

# Behaviour Policy

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Applicable to	Students and Staff
Ratified by	School Executive Board
Valid from	November 2023
Review date	November 2024

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## 1. Aims

The purpose of our behaviour policy is to ensure that all stakeholders have knowledge of the behaviour system and follow it to ensure consistency in all areas of Montsaye Academy.

The policy also ensures that students, staff, and parents understand the expectations of Montsaye Academy and that all stakeholders understand students' choices and the consequences of their decisions. The policy also outlines rewards that help make the system effective as we understand the role rewards play in the process of ensuring outstanding behaviour.

Montsaye Academy's key purpose is to ensure the safety, well-being, and success of all our students. To ensure success for all of our students we have a range of interventions in place and we explicitly teach about behaviour, well-being, and social conduct in our curriculum. Poor conduct has consequences for learning which are why we challenge and sanction unacceptable behaviour in all aspects of the academy. High expectations of staff and students make a positive contribution to ensure that we develop aspirational, resilient learners who strive for excellence in all that they do.

Our policy is built around our core values of Excellence, Resilience, and Aspiration and is aimed at supporting our students to exhibit the values we look to develop in them and to reflect when they have breached these values.

Montsaye Academy understands its duties under the Equality Act 2010 regarding the relevant characteristics protected by the act when applying this policy. We also take into account the needs of pupils with special education needs in line with SEND Code of Practice 2015. The academy will also consider its safeguarding policy where appropriate.

## 2. ERA Expectations

In lessons students are expected to follow 3 key expectations:

- ***Follow ALL instructions at the first time of asking.***
- ***Listen whilst the teacher or other student(s) are talking – no talking or making noise.***

- **100% effort when on task.**

If students do not meet these expectations, then a simple system will be implemented:

- Students will be issued with a 'Move'
- If they continue to not meet expectations, then they be 'removed from lesson'

They will be removed from the lesson and taken to the removal room for the remainder of that lesson and have a 20-minute lunchtime detention the following day.

Please note as a reasonable adjustment is in place for K3 and E students (SEN) – who will get a 'correction' before being given a 'Move'.

The escalation of sanctions is as follows:

- 2 removals in a week – Reflection room for the day.
- 5 or more warnings in a week – Reflection room the following day.

If a student fails the removal room they will be placed into the Reflection Room for the remainder of the day.

If a student fails the Reflection Room they will be suspended for the remainder of the day and have two days in Reflection when they return.

If a student refuses the Reflection Room, then they will be suspended for the remainder of the day and have two days in Reflection when they return.

### 3. Implementation of the Policy

Montsaye Academy staff are expected to implement the policy consistently and fairly throughout all aspects of the academy by setting standards that promote positive behaviour.

The policy will be shared with all staff and the Senior Leadership Team will ensure that staff adhere to the policy.

To create a community where all students can flourish and achieve their potential, all students are responsible for meeting certain expectations in all aspects of academy life which does include their time journeying to and from academy.

#### **Excellence**

- Follow all staff instructions the first time of asking, regardless of who that member of staff is.
- Respect the environment and make sure all litter is disposed of thoroughly.
- Listen carefully giving others your full attention without interrupting.
- Arrive on time to the academy and lessons.

#### **Resilience**

- Show mutual respect at all times, treating people in the manner you wish to be treated even if they have not demonstrated that treatment to you.
- Look after your personal possessions and do not mistreat the possession of others.
- Do not give up when you find something difficult.

### **Aspiration**

- Dress smartly in the Montsaye Academy uniform and be proud to represent the academy.
- Dress smartly in the Montsaye Academy PE kit for all PE lessons, clubs, or inter-academy fixtures. Be proud to represent the academy and demonstrate the ERA values.
- Show aspiration by having high expectations of yourself.
- Think about the future and prepare for the available opportunities.

### **Lesson transitions**

Calm, sensible, safe, and polite behaviour is imperative whilst moving around the academy. Students are expected to move in a manner that does not put them or anyone at risk.

Students should not be eating food whilst moving around the academy.

When the fire alarm sounds, all staff and students must make their way to the fire assembly point calmly and sensibly. Once students arrive at the fire assembly point, they should line up in their tutor group in alphabetical order in silence.

### **Café and restaurant**

Students should behave in a calm, polite, respectful manner in the café and restaurant. Students should use the designated seating areas to eat their food and clear up any litter when they have finished.

### **Toilets**

Students have access to the toilets at break and lunchtime. Staff can use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as the exception rather than a rule unless the student has a toilet card which is given out for medical reasons.

Students who are found to have damaged the toilets may be charged and will be sanctioned as vandalism is one of our non-negotiables.

## **4. Statutory Documents**

The 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 students with medical conditions at school](#)

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

In addition, this policy is based on:

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

## 5. 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 and 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:

- Serious or repeated breaches of the academy rules.
- Persistent deliberate defiance.
- Any form of bullying.
- Threatened or actual violence against a pupil or member of staff
- Sexual harassment is unwanted conduct of a sexual nature such as comments, sexual jokes including online abuse.
- Truancy.
- Sexual assault or violence, which is any unwanted intentional sexual touching.
- Vandalism.
- Theft.
- Fighting.
- Smoking/vaping.
- Racist, sexist, homophobic, or discriminatory behaviour.
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
  - Any article a 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 the property of, any person (including the student)

## 6. Bullying

Bullying is a hurtful or unkind behaviour that is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or a group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

**PHYSICAL** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.

**ATTACKING PROPERTY** – such as damaging, stealing, or hiding someone's possessions.

**VERBAL** – such as name-calling, spreading rumours about someone, using derogatory or offensive language, or threatening someone.

**PSYCHOLOGICAL** – such as deliberately excluding or ignoring people.

**CYBER** – such as using text, email, or other social media to write or say hurtful things about someone.

**Bullying behaviours are characterised by the following attributes:**

- The behaviour is repeated
- The behaviour is intentional
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on any of the following things:

- **RACE** (racist bullying)
- **RELIGION OR BELIEF**
- **CULTURE**
- **SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND**
- **GENDER** (sexist bullying)
- **SEXUAL ORIENTATION** (homophobic or biphobic bullying)
- **TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY** (transphobic bullying)
- **SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY**
- **APPEARANCE**
- **RELATED TO HOME OR OTHER PERSONAL SITUATION**
- **RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE**

## **Child on Child Abuse**

**Child-on-child 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 child-on-child 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 academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 7. Roles and responsibilities

### 7.1 The School Executive Board

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

### 7.2 The Principal

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

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

### 7.3 Staff

Staff are responsible for:

- Follow the 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.

### 7.4 Parents

Parents are expected to:

- Follow the expectations agreed to in the Home School Agreement
- Support their child in adhering to the pupil code of conduct
- Inform the academy 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

## 8. Pupil code of conduct

Pupils are expected to:

- Follow the 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 academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside of academy

#### **Mobile Phones/electronic equipment**

- **Mobile Phones** and headphones/ear pods are not allowed to be used on-site between the hours of 8:40am and 3 pm – they will be taken and returned to the student at 3pm. **If a student refuses to hand over their phone they will be placed in reflection for the remainder of the day.**

#### **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 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 inside the academy building.

***If a student does not have the right uniform, they will have two choices offered:***

1. ***Borrow correct Uniform item from the school stock.***
2. ***Go home/parents collect to address uniform concerns before returning promptly.***

***If neither option is possible or accepted, then the student will work in the reflection room until they have correct uniform***

## **9. Rewards and sanctions**

### **9.1 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.

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

Students may also receive the following rewards or praise:

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

The academy may use one or more of the following sanctions in response to unacceptable behaviour this is not however an exhaustive list:

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

We may use the Reflection 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 Reflection room.

## **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.

### **Academy Detentions**

- The detention duration is 20 minutes
- Held at lunchtime in the Science Department

- Supervised by members of the Academy's middle and senior leadership on a rota basis
- Held every day at lunchtime
- Students will be given notice through their form tutor, progress leader, or a member of SLT
- Student absence is the only reason a student can be absent from the detention

#### **SLT Detentions**

- 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 3 pm and 5 pm
- 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).

## 10. Behaviour management

### **10.1 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

### **10.2 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

### **10.3 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 academy 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. Reasonable adjustments may be made to support students with individual or complex needs including but not limited to:

- Sensory breaks
- Access to a well-being/Sensory Hub
- Time Out Card
- Timetable/curriculum adaptation
- Outreach work and referrals to external specialists and professionals
- Daily Meet and Greet and Reflection

The academy'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 regularly. 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.

## **11. 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.

## **12. 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 principal.

## **13. 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

