrive at your next lesson and line up along the wall outside. Your teacher will greet you and tell you when to enter.	
15.40 / 2.10 on a Friday	End of the school day	Exit the school site promptly unless staying for an organised after school activity with staff. Phone pouch Keep uniform looking smart and ensure mobile phones stay away until you are clear of the school gates. Leave via the scholar exit and follow road safety procedures at all times, including staying out of the road and avoiding any cars.	To allow cleaning staff to begin their work immediately. To respect our school ethos. To stay safe and avoid accidents.

Additional Pastoral Support Arrangements at Castle Mead Academy

Tutor Groups:

Scholars are predominantly placed in mixed ability forms on entry into the school and remain in those groups with, where possible, the same form tutor for the five years they are at Castle Mead, unless an issue arises where it is necessary to change groups.

Heads of Year and Learning and Behaviour Mentor:

Heads of Year and Learning and Behaviour Mentors work in partnership with form tutors and other school staff, in order to build a strong cohesive and supportive relationship. Heads of Year and Learning and Behaviour Mentors assist in breaking down some of the potential barriers experienced by scholars and ensure that scholar's achievement and progress are the primary foci.

It is the role of the Head of Year to have an overview of their year group to ensure that all scholars are working to their highest potential. Any barriers that may be hindering a scholar's success will be identified by the Head of Year and support strategies put in place through discussion with the year group's Learning Behaviour Mentor and other relevant staff within school.

It is the role of the Learning and Behaviour Mentor to act as a key worker and mentor to scholars on a one to one or small group basis. They help to enhance interpersonal skills, raise confidence and self-esteem and to overcome barriers to learning. Working with individual scholars they address poor attendance and inappropriate behaviour. They provide support, advice and guidance on practical issues such as organisation of time and workload.

Counselling Service/ School Nurse Team:

The academy offers confidential one-to-one professional counselling. The school nurse team are available to deal with concerns and can be contacted through the Lead Behaviour and Safeguarding Officer.
Scholars are advised about support services available through the information provided in assemblies, and information in their tutor rooms.

Sanctions

At Castle Mead Academy, we expect our scholars to enact 'The Castle Credo' each day (be kind, work hard, build your character). We expect exemplary behaviour and conduct from scholars, both in the academy and the local community.

Consequences:

A demerit is given as a corrective reminder if a scholar does not make the right choice, for example by:

- Disrupting or interrupting others in lessons (e.g. talking over instructions/explanations, discussions or silent work)
- Not following instructions
- Being off-task

On Call Removal (D3)

- Where a scholar receives three demerits in one lesson, they will be issued with a detention and removed to a Curriculum leader/ Senior Leader classroom.
- A scholar may also be removed from a lesson for persistent failure to follow instructions, answering back/ arguing with staff, or displaying verbal/physical aggression. When a scholar is removed from a lesson, they will be given the opportunity to reflect on their behaviour with a member of staff and supported to understand the way to make positive changes going forward.

Detentions take place between 3.40 - 4.25pm, on a Monday/Tuesday/Wednesday/Thursday and 2.10 -2.55pm on a Friday.

At Castle Mead Academy the detentions are set as described in the consequences section above and are held on the same day. Parents/Carers are informed of the detention via a text message as soon as the detention is issued. It is our expectation that parents/carers support the detention system. This means that the detention must take precedence over any other commitments the scholar may have. Should a scholar have an unavoidable appointment (e.g. Hospital appointment) at the time of the detention, parents/carers are asked to provide written confirmation of it if they would like the school to consider a deferral. If the child misses the detention without good reason, the sanction will escalate.

Internal Suspension - will result if there is a persistent or serious failure to meet academy wide expectations.

This will be from 8.30am – 4.25pm. The duration of stay will be dependent on the nature of the issues posed. Issues may be related to:

- Serious misconduct.
- Severe refusal to follow instructions.
- Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking).
- Discriminatory behaviour to others.
- Major incident or damaging the school's reputation.
- Disrespectful behaviour towards a member of staff
- Absconding from after school detention.
- Multiple removals from lessons (D3).

Scholars in Internal Suspension will have the option of a hot or cold lunch and a dessert or drink.

See Appendix 2 for Consequences and Sanctions Logistics at Castle Mead Academy, How Internal Isolation (IS) works.

Offsite Isolation - will result if there is a serious failure to meet academy wide expectations in regard to internal isolation or serious breaches of the academy's behaviour policy which does not warrant a suspension.

Where a scholar remains on roll at their home academy but is required temporarily to attend another TMET academy for the purpose of improving their future behaviour, this will be treated as an off-site direction, including where the placement is for a single school day. Such arrangements will not be described as an internal suspension or used solely as a punishment for past misconduct. The purpose of the placement must be clearly identified, for example to interrupt an escalating pattern of behaviour, provide structured reflection and support, reduce immediate risk, restore routines or support successful reintegration. The school has the authority to make this decision, in accordance with our behaviour policy, under The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012. Parents will be notified in writing of the reason and objectives of the direction, the receiving academy, the date or duration, attendance times and the person to whom the scholar should report. Relevant safeguarding, SEND, medical, curriculum and risk information will be shared with the receiving academy before the placement begins. Longer off-site directions will be kept under review and reintegration to the home academy will be planned from the outset.

Other academies used are usually one of the other secondary schools in The Mead Educational Trust. The duration of stay will be dependent on the nature of the issues posed. Issues may be related to:

- Major incident or damaging the school's reputation.
- Disrespectful behaviour towards a member of staff.
- Violence.
- Threat of violence.
- Theft of school or a scholar's property.
- Following a lengthy suspension.
- Multiple failures to complete internal isolation (IS).

The Academy may also use the following sanctions as appropriate, at the Principal's discretion:

- Removal of IT rights (e.g. to email and internet academy access).
- Confiscation of item(s).
- Not allowing a scholar to attend reward events and trips.
- Directing the scholar to an alternative provision / managed move.

Pastoral Support Programme (PSP):

When a scholar's behaviour starts to give cause for concern, a Pastoral Support Programme (PSP) will be put into place. This is led by the relevant year group.

In drawing up the plan, the Academy will, in discussion with parents/carers:

- Consider offering specialist support and counselling.
- Review any learning difficulties and put in place a relevant intervention where necessary.
- Consider changes of sets or class.
- Consider a placement for a period of time in Alternative Provision.
- This programme will have time scales, be monitored regularly and reviewed at pre-agreed milestones. Rewards for meeting targets and sanction for non-compliance will be made clear at the outset.

At all times Castle Mead Academy is committed to finding appropriate alternatives to suspension and operates an internal alternative provision.

An internal isolation serves as alternative to suspension and as a base for intensive and targeted support. This will be offered to those who require more specialist input. Restorative work may also be undertaken, as described above.

Some scholars may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours.

Suspensions

- Suspensions given in response to serious and persistently disruptive behaviour, and serious breaches of the academy's behaviour policy. If in the rare case a scholar is issued with 15 days suspension in any term, they will be required to attend an Academy Council disciplinary meeting with their parents/carers.
- It is the responsibility of parents/carers to ensure that their scholar is not present in a public place in school hours during the first five days of any suspension period, or permanent exclusion from school. Parents/Carers could receive a fixed penalty notice if their scholar is found in a public place without justification. It can be expected that the academy will provide appropriate work to be completed at home.
- From the sixth day of any period of suspension, it is the duty of the academy to provide a full-time education for the scholar. Alternative arrangements will normally be made for scholars, such as attending a neighbouring school, or a setting provided by the Secondary Behaviour Support Service.
- On return from a suspension the parents/carers and scholar will meet with the relevant year team and the scholar will attend a reflection session on that same day as part of their reintegration. This is to enable some 1:1 involvement from staff.

Permanent Exclusions:

Castle Mead Academy adheres to the Zero Permanent Exclusion protocols agreed by all the secondary schools in the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the scholar to remain in school would seriously harm the education or welfare of others in the academy or where there are serious and/or repeated breaches of the academy's behaviour policy. Only the Principal can exclude a scholar. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a scholar for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another scholar or member of staff.
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), sexting and/or assault against another scholar or member of staff.
- Supplying an illegal drug or incidents relating to illegal drugs.

- Possession of an offensive weapon or object which could cause harm.

Incidents occurring outside of the academy
Subject to the academy's behaviour policy, a teacher may discipline a scholar for any misbehaviour when:

- Taking part in any academy-organised or academy-related activity.
- Travelling to or from academy.
- Wearing the school uniform.
- In some other way identifiable as a scholar at the academy.

A scholar may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, where that behaviour:

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

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when scholars are in school uniform and/or are clearly representing the academy. For incidents that occur clearly outside of academy hours, e.g. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

The academy will take such incidents seriously, and consider appropriate sanctions, especially where harm has been caused to the local community or the reputation of the academy.

Physical Intervention

In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.
The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

For further details, please see the TMET Restrictive Physical Intervention Policy.

Appendix 1: ***Behaviour for Learning at Castle Mead Academy***

Classroom Sanctions

1st Demerit (D1)

2nd Demerit (D2)

3rd Demerit (D3) Removal from lesson.

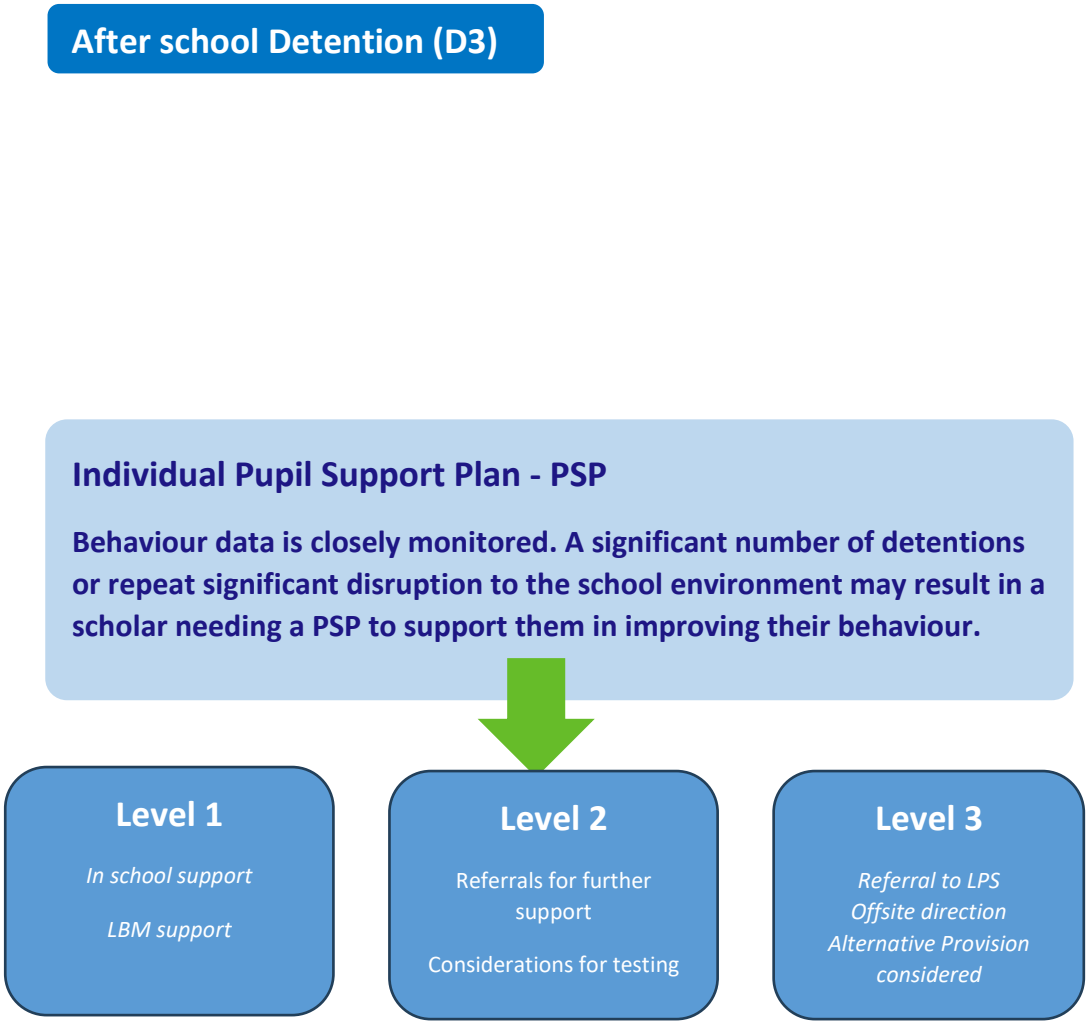
The following will result in a Detention or Internal Suspension

The following will also result in a DETENTION being issued

- **Lateness to 1 lesson in one day/ or lateness to school.**
- **Chewing gum.**
- **Use of mobile phone.**
- **Failure to complete homework on time or to the expected**
- **Missing equipment.**

The following will result in an INTERNAL SUSPENSION being issued

- **Serious incident or damaging the academy's reputation**
- **Disrespectful behaviour towards a member of staff**
- **Repeated instances of lateness to lessons**
- **Multiple on-calls in one day**
- **Failure to successfully sit an**



Appendix 2: Consequences and Sanctions Logistics at Castle Mead Academy

How Internal Suspension works:

Internal suspension is an internal school sanction and is not a formal suspension from school. Internal suspension sessions start at 8.30am and end at 4.25pm. Scholars work completing a booklet based on core subjects and reflection tasks to support them to improve their behaviour when they return to their lessons. They do not eat lunch with the rest of the school; they are provided with a choice of hot or cold lunch with a drink or dessert.
Occasionally, we will consider using our discretion to direct a scholar to have their internal suspension hosted as an off-site direction at another TMET academy.

Reports:

Tutor, Learning Behaviour Mentor, Head of Year and Senior Leadership reports are used as a strategy to support and monitor scholar behaviour. They provide scholars with feedback at the end of each lesson and a member of staff to check in with each day to review how they are managing. Scholars will be put on report when their de-merits and

merits no longer balance, and they are receiving more de-merits than merits. The report system is used to help scholars get back to having more merits than de-merits.

Uniform:

Tutors and the pastoral team check uniform in morning registration, and teachers check ties and shirts on exit from lesson. If a scholar has no tie, they are sent to the office to borrow one. If a scholar has incorrect shoes, shirt, trousers or blazer, they will receive a demerit and will be expected to wear the relevant school uniform loaned to them for the day. In the case of wrong footwear, scholars will be loaned and expected to wear plimsolls.

Appendix 3

Search Protocol flow chart

CASTLE MEAD ACADEMY

The list of prohibited items is:

- **knives and weapons;**
- **alcohol;**
- **illegal drugs;**
- **stolen items;**
- **tobacco, cigarettes or vapes**
- **fireworks**
- **pornographic images.**
- **any article that** the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Before a search

- The Principal has authorised SLT and Heads of Year only to be able to conduct a search.
- Before any search takes place, the member of staff conducting the search should explain to the following to the scholar:
  - why they are being searched
  - how and where the search is going to take place
  - give them the opportunity to ask any questions.

Scholar complies with search request

- An appropriate location for the search should be found. This should be away from other scholars.
- The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- The member of staff conducting the search must be of the same sex as the pupil being searched.
- There must be another member of staff present as a witness to the search.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

Scholar refuses to co-operate

- Radio for a member of SLT
- During this time the scholar should be supervised and kept away from other pupils.
- The member of SLT staff will assess whether it is appropriate to use reasonable force to conduct the search.

After a Search

- If a scholar is found to be in possession of a prohibited item, then the staff member should alert a DSL or Behaviour lead. Sanctions will be considered in line with the school's behaviour policy to ensure consistency of approach.
- Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable.
- A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this is the case, school staff should follow the usual safeguarding process.
- Any search by a member of staff for a prohibited item listed and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- The search log should include the following, the date, time and location of the search; which pupil was searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; what follow-up action was taken as a consequence of the search
- Staff will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscation - Items found as a result of a search.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

Controlled drugs must be delivered to the police as soon as possible.