
Behaviour Policy 2018-19

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1.0 Policy statement

The aim of this policy is to promote positive behaviours for learning and reward students in a variety of ways for a wide range of activities including effort, participation, attainment, progress and improvement.

Rewards are central to the promotion of good work and behaviour and contribute to the creation of a positive learning environment by motivating students and recognising success and achievement. Rewards should be for genuine achievement, they should be applied consistently and fairly if they are to be valued. Rewards must be recorded systematically so that we are able to monitor and analyse the distribution of rewards given across year groups, faculties and specific student groups. This will also allow us to share information about rewards effectively with parents/carers.

This policy should:

- support the ethos and vision of the school;
- promote good behaviour and a positive attitude to school;
- support the school in delivering equal opportunities by valuing the achievements of all students and recognising the widest range of student success;
- support learning by enabling students to recognise their achievements and the achievements of others;
- support personalised learning through encouraging student engagement and responding flexibly to students achievements;
- develop a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others; and
- Motivate students through the celebration of improvements and progress as well as attainment and consistency; and be applied consistently and regularly across the school by all staff.

1.1 Aims for the Individual

The policy aims to ensure that the rights of all members of the school community are met.

Each student has the right to:

- Be able to learn and achieve at the highest level possible;
- Understand what we mean by acceptable behaviour;
- Take responsibility for their own behaviour and its consequences;
- Be aware of how their behaviour affects others, so that they can become responsible members of the school and wider community;
- Feel safe, free from bullying, valued and respected;
- Be encouraged to succeed through praise and encouragement.

Each member of staff has the right to:

- Be able to work effectively in an atmosphere conducive to good discipline;
- Understand their role in promoting good behaviour;
- Feel safe, valued, respected and treated with courtesy;
- Access to appropriate sanctions and effective support in enforcing these sanctions.
- Access to appropriate CPD, coaching and support to enable them to develop as behaviour leaders and managers, especially when difficulties are encountered;
- Support from parents, with appropriate input from senior leaders if this is not given; and
- Be consulted about changes to this policy through union representatives and staff governors.

Each parent has the right to:

- Be informed about the school's expectations and sanctions;

- Be made aware of important issues with their child's behaviour in school;
- Feel able to talk to an appropriate member of staff if they have concerns or questions; and understand their rights and responsibilities as parents within the school community.

2.0 Promoting Good Behaviour

2.1 *We promote good behaviour within the school community by:*

- Use of home-school agreements that set out the school's expectations on behaviour for all students.
- Focussing on the positive aspects of students' behaviour through a culture of praise and reward;
- Communicating to students what we mean by acceptable behaviour, including through assemblies, tutorials and the curriculum;
- Applying commonly agreed expectations, rules, sanctions and rewards consistently and fairly so that students are given clear messages without contradiction;
- Ensuring that staff model good behaviour, with a focus on the development of mutual respect, understanding and courtesy at the heart of all interaction with students;
- Providing support, guidance and CPD for staff to ensure that they are able to contribute to the promotion of good behaviour within the school;
- Providing further support to help those students who struggle to understand what constitutes acceptable behaviour; and
- Engaging parents as partners in promoting good behaviour including through the home-school agreement and by communicating this policy to all parents annually.

2.2 *Teachers promote good behaviour in lessons by:*

- Using Class Charts behaviour system so that students experience a consistent approach to behaviour management within each of their lessons;
- Discussing sanctions with students and applying this and the school rules consistently and fairly, so that students are fully aware of what is expected of them in *all* lessons;
- Providing a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between praise and sanction;
- Actively using praise to encourage and motivate all students to contribute and succeed;
- Planning and delivering appropriate and challenging lessons, taking into account the ability range of the students and any special needs;
- Using Learning and Teaching policy so that students are provided with effective feedback to help them to improve;
- Using knowledge of students' behaviour and abilities to plan where students sit and how they might be grouped for collaborative work, via Class Charts.
- Planning homework tasks carefully so that all students understand what is expected of them;
- Explaining to students the reasons for any sanctions and being prepared to listen to a student's point of view when it is appropriately expressed; and
- Challenging poor behaviour calmly but firmly, using the range of sanctions available and talking through any poor behaviour with the student so that the emphasis is on modifying behaviour and avoiding any further disruption to learning.

3.0 Rewards and Sanctions

There is a focus on the positive, with sanctions used only when absolutely necessary and for the minority who are not meeting our expectations.

3.1 Rewards

Many rewards are informal and given by the class teacher. Verbal praise or a note in the planner to acknowledge improved behaviour, effort or excellent work is often the most effective means to motivate a student.

There are also a range of more formal rewards, including:

- 1 point is issued for 'citizenship' type activities. Examples of these could include: helping out around school, helping at various school events, honesty, being a good friend or anything that is not directly linked with the curriculum
- 2 points are issued for a number of reasons including: excellent effort in a classroom, excellent work in lessons, fantastic research, outstanding contribution to class and achieving a mark that is above your target in any piece of work
- Certificates and letters home for reward points, 100 (Bronze), 200 (Silver) and 300 (Gold) Prize- giving events
- Rewards for improved effort levels between one progress report and the next;
- Rewards for 100% attendance;
- Competitions and challenges for form groups;

4.0 Sanctions

Sanctions are used to modify the behaviour of those students not meeting our expectations. Sanctions used are reasonable and proportionate, taking into account the individual needs of the student and the needs of the wider school community.

4.1 Dealing with Low Level Disruption, Minor Incidents and Isolated Incidents in Lesson

All staff are responsible for maintaining an orderly environment. The classroom teacher deals with low-level disruption in lessons; each member of staff is expected to deal with any minor incidents they see around school. Strategies include:

- Clear reminders about acceptable behaviour
- Cautions/choice – giving the student the opportunity to amend their behaviour
- This is logged on Class Charts for information gathering purposes but no sanction points are attached.

4.2 When the situation requires the use of a formal sanction this should be recorded on the Class Charts system

- Conduct Conversation – this is a mini detention where the member of staff will meet with the student, at a prearranged time and place, and discuss their behaviour. If the student does not attend or fails to engage the conduct conversation will be up-scaled to a whole school detention
- Whole School Detention – should a student not respond appropriately to the issuing of a 'conduct conversation' then a whole school detention may be used. This will be for 45 minutes, after school, on a designated day. Failure to attend or poor behaviour in detention will result in the sanction being up-scaled to an SLT detention
- SLT Detention – These are for 1 hour, after school, on a designated day. Staffed by SLT, failure to attend or behave will result in the sanction being up-scaled to 1 day in the Isolation Unit. All detentions are communicated to parents via the Class Charts system. The student will spend a full day in isolation which may include time the following day.

4.3 SLT Call-out

Staff are supported by a call-out system. A member of staff is on duty during every session. When a call-out is made via the admin department, the staff member will attend. If the situation can be resolved, with the student able to continue their learning, the student will be reintegrated into the class. If this is not possible, the student will be removed to isolation. All call-outs are logged. It is the responsibility of the member of staff making the call-out to fill out a report form so that the incident can be followed up properly.

4.4 After School Detentions

The Academy has the legal power to place a student in a one hour after-school detention with or without parental permission provided that:

- The sanction is appropriate and reasonable;
- Reasonable requests from parents for a change of day have been taken into account.

The school will usually give parents at least 24 hour notice of a detention but has the right to issue an immediate detention to take place on the same day.

5.0 Isolation Room

The Isolation Room is used to withdraw students from lessons in response to serious misbehaviour or failure to comply. Students are provided with work and are supervised at all times. Placement into isolation includes breaks and lunchtimes; students eat lunch within the room and take breaks at different times from the rest of the school. Parents will be informed when a child is placed in the isolation room. Students can be placed in the Isolation Room either as a result of a call out, or in response to other serious misbehaviour. The Isolation room is also used as an alternative to exclusion in some cases. Only the Isolation Room manager, Heads of Year, The Principal and Deputy Principal and members of staff responding to a call out may place students in isolation.

6.0 Searching Students

All staff can search students with their consent for any item which is banned by the school. The Principal and staff authorised by the Principal have the power to search students of their possessions without consent, where they suspect the student has a prohibited item. Prohibited items are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers and e-cigarettes
- Fireworks;
- Pornographic images;
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out by a staff member of the same sex in the presence of the student and another member of staff of the same sex where possible.

7.0 Use of reasonable force

All staff have the power to use reasonable force to prevent students from:

- Committing an offence;
- Injuring themselves or others;

- Damaging property; and
- To maintain good order and discipline in the classroom.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the school.

When restraint is used by staff; this is recorded in writing and in serious cases, the parents/carers of the student will be informed. Force is never used as a form of punishment.

8.0 Mobile phones and other electronic devices

Students are allowed to bring mobile phones and other electrical devices, including iPods, mp3 players, PSPs, into school. Students are not allowed to bring mobile or Bluetooth speakers in to school. Headphones should not be visible during lesson time or lesson changeover. During lessons such items should remain in school bags or coat pockets, unless they are being used under the direction of the teacher for educational purposes. These items are allowed to be used at break and lunchtime. Any electrical devices brought into school remain the sole responsibility of the owner and the school cannot be held responsible for their loss or damage.

Should students not adhere to these rules, the item will be confiscated and placed in a secure place until contact can be made with parent/carer. A parent/carer may give permission for the confiscated item to be returned to the student at the end of the school day. Any mobile phones or electrical devices still held at the end of term will be returned to the individual concerned.

9.0 Exclusions

Exclusion may be used as a form of punishment and can take the form of both internal exclusion and external exclusion. Internal exclusion takes place in school and is used as an alternative to external exclusion.

Students can be isolated from mainstream lessons and work in the isolation room, supervised by the school's isolation manager, middle leaders and SLT in school. Work is provided to ensure students learning continues in subjects they would study during a period of isolation. Other schools' isolation units may be used in some circumstances as an alternative to a fixed period exclusion

Craven Educational Trust and The Skipton Academy will follow the DfE guide (link below) for those with legal responsibility in relation to "Exclusion from maintained schools, Academies and pupil referral units in England".

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

9.1 Fixed Period Exclusion

Where possible, the Isolation Room or time at other schools will be used as an alternative to exclusion. All decisions to exclude a student are taken very seriously and only used as a last resort or where the breach of the school rules is serious. The following are examples of serious breaches but the school retains the right to exclude where it thinks this is appropriate:

- Failure to comply with reasonable requests from senior members of staff;
- Verbal abuse of staff, other adults or students;
- Physical assault of staff, other adults or students;
- Possession of illegal drugs or alcohol;
- Failure to comply with the "Choices" system;

- Criminal damage;
- Bullying including homophobic and racist bullying;
- Persistent defiance or disruption;
- Breaches of health and safety rules;
- Other breaches of school rules; or
- Failure to comply with the rules of the Isolation room.
- Malicious allegations made against staff (also see Permanent Exclusion)

Repeat exclusions will be dealt with in an incremental and incident appropriate manner.

9.2 Behaviour outside School

Students' behaviour outside school on school business, for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in School.

For behaviour outside school but not on school business this policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for sanctions and/or exclusion then these sanctions will be followed as if the behaviour occurred on the school site.

9.3 Permanent Exclusion

Guidance from the DfE is as follows:

"A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement it is appropriate to permanently exclude a child for a first or "one-off" offence. These might include:

- a. serious actual or threatened violence against another student or a member of staff*
- b. sexual abuse or assault*
- c. supplying an illegal drug*
- d. carrying an offensive weapon*
- e. Malicious allegations made against staff.*

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Teams, Social Care etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a Headteacher has permanently excluded a student for:

- a. one of the above offences*

- b. *persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises*

The Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the student.”

In addition to DFE guidance, the Governors may also consider the following to be serious incidents that may result in the permanent exclusion of a student:

- a. repeated verbal abuse of staff;
- b. repeated or serious misuse of the school computer network which through hacking or other activities breaches the integrity of the system

9.4 Provision of Education for students excluded for a period exceeding 5 days

The school recognises the need to keep fixed term exclusions short wherever possible. In circumstances where fixed term exclusions extend to a period over 5 days the school will make every effort to ensure a continuation of education through the Craven Behaviour Collaborative.

9.5 Exercise of discretion

In reaching a decision, the Principal will always look at each case on its own merits.

9.6 Alternatives to Exclusion

The school works closely with other local secondary schools and the Behaviour Collaborative to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned.

9.7 Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence the Principal will have regard to the School's published policy on drugs and will also seek advice from the LEA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available. In some cases fixed term exclusion will be more appropriate than permanent exclusion. The Head will make a judgment set against the criteria in the school's Drugs Policy.