

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

This policy is ratified by the Trustees on:	17/01/2018
This policy will be reviewed in:	2020
This policy will be reviewed by:	Curriculum & Standards Committee
This policy is owned by (SLT Member):	Vice Principal

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Student code of conduct.....	5
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Student transition.....	8
10. Training.....	8
11. Monitoring arrangements.....	8
12. Links with other policies.....	8
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: Home / Academy Agreement.....	Error! Bookmark not defined.
Appendix 3: serious behaviour log.....	10
Appendix 4: letters to parents about pupil behaviour – templates.....	13

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 students 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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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, cigarette papers and e-cigarettes
- 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 student)

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
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

Your questions answered.

- How do students, parents and staff report incidents of bullying?
Initially this should be reported to the Tutor. The tutor will investigate and deal with the issue, with the support of other staff if needed.
- How does the Academy investigate allegations of bullying?
Statements are taken from all involved. The pastoral team identifies if the actions of the student falls into the criteria listed above before Sanctions are issued.
- What are the 'Sanction' procedures?

Section 7 of this policy outlines the Sanctions that this Academy may use prior to exclusion.

- How does the Academy support students who have been bullied, and those vulnerable to bullying?

The Academy employs a 'Mentor' to help student adjust their behaviours and in some case refers students to the Early Help team (support for families) at Kent County Council and or our school councillor.

- What are the Whole-Academy proactive strategies to prevent bullying?

The Academy has a strong pastoral support programme that uses Tutor time to deliver education around PSHEE and Citizenship topics. This curriculum uses outside speakers as well as the Academy staff.

- How does the Academy train staff and governors in preventing and handling bullying?
The robust CPD programme is accessed by all staff and governors at the Academy. This is updated annually to take account of the current climate.

5. Roles and responsibilities

5.1 The governing body

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

5.2 The Principal and the SLT

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. He will delegate some of these responsibilities, as appropriate, to his Senior Leadership Team.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Logging issues and sanctions on sims Behaviour logs
- Recording serious behaviour incidents (see appendix 3 for a serious behaviour log) and passing to the appropriate line manager

The whole Senior leadership team will support staff in responding to and dealing with behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student/Parent Home/Academy agreement (code of conduct) – see appendix 2

Students are expected to sign an agreement when entering the Academy, stating that they will:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students 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

Parents also sign this agreement to state that they will support the student and the Academy.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement logs
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Subject Certificates
- Principal Certificates
- Reward trips

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

- A verbal reprimand
- Sending the student out of the class to the isolation room or Head of Subject
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters, texts or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Completing a student 'Individual Support Plan' (ISP)
- Arranging a 'Managed Move' to another school
- Referral to on site ACU
- Referral to off-site provision (to include PRUs)

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room during lessons if they are disruptive.

Students who do not attend a given detention are escalated to Head of Faculty/Year detentions and then to SLT detentions. If students do not attend SLT detentions, they will also be sent to the isolation room.

The isolation room is managed by the Pastoral team.

7.2 Off-site behaviour

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

7.3 Malicious allegations

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

Please refer to our '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 students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students 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 student 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 (see appendix 3 for a serious behaviour log)

8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The Academy's special educational needs co-ordinator will evaluate a student 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 student, 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.

9. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student's 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 students transferring to other schools.

10. Training

Some of our staff are provided with additional training on managing behaviour, including proper use of restraint.

Behaviour management also forms part of continuing professional development for all staff. Staff are responsible for maintaining their own record of CPD on Bluesky.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Governing body every 2 years. At each review, the policy will be approved by the Principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Home / Academy Agreement

Home / Academy Agreement

AS TEACHERS AT THE ACADEMY WE WILL:

- Care for your son/daughter's safety and happiness
- Encourage high standards of behaviour from your son/daughter
- Provide a balanced curriculum to meet the needs of your son/daughter
- Praise, reward and encourage your son/daughter to do their very best so we can develop your son/daughter's talents and abilities as fully as possible
- Keep you informed about your son/daughter's progress in particular, and about Academy matters in general
- Help your son/daughter leave the Academy well equipped to make the most of the career opportunities available
- Be available to discuss your son/daughter's progress / any concerns

AS A PARENT I WILL:

- Ensure that my son/daughter attends the Academy regularly, on time and properly equipped
- Take an active and supportive interest in my son/daughter's work and progress, including home learning
- Attend Parents' Evenings and other discussions about my son/daughter's progress
- Support the Academy's strict policies and regulations on behaviour and uniform including a) up to 1 hour detentions without notice and b) same-day severe incident after-school detentions 3.10 pm – 4.40 pm with notice
- Check and sign the "Student Planner" each week
- Let the Academy know of any concerns or problems that might affect my son/daughter's work or behaviour
- Support the authority and discipline of the Academy including the wearing of correct Academy uniform, Academy detentions and other sanctions
- Avoid holidays in term time
- Ensure my son/daughter abides by the Academy's Mobile Phone and E-Safety Policies
- Keep contact details up-to-date and let reception staff know if our details change

AS A STUDENT OF THE ACADEMY I WILL:

- Attend the Academy regularly and arrive on time
- Bring all the equipment and kit that I need for everyday
- Wear the correct Academy uniform and be tidy in appearance
- Complete all my class work and home learning as well as I can
- Be respectful, be polite and be helpful to other students and the teachers
- Care for the Academy environment and help to keep the Academy free from litter and graffiti
- Not use mobile phones or any electronic media device on Academy premises without permission from staff

We understand and support the Home / Academy Agreement

For the Student.....
(Write in capital letters)

Date:..... Tutor:.....

For the Parents.....

Date.....

For the Academy.....

Date.....

I do / do not give permission for my son/daughter to have their photograph published in the Academy prospectus, local newspapers or on displays around the Academy, if required.

Signed: **Date:**
(Parents Signature)

Serious Incident Report



House: Beaufort Hurricane Lancaster Spitfire

Day:

Date:

Time/Period:

Student:

Tutor Group:

Teacher:

Subject:

Please describe student and teacher actions

Passed to: _____

Action taken:

Name: _____

Has parent been contacted and spoken to? Yes No Answer phone

Serious Incident Report (page 2)

Outcomes:

Student Views:

Resolved: Yes No

Further actions required: Yes No

Details:

Date:

Signature:

Appendix 4: letters to parents about students' behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Vice Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Notice of Detention – to parents

Our ref: JFM/NCH/RG

Date:

Dear Parent

Student Name:

Tutor:

I am sorry to have to inform you that your son/daughter has a 20 minute /
40 minute / 60 minute* detention with:

Teacher:

OR

1 ½ hour SLT Detention *

Reason:

.....

Date of Detention:

Should you need any further information, please do not hesitate to contact me.

Yours faithfully



Miss N Christie
Vice Principal