

## BEHAVIOUR POLICY

Version	Date
Last reviewed	October 2017
Date of next review	October 2018

### 1. Introduction

Airedale Academy has at its heart a firm commitment to ensuring that students respect themselves, each other and the opportunities given to them. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are expected to:

- Arrive at the Academy and to lessons punctually and prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake a consultation with a member of staff or a whole school detention.
- Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit, a suitable bag to carry books and any equipment needed during the Academy day.
- Wear the Academy uniform correctly.
- Be polite, courteous, respectful to everyone on the Academy site and to comply with all reasonable requests or instructions from an adult at the first time of asking.
- Make the most of the opportunities offered to them.
- Take responsibility for their own conduct and the choices they make.
- Have regard for their own safety and that of others.

The Academy provides a secure and safe environment for students who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.

Airedale Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this document should therefore be read in conjunction with the Academy's Rewards Policy.

Airedale Academy recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules and re-engage with learning. In some circumstances, Airedale Academy and the Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of other pupils, the Academy, or its community: this may result in inclusions, fixed term exclusions or in the most serious circumstances, permanent exclusion.

Airedale Academy's Behaviour Policy makes reference throughout to the following DfE documents:

- *Exclusion from maintained schools, Academies and pupil referral units in England 2012;*
- *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;*
- *Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;*
- *DfE and ACPO Drug Advice for Schools;*
- *Use of Reasonable Force;*

- *Behaviour and Discipline in Schools;*
- *Screening, Searching and Confiscation;*
- *Ensuring Good Behaviour in Schools; and*
- *Dealing with allegations of abuse against teachers and other staff.*

All documents should be read in conjunction with this policy. Airedale Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **2. Behaviour for Learning System**

'Behaviour for Learning' is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Behaviour for Learning' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

'Behaviour for Learning' works in conjunction with the Inclusion system, a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. A Behaviour Pyramid setting out this approach can be found at Appendix 2.

The Inclusion system, along with the work undertaken by the student support mentors, is a preventative mechanism which enables the academy to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing more than three stage 3s in a day or 5 in a week. Step Out (Inclusion) runs from 9.00am to 3.35pm and Heads of Department have sent lessons and resources electronically for students to complete, reducing their lost learning time as a result of not being in lessons. Students stay in isolation all day and are to remain quiet, get on with work and have both their break and lunch in isolation. On occasion, there may be a one-off incident in which a student does display some moderate poor behaviour that does not warrant a fixed term exclusion. This may warrant a day in Step Out (Inclusion).

Students who are identified as SEN and have multiple complex needs do their Step Out (Inclusion) days in SEN depending on capacity at that time. This is to give them an extra layer of support and prevent them from failing their inclusion.

When a student receives a stage 2 warning in lessons, staff should call a member of SLT on a rota to go down to the lesson and speak to the student and member of staff. This will allow mentors to be pro-active and keep the student in the lesson, preventing a stage 3 removal.

Three Stage 3s in a day will result in one day in Step Out. Five Stage 3s in a week will result in two days in Step Out. The Inclusion/Behaviour Managers along with Progress Leaders will become involved in the intervention with students who are accruing multiple stage 3s.

Any student who gets a stage 3 call out will be given a detention the following day. This removal is logged on Behaviour Watch by the classroom teacher, mentor or ESA. Parents will be made aware about the removal and the forthcoming detention by the classroom teacher. Any student who fails to do their detention is then placed in inclusion the following day.

There will be four different layers of detention:

- Stage 2: in class 10 minute detention with classroom teacher.
- Late detention: 20 minutes for late to school or late to lesson.
- Stage 3: 40 minutes after school. If a student fails/ refuses to attend a whole school 40 minute detention. They will be offered a final chance Follow Up detention the following evening.
- Follow Up detention: a final chance detention of 60 minutes. Failure or refusal will result in Step Out.

Airedale Academy is keen to ensure a fine balance is achieved between the use of fixed term exclusions to deal with persistent disruption and their impact on the individual's ability to re-engage with their

learning. The Vice Principal, Assistant Principals and Progress Leaders have an overview of the progress of students with regular feedback from student support mentors, the Behaviour/SEN Group and the Inclusion Team during weekly behaviour meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students at risk of exclusion.

There is a monthly meeting between the SENCOs and the Assistant Principal. This is to allow discussions on how to support students with SEN who are in Cool Off or Step Out (Inclusion). This means that intervention strategies can be trialled and measured to prevent students from getting recurring exclusions. Those students who are identified as SEN and have ESA support will do their inclusion days in SEN with their ESA rather than Step Out, if there is capacity to do so.

Also, there is a room in Cool Off where students can go to calm down if they feel stressed or anxious following an incident. This again is for predominantly SEN students who may be autistic/ Asperger's, have anxiety problems, a destructive temper or any other condition which means that they need a place to cool off. Alongside this PSPs run in school to see how various school leaders and mentors can work together to offer additional support for our most vulnerable students.

Generally, after 45 days of fixed term exclusions it is recognised that Airedale Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the student concerned will have lost so many days of learning it would be unlikely that the academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude students who persistently cause disruption to the learning of others even though the Academy has not issued 45 days of exclusion, or for one off serious offences.

### **2.1 Mobile Phones**

Mobile phones are not to be used by students on the site from when students enter through the school gates. This includes form time, lessons, social times and between lessons. Phones will be confiscated if they are seen by members of staff and kept in the school safe until the end of the day.

If a phone is confiscated during period 5 it will be kept overnight and collected at 2.35pm the following day. If it is confiscated a second time, parents will need to come to school to collect the phone.

Students are allowed a phone in their possession but it must be kept in their school bag, switched off or on silent.

Any incidents of bullying, being disrespectful or generally unacceptable behaviour on social media towards students or staff may be punishable in school by Step Out, Fixed Term Exclusion or Permanent Exclusion.

### **2.2 Jewellery**

Inappropriate piercings and jewellery are not to be worn by students on school site from when students enter through the school gates. This includes form time, lessons, social times and between lessons. Students are allowed to wear one stud earring in each ear and a watch. They are not allowed nose, tongue, eyebrow or any high earlobe or cartilage piercings. Any additional items of jewellery will be confiscated by classroom teachers if they are seen and SLT on call will be phoned to collect the additional jewellery. This will then be handed in at student reception in a clear bag with a sticky note recording who it belongs to and can be collected at the end of the school day. If jewellery is confiscated during period 5 it will be kept overnight and can be collected at 2.35pm the following day. If jewellery is confiscated from the same student for a second time, parents will need to come to school to collect the piece or pieces of jewellery.

## **3. Fixed Term Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'

*(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)*

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples of behaviour which may warrant an exclusion:

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs, tobacco, and energy drinks and/or alcohol related offences.
- Smoking on the school grounds.
- Leaving the school site without permission at breaks and lunch.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Behaviour off-site whilst representing the school.
- Inappropriate use of social networking and media sites and mobile phones.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Physical assaults on staff, students or other adults.
- Other serious breaches of Academy rules or Home-School Agreement.

The school will consider police involvement for any of the above offences where appropriate. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy. In extreme cases, depending on the severity of the behaviour and the affect that it may have on Airedale Academy and the wider community, the Principal may decide a permanent exclusion is appropriate.

#### **4. Permanent Exclusion**

'A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

*DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012*

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- possession or supplying an illegal drug;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- arson or threats of arson;
- theft and damage to school property;
- breaking in and entering the school building without permission.

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 Academy community.

The Principal may permanently exclude a student for:

- one of the above offences; or serious breach of the exclusions offences
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Airedale Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, laser pens etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, Airedale Academy also considers the following to be serious incidents likely to result in the permanent exclusion of a student:

- Setting of fires in or around the Academy site.
- Repeated or serious misuse/damage of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption.

### **5. Phased Reintegration Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student.

### **6. Provision of Education for Students Excluded for a Period Exceeding 5 days**

Airedale Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed five days fixed term.

### **7. Screening, Searching and Confiscation**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies' January 2016.

In addition to the practice identified in the DfE guidance, Airedale Academy also bans the following items and as a result is within its rights to search students for them under the Education Act 1966 compatible with Article 8.

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion will cause disruption to the Academy or be detrimental to Academy practice.
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of support staff (student reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal (e.g. drugs) must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result of a search.
- Energy drinks can be seized and disposed of by members of staff.
- Where alcohol has been confiscated, the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate or return it to a parent/carers (but this should not include returning it to the student).
- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.

- Where the Academy finds other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these should be delivered to the police as soon as reasonably practicable or may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

## **8. CCTV**

Airedale Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. Further details of how the Academy uses CCTV can be found in the Data Protection Policy.

## **9. Use of Reasonable Force**

Please refer to the DfE guidance 'Behaviour and Discipline in Schools' January 2016.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

### **9.1 What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **9.2 When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **9.3 The Academy can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student from leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in school;
- Restrain a student at risk of harming himself or others through physical outbursts.

## **10. Discipline beyond the Academy gates**

Whilst in uniform students are ambassadors for the academy. Parents/carers are encouraged to report to the police as soon as possible any criminal behaviour, anti-social behaviour or serious bullying incidents that occur off the Academy premises and which pose a threat to a member of the public or a student. This also refers to incidents surrounding the use of social media and network sites.

If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff, the Principal, Vice Principal or Assistant Principal must be informed. In the vast majority of cases they will involve the Academy's Police Liaison Officer, who will then follow agreed police and Academy procedures. (See Police Liaison Officer Section). In addition, if the Principal/Vice/Assistant Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the Academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site. In extreme behaviour situations, it may be necessary to send the student home supervised by a member of staff or ask a parent to collect their child.

Where bad behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a whole school detention, inclusion, fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Behaviour for Learning system will apply.

Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. For example:

- Students are discouraged from smoking on their journey to and from the Academy. If they are found smoking at or near Academy premises the inclusion system will be used;
- piercings (other than ear studs) must be removed or they will be confiscated by staff and returned at the end of the day. If the violation of the rule on piercings is continuous then the academy reserves the right to confiscate the piercings and ask parents to collect.

## **11. Behaviour Committee**

A meeting of the Behaviour Committee will be convened by the Academy's Discipline Committee Clerk when:

1. a student has received over 15 days' exclusion in one term; or
2. recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Behaviour for Learning system.

The Behaviour Committee will comprise three Governors from the Academy Council (or another Academy Council within the Trust) who can hear the case impartially. If a member has a connection with the

student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. There will be a Governors Disciplinary Panel meeting for every subsequent exclusion. The Clerk will circulate the paperwork for the Discipline Committee meeting to all parties invited to attend at least five days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish. Parents/carers also have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

The Principal, a member of the Senior Leadership Team and the student's Progress Leader may also be invited to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision to lodge an appeal.

#### **11.1 Independent Appeal Panel**

Airedale Academy will have in place an Independent Appeal Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Behaviour Committee. Airedale Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Behaviour Committee not to reinstate a permanently excluded student.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

#### **12. Police**

Airedale Academy will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the Academy will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

#### **13. Restorative Practice**

Airedale Academy is a school that uses Restorative Practice. Where possible we will endeavour to use Restorative Practices in order to try and resolve situations and to achieve agreeable outcomes. Where appropriate we aim to involve all parties affected by an incident and make them part of any conferences that take place.

#### **14. Reporting and Recording**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Academy's behaviour policy. Records of behaviour incidents are maintained using the e-behaviour system, Behaviour Watch. The Academy provides uses ICT for logging of incidents and monitoring of trends as appropriate. The Academy has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised them of the correct procedures for recording statements.

Behaviour incidents are monitored in order to identify issues and trends. Airedale Academy makes effective use of ICT database facilities to support the implementation of its procedures. All staff receives individual and collective feedback on behaviour management issues, trends and the outcome of referrals.



Incidents of disruptive behaviour are monitored in terms of:

- type of incident
- critical times/days
- critical places
- students involved
- staff involved
- victims involved
- profiles of students involved
- timeliness of response
- outcomes

Airedale Academy ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender, age, out of class, bullying and children in public care.

Appropriate levels of confidentiality are observed within the recording, monitoring and reporting arrangements.

Airedale Academy evaluates its policy against key improvement objectives which include individual behaviour, academic progress, general behaviour patterns, use of rewards and sanctions, staff support, behaviour management trends and the effectiveness of the policy in encouraging positive behaviours.

### **15. Communicating the Policy**

Airedale Academy has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, the Airedale Academy Agreement, home-school agreements, newsletters, the school website and other normally used channels.

The behaviour policy is communicated to all new and existing pupils through the school rules, the Airedale Academy Agreement, pupil notice boards, classrooms and corridors, student newsletters, school assemblies and within the curriculum wherever relevant.

Staff and student representatives are consulted regularly about the policy and its implementation.

The behaviour policy is communicated to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

The Airedale Academy behaviour policy has been adopted by the Academy Council and will be reviewed annually.

## APPENDIX 1 - BEHAVIOUR FOR LEARNING IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

***Setting the scene for positive behaviour is key.***

**Positive role model** – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with students allows them to think outside the box.

**Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

**Start each day with a clean slate** – make sure that incidents have been dealt with from prior lessons. (Please clean your sanctions and rewards boards at the end of the day). Students should be spoken to in the consultation period or in the whole school detention

**Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, Stage 1”. Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Behaviour for Learning (B4L) system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the B4L system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them. This doesn’t just apply to KS3/4, it is important to challenge behaviour in Sixth Form. The same behaviour management strategies can still apply, however a different system is in place.

### **Key questions to ask yourself**

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

**When do I call for further assistance?** - If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the admin office/reception.

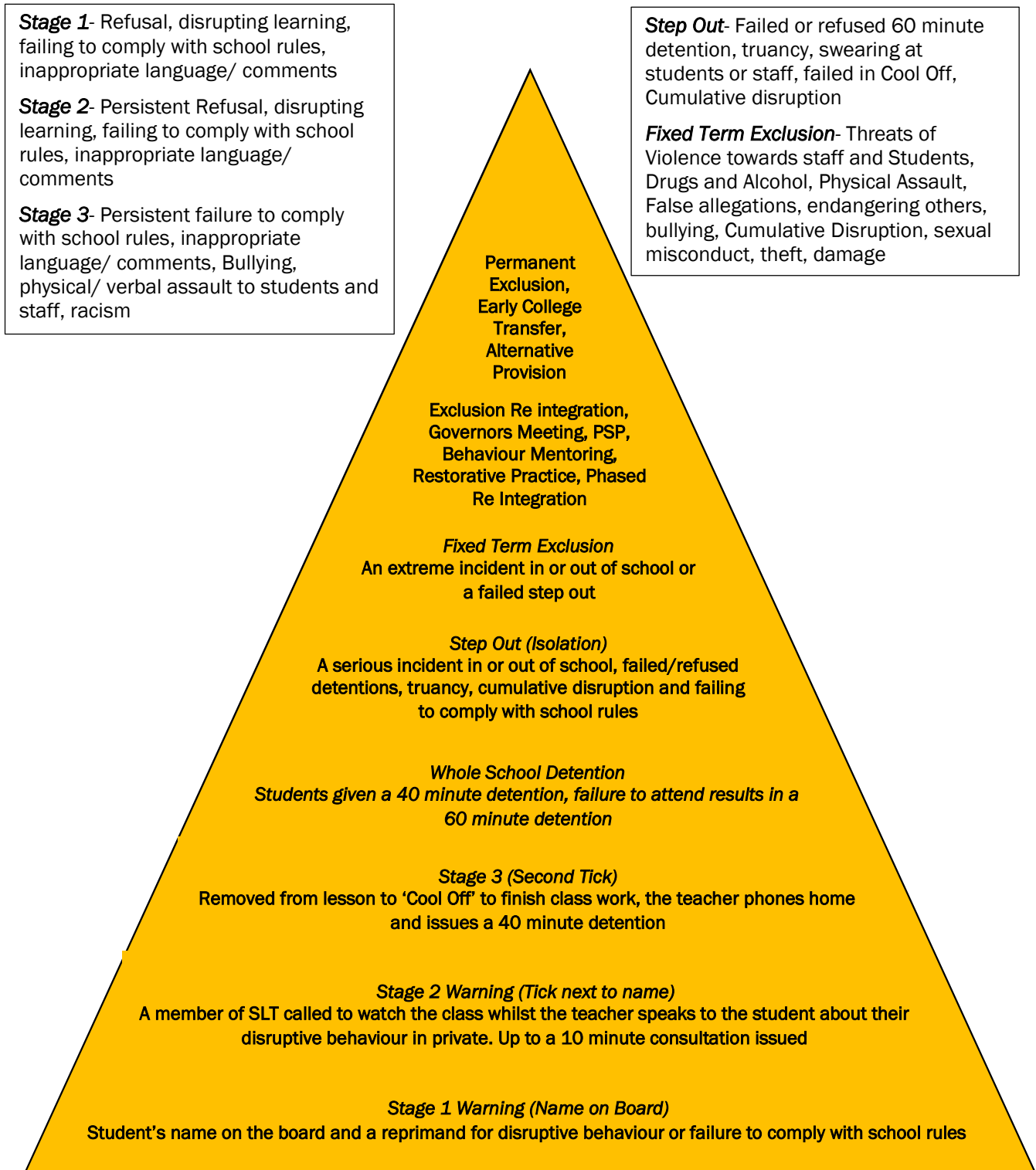
**Double lessons** – if lessons are joined together then the consequence lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the consequence carries forward even if there is a break. In the case of a split lunch the consequence carries forward however, the student must leave isolation to obtain lunch.

**During Form Time** is a prime opportunity to help students reflect on their behaviour. Behaviour Watch, SiMS and ViVO contain all the information on both the positive and negative behaviour of your form. These need to be reviewed weekly. If you have any concerns with low level disruption, Progress Leaders or Behaviour Mentors can place students on report to them with targets.

**Smoking off site/general behaviour off site** – If students are in uniform and on their way to and from the Academy they are our responsibility. Whole school detentions can be issued and students should be tackled. If you see them smoking on site please report this to SLT.

## APPENDIX 2 - BEHAVIOUR PYRAMID

Sanctions for all incidents will be dependent on the severity of each individual case as determined by the Principal or other members of the Senior Leadership Team of the school



## APPENDIX 3 – BEHAVIOUR FORMS

### 1. Information from staff to staff

- This is used via Behaviour Watch and SIMs to pass behaviour **information**, good as well as poor, to the Form Tutor, Year Progress Leader, Behaviour Management team and the Senior Leadership team.
- The behaviour sheet from Behaviour Watch should outline the behaviour shown by the student, victim(s) involved (if any) and the **action taken** by the member of staff.
- When a Form Tutor has received incidents from a variety of subject areas they will/can start a Round Robin for the student involved or place the student on a report form using the *Progress Diaries*. If the reports are all from the same subject area the Subject Teacher will work with the Head of Subject using a faculty report form where appropriate, and faculty sanctions.

### 2. Round Robin

- This is to be used by the Form Tutor, if appropriate, to obtain information about the student once a series of incidents has been reported to them (from a variety of sources).
- This can be used to inform the targets that will be set for the student (see **Progress Diary**).

### 3. Pastoral Support Plan

- Students who are repeatedly removed to Cool Off, receive stage 3 detentions or Step Outs will be placed on a PSP by their Progress Leader. This involves numerous members of staff and parents meeting regularly to discuss student's behaviour in lessons and around school. Targets are set and meetings held every half term to discuss interventions to attempt to improve poor behaviour.

### 4. Student Progress Diary

- Parents will be informed when a student has been placed on a **Progress Diary** and explain why this has been necessary and the procedures that will be taking place with regards to detentions, and parental signatures. This could be contact by telephone or letter.
- The targets should include no more than three specific and attainable targets for the student that relate to the information gathered on the Round Robin or through the information collected from Behaviour Watch.
- Students are required to self-evaluate against the behaviour priorities and score themselves accordingly.
- Staff are required to score the students against their targets and to make comments on their behaviour.
- This form should be signed at the end of each day by the student's mentor and a parent, and filed by the member of staff that has placed them on the Progress Diary.

### 5. Second Round Robin.

- If necessary this is to be done 2 weeks after the student has come off the behaviour monitoring form.
- If the second Round Robin shows that the student is doing well, the process is complete and all sheets should be filed in the form log or on the Behaviour Watch system.
- If the student's behaviour has deteriorated again there are 2 steps that can be taken:
  1. Place the student back on the Progress Diary for a further 2 weeks.
  2. Arrange for PSP (Pastoral Support Planning) meeting with the Year Progress Leader and a Behaviour/Student Mentor. This meeting should establish an action plan for the parents, student and school and may involve a Behaviour/Student Mentor becoming involved with the student in and out of lessons and/or referral to other agencies.
- If further action is needed the Year Progress Leader will look at a referral to JCM or CAF and other agencies and consider exclusion if appropriate.

**APPENDIX 4 – MAJOR REVISIONS**

Summary of revision	Reason for revision	Reviewed by
<p>Mobile phones will be banned from being used on school site as soon as students enter through school gates. This includes form time, lessons, social times and between lessons. Phones will be confiscated if they are seen by members of staff and kept in the school safe until the end of the day. If a phone is confiscated during period 5 it will be kept overnight and collected at 2.35pm the following day. If it is collected a second time parents' will need to come to student reception to collect the phone.</p>	<p>Safeguarding to prevent bullying of students, staff/ students being filmed at school and also so that incidents cannot be filmed and uploaded on social media.</p> <p>To fall in line with DfE guidance and all other Wakefield Secondary Schools</p>	<p><b>Mike Dixon Chair of Governors</b>  <b>Liz Fairhurst Principal</b>  <b>Linda Broom Governor</b>  <b>Pam Gale Governor</b>  <b>Andy Dean Assistant Principal</b></p> <p><b>Date 12.12.16</b></p>
<p>Students are allowed a phone on their possession but it must be kept in their school bag, switched off or on silent.</p>	<p>So that students can get in touch with parents and carers if they need to during extra-curricular or enrichment activities after 2.35pm.</p>	
<p>Three Stage 3s in a day will result in one day in Step Out. Five Stage 3s in a week will result in two days in Step Out.</p>	<p>To prevent the number of incidents of exclusion by offering an alternative provision.</p>	
<p>There will be four different layers of detention:            Stage 2 in class 10 minute detention with classroom teacher.            Late detention, 20 minutes for late to school or late to lesson.            Stage 3 detention will be for 40 minutes after school.            Follow Up detention will be a final chance detention of 60 minutes. Failure or refusal will result in Step Out.</p>	<p>To give more layers of intervention when students get it wrong in lessons or around school.</p> <p>This will prevent the number of incidents of exclusion by offering an alternative provision.</p> <p>To give more layers of intervention when students get it wrong in lessons or around school.</p> <p>This will prevent the number of incidents of exclusion by offering an alternative provision.</p>	
<p>If a student fails/ refuses to attend a whole school 40 minute detention. They will be offered a final chance the following evening for 60 minutes.</p>	<p>To give more layers of intervention when students get it wrong in lessons or around school.</p> <p>This will prevent the number of incidents of exclusion by offering an alternative provision.</p>	

<p>Any incidents of bullying, being disrespectful or general unacceptable behaviour on social media towards students or staff may be punishable in school by Step Out, Fixed Term Exclusion or Permanent Exclusion.</p>	<p>To reduce the number of incidents of bullying, videoing of staff or inappropriate comments on social media out of school.</p>	
---	--	--