

Behaviour Policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as but not exclusive to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Defiant behaviour
- Swearing or inappropriate language
- Refusal to follow instructions from any adult
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as but not exclusive to:

- Repeated breaches of the school rules
- Persistent deliberate defiance
- Any form of bullying
- Sexual harassment which is unwanted conduct of a sexual nature such as comments, sexual jokes, taunting including online abuse
- Sexual assault or violence, which is any unwanted intentional sexual touching
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic or Transphobic	Homophobic/Transphobic taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

Where an incident of peer on peer abuse occurs we may follow a risk assessment to inform the how the steps and whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Principal

The principal is responsible for reviewing and approving this behaviour policy.

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

5.3 Staff

Staff are responsible for:

- Follow expectations agreed in the Home School Agreement
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in an appropriate and timely manner using Go4Schools

The senior and middle leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Follow expectations agreed to in the Home School Agreement
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor, class teacher, student welfare officer or progress leader, promptly

6. Pupil code of conduct

Pupils are expected to:

- Follow expectations agreed in the Home School Agreement
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow our agreed ERA Expectations and be "Ready to Learn"
 - **Mobile Phones** and headphones/ear pods are not allowed to be used on site between the hours of 8:40 and 3pm
 - **Focused Classrooms** enter classrooms calmly and quietly and never speak when a teacher is talking

- **Equipment** ensure that you have all necessary equipment for success this includes stationary, DEAR book and PE equipment
- **Uniform** - full school uniform must be worn
- **Environment** respect equipment, furniture, dispose of litter in bins and move around the site in a calm manner

Uniform

Uniform is:

- Grey formal tailored trousers or grey knee length tailored skirt
- Grey Academy blazer and tie
- Black formal shoes
- One ear stud per ear and no rings
- Naturally coloured hair

Uniform Expectations

- Students may remove their blazers without permission once they enter the classroom, however these are expected to be either hung on the back of their chair or on a hook in the classroom. They are expected to wear their blazer at all other times as they move around the academy.
- Piercings other than a single pair of stud earrings must be removed. Failure to do so may result in Internal Isolation
- Hooded tops of any description are not allowed to be worn in any circumstance and outdoor coats cannot be worn in classrooms

7. Rewards and sanctions

7.1 List of rewards and sanctions

The academy supports high standards of teaching in the classroom and behaviour around the academy. This is achieved through positive encouragement and reward. Rewards in the form of Excellent, Resilience or Aspiration (ERA) Points. The points are used to motivate students to aim for high standards in their academic or personal development. ERA Points are given for attendance, class and homework, contributing to the academy as a community and helping others.

All academy staff can issue ERA Points and students receive rewards as they earn points.

10 points	Tutor congratulations in tutor time
30 points	Tutor text home & ERA Eraser
50 points	Bronze Postcard, text home & ERA Ruler
70 points	Text home & ERA Pencil
100 points	Text Home & ERA Pen
100 Excellence points 70 Resilient/Aspiration points	Respective Pin for Blazer Eg. 100 Excellent Points entitles you to Excellence Pin and associated benefits
130 points	Silver Postcard "Lunch Fast Pass" and text home
200 points	ERA Water Bottle and text home
300 points	Principal Lunch & ERA Pin
400 points	Voucher Redeemed against school trip, Prom or Amazon
500 points	SLT Gold Postcard and raffle ticket for £50 voucher
For every 100 points after	Raffle ticket for £50 voucher

Students may also receive the following rewards or praise:

- Letters, emails, texts or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class
- Receiving a Behaviour Point (S1-S4)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Internal Isolation
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Fixed Term Exclusion
- Agreeing a behaviour contract
- Agreeing an ERA Learner Engagement contract
- Putting a pupil 'on report'
- Meeting with parents
- Governors Disciplinary Panel
- Managed move to a different school or Alternative Provision
- Permanent Exclusion

We may use the Inclusion Room in response to serious or persistent breaches of this policy

Pupils who do not attend a given detention may be internally isolated in the inclusion room.

Detentions

DETENTION PROCEDURES

All detentions will be recorded on Go 4 Schools if any detentions are not completed they will be escalated to the next level where necessary.

Department Detentions (S1)

- The detention duration will be 20 minutes
- Held at lunch or break time based in the issuing department
- Supervised by department staff on a rota basis
- Held on the same day or following day of issue

Head of Department Detentions (S2)

- The detention duration is 40 minutes long
- Held after school based in a department area
- Supervised by members of the department
- Held at 3pm
- At least 24 hours' notice will be given
- A medical appointment is the only reason for a student not to sit their detention (evidence must be provided)

Academy Detentions (S3)

- The detention duration is 1 hour
- Held after school in the Gymnasium or Training Room
- Supervised by members of the Academy middle and senior leadership on a rota basis
- Held on a Tuesday afternoon at 3pm
- At least 24 hours' notice will be given
- A medical appointment is the only reason for a student not to sit their detention (evidence must be provided).

SLT Detentions (S3/4)

- The detention duration is 2 hours
- Held after school in the SLT area

- Supervised by members of SLT on a rota basis
- Held on a Friday afternoon between 3pm and 5pm
- At least 24 hours' notice will be given
- A medical appointment is the only reason for a student not to sit their detention (evidence must be provided).

7.2 Off-site behaviour

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

7.3 Malicious allegations

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

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

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

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. We also reserve the right to hand confiscated items over to the police if deemed necessary or appropriate.

If we suspect that a student is carrying a prohibited item we reserve the right to search them.

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

Pupil support

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

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

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

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

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

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the principal and governing body annually. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- SEND policy
- Equality & Diversity policy