

BEHAVIOUR POLICY

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The policy owner is:	Acle Academy
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Signed by the Chair of the Local Advisory Board:	Matthew Arrowsmith-Brown
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** examples of 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 students 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, which states:

- arrangements are made to safeguard and promote the welfare of students at the school;
- *Such arrangements have regard to any guidance issued by the Secretary of State.*
- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of student misbehaviour;
- the policy is implemented effectively;
- *A record is kept of the sanctions imposed upon students for serious misbehaviour.*
- The Academy ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

In line with the DfE guidance, the Academy behaviour policy and anti-bullying strategy are published online. This policy complies with our funding agreement and articles of association.

SCHOOL ETHOS

- Acle Academy is a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.
- The School believes in working together with the young people in its care, their parents/carers and other bodies in order to deal with the underlying causes of bad behaviour taking into account their individual needs.
- Acle Academy does not tolerate bullying or other anti-social behaviour and is dedicated to promoting an ethos that reflects high moral standards, a culture of social responsibility and fosters a safe learning environment for all students.

The Academies' aim is to celebrate and reward positive behaviour and to uphold the Academy ethos at all times.

3. Standards of Behaviour at Acle Academy

Acle Academy has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School.

The Academy has three rules all students are expected to adhere to;

Ready

Respectful

Safe

I am always ready to work.

I am respectful towards staff, students and visitors at all times.

I always keep myself and others safe.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required. All absence must be explained and unexplained absence will be followed up.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated. We aim to promote consistency in the application of our three school rules, **Ready, Respectful, and Safe**.

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
- Use of mobile phones and mobile devices anywhere on school site.
- Inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or intimidation towards staff or students
- Verbal abuse to staff or students
- Assault of staff or students
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism/Damage to Academy property
- Theft
- Fighting
- Smoking
- Inappropriate use of Academy ICT
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate use of photographic or recording devices
- Possession or supply of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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).

The Academy reserves the right to search students in accordance with the DfE policy ‘Searching, Screening and Confiscation’ (Jan 2018).

This is not an exhaustive list of all behaviours that the Academy may choose to apply sanction to and the Principal reserves the right to make amendments to this list at any time.

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, performance, preference or gender identity
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
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Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Local Advisory Board (LAB)

The LAB is responsible for monitoring this behaviour policy’s effectiveness and holding the Principal to account for its implementation.

The LAB is responsible for monitoring the implementation of this policy and for holding Disciplinary Committees to review exclusions as required.

They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

5.2 The Principal and the Leadership Team

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.

The Principal’s role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role. (Assistant Principal, Behaviour, Personal Development and Safeguarding)

The Principal has sole responsibility for deciding to exclude a student from the School.

The Principal and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate. They are also responsible for reviewing the School’s Disciplinary procedures at least annually making amendments as required for the effective management of student discipline at the School.

Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Principal’s Report to Governors.

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
- Recording behaviour incidents through Class Charts

The Senior Leadership Team will support staff in responding to behaviour incidents.

The Staff are responsible for making themselves familiar with the current policy and applying it fairly and consistently when dealing with students in the classroom as well as across the School.

All staff are expected to encourage good behaviour and respect for others in students. Well planned, interesting and demanding lessons make a major contribution to good discipline.

Heads of Faculty are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Faculties are well thought out and of a consistently high standard.

Progress Leaders are responsible for dealing with more serious or persistent disciplinary issues following appropriate referral procedures. They will be assisted by Behaviour Co-ordinators who are responsible for investigating each incident and supporting all students' welfare.

The working of the current policy will be discussed regularly at staff meetings and staff are expected to contribute their views, ideas and experiences with applying this policy. Staff will also be involved in discussions with students in tutor time.

Staff may be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Adhere to the home school agreement and support the Academy in promoting high expectations of all students.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Class Teacher, Form Tutor, Reflection or Engage

Parents/carers are expected to encourage good behaviour in their children, make themselves familiar with the School's Disciplinary procedures/Student Code of Conduct and support its effective implementation when necessary. Class Charts is used as the main method of communication. Parents are expected to regularly check this for updates on behaviour and progress.

6. Student code of conduct

Students are encouraged to express their views on the present policy through tutor time discussion and contribute to the effective implementation of the policy.

The Academy Service Areas and School Parliament will be involved in reviewing the Academy's anti-bullying policies and procedures in order to reinforce self-discipline and positive work and behaviour patterns.

The Progress Leaders are responsible for ensuring the positive contribution of students and the participation of ALL students in relevant discussions.

Parents are expected to support the Academy by regularly checking Class Charts to promote good behaviour and maintain detentions for their children.

RULES OF CONDUCT

The Leadership Team are responsible for developing the three School Rules (as outlined in Section 3). These rules will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the School environment
- ensure standards of behaviour are acceptable and student conduct is regulated

Students are expected to:

- 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 of the school site and outside of school hours.

7. Rewards and sanctions

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

7.1 REWARDS

Rewards

- Verbal and written praise
- Achievements recorded throughout the year
- Certificates of achievement
- Departmental certificates/postcards
- Awards assemblies at the end of each half term/term
- Tutor group prizes awarded for achievement and attendance
- Achievement/House points exchangeable for prizes in rewards shop
- End of year 'Rewards Trip'
- Academic Awards Evening
- Sports Awards Evening
- Hot Chocolate with the Head
- Star of the Week
- Attendance at the end of year Prom

- Various additional incentives throughout the year
- Design and Technology Yellow Pencil award
- Gold/Silver/Platinum Attainment and Progress Awards
- Rewards Lunches/Dinners

Rewards can be given for:

- Working/trying hard
- Excellent work
- Good behaviour
- Outstanding achievement
- Good attendance
- Contribution to school ethos/spirit
- Support and help at school events
- Working with others
- Perseverance
- Good attitude
- PE star performer
- Contributions in class
- Good homework
- Being helpful
- Community spirit
- Answering questions in class
- Good work on Maths Ninja
- Good attendance
- Academy litter pick

7.2 Sanctions

SANCTIONS

- Staff are given guidance and training on general classroom management strategies
- The stepped discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom (see Appendix 3)
- A system of lunchtime and after-school detentions is used as part of the School's Disciplinary procedures.
- When necessary students can be isolated, or be given fixed period or permanent exclusions for breaches of the School Disciplinary procedures.

Sanctions can be given for:

- Disruptive behaviour
- Disobedience
- Verbal/physical aggression
- Bringing the School into disrepute
- Repeated defiance of School Rules
- Endangering self or other people through irresponsible/unacceptable behaviour
- Disrupting the effective running of the School

This is not an exhaustive list and the Principal reserves the right to make amendments to the list at any time.

In the following circumstances, Principal may apply a Fixed Period or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure:

- serious threat (actual or perceived) of violence to self or others
- sexual abuse/assault
- Supplying/possession/using illegal drugs on School premises or the supply/use of legal substances for illegal purposes.
- Carrying an offensive weapon or any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to someone else.
- Assault/ serious physical contact

Engage and Reflection are used to investigate significant behaviour incidents. Students may be sent here and asked to whilst an incident is investigated. This is only done when it is felt that a student cannot be in normal circulation as a result of whatever has taken place.

In some circumstances, students may find themselves removed from lessons. When this happens they will be sent to the Reflection Room. The purpose of the Reflection Room is for the students to take more ownership of their behaviour and understand the impact it has on both their own and others learning. The time in Reflection Room is short with the main driver being getting students back into lessons as soon as possible. Students work closely with the Behaviour Coordinators to identify strategies and plans to reduce the capacity for poor behaviour. This is done through a variety of short, targeted intervention strategies.

Engage and the Reflection Room are managed by the academy Behaviour Coordinators, who are also designated safeguarding leads and first aid trained.

7.3 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. Equally, any behaviour that may bring the school into disrepute or that has been reported to the Academy by the community outside of school hours can be sanctioned.

7.4 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 safeguarding policy/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
- Display the student code of conduct or their own classroom rules
- 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
- Maintain the school behaviour policy and use it in the correct way

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 record of restraint)

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 that is harmful or detrimental to school discipline. These items will 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.

- Mobile phones will be confiscated if seen or heard on Academy site and only returned to a responsible adult after 15:30.

8.4 Student support

The school 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 school'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. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing board annually. At each review, the policy will be approved by the Principal.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- School Development Plan
- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equality Policy
- Inclusion Process
- Student Code of Conduct
- DfE - Exclusion from Maintained Schools, Academies and Student Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

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 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Record of restraint

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: Behaviour Flow Chart (For Staff Use)

