

Behaviour Policy 2026– 2027

Written by:	Approved by:	Status	Last Review	Next Review
LCOU	Trustees	Ratified	September 2026	September 2027

1. Statement of Intent

Caistor Yarborough Academy is committed to creating a calm, safe, supportive and inclusive environment in which every student can learn, achieve and thrive.

High standards of behaviour are fundamental to this.

The Academy believes that excellent behaviour is created through:

- high expectations;
- clear boundaries;
- predictable routines;
- positive relationships;
- consistent adult responses;
- explicit teaching of expected behaviour;
- recognition and praise;
- appropriate support;
- reasonable and proportionate consequences.

Our behaviour culture is underpinned by the Academy's **4 Rs**:

Respectful

Resilient

Resourceful

Responsible

Students are expected to demonstrate these values in lessons, around the Academy, online where their behaviour affects the Academy community, and when representing the Academy in the wider community.

The Academy will provide an environment free from unreasonable disruption, violence, bullying, discrimination, harassment and child-on-child abuse.

All students will be treated fairly and with dignity.

The Academy recognises that behaviour can sometimes communicate an unmet educational, safeguarding, social, emotional or mental health need. Where appropriate, support will be provided alongside consequences.

Support does not remove expectations or accountability for behaviour. Similarly, consequences do not remove the Academy's responsibility to identify and respond to underlying need.

Our core principle is:

High expectations, consistent consequences and appropriate support.

2. Aims

This policy aims to:

- establish a positive and respectful behaviour culture;
- ensure students understand what behaviour is expected;
- ensure staff respond consistently and predictably;
- protect teaching and learning;
- provide a calm and safe environment;
- promote positive relationships;
- recognise and reward positive behaviour;
- prevent and respond to bullying, discrimination and harassment;
- ensure behaviour concerns which may indicate safeguarding needs are identified;
- provide appropriate support for students experiencing difficulties;
- ensure reasonable adjustments are considered for students with SEND and disabilities;
- engage parents/carers constructively;
- ensure sanctions are reasonable, proportionate and lawful;
- reduce repeated poor behaviour through effective intervention;
- ensure students are supported to successfully reintegrate following significant sanctions or periods of removal.

3. Legal and Statutory Framework

This policy has regard to relevant legislation and statutory guidance, including:

- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014;
- Human Rights Act 1998;
- Voyeurism (Offences) Act 2019;
- **Keeping Children Safe in Education 2026;**
- *DfE Behaviour in Schools: Advice for Headteachers and School Staff;*

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- DfE *Searching, Screening and Confiscation*;
- DfE *Restrictive Interventions, including the Use of Reasonable Force, in Schools*;
- DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*;
- DfE statutory guidance *Mobile Phones in Schools*;
- SEND Code of Practice: 0–25 years;
- relevant DfE guidance concerning mental health and behaviour in schools.

This policy should be read alongside the Academy's:

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- SEND Policy;
- Suspension and Permanent Exclusion Policy;
- Equality information and objectives;
- Searching, Screening and Confiscation procedures;
- Physical/Restrictive Intervention procedures;
- Online Safety arrangements;
- Staff Code of Conduct.

4. Roles and Responsibilities

4.1 Trustees

Trustees will:

- ensure the Academy has an effective Behaviour Policy;
- support leaders in maintaining high expectations;
- ensure the policy does not unlawfully discriminate;
- monitor behaviour, suspension and permanent exclusion information;
- consider behaviour information relating to vulnerable groups and protected characteristics;
- ensure appropriate arrangements are in place for students with SEND;
- ensure the policy is published;
- provide appropriate strategic challenge and oversight.

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4.2 Headteacher

The Headteacher has overall responsibility for:

- establishing and maintaining the Academy's behaviour culture;
- determining the Academy's behaviour expectations;
- ensuring this policy is implemented consistently;
- ensuring staff understand the behaviour system;
- determining appropriate disciplinary sanctions;
- ensuring appropriate support is available;
- making decisions regarding suspension and permanent exclusion;
- ensuring behaviour systems meet statutory requirements;
- reporting appropriately to Trustees.

4.3 Deputy Headteacher – Behaviour and Attitudes

The Deputy Headteacher responsible for Behaviour and Attitudes will:

- lead behaviour strategically across the Academy;
- oversee implementation of the behaviour system;
- monitor consistency;
- support staff in maintaining high expectations;
- analyse behaviour data;
- identify patterns and trends;
- oversee serious and persistent behaviour concerns;
- work closely with Heads of Year, pastoral staff, the SENDCO and DSL;
- oversee targeted behaviour intervention;
- ensure appropriate parental communication;
- evaluate the impact of interventions;
- support reintegration following significant sanctions;
- report to the Headteacher and Trustees as appropriate.

4.4 Heads of Year and Pastoral Staff

Pastoral staff will:

- support students experiencing behavioural difficulties;
- respond to serious or persistent concerns;

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- work with families;
- investigate incidents where appropriate;
- implement targeted interventions;
- monitor behaviour patterns;
- work with safeguarding and SEND staff;
- support reintegration;
- provide additional intervention where classroom strategies have not been successful.

Pastoral staff support the behaviour system but do not replace the responsibility of classroom teachers to manage behaviour within their lessons.

4.5 Teachers

Teachers are responsible for creating and maintaining a calm and purposeful classroom.

Teachers will:

- explicitly teach and model expected behaviour;
- establish predictable routines;
- build positive relationships;
- apply the Academy behaviour system consistently;
- challenge poor behaviour;
- recognise positive behaviour;
- implement appropriate classroom sanctions;
- hold restorative or corrective conversations where appropriate;
- record behaviour accurately on Bromcom;
- contact parents/carers where required;
- seek support when behaviour becomes persistent or serious;
- make appropriate reasonable adjustments;
- raise safeguarding concerns through CPOMS.

Classroom behaviour is initially the responsibility of the classroom teacher.

Pastoral and senior staff will provide support and escalation where appropriate.

4.6 All Staff

All staff will:

- model the Academy's 4 Rs;

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- maintain high expectations;
- apply Academy routines consistently;
- challenge inappropriate behaviour and language;
- never ignore bullying, discrimination, harassment or harmful behaviour;
- recognise that changes in behaviour may indicate a safeguarding concern;
- make appropriate reasonable adjustments;
- record behaviour and safeguarding information accurately;
- build respectful relationships with students.

4.7 Students

Students are responsible for:

- their behaviour;
- following reasonable instructions;
- allowing others to learn;
- treating others with respect;
- attending lessons punctually;
- bringing appropriate equipment;
- wearing the correct Academy uniform;
- moving calmly around the Academy;
- respecting property;
- following the Academy's mobile phone rules;
- accepting consequences when behaviour falls below expectations;
- reporting bullying, abuse or unsafe behaviour.

4.8 Parents and Carers

Parents/carers are expected to:

- support the Academy's behaviour expectations;
- reinforce expectations at home;
- ensure their child understands the behaviour system;
- work constructively with Academy staff;
- attend meetings where appropriate;
- inform the Academy of circumstances which may affect behaviour;

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- support consequences imposed in accordance with this policy;
- communicate respectfully with Academy staff.

5. Behaviour Expectations

Students are expected to:

Be Respectful

- follow reasonable instructions;
- speak respectfully;
- respect differences;
- respect staff and other students;
- respect Academy property and the wider community.

Be Resilient

- respond positively to challenge;
- learn from mistakes;
- accept appropriate correction;
- continue trying when learning is difficult.

Be Resourceful

- arrive prepared;
- bring required equipment;
- participate positively;
- seek appropriate help when required.

Be Responsible

- take responsibility for behaviour;
- attend regularly and punctually;
- complete work;
- follow Academy rules;
- report concerns;
- make safe choices.

6. The Behaviour Curriculum

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Expected behaviour will be explicitly taught rather than assumed.

Students will be taught:

- classroom routines;
- corridor expectations;
- social-time expectations;
- expectations for assemblies;
- how to enter and leave lessons;
- how to respond to staff instructions;
- appropriate use of technology;
- expectations when travelling to and from the Academy;
- respectful relationships;
- how to report concerns;
- how the C1–C5 system operates.

Expectations will be revisited regularly through lessons, tutor time, assemblies, PSHE/RSHE, staff modelling and targeted intervention.

Reasonable adjustments will be made where appropriate.

7. Recognition and Rewards

Positive behaviour should be noticed, acknowledged and celebrated.

Recognition may include:

- verbal praise;
- positive points/house points;
- positive communication home;
- certificates;
- postcards;
- tutor recognition;
- year-group recognition;
- positions of responsibility;
- rewards and activities;
- celebration assemblies.

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Staff should recognise effort, improvement, resilience, kindness, contribution, academic engagement and demonstration of the 4 Rs.

8. CYA Behaviour System

The Academy operates a clear staged behaviour system:

Warning

Where behaviour first falls below expectations, students will normally receive a clear verbal warning.

The member of staff will identify the behaviour, remind the student of the expectation and provide an opportunity for the student to correct their behaviour.

A warning is an opportunity to make a positive choice.

C1 – Teacher Intervention

Where behaviour continues following a warning, a **C1** will be issued.

The teacher will:

- clearly identify the unacceptable behaviour;
- remind the student of the expected behaviour;
- record the C1 where required;
- speak to the student appropriately regarding their behaviour.

The purpose of C1 is early intervention and correction.

C2 – Class Teacher Detention

Where behaviour continues or escalates, a **C2** will be issued.

C2 results in a **class teacher detention**.

The teacher will:

- record the C2 on Bromcom;
- hold the detention;
- discuss the behaviour with the student;
- reinforce expectations;
- consider whether any additional classroom intervention is required.

C3 – Lunchtime Detention

Further escalation will result in a **C3**.

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C3 results in a **lunchtime detention** and will be recorded on Bromcom.

Where a student receives **more than three C3 incidents within one week, the relevant teacher will contact home** to discuss the emerging pattern of behaviour and required improvement.

Persistent C3 behaviour may also result in additional pastoral intervention.

C4 – After-School Detention

A **C4** may be issued for:

- escalation through the behaviour system;
- more serious behaviour;
- truancy;
- refusal to follow reasonable instructions;
- other behaviour judged to warrant an after-school detention.

C4 results in an **after-school detention**.

The incident will be recorded on Bromcom and the relevant teacher will make appropriate parental contact.

When determining arrangements for after-school detention, the Academy will consider the student's individual circumstances and safe travel home.

C5 – Removal/Isolation

A **C5** represents serious behaviour or significant escalation.

C5 may be issued for:

- serious unacceptable behaviour;
- persistent refusal;
- serious disruption;
- escalation following C4;
- behaviour presenting a safety concern;
- serious aggression;
- serious defiance;
- behaviour requiring removal from the normal Academy environment.

C5 will normally result in the student spending an appropriate period in the Academy's designated removal/isolation provision.

Pastoral staff will:

- record the incident appropriately;
- contact parents/carers;

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- consider support required;
- consider whether safeguarding or SEND needs contributed;
- establish arrangements for reintegration where appropriate.

9. Serious Incidents and Bypassing the Behaviour Stages

The C1–C5 system does **not** mean that every incident must progress sequentially through each stage.

Serious behaviour may result in an immediate **C4, C5, suspension or consideration of permanent exclusion**, depending upon the individual circumstances.

Examples may include:

- physical assault;
- serious aggression;
- threatening behaviour;
- discriminatory abuse;
- serious bullying;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- possession of prohibited items;
- drugs or alcohol;
- weapons;
- serious damage;
- theft;
- serious online abuse;
- persistent or serious defiance;
- behaviour creating a significant risk to safety.

The response will be determined according to the circumstances of each case.

10. Truancy

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Students must attend every timetabled lesson.

Deliberately failing to attend a lesson without permission is **truancy**.

Truancy will normally result in a C4.

Where a student refuses to attend or return to the lesson, leaves the Academy site, repeatedly truants or escalates their behaviour, a **C5 or more serious sanction may be appropriate**.

Truancy will also be considered within the Academy's Attendance Policy.

Where truancy forms part of a wider pattern or raises concern regarding a student's welfare, safeguarding procedures will be followed.

11. Safeguarding and Behaviour

Behaviour and safeguarding are closely connected.

Staff should consider whether behaviour may indicate:

- abuse;
- neglect;
- exploitation;
- bullying;
- child-on-child abuse;
- harmful sexual behaviour;
- domestic abuse;
- online harm;
- mental health difficulties;
- SEND;
- difficulties within the home;
- other vulnerabilities.

A behaviour incident must not be managed solely through the behaviour system where there is reason to believe a safeguarding concern exists.

Safeguarding concerns must be recorded on CPOMS and referred to the DSL/Deputy DSL in accordance with the Child Protection and Safeguarding Policy.

Behaviour consequences may still be appropriate alongside safeguarding action.

12. Child-on-Child Abuse

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The Academy adopts a zero-tolerance approach to child-on-child abuse.

This includes:

- bullying and cyberbullying;
- physical abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- prejudice-based and discriminatory abuse;
- abusive or harassing online behaviour;
- consensual or non-consensual sharing of nude or semi-nude images;
- AI-generated or manipulated sexual imagery;
- misogynistic or misandrist abuse;
- upskirting;
- initiation/hazing-type behaviour.

Such behaviour will never be dismissed as:

- "banter";
- "just having a laugh";
- "boys being boys";
- "part of growing up".

Where child-on-child abuse is suspected, safeguarding procedures will take precedence.

The DSL will determine the appropriate safeguarding response.

Behaviour sanctions may be applied alongside safeguarding intervention where appropriate.

13. Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

Sexual harassment and sexual violence are never acceptable.

Examples include:

- unwanted sexual comments;
- sexualised insults;
- sexual jokes;
- sexualised name-calling;

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- unwanted touching;
- sexualised online behaviour;
- displaying or sharing sexual material;
- coercion;
- sexual violence;
- making, altering or sharing nude or semi-nude images;
- AI-generated sexualised imagery or deepfakes.

Reports will be handled sensitively and in accordance with KCSIE and the Academy's Child Protection and Safeguarding Policy.

The wishes and feelings of the child affected will be considered alongside the Academy's safeguarding responsibilities.

Staff will use language appropriate to the circumstances and avoid unnecessarily labelling children.

14. Discrimination and Derogatory Language

The Academy will challenge discriminatory and derogatory behaviour.

This includes:

- racism;
- sexism;
- misogyny;
- misandry;
- homophobia;
- biphobia;
- transphobia;
- ableism;
- religious discrimination;
- discriminatory behaviour relating to SEND;
- discriminatory behaviour relating to any protected characteristic.

Staff will not ignore discriminatory language because it is presented as a joke or banter.

Incidents will be recorded and monitored.

Safeguarding procedures will be followed where appropriate.

15. SEND and Reasonable Adjustments

The Academy recognises that behaviour must be considered in the context of a student's individual needs.

The Academy will comply with its duties under the Equality Act 2010 and Children and Families Act 2014.

Where appropriate, staff will consider:

- whether SEND contributed to the behaviour;
- whether reasonable adjustments were in place;
- whether further adjustments are required;
- communication needs;
- sensory needs;
- emotional regulation;
- cognition and learning;
- environmental triggers;
- whether additional assessment is required.

Reasonable adjustments may include:

- adapted instructions;
- movement breaks;
- seating arrangements;
- sensory support;
- modified routines;
- additional preparation for transitions;
- access to a trusted adult;
- reasonable uniform adjustments;
- individual behaviour support.

Reasonable adjustment does not mean the absence of boundaries or expectations.

Students with SEND remain entitled to a calm and safe learning environment, as do their peers.

Where behaviour becomes persistent, the Academy will use a graduated approach of:

16. Social, Emotional and Mental Health Needs

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The Academy recognises that persistent or sudden changes in behaviour may indicate social, emotional or mental health needs.

Where concerns arise, the Academy may:

- speak with the student;
- contact parents/carers;
- involve pastoral staff;
- involve the SENDCO;
- involve the DSL;
- implement targeted support;
- seek external advice;
- consider Family Help or other multi-agency support.

Mental health needs will be considered alongside appropriate expectations and boundaries.

17. Early Intervention and Additional Support

Where a pattern of poor behaviour develops, intervention may include:

- teacher intervention;
- parental contact;
- tutor intervention;
- Head of Year support;
- mentoring;
- report cards;
- behaviour support plans;
- Pastoral Support Plans (PSPs);
- SEND assessment/support;
- pastoral intervention;
- Early Help/Family Help;
- external-agency involvement;
- alternative provision;
- managed moves where appropriate;
- multi-agency support.

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Intervention will be reviewed to determine whether it is improving behaviour and whether further or different support is required.

18. Removal from the Classroom

Removal is a serious sanction and will be used where necessary to:

- restore order following significant disruption;
- maintain safety;
- enable education to continue;
- provide an appropriate environment following serious behaviour.

Students removed from lessons will be supervised in an appropriate Academy space and provided with meaningful education.

Removal will not be used simply because a student requires additional support.

The Academy will consider:

- duration;
- frequency;
- reason;
- SEND;
- safeguarding;
- education provided;
- reintegration.

Parents/carers will be informed where appropriate.

Repeated removal will trigger consideration of whether additional support is required.

19. Isolation/C5 Provision

Students placed in C5/isolation will:

- be appropriately supervised;
- complete appropriate academic work;
- have access to food, drink and toilet facilities;
- receive appropriate reasonable adjustments;
- have safeguarding needs considered.

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The length of placement will be proportionate to the circumstances.

Where appropriate, reintegration arrangements will be established before the student returns fully to lessons.

20. Reintegration

Following significant sanctions, removal, suspension or periods of alternative provision, the Academy may hold a reintegration meeting.

This may involve the student, parent/carer, Head of Year, pastoral staff, SENDCO, DSL, senior leaders and external professionals where appropriate.

The purpose is to:

- review what happened;
- re-establish expectations;
- identify support;
- reduce recurrence;
- support a successful return.

Reintegration should be constructive and forward-looking.

21. Detentions

The Academy may use detention as a disciplinary sanction.

Parental consent is not required for a lawful detention.

The Academy will ensure detention is:

- reasonable;
- proportionate;
- appropriately supervised;
- considerate of individual circumstances.

For lunchtime detention, students will be provided reasonable time to eat, drink and use the toilet.

When considering an after-school detention, staff will consider:

- safeguarding concerns;
- SEND;
- medical appointments;
- caring responsibilities;

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- safe travel arrangements.

The Academy will communicate after-school detention arrangements to parents/carers in accordance with Academy procedures.

22. Mobile Phones and Personal Interactive Devices

Caistor Yarborough Academy is a mobile-phone-free environment throughout the Academy day.

Students may bring a mobile phone to the Academy where required for travel or communication outside the Academy day. However, from arrival until the end of the Academy day:

Mobile phones must be switched off, stored securely and remain unseen and unused.

This expectation applies during:

- lessons;
- tutor time;
- assemblies;
- lesson changeover;
- break;
- lunchtime;
- all other parts of the Academy Day.

The expectation also applies, where determined by the Academy, to smartwatches and other personal interactive communication devices.

If a device is seen or used without permission, it will be confiscated in accordance with Academy procedures.

Repeated breaches may result in additional sanctions and/or a requirement for a parent/carers to collect the device.

Parents/carers should not contact students directly on their mobile phone during the Academy day. Urgent messages should be communicated through the Academy.

Reasonable adjustments or individual exceptions will be made where required, including where necessary because of disability, SEND or a medical condition.

Any agreed exception will normally specify when, where and for what purpose the device may be used.

23. Smoking, Vaping, Alcohol and Drugs

Smoking and vaping are prohibited on Academy premises.

Students must not possess, use, supply or distribute:

- cigarettes;

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- tobacco;
- vapes/e-cigarettes;
- nicotine products;
- alcohol;
- illegal drugs;
- psychoactive substances;
- drug-related paraphernalia.

Incidents will be dealt with in accordance with the Academy's behaviour and safeguarding procedures.

Where possession or use raises concerns about exploitation, substance misuse or wider safeguarding issues, the DSL will be informed.

24. Prohibited Items

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any item that has been or is likely to be used to commit an offence, cause injury or damage property;
- other items prohibited under Academy rules.

Academy-prohibited items additionally include:

- vapes/e-cigarettes;
- lighters;
- aerosols where prohibited;
- psychoactive substances;
- other items identified as posing a risk to safety or good order.

25. Searching, Screening and Confiscation

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Searching will be conducted in accordance with current DfE Searching, Screening and Confiscation guidance.

The Headteacher and members of staff authorised by the Headteacher may carry out searches where lawful and appropriate.

Staff will normally seek the student's cooperation before conducting a search.

However, authorised staff have statutory powers to search for certain prohibited items without consent where the legal requirements are met.

Searches will:

- be justified;
- be proportionate;
- consider the student's age and needs;
- consider SEND;
- consider safeguarding;
- preserve dignity;
- comply with statutory requirements concerning the person conducting the search and any witness.

Parents/carers will be informed where required.

Searches for prohibited items and their outcomes will be recorded in accordance with Academy procedures.

Where a search gives rise to a safeguarding concern, the DSL will be informed.

Items may be confiscated, retained, disposed of or passed to the police in accordance with law and current DfE guidance.

26. Restrictive Intervention and the Use of Reasonable Force

Caistor Yarborough Academy follows current Department for Education guidance on Restrictive Interventions, including the Use of Reasonable Force, in Schools.

The Academy's primary approach is prevention and de-escalation. Staff should seek to prevent situations escalating wherever reasonably possible through positive relationships, calm communication, clear expectations, early intervention and appropriate support.

Physical intervention is not a routine behaviour-management strategy at Caistor Yarborough Academy.

The Academy does not currently operate a Team Teach-trained restraint team. Staff are therefore not expected to routinely undertake planned physical restraint as part of the Academy's behaviour system.

The absence of Team Teach training does not, however, remove the lawful power of school staff to use reasonable force where it is necessary and appropriate in an immediate situation.

There may be exceptional circumstances in which reasonable force is required in order to prevent a student from:

- harming themselves;

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- harming another person;
- committing an offence;
- causing serious damage to property; or
- causing serious disorder.

Any use of force must be lawful, necessary, reasonable and proportionate to the circumstances.

No more force should be used than is necessary and it should be used for no longer than is necessary.

Wherever reasonably possible, staff should:

- use de-escalation before physical intervention;
- seek support from additional staff or senior leaders;
- remove other students from the immediate area where appropriate;
- give clear and calm instructions;
- allow appropriate processing time;
- consider the student's individual circumstances;
- consider SEND, disability, medical needs, communication needs and known vulnerabilities;
- use the minimum intervention necessary to maintain safety.

Restrictive intervention must never be used as a punishment.

It should not be used simply to secure compliance where there is no lawful justification for physical intervention.

Recording and reviewing incidents

Any incident involving the use of reasonable force or restrictive intervention will be recorded as soon as practicable in accordance with Academy procedures.

An appropriate senior leader will review the incident, considering:

- the circumstances leading to the incident;
- the risks present;
- de-escalation strategies used or considered;
- the nature and duration of the intervention;
- whether the intervention was reasonable and proportionate;
- whether any injuries occurred;
- the student's individual needs;
- SEND, disability, medical or communication needs;
- whether further support is required;

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- whether changes are required to an existing plan;
- whether the incident raises a safeguarding concern.

Parents/carers will be informed in accordance with Academy procedures and current statutory guidance.

Where an incident raises a safeguarding concern, the DSL or Deputy DSL must be informed and the Academy's Child Protection and Safeguarding Policy followed.

Foreseeable or recurrent risk

Where a student is known to present behaviour which creates a foreseeable risk that restrictive intervention may be required, the Academy will consider an individual support and/or risk-reduction plan.

This may involve:

- the student;
- parents/carers;
- SENDCO;
- DSL;
- pastoral staff;
- senior leaders;
- relevant external professionals.

The purpose of the plan will be to identify triggers, preventative strategies, reasonable adjustments, de-escalation approaches and appropriate responses to reduce the likelihood that physical intervention will be required.

27. De-escalation

Staff should seek to prevent escalation wherever reasonably possible.

Strategies may include:

- calm communication;
- clear and simple instructions;
- allowing appropriate personal space;
- avoiding unnecessary confrontation;
- allowing appropriate processing time;
- offering clear choices;
- reducing the audience;
- acknowledging emotion without accepting unacceptable behaviour;
- providing an appropriate route back to expected behaviour;

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- seeking additional or senior staff support at an early stage where appropriate.

De-escalation does not mean ignoring or excusing unacceptable behaviour.

De-escalation and early intervention are the Academy's primary approaches to heightened behaviour.

Staff should seek additional or senior staff support at an early stage where there is an increased risk of harm.

Physical intervention is not a routine behaviour-management strategy at Caistor Yarborough Academy.

28. Behaviour Outside the Academy

The Academy may sanction behaviour outside Academy premises where it is reasonable to do so.

This may include behaviour when a student is:

- travelling to or from the Academy;
- wearing Academy uniform;
- taking part in an Academy activity;
- otherwise identifiable as a CYA student.

The Academy may also respond to behaviour outside school, including online behaviour, where it:

- poses a threat to another student;
- poses a threat to staff or members of the public;
- could adversely affect the reputation of the Academy;
- disrupts the orderly running of the Academy;
- affects the safety or wellbeing of members of the Academy community.

Safeguarding concerns will be managed under the Child Protection and Safeguarding Policy.

29. Online Behaviour

Students are expected to behave responsibly online.

The Academy may respond to online behaviour including:

- bullying;
- threats;
- harassment;
- discriminatory abuse;
- impersonation;
- sharing harmful content;

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- sharing images without consent;
- sexual harassment;
- AI-generated or manipulated harmful content;
- behaviour which creates disruption within the Academy.

Online incidents may result in both safeguarding action and behaviour consequences.

30. Suspension and Permanent Exclusion

Suspension and permanent exclusion sit **outside the Academy's C1–C5 behaviour pathway**.

The Headteacher may suspend a student in response to serious or persistent breaches of the Behaviour Policy where this is considered appropriate.

A serious incident may result in suspension without a student having progressed through the C1–C5 pathway.

Permanent exclusion may be considered in circumstances permitted by current statutory guidance.

Decisions regarding suspension and permanent exclusion will always be made on the individual circumstances of the case and will be lawful, reasonable, fair and proportionate.

There is no automatic number of C4s, C5s or suspensions which results in permanent exclusion.

All suspensions and permanent exclusions will be managed in accordance with the Academy's separate Suspension and Permanent Exclusion Policy and current Department for Education statutory guidance.

31. Alternative Provision, Off-Site Direction and Managed Moves

Alternative provision may be used where it is appropriate to:

- support a student's education;
- improve behaviour;
- provide specialist intervention;
- prevent exclusion;
- meet identified needs.

Where a student is directed off-site for the purpose of improving behaviour, the Academy will follow statutory requirements and current DfE guidance.

Arrangements will:

- have clear objectives;
- be kept under review;
- consider safeguarding;

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- consider SEND;
- monitor attendance;
- monitor educational progress;
- consider whether the placement continues to benefit the student.

Managed moves may be considered where appropriate and will be undertaken with the necessary agreement and in accordance with DfE guidance.

Alternative provision will not be used as an unlawful informal exclusion.

32. Supporting Staff

The Academy recognises that staff are entitled to work in a safe environment.

Threatening, abusive, discriminatory or violent behaviour towards staff will not be tolerated.

Where staff experience serious behaviour, leaders will:

- respond promptly;
- consider staff welfare;
- provide appropriate support;
- investigate appropriately;
- consider safeguarding and health and safety;
- involve external agencies or police where appropriate;
- monitor repeated patterns.

Staff should report concerns regarding intimidation, harassment or abuse, including online abuse.

33. Recording Behaviour

Bromcom will be used to record behaviour incidents and sanctions in accordance with Academy procedures.

CPOMS will be used where an incident raises a safeguarding concern.

Some incidents may appropriately require recording on **both systems**.

Records should be:

- factual;
- timely;
- proportionate;
- clear;

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- professional.

Staff should distinguish between fact, professional judgement and information reported by others.

34. Behaviour Data and Evaluation

The Academy will monitor behaviour information including:

- C1–C5 incidents;
- detentions;
- removals;
- isolation;
- suspensions;
- permanent exclusions;
- bullying;
- discriminatory incidents;
- child-on-child abuse;
- harmful sexual behaviour;
- searches and confiscations;
- use of restrictive interventions;
- off-site direction and alternative provision;
- repeat incidents.

Behaviour information will be considered alongside relevant:

- attendance data;
- safeguarding/CPOMS information;
- SEND information;
- pastoral information;
- student voice;
- staff voice;
- parent/carers information.

Data will be analysed to identify:

- individual students requiring support;
- repeated behaviour;

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- patterns by lesson, subject, time or location;
- vulnerable groups;
- disproportionality;
- emerging safeguarding concerns;
- effectiveness of interventions;
- consistency in application of the behaviour system.

Behaviour information will also be considered in relation to protected characteristics and SEND to identify potential disproportionality.

Relevant information will be reported to the Headteacher and Trustees.

35. Complaints

Concerns regarding the application of this policy should normally be raised with the Academy in the first instance.

Complaints will be managed in accordance with the Academy's Complaints Policy.

A complaint about a behaviour sanction does not automatically result in the sanction being suspended or removed.

Separate statutory arrangements apply to suspensions and permanent exclusions.

36. Monitoring and Review

This policy will be reviewed at least annually.

Earlier review may take place where:

- statutory guidance changes;
- legislation changes;
- safeguarding guidance changes;
- behaviour systems change;
- monitoring identifies a need for amendment.

The Academy will seek appropriate feedback from students, staff and parents/carers when evaluating its behaviour culture and procedures.

37. CYA Behaviour Summary

The Academy's approach can be summarised as:

Teach it.

Students are explicitly taught what good behaviour looks like.

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Notice it.

Positive behaviour is recognised and celebrated.

Challenge it.

Poor behaviour is addressed rather than ignored.

Own it.

Staff take responsibility for behaviour within their role and students take responsibility for their choices.

Record it.

Behaviour is recorded accurately so patterns can be identified.

Support it.

Where behaviour indicates additional need, appropriate support is provided.

Safeguard it.

Where behaviour may indicate harm or vulnerability, safeguarding procedures are followed.

Follow it through.

Consequences are predictable, proportionate and consistently applied.

Our Commitment

Every student has the right to learn.

Every member of staff has the right to teach and work safely.

Every member of the Academy community has the right to be treated with dignity and respect.

At Caistor Yarborough Academy we will maintain:

High expectations.

Clear boundaries.

Consistent consequences.

Appropriate support.

Strong relationships.

All underpinned by our 4 Rs:

Respectful. Resilient. Resourceful. Responsible.