



Policy Documents Control Sheet

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Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

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1. Aims

This policy sets out the Academy's aim to provide a disciplined and ordered community in which all pupils, irrespective of cultural heritage, religious background, disability, appearance, sexuality or ability, can learn and feel safe. We aim for every member of the Academy to feel valued, respected and safe and for all pupils to be fairly and consistently treated.

The policy aims to:

- Provide the basis for a **consistent approach** to behaviour management
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline **how pupils are expected to behave**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline our systems of **reward, sanction and support**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) with regards to:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)
- [Supporting pupils with medical conditions at school](#)

It is also written with reference to the [special educational needs and disability \(SEND\) code of practice](#) and is additionally based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Academy Council every two years. At each review, the policy will be approved by the Principal.

4. Roles and responsibilities

The Academy Council

The Academy Council is responsible for reviewing and approving this policy in conjunction with the Principal and for monitoring its effectiveness, holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this policy in conjunction with the Academy Council.

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.

Staff

Staff are responsible for:

- Implementing the behaviour policy and procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Additionally, the pastoral and senior leadership team will support staff in responding to behaviour incidents, as detailed in the Academy's behaviour handbook.

Parents

In relation to behaviour, parents and carers are expected to:

- See that their child attends the Academy, is on time and comes properly equipped, in correct Academy uniform
- Ensure the Academy is aware of any concerns, problems or changes in circumstances that may affect their child's behaviour or impact on their safety/welfare
- Support their child in adhering to the Academy's policies and expectations of pupil conduct
- Support, encourage and model positive use of social media and mobile technologies

5. Expectations of pupil conduct

We believe that every child has the right to achieve and no child has the right to disrupt the education or harm the welfare of others. Pupils are expected to refrain from acting in a way that would stop others from learning, endanger safety, or bring the Academy into disrepute.

Our aim is that all our students 'Aspire to Achieve'. We want to encourage all students to develop the ASPIRE Learner Attributes so that they are:

- **Ambitious**
- **Self-regulating**
- **Present**
- **Independent**
- **Resilient**
- **Excellent**

We encourage pupils to self-regulate their behaviour. They are expected to conduct themselves in accordance with the Home/Academy Agreement and the SRWA 'DNA', undertaking to:

- Have good attendance and be on time to school and lessons
- Bring all the equipment needed every day
- Wear the correct Academy uniform with pride and be tidy in appearance
- Be polite, helpful and respectful to others
- Be ready to learn and get on task quickly
- Actively participate in lessons and give 100% to their learning
- Make it possible for all pupils to learn without disruption
- Move calmly around the school
- Treat the school buildings and property with respect
- Have high expectations of themselves and others
- Reflect the SRWA ASPIRE Learner Attributes
- Abide by the Academy's behaviour policy, Student Acceptable Use and ICT Acceptable Use Policy

6. 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
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Emotional or psychological	Shunning/ostracising, tormenting, making threats, taunting
Physical	Hitting, kicking, pushing, behaving in an intimidating manner or interfering with personal property
Racial or faith-based	Taunts, gestures, name-calling, negative stereotyping or physical, verbal or written abuse based on race, colour, ethnicity, nationality, culture, language or religion
Sexual	Explicit sexual remarks or innuendo, display of sexual material, sexual gestures, comments about sexual reputation or performance, unwanted physical attention, unwanted or inappropriate touching
Sexist or transphobic	Using demeaning or intimidating language, negative stereotyping or displaying discriminatory attitudes based on gender or gender identity
Homophobic	Using homophobic language, e.g. name-calling, innuendo or negative stereotyping, based on sexual orientation
Special Educational Needs and Disability	Name-calling, innuendo, negative stereotyping or excluding from activity, based on special educational need, disability or learning difficulty
High ability	Name-calling, innuendo, ostracism or negative peer pressure in relation to high levels of ability or effort
Cyber-bullying/abuse	Bullying that takes place online, such as through social networking sites, messaging apps, texts, or gaming sites

Details of the Academy's approach to preventing and addressing bullying are to be found in our anti-bullying policy.

7. Behaviour management

Our 'Aspire to Achieve' motto underpins our ethos and we encourage all students to develop the ASPIRE Learner Attributes. Our approach to behaviour management is therefore to:

- Support the students at the Academy in becoming lifelong learners
- Promote high standards of respect and tolerance, leading to excellent behaviour
- Allow students to learn and teachers to teach
- Create a culture which is safe, calm and purposeful
- Seek to prevent all forms of bullying
- Encourage and support students to self-regulate and improve their behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour, with a focus on delivering high quality classroom experiences in line with the SRWA 'DNA'. Effective lesson planning which meets the needs of learners is a vital tool in effective classroom and behaviour management. Teachers will:

- Create and maintain a stimulating, positive learning environment
- Know their students and use relevant data to inform seating plans and 'reasonable adjustments'
- Deliver well-planned lessons with appropriate levels of challenge and support
- Develop positive relationships with pupils, which includes:
 - Establishing clear routines such as greeting pupils at the start of lessons
 - Demonstrating high expectations of students
 - Visibly praising and rewarding positive behaviour, effort and progress
 - Following the Academy behaviour procedures

8. Rewards and sanctions

We are committed to promoting positive behaviour and delivering high quality learning opportunities for students. Students in return are in control of outcomes through the choices they make. There are clear expectations and consequences regarding positive and negative behaviour choices: positive behaviours will be rewarded and if a student does not follow the Academy expectations, this will result in an appropriate sanction.

Rewards

We are committed to rewarding students who demonstrate the ASPIRE attributes and who value themselves as learners, strive to do their best and show commitment to their education.

Positive behaviour will be rewarded with:

- Praise
- Merit
- Green card
- Postcard
- Positive contact home to parents via phone call, email or letter
- Chapter award
- 'Milestone' awards for high numbers of positive behaviour points
- Termly excellence award
- Principal award
- Other bespoke special responsibilities/privileges

Sanctions

Where a pupil's behaviour is not acceptable, the Academy will respond in a timely and consistent manner. Sanctions should be applied fairly, proportionately and reasonably, taking into account special educational needs, disability and the needs of vulnerable children, with support offered and reasonable adjustments made as necessary. Where appropriate, the Academy also looks to support students in having restorative conversations with other students and with staff.

Unacceptable behaviour includes:

- Disruption in lessons, before/after school, between lessons and at break/lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Unacceptable use of mobile devices
- Being 'out of bounds'
- Avoidable or repeated lateness to school or lessons

A 'high-level' behaviour issue is defined as:

- Repeated breaches to the Academy expectations of pupil conduct
- Removal from class
- Repeated disruption in lessons, before/after school, between lessons and at break/lunchtimes
- Any form of bullying or verbal abuse towards students or staff
- Sexual assault (unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour
- Truancy
- Defiance
- Vandalism
- Theft
- Anti-social behaviour in the community or bringing the Academy into disrepute
- Fighting
- Smoking or vaping (including within visible distance of the Academy site and/or whilst in uniform)
- Possession of any prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or other substances, including drugs paraphernalia and solvents
 - Cigarettes, tobacco, cigarette papers, lighters or other smoking or vaping paraphernalia
 - Stolen items
 - 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 or damage to the property of any person (including the pupil)

Detail relating to illegal/legal drug and substance education and usage can be found in the Academy's Drugs Policy.

The Academy will proportionately follow up on unacceptable behaviour by using an appropriate sanction or consequences, dependent upon the nature and severity of the incident:

Level	Example behaviours	Likely consequence or sanction
5	assault, bullying, gross defiance, verbal abuse, fighting, threatening behaviour, homophobic/racist/sexist incident, sexual misconduct, illicit substances, prohibited items, health and safety breach, persistent disruptive behaviour, theft, persistent level 4 behaviours	Fixed term exclusion Permanent exclusion Seclusion Pastoral Support Plan and parental meetings
4	smoking, removal from lesson, truancy, failure to attend detention, rudeness to staff, persistent level 3 behaviours	Fixed term exclusion Seclusion SLT detention Behaviour contract Pastoral Support Plan and parental meetings
3	defiance, inappropriate comments or language, red card, out of bounds, persistent level 2 behaviours	Academy/faculty detention Chapter/faculty report Phone call/letter home or parental meeting
2	yellow card, persistent level 1 behaviours	Detained after class/at break Confiscation Phone call home Chapter monitoring report
1	demerit (e.g. lateness, use of phone, lack of equipment or homework, uniform infringement), repeated warnings	Temporary confiscation Conversation with staff member/tutor
Warning	calling out in class, minor uniform or equipment infringement	Verbal warning /Name on board Chance to correct behaviour

In regards to detentions, the Academy reserves the right to detain students for a short amount of time on the same day of any incident. Students will be given at least 24 hours' notice of any detention longer than 15 minutes.

Malicious allegations

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

Seclusion

The Academy has a seclusion room managed by a dedicated member of staff, supported by our pastoral and senior leadership teams. If a pupil is removed from a lesson for disruptive behaviour using the 'on-call' support system, they will remain in the seclusion room for the remainder of that lesson. The pupil will be expected to complete the same work as they would have done in class and staff will ensure they have the resources required to do so.

We may also use the seclusion room as an alternative to exclusion in response to certain serious or persistent breaches of this policy. This may include incidents such as gross defiance, failure to accept a sanction, health and safety breaches and some incidents of bullying and verbal abuse. Students placed in seclusion as a sanction will spend a fixed number of days in the seclusion room where they will complete their classwork and parents or carers will be notified of the incident and sanction.

9. Exclusion

In accordance with the statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#), good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government therefore supports Principals in using exclusion as a sanction where it is warranted.

The decision to exclude a pupil, whether for a fixed period or permanently, must be lawful, reasonable and fair. Under the Equality Act 2010, schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity or gender reassignment.

Only the Principal, or acting Principal, can exclude a pupil from school. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence in relation to the incident(s)
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Any decision of exclusion must be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair and proportionate. When establishing the facts in relation to an exclusion decision the Principal must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Most exclusions are of a fixed-term nature and of short duration (usually between one and five days). Regulations allow the Principal to exclude a student for one or more fixed periods up to a maximum of 45 school days in a single academic year. A fixed-period exclusion can also be for parts of the school day. For example, a pupil may be excluded from the school premises for the duration of the lunchtime period if their behaviour at lunchtime is disruptive.

A permanent exclusion will only be used as a last resort, in response to:

- a serious breach 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 pupil or others in the school

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of high-level behaviour issues and are significant infringements of the Academy's Behaviour Policy.

- Verbal abuse to student
- Verbal abuse to staff/others
- Physical abuse to/attack on student
- Physical abuse to/attack on staff
- Fighting
- Threatening behaviour towards another pupil or a member of staff
- Sexual abuse or assault or indecent behaviour
- Misuse of illegal drugs or other substances including supplying
- Theft of school or personal property
- Damage to property including arson
- Carrying an offensive weapon or other prohibited items
- Persistent disruptive/unacceptable behaviour or defiance for which school sanctions and other interventions have not been successful in modifying the student's behaviour

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction. The behaviour of a pupil outside school can also be considered grounds for an exclusion (see section 10).

Exclusion procedure

Following the decision to exclude, parents/carers are contacted by telephone as soon as practicable and a letter is then sent by post confirming details of the exclusion. During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

In the case of fixed-term exclusion the exclusion letter will include the date the exclusion ends and the time of the reintegration meeting. The reintegration meeting will involve the pupil, parent/carer and a member of senior staff.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a Pastoral Support Plan (see section 13)
- Agreeing a behaviour contract including potential restrictions around the use of mobile devices if required
- Holding restorative conversations with affected parties

During a period of fixed-term exclusion, schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion. In cases of fixed-term exclusions over five days, schools are obliged to provide educational provision from the sixth day of any period of fixed-term exclusion. For any exclusion of more than five days, the Academy will ensure appropriate provision is in place, consulting with the Local Authority as appropriate.

Permanent Exclusion

The decision to exclude a student permanently is not taken lightly and is seen by the Academy as a 'last resort'. There are two types of situation in which permanent exclusion may be considered. The first is in response to a serious breach to the Academy's behaviour policy. This might include:

- Serious actual or threatened violence towards another pupil or a member of staff
- Sexual abuse or assault
- Drug related incidents
- Carrying an offensive weapon
- Significant damage to property including arson

These instances are not exhaustive but indicate the severity of such incidents and the fact that such behaviour seriously affects the Academy's ability to safeguard the welfare of all members of its community. The Academy will consider police involvement for any of the above incidents.

The second situation is the final, formal step in the Academy Escalation Process (outlined in section 13), following the use of a wide range of support to deal with significant disciplinary concerns and where intervention and support strategies have been used without success. This would include persistent and defiant disruption to learning, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the Academy, such as on a school trip, travelling to or from the Academy or when identifiable as a member of the Academy community.

Additionally, in line with the [latest DfE guidance on exclusion from maintained schools, academies and pupil referral units](#), if required, the behaviour of a pupil outside school at any time can be considered grounds for an exclusion.

11. The use of reasonable force

In accordance with the [Department for Education Use of Force guidelines published July 2013](#), all staff including those whom the Principal has temporarily put in charge of students, such as volunteers or parents accompanying students on a school organised activity or visit, have a legal power to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The term 'reasonable force' covers the broad range of actions that may be used by a member of staff that involves a degree of physical contact with students to either control or restrain them.

The decision on whether or not to physically intervene is a professional judgement of the staff member concerned which should not be taken lightly, and should always depend on the individual circumstances. In such circumstances, staff may need to make reasonable adjustments for disabled students and students with special educational needs (SEN). The minimum amount of force required should be used and for the minimum amount of time possible, in a way that seeks to maintain the safety and dignity of all concerned. Physical contact should never be used as a form of punishment.

Any incidents requiring physical intervention will be recorded and reported to the parents or carers of the student(s) involved by a member of the senior leadership team.

12. Search and confiscation

At the Sir Robert Woodard Academy the guiding principle is always to maintain the safety of students, staff and visitors. Principals and staff authorised by them have a statutory right to search pupils or their possessions, including without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Where searching and confiscation is carried out by Academy staff, it is done to:

- Ensure the safety and welfare of staff, students and visitors to the Academy
- To ensure a safe and pleasant learning environment for staff and students by upholding discipline

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The guidance sets out when staff can search with and without a student's consent. Any searches undertaken will take place with a minimum of two staff present, one of whom will be the gender of the student, the only exception being if a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Any prohibited items (listed in section 8) found in pupils' possession will be confiscated. Parents or carers will be informed if such items are found on their child. These items may or may not be returned, depending on circumstances and following discussions involving senior leaders, parents/carers and if appropriate the police. If these items are dangerous or illegal they will be kept securely before being handed to the police for safe disposal.

13. Mobile Devices

The Sir Robert Woodard Academy understands that the majority of pupils and staff, for security and practical reasons, feel the need to carry a mobile phone. Mobile devices can be an excellent tool for learning however they also create many issues within schools, some of which are detailed below:

- Smartphones are known to have addictive properties that can distract young people from prioritising their learning.
- Some young people find it very challenging to limit their Smartphone usage without adult support and intervention.
- The London School of Economics (2015) suggest that test scores of 16 year olds improve by over 6% when schools restrict the casual use of Smartphones.
- Smartphones are expensive and their use in schools increases the likelihood of loss, theft or damage.
- Use of Smartphones discourages young people from interacting socially with their peers.
- Young people are the heaviest users of social media and are also the group in society most vulnerable to the pressures and anxieties that these platforms can create. Some students use Smartphones to be unpleasant to others and/or engage in cyber-bullying.
- Unsupervised Smartphone use can place young people at risk from a range of threats.

For these reasons and others, mobile phones, smartphones and smart devices (including smart watches and headphones of any kind) are not to be seen, heard or used by students whilst they are on the academy site and it is strongly advised that all such devices are left at home. If they are brought to school it is the student's own risk and they should be switched off and kept in bags or lockers whilst on site.

- Any phone seen, heard or used on site will be confiscated by an adult and returned to the student at the end of the school day.
- Should students need to use their phone to contact a parent or carer they should go to their Chapter base at break time or lunchtime and ask to use it there.
- Should a parent or carer need to contact their child, they can contact the school switchboard by phone or email and ask to have the message passed on.
- SRWA accepts no responsibility for loss or damage to smart devices that are brought onto the school site, including those that have been confiscated for breach of expectation.
- Persistent breach of expectations will be followed up by Chapter teams.

14. Pupil support and the Academy Escalation Process

The Academy aims to take all reasonable steps to support students with their behaviour. Teaching and classroom support staff are provided with training on managing behaviour as part of their induction process and behaviour management forms part of continuing professional development.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour is shared with all staff to whom it is relevant and is made available to new relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

The Academy has a well-established Chapter system, where the aim is to provide attachment-friendly pastoral support where every child is 'known and nurtured'. This is to ensure students are appropriately supported and suitably challenged throughout their time at the Academy.

The development of students' social and emotional skills and their ability to self-regulate their behaviour is encouraged by establishing high expectations in all aspects of Academy life. Such skills are also a key feature of spiritual, moral, social and cultural development activities across the curriculum, in tutor time and assemblies. Additionally, alongside any sanctions for behaviour, there are a range of support structures available for students who need help in developing their ability to deal with challenging situations, learn from their mistakes and change behaviours which are detrimental to their progress or welfare.

Pastoral Support Plans

Students needing more support with their behaviour are identified by the school pastoral teams and given additional support as appropriate. When a pupil has been identified as requiring additional support to regulate and improve their behaviour, the Academy will put in place a Pastoral Support Plan (PSP). This is a school-based, time-limited intervention designed to support individual pupils in addressing behaviours which are having a negative impact on their learning and/or social inclusion. An Early Intervention Plan (EIP) is the first 4 week stage of a PSP.

At SRWA we aim to be proactive in the use of these support plans and therefore if a student has a Fixed Term Exclusion or a number of internal seclusions, this triggers the instigation of a support plan.

A PSP should be specific in outlining the main causes of concern and should identify precisely what the school, pupil and parents/carers need to do to improve both academic and social progress. A nominated member of staff is identified to co-ordinate the plan.

Where appropriate, this intervention is multi-agency in approach and when setting up a Pastoral Support Plan the school should alert any relevant agencies. If the pupil is Looked After, their Social Worker should be informed. As appropriate, support and advice will be sought from specialist teachers, the Learning Behaviour Advisory Team, an educational psychologist, medical practitioners, the police and/or others, to identify strategies or support specific needs.

A PSP should not be used to replace the Special Educational Needs assessment process or any other relevant support or intervention such as an Early Help Plan or Personal Education Plan (in the case of Children Looked After).

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to cater to the needs of the pupil. Where appropriate, the school's Special Educational Needs Co-ordinator and/or Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When acute needs are identified in a pupil, we will liaise with external agencies and parents to plan and review support programmes for that child. For further detail regarding the Academy's responsibility to support students with Special Educational Needs or Disability, please refer to our [SEND Policy](#) and [SEN Information Report](#).

The Academy Escalation Process

The Academy follows the process and suggested time-frames detailed below for Early Intervention and Pastoral Support Plans:

