

Behaviour Policy

Member of SLT Responsible for Policy:

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Introduction

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.

Our CARE Values

Cooperation We work together and support each other so that we all achieve our best.

Aspiration We set ambitious goals for ourselves and strive every day to achieve them.

Resilience We won't be beaten when things go wrong. We know that's a chance to try again.

Excellence We are in pursuit of excellence in all we do. We will become the best that we can be.

Expectations

We expect these from **all** students, **all** of the time:

Prepared

- Always come to school wearing the correct uniform
- Always come to school with the correct equipment

Punctual

- Arrive at school on time
- Be punctual for every lesson

Participate

- Take part in lessons by completing all work set and asking appropriate questions
- Make the correct choice about behaviour and refocus if asked to do so

Polite

- Treat all members of the school community with respect at all times

- Follow all reasonable requests from adults without question

Personal Appearance and Property

- Always wear the correct uniform, which includes a white shirt, tie, blazer, skirt/trousers and leather shoes. Skirts should be tailored and of a reasonable length.
- Avoid extreme hairstyles (colours/styles) and facial piercings. This also includes clear studs.
- If a student chooses to wear make-up, this should be of a natural look. Fake eye lashes are not permitted.
- Outdoor coats should not be worn around school.
- Look after your own belongings and respect those of other people.
- Do not bring Drugs, Alcohol, smoking paraphernalia or dangerous items to school (such as matches, knives or fireworks). Bringing these or any other items to school which are dangerous could result in a fixed term or permanent exclusion from school.

Remember that a smart appearance helps create a good image for yourself and for the school. If you are in incorrect uniform you will be given correct uniform or you will be placed into the relevant Key Stage Room or with a member of SLT until the uniform is corrected.

Lesson Grading

At the start of every lesson pupils will be given a Grade 2 on the SIMs register. All students' attitude and focus will be monitored within lessons; the expectation is that everyone's behaviour for learning is at least 'Good'. All students should strive for 'Outstanding'.

At the end of each lesson, as part of the plenary/evaluation a grade will be awarded to the student.

1. Outstanding
2. Good
3. Requires improvement
4. Inadequate

Students who are given a 3 or 4 will be given a behaviour log from the class teacher and the appropriate sanction. It is expected that staff will contact home regarding this.

Students' grades are converted weekly into House points. All students will have an average overall grade weekly for their behaviour for learning.

Students who are regularly receiving a grade 3 for their lessons will be put on a 'Chance' report and their behaviour will be monitored daily.

Planners

There will be a major focus on the planner this year and all students will be expected to bring their planner every day.

Form Tutors will issue a detention if any students do not have their planner and a spare line sheet will be provided for that day. The student must report to their form tutor at 3pm. Form Tutors will be expected to contact parents for the lack of planners.

Staff can record the following in the planner; lack of Homework, Incorrect uniform, Lateness, Students not being prepared for learning, lack of effort and poor behaviour outside lessons.

If students get 8 lines in a week they will be sanctioned. The member of staff filling in line 8 will need to email Rachel Powell and the student will be issued with a SLT detention. Repeat offenders will be placed in the relevant Key Stage Room or with a member of SLT for the day.

Rewards

We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievements.

Verbal praise

Staff should aim to praise students as often as possible that is quick, simple, personal and effective reward to make students feel valued and that their efforts are acknowledged.

House Points

Each week students will automatically receive House points relating to their average lesson grading score. Students will be able to use their House points to purchase rewards.

Teachers can also nominate students for CARE awards regularly, which will take part of achievement evenings.

Termly Celebration Evenings

Students achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join in our Oscars Evening each term.

Curriculum leaders are asked to nominate high achieving students in each year group to receive awards. The Senior Leadership Team will also nominate students for our CARE awards.

Poor behaviour outside of school

When dealing with an 'out of school' incident, the Pastoral team will investigate and consult the Deputy Headteacher KS4/ Assistant Headteacher KS3 regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at Shrewsbury Academy.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

Mobile Phone Policy

Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons and ease of contact.

Mobile phones are not to be seen once in the school building. They are not banned from use outside the school building.

If a student has a phone visible in the school building they will be expected to hand it over and collect it at the end of the day.

Repeat offenders will have their phone taken away and parents will be contacted to collect the phone. If a student refuses to hand over their mobile to a member of SLT they will be excluded from school (persistent defiance).

Consequence System

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

When students behave inappropriately staff will provide them with a cool, mechanical, emotionless response. Save emotion, passion, enthusiasm and excitement for when it has most impact – when students behave appropriately.

Staff will:

Be a positive role model

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.

Give 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. (Staff will clean their consequence boards at the end of the day). Students should be spoken to in the consequence detention.

Be consistent

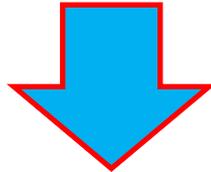
Staff will use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour and do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1?” Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Consequence system does not mean that other effective behaviour management strategies cannot be used.

Choice, Chance, Consequence System

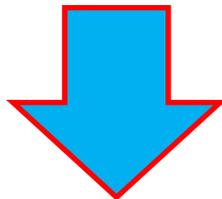
C1- Choice **First negative behaviour**

“You are talking, what is the rule about talking? You are now on a C1.”



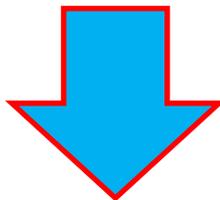
C2- Chance **Second negative behaviour**

“You have again chosen to talk, you have now moved to a C2.”
The student’s name **must** be written on the board at this point and a 10 minute detention issued



C3- Consequence (Lesson Grading 3) **Third negative behaviour**

“You have now moved to a C3 because ...”
At this point a senior member of staff will be called to support the student within the lesson and a 45minute departmental detention will be set



C4- Consequence (Lesson Grading 4) “You have now moved to a C4 because ...”

If the student’s behaviour does not improve, the member of SLT may remove the student from the lesson. The student will be placed with the HOD or in the relevant Key Stage Room for the remainder of the lesson. Work **MUST** be provided before leaving the classroom.

Behaviour and Sanctions

(All negatives behaviours must be recorded in the student's planner)

<p><u>Form tutor detention</u></p> <p>(10 minute detention – recorded in planner)</p>	<ul style="list-style-type: none"> • Late to registration • No planner
<p><u>Class teacher/HOD detention</u></p> <p>HOD/KS Coordinators will support students and staff with the attendance of these detentions.</p> <p>(C2 – 10 minute detention) (C3 - 45 minute detention)</p>	<ul style="list-style-type: none"> • Walking away from staff • Talking • Truancy • Eating in lesson • Off task behaviours • Defiance • Swearing
<p><u>KS Detention</u></p> <p>(1 hour detention)</p>	<ul style="list-style-type: none"> • Poor behaviour in HOD detention • Poor behaviour at break/lunch • Health and safety • Persistent lateness
<p><u>SLT Detention/ Internal Isolation with SLT/ Exclusion</u></p>	<p>At the discretion of the Assistant Head of KS 3 and Deputy Head of KS 4 concerning serious issues of any of the below behaviours</p> <ul style="list-style-type: none"> • Swearing at staff • Persistent Defiance • Violence towards another • Vandalism • Persistent Bullying • Smoking on Site • 8 lines in planner

On Call

For every lesson of the day there will be a member of SLT supporting in lessons. If there is a need for support in a lesson the subject member of staff will send a message to Rachel Powell who will contact the member of SLT via Walkie Talkie to respond to the lesson in which needs support

Key Stage Room

The Key Stage Rooms are used when a C4 sanction is issued and the senior member of staff will bring the student to the relevant Key Stage Room. The member of staff on call will place students in the Key Stage Rooms when no other resolution can be implemented to keep the student in the classroom. The class teacher will set appropriate work for the student, which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their negative behaviour and agreeing a way in which to move forward with pastoral support. Inappropriate behaviour in the Key Stage Room could lead to a fixed term exclusion.

Parents will be notified at the end of the day if their child has been in the Key Stage Room via SMS service.

Departmental Reports/Referral out of lessons

Head of Departments must use behaviour data sent weekly to analyse positive and negative behaviour. Positive behaviours will be celebrated as part of the reward system. Negative behaviour will result in a parent meeting and the student will be placed on the relevant departmental report following multiple C4 behaviours. The report paperwork must be signed by the parent and the student. The departmental report must run for a minimum of 4 lessons. If a student fails departmental report the paperwork must then be referred to the relevant Head of Key Stage for referral out of lessons for 2 weeks

Internal Isolation with SLT/ Key Stage Room

Students will be placed in internal isolation with SLT or the Key Stage Room where their behaviour could otherwise have resulted in a fixed term exclusion. Students will be supervised by SLT or with the Key Stage Room for at least a full day but could be more depending on behaviour. The students day will run til 4pm, however if the student shows positive behaviour throughout the day they could leave at 3pm. These sanctions are booked in advance following investigations into each individual incident. Parents and carers are notified that their child is supervised by SLT or within the Key Stage Room for the day. Insufficient work completed, inappropriate behaviour or refusal to follow instructions will lead to the day being repeated or a fixed term exclusion.

Fixed Term Exclusion

We will endeavour to avoid exclusions from school whenever possible. A decision to exclude a pupil for a fixed term is taken only in response to a serious breach of the school behaviour policy.

If a parent fails to attend this meeting the student will be placed in the relevant Key Stage room or with a member of SLT for the remainder of the day until the parent attends. If no contact is made by the parent a home visit may be necessary.

Return from Exclusion meetings

Reintegration meetings are held between the Head of School, SLT, any other pastoral staff as appropriate, the student and the parent/carer when a student returns from exclusion. At this meeting the student's behaviour will be discussed and ways to modify this behaviour will be explored.

Pupil Support Programme

Students at risk of permanent exclusion, or at risk of becoming disengaged due to repeated fixed term exclusions, may be placed on a Pupil Support Programme. The PSP is a school-based young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. This will require regular meetings with parents and school to support the student to prevent a permanent exclusion.

Pupil Planning

If a PSP does not support a student to modify their behaviour we would then make a referral to a Multi-agency panel with the Local Authority.

Permanent Exclusions

This is the most severe sanction available to a school. As such it is very rarely used at Shrewsbury Academy and is reserved for the repeated breaches of discipline, where the Head of School feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Head Teacher's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The Local Governing Body has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to

appeal against an exclusion to the governing body. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

Behaviour of Parents/Carers and other visitors to the School

Shrewsbury Academy encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our school procedures, reference was made to the DfES document "A Legal toolkit for schools-Tackling abuse, threats and violence towards members of the school community". A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area. There will be a code of conduct for visitors when signing in.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises
- In more serious cases the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.