



BEHAVIOUR POLICY

MISSION STATEMENT

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

AIMS

To ensure that the academy has a whole-school approach to meeting the needs of students by involving all staff in actively addressing the individual needs of the students in order to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for their own behaviour
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others
- develop a respect for property and the environment in which we all work

OBJECTIVES

We intend to:

- provide effective teaching and learning which supports and encourages students positive behaviour and attitudes to learning
- raise and develop staff awareness of individual behaviour needs
- provide staff with strategies to meet individual behaviour needs
- provide students with strategies and appropriate programmes to address their individual behaviour needs
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities.

PRINCIPLES – The Academy aims to:

- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- assist students to develop social skills, to become responsible and well-adjusted people willing and able to contribute to a caring society
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others (see Appendix A)
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and appropriate outside agencies

PRACTICE

Code of Conduct for students:

- Everyone should behave in a manner which shows respect.
- Respect for others
- Respect for school
- Respect for self

PROCEDURES

At the academy we have certain expectations of our students. We expect our students to arrive at school and at their lessons on time. We expect them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment. We expect them to be in uniform as specified in our uniform policy/prospectus. We expect them to behave in an appropriate manner and display a positive attitude towards their work.

The academy has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations of both staff and students
- effective communication

The following procedures are clearly linked with the SEN Code of Practice, IEPs and PSPs and other relevant policies.

REWARDS

The academy considers the use of rewards as a key part of the behaviour management strategies used by the academy. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the academy and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community.

A reward can take many forms:

- spoken praise
- written praise, eg comment on work, in Student Planner
- achievement points
- comments on report
- certificates
- positive contact with home, eg phone call, letter, postcards at KS4
- outstanding attendance

Rewards assemblies take place at the end of each term. On a half-termly basis Heads of Year will ensure that all appropriate certificates and tangible rewards are given to students at appropriate times.

An annual achievement evening in the Summer Term recognises pupil progress and outstanding academic and whole school performance.

DEALING WITH INAPPROPRIATE BEHAVIOUR

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school. Further support is available through curriculum areas, the 'On-call' system, Heads of Year and Senior Managers.

Sanctions

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need a set of sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include:

- rebuke
- asking students to move places
- organised seating plans
- removing a student from a lesson to discuss an incident
- a short 'cooling off' time outside the classroom with the expectation that the student re-joins the lesson
- making good damage and removing mess caused by the student
- confiscation of articles from the student

Serious disruption may require the involvement of the Subject leader or the use of the 'On Call' system when appropriate. If either of these are employed the student may be removed from the class to work in isolation or at the back of another class.

Reports

The academy has a sequenced reporting system made up of Head of Year reports, Senior Leadership Reports and Post Exclusion Reports. All reports follow the same format and require the student 'on report' to discuss their report with the relevant member of staff at the end of each day and to share their report and the progress they are making with their parents. When placed on report the targets for improvement are identified and recorded on the report to ensure the student is aware of the expectations set.

Students 'on Head of Year report' will be identified by the Head of Year and their progress discussed on a regular basis. In all cases the care of the report is the responsibility of the student.

In addition to the pastoral reports the school also operates subject area reports. These reports are different to the pastoral reports as they only refer to targets within a specific subject area and track progress over the subject lessons. These reports are completed by the subject teacher each lesson and monitored weekly by the subject leader. It is the responsibility of the subject leader to inform Heads of Year and tutors when a student is placed on this report.

Detentions

Detentions may be set before or after school, at lunchtimes, on teacher INSET days and at weekends. For any period lasting longer than 10 minutes, written notice (via student planner) should be given at least 24 hours in advance. Parents/carers of the student are informed by text and/or letter.

Academy Isolation

A student can be placed in Academy Isolation if it is judged appropriate to place a student in isolation from his/her peers for a fixed period of time. Student referrals are

made by Heads of House and Subject Leaders to the member of the Senior Leadership Team on call.

Students are expected to work in silence and adhere to the isolation room protocol. Students spend break and lunchtime in the Academy Isolation room and also have to complete a two hour detention if referred to the isolation room.

Exclusions

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. It may be necessary to exclude students who, despite high levels of support, encouragement and a range of provision, seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and or learning of others. Permanent exclusions will only be carried out when other strategies have failed or the incident is of a particularly serious nature. In all cases of exclusion, either fixed period or permanent, the school will work in line with DfE guidelines. The exclusion will be at the discretion of the Headteacher or another member of the Senior Leadership Team in his absence. A re-admission meeting will be arranged for the student and his/her parents following any exclusion. This will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future.

Substance abuse/dangerous weapons

All substances or dangerous weapons eg alcohol, solvents, drugs, weapons etc will be confiscated immediately and not returned to students. Relevant action will be taken in respect of the student which will be dependent on the nature of the substance/dangerous weapon and the action taken by the student.

Staff Authority

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of 'time-out' and exclusions. All other adults working in the academy are part of our behaviour management systems and deserve equal respect from the students. Consequently all staff can make referrals for school sanctions through their line manager or relevant classroom staff.

LEVEL OF SANCTION

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in 'time-out' or exclusion. Unless there are very exceptional circumstances, any student verbally abusing, intimidating or assaulting a member of staff will be excluded. If a student repeats inappropriate behaviour or persistently disrupts others' learning the seriousness of the sanction will, under normal circumstances, increase.

EDUCATION AND INSPECTIONS ACT 2006

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school when on school events, when travelling to and from school or when the students' behaviour seriously undermines the authority or reputation of the school.

School staff now have the legal right to confiscate articles from students, to search students for offensive weapons, to use reasonable forces of restraint, and can issue detentions. Further details of this Act can be found on the DfE website at www.dfes.gov.uk.

POLICE INVOLVEMENT

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police. CCTV footage of safety concerns obtained from buses and trams can be viewed by Senior teachers of the school.

CHILD PROTECTION /SOCIAL SERVICES INVOLVEMENT

The academy has a named person who is responsible for child protection. All child protection concerns are referred directly to the child protection officer who will take relevant action in line with child protection procedures. Where appropriate, the child protection officer will inform Heads of Year of the issues. Contact with Social Services is made by the Child Protection Officer, Designated Safeguarding Lead or relevant member of the SLT.

PARTNERSHIP WITH PARENTS

The academy aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour. The academy welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the problem solving in relation to students who are experiencing difficulties. The academy encourages staff to make contact with parents, if relevant, and this includes contact of a positive nature as well as when support is required in solving problems. All contact with home should be in line with school policy.

EQUAL OPPORTUNITIES

The academy aims to ensure that equal opportunities are provided for all students. The behaviour management programmes and support aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

REVIEW OF THE POLICY

This policy will be reviewed regularly. All relevant parties will be involved in this review.

ANTI-BULLYING PROCEDURES (Appendix A)

Bullying is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and is repeated over a period of time.

Some types of bullying are:-

- **Physical** eg hitting, kicking, taking belongings
- **Verbal** eg name calling, insulting, making racist or homophobic remarks
- **Written** eg threatening or embarrassing notes or graffiti
- **Social** eg spreading rumours, excluding from groups
- **Cyber** eg the use of mobile phones or the internet. It may include threats or name-calling via internet chat rooms, web pages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities

Reporting and responding to bullying

The academy has clear and well publicised systems to report bullying for the whole school community (including staff, parents, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All reported incidents will be taken seriously and investigated thoroughly involving all relevant parties.

Students

Students should report instances of bullying (directed at themselves or anyone else) to any member of staff but ordinarily this would be the Form Tutor initially and/ or the Head of Year. If none of these are available at the time, or if it is easier to do so, students can report the issue directly to the staff in the Student Centre who will ensure that the information is passed onto the appropriate member of staff.

Parents

Concerns about bullying should be referred directly to the student's Head of Year either by telephone call, email or by a pre-arranged meeting.

Staff

If you suspect or have any evidence to suggest that a student may be being bullied, you should refer the matter directly to the appropriate Head of Year as a matter of urgency.

Responses/ Sanctions

Depending on the evidence that is provided and the nature of the incident(s) the school may take any of the following steps:

- Child spoken to by member of staff
- Specific warning issued
- Parents of perpetrator(s) contacted/ made aware
- Targeted Mentoring Programme
- Detention(s)
- Student placed "on-report"
- Break/ lunchtime isolation
- Academy Isolation
- Exclusion