

Behaviour Policy

About this policy

At George Spencer Academy, we believe that all children have the right to the best possible education through an ethos of excellence. Our academy aims to secure this through clear behaviour systems, routines, positive recognition and rewards which are underpinned by our core values:

WE STRIVE TO BE THE BEST WE CAN BE.

WE SHOW RESILIENCE.

WE ARE SUPPORTIVE.

WE RESPECT INDIVIDUALITY.

WE ARE POLITE, FAIR AND HONEST.

WE HAVE A LOVE OF LEARNING.

Our behaviour policy promotes our values by providing clear guidelines for the academy to use as our foundation when creating an inclusive learning environment where students can achieve and become ambitious life-long learners.

At George Spencer Academy we share and discuss our behaviour systems and expectations with students. This includes:

- Supporting and teaching students the skills and attitudes they will need to carry them out;
- Communicating and discussing our rewards system with our students and how they will be praised and recognised when they work within the rules;
- Communicating and discussing our negative behaviour system with students and the consequences of not adhering to our expectations.

The Behaviour Policy promotes these expectations by providing clear guidelines for the academy to use as our foundation when creating an inclusive learning environment where students can achieve. Our pastoral systems make clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

The behaviour systems in place for dealing with negative behaviours that go against our core values and ethos are based on DfE guidelines.

Our Aim

We are an Academy with strong moral values which are based on these fundamental aims:

- We respect each other, are self-motivated, disciplined, have a thirst for learning, and a strong sense of pride in belonging to the Academy.
- We are committed to providing educational opportunities of the highest equality for all our students and we believe in educating the whole child.
- We have a strong foundation of support and development for all with a fundamental aim of creating vibrant and dynamic learning experiences so every child can strive to be the best they can.
- At George Spencer Academy we are committed to helping every student become the finest person they are capable of becoming.
- We need to ensure that the systems we use to create a positive learning environment are clear, understood by all and followed by everyone.
- We believe manners are an important part of character and we encourage everyone to be polite, fair and honest.
- We work hard to keep each other informed and have open communication with all stakeholders.

Access

Who is this document for?

This document can be accessed by students, parents/carers, teachers, support staff and governors. It is monitored throughout the year and evaluated annually. It is a working document that aims to be clear and concise.

Statement of Rights

In this academy everybody has the right to be:

- safe
- valued
- treated with kindness
- respected as an individual

This means that no one should be treated unfairly because of

- appearance
- gender
- ability
- race
- beliefs

- accent
- or for any other reason

Everyone has a responsibility to treat everyone else in accordance with these rights.

The Learning Environment

Students come to the academy to learn and all students will be expected to follow our rules and systems. Students have the right to be taught in a well ordered, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Students are expected to arrive at each lesson with the proper equipment and with any homework completed.

Governors will ask about the standard of behaviour:

- George Spencer Academy expects high standards of behaviour.
- Action needs to be taken to maintain standards. In order to find out how well students are behaving Senior Leaders, Curriculum Leaders and Directors of Learning visit lessons on a daily basis.
- The Pastoral Team identifies concerns as soon as trends emerge and respond in line with systems.
- E-Systems are crucial in providing an accurate picture.

Our Expectations

- Crucially, **students** have responsibility for themselves. We have high expectations of students and the vast majority respond positively.
- **All members of staff** are expected to respond to poor behaviour and to encourage good behaviour.
- The **Pastoral Support Assistants** are a key part of our pastoral systems. The PSA's communicate closely with pastoral leaders to co-ordinate the response to all student issues and this includes behavioural matters.
- The **Well-Being Team** and **Inclusion Team** provide bespoke support and intervention to students with additional needs including where those needs may affect behaviour.
- The **Directors of Learning** are our pastoral leaders. They have an overview of the standards of behaviour in their year group and they manage strategies which ensure the highest standards.
- **Teachers** are expected to plan and deliver high quality stimulating lessons which allow all students to make progress.
- **Curriculum Leaders** are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required and oversee their faculty systems.
- **Support staff** reinforce high standards of behaviour across the academy.
- **Learning Managers** know the behavioural record of their tutees and they intervene, support and reward as required.

- **The Senior Leadership Team** have an overview of behavioural standards across the academy, they intervene as required when concerns emerge.
- **The Governors** are kept informed of patterns of behaviour across the academy and challenge senior staff if they are concerned.

Rewards

We seek to enhance motivation and commitment to learning. This means that rewards matter. Verbal praise and encouragement are used extensively throughout the academy through the use of positive language and our effective reward system.

Formal systems to reward students are in place across the academy and within each Year Group.

Positive Points are distributed regularly in order to recognise the successes of our students, every student receives Positive Points each day for 'getting the basics right', in addition students can be awarded Positive Points by their subject teachers or Learning Manager. These are followed up and recognised at key milestones and in regular celebration assemblies. Students have the opportunity to 'cash in' their points for prizes at different periods throughout the academic year.

Positive Points can be given for:

- Being creative;
- Being resourceful;
- Excellent classwork;
- Excellent homework;
- Problem solving;
- Presenting in class;
- Resilience;
- Representing the academy;
- Teamwork;
- Attending extra-curricular clubs;
- Leadership.

Assessment Scans are a valuable source of information and the evidence is used to help Year Teams decide who should be congratulated, who should be reprimanded and where interventions and support need to be planned. Assessment Scans are visible to parents/carers via INSIGHT.

Prize Giving is held annually. Parents/Carers are invited. The evening celebrates all that is good and is as inclusive as possible.

Behaviour

The academy responds constructively to all negative behaviour. A number of systems are imposed as a means of ensuring the highest standards of behaviour are maintained at all times.

The Classroom Behaviour System:

If a student is misbehaving across subjects it is important that the Learning Manager and Director of Learning know. To ensure consistency the academy uses a Classroom Behaviour System (Appendix 1).

Negative points can be given for:

- Late to lesson without a reason;
- Not organised for learning;
- Interrupting learning;
- Failure to complete a task;
- Refusal to comply with a basic instruction;
- Failure to attend a faculty detention;
- Failure to attend a middle leader detention;
- Behaviour against the core values.

Most minor disruptions will cease due to teachers' skills. However, there will be occasions when a more formal response to disruptive behaviour is required and the steps of the Classroom Behaviour System will be used (Appendix 1). Failure to adhere to the Classroom Behaviour System could lead to:

- Logged verbal warning on PARs (visible to parents/carers via INSIGHT);
- Class teacher detention (during unstructured time within the school day);
- Faculty detention (30 minutes after school);
- Middle leader detention (45 minutes after school);
- Senior leader detention (60 minutes after school).

Students are given a detention slip for all after school detentions. Students are expected to share this with home. Parents/carers are informed of after school detentions via email by the pastoral support team. All detentions are visible for parents/carers on INSIGHT.

Should the Classroom Behaviour System have no effect or the behaviour exhibited is serious the following stages will take place:

1. Serious Incident Form completed on PARS and referred to the Director of Learning - Intervention and contact home.
2. Isolation (removal from lessons) - intervention by Senior Leadership Team. Students in isolation will have access to their curriculum and be supervised by a member of staff. Isolation can vary from 1 to 5 days depending on the circumstances. Parents/carers will be informed on the same day if their child is being removed from lessons.

3. Across school placements – intervention by Senior Leadership Team. Students may be temporarily removed from lessons and placed at a partner school. Students on Across-School Placements will continue to have access to their curriculum and continue to be supported by the pastoral team. Parents/carers are responsible for ensuring their child attends their Across-School Placement.
4. First suspension followed by readmission meeting with Director of Learning and Pastoral Support Assistant that focuses on specific intervention to support reintegration and agreed targets.
5. Second suspension followed by readmission meeting with Assistant Principal responsible for behaviour plus the Director of Learning that focuses on specific intervention to support reintegration and agreed targets.
6. Third suspension followed by readmission meeting with Assistant Principals for Behaviour and Pupil Well-Being which focuses on specific, bespoke intervention to support reintegration and agreed targets.
7. Fourth suspension followed by readmission meeting with Principal and Assistant Principals that focuses on exploring alternative provision with parental involvement.
8. Fifth suspension followed by readmission meeting with Principal, Assistant Principals and Governor to direct to alternative provision.
9. Permanent Exclusion.

For one-off serious incidents, suspension and representatives at readmission meetings will differ from the above stages in accordance with the seriousness of the incident.

Alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the academy believes an alternative arrangement would be more effective for that particular student, taking in to account SEND and/or personal mitigating circumstances.

Suspensions/Permanent Exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supporting Headteachers in using exclusions as a sanction where it is warranted.’

- (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England’)

All decisions to suspend or exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.

A decision to permanently exclude a student will be taken for: serious ‘one-off’ incidents or a persistent breach of the academy’s expectations for behaviour, or when allowing the student to remain in the academy would seriously harm the education or welfare of others in the academy.

Following all suspensions from the academy parents/carers are expected to attend a readmission meeting with their child to discuss the incident which led to the sanction, work in partnership with the academy to plan a way forward that prevents any repeat incidents, discuss and agree suitable support for the student and set measurable targets. These targets are agreed in the meeting for the child to then return to lessons.

Beyond the Classroom

Of course, not all misbehaviour takes place in the classroom. George Spencer Academy takes bad behaviour seriously, wherever and whenever it takes place. Any incidents that take place on the academy site, on the journey to and from academy, online, or when our academy uniform is worn will be followed up.

- Staff are expected to be on duty in designated places.
- Duties are important. An active adult on duty can create a calm and safe environment. We expect our staff to engage with the students.
- Teachers are expected to greet their classes in the designated areas. Students are expected to line up promptly in the designated area for each of their lessons.
- Staff should be pro-active and address poor behaviour.
- Staff should adopt a calm, de-escalating approach to situations.
- Staff should be able to rely upon pupils to show common sense and respect for each other and the academy.
- Students must behave safely on the bridge at all times. Any behaviour deemed as unsafe, including pushing, climbing, running, throwing items will be dealt with as a serious safeguarding risk.

Discipline beyond the academy gate:

Where bad behaviour occurs when a student is travelling to or from George Spencer Academy the academy reserves the right to issue a sanction, including suspensions where appropriate.

Students should wear their uniform correctly when travelling to and from the academy and must not be involved in behaviour that could bring the academy's name in to disrepute.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and bullying incidents that occur off site to the police and the academy as soon as possible.

Misbehaviour on public transport will lead to sanctions being used appropriately.

Negative behaviour on trips and residentials will be dealt with using the academy systems and parents/carers will be informed promptly.

Uniform

Our uniform is expected to be worn with pride. Details of our uniform expectations (Appendix 2) are shared on our website, in Student Planners and by the pastoral team throughout the academic year. We will contact home for students who arrive not wearing the correct uniform and where possible we will

offer students uniform to borrow for the day. Sanctions will be given to students who choose not to cooperate with the uniform expectations.

Use of reasonable force

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. Please refer to the DfE guidance 'Use of Reasonable Force. Advice for head teachers, staff and governing bodies'.

Weapons and banned items

In addition to legislated guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought in to the academy. In addition to knives; axes, BB guns, air guns, catapults, slings, etc, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipes, bats, other blunt instruments, or items judged by the Principal to be carried with the intention of inflicting injury on another individual – this would include blades removed from pencil sharpeners, etc.

George Spencer Academy ban all items which could cause a safeguarding risk or affect the functioning of the academy. Banned items include but are not limited to:

- E-cigarettes/vapes
- Cigarettes
- Matches and lighters
- Chewing gum
- Energy drinks
- Glass bottles
- Alcohol
- Fire works
- Illegal substances and associated paraphernalia
- Weapons
- Pornography

In addition to the above students should not use their mobile phones, smart watches or any other mobile devices on school site. If these are seen they will be confiscated.

Screening, Searching and Confiscating

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 academy discipline.

- Staff should hand the confiscated item to the relevant PSA as soon as possible and complete the necessary information/paperwork to explain how the item was found. 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 ie, drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items eg, cigarettes, alcohol, lighters. Students cannot collect any item themselves.
- 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.
- Where the academy finds controlled drugs, these must be reported to the police as soon as possible.
- 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 they find stolen items, these must be delivered to the police as soon as reasonably practicable – but 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 but they should not return 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 (ie, 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.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained while the academy carries out its own investigation.

Staff Support

Support is offered to all staff. Staff are encouraged to work together to solve problems regarding behaviour. Staff are encouraged to develop skills for dealing with behaviour through continued professional development and regular pastoral meetings.

Monitoring and Reviewing

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken regularly. A report will go to the governing body. The evaluation will inform any modifications regarded to the policy. The monitoring of rewards and sanctions will be recorded and checked by the Pastoral Team.

Appendices:

1. Classroom Behaviour System
2. Uniform Expectations - <http://www.george-spencer.com/uniform/>