



**GEORGE  
SALTER  
ACADEMY**

## **Behaviour Policy**

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**Responsible for policy:** Mr JP McInerney (Assistant Principal)

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**Date of next review:** May 2019

## **Behaviour Policy**

'The Feature that marked those academies with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many academies, however, pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches.'

*[Paragraph 32 from the Ofsted report: Behaviour and Attendance in Secondary Schools]*

### **Legislation and Statutory Requirements**

This policy is built on advice from DFE on:

- Behaviour and discipline in schools
- Searching, screening and confiscation in schools
- The Equality Act
- Use of reasonable force in schools.

### **Core Principles and Values**

- The belief that the education and success of all students is of equal value
- All students should be **Respectful, Responsible & Safe** around the Academy
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously
- Respect for the dignity of ourselves and others
- Recognition that all members of our community have rights, with complementary responsibilities
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the Academy should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students
- A commitment to developing individual potential and autonomy both inside and outside the classroom
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive
- Recognition that the success of any academy policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought
- Relationships are created and maintained between all young people and adults & Restorative Justice (RJ) will be used when relationships break down
- The Behaviour Policy will be applied consistently and fairly across the whole school.

### **Implications for the Academy Curriculum and Organisation**

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm
- Students also learn by example. We have a responsibility to model what we expect.

- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this
- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour
- Opportunities should be provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. academy council
- Everyone needs help to manage behaviour issues at some point. The Academy's management structure should recognise this and provide clear ways in which staff can be supported
- The Academy's Inclusion Team and Children's Services should provide the means by which vulnerable students are identified, monitored and supported
- All students should be aware of the way in which the Academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, Academy council discussion, and the like
- The Academy will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice
- In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner academies, police, social services, etc.
- The communication systems of the Academy will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

## **Roles and Responsibilities Whole School**

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

### **The Local Governing Body**

- Defines the principles underlying the Academy's behaviour and attendance policies
- Ensures that all aspects of the policy promote equality for all students and addresses individual need
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

### **The Principal and the Senior Team**

- Frame a policy, which promotes positive behaviour and good attendance
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the policy promotes equality for all students and addresses individual need
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively

- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems.

## **Parents and Carers**

- Take responsibility for their child's behaviour and attendance
- Support the Academy's core beliefs on positive behaviour management including same night sanctions
- Support the Academy in carrying out sanctions and celebrating success
- Communicate with the Academy when concerns arise
- Ensure all details we hold on your child is up to date
- Attend Parents' Evening and other evenings concerning their child
- When they are communicating with staff in the Academy, this is done in a respectful way
- Will always make appointments to meet with staff at the Academy instead of expecting to see staff unannounced.

## **Support for Parents**

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted but made explicit. The academies will therefore make this policy clear to all parents at all Open Evenings and Induction events before new pupils join the Academy. The Home Academy Agreement will play an important part in harnessing parental agreement and support. It will also help parents to understand their own role in this part of their child's education
- Parents will be invited to make comment on the Behaviour and Attendance Policy. The policy will be available on our Website
- All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date
- Staff from Children's Services /Pastoral Teams will work to support parents, particularly those who find it hard to come to the Academy
- Parents will always be contacted as soon as there is any concern so that they are involved immediately
- Parents will also be contacted when praise for achievement or improvement has been made
- First day calls will be made to ensure absence of a child is known to the parent immediately
- Arrangements will be made to communicate in the home language where this might be necessary.

## **Students**

The expectations of students will be made clear. All students will sign a behaviour contract within their planner.

Students are asked to abide by the 3 golden rules of the Academy. That is to be:

- Respectful
- Responsible
- Safe

In all cases the behaviour not the student will be regarded as the issue.

Students will be informed on a weekly basis of their behaviour and rewards record.

Students will be consulted on the effectiveness of the rewards system.

# Roles & Responsibilities within the classroom

In managing behaviour, all adults within the academy have a responsibility to ensure behaviour is the best it can be.

## The Role of the tutor

The key role of the tutor is to ensure the attendance, punctuality, health, well-being, behaviour happiness and academic progress of students in the tutor group. The tutor is the main bridge between the academy and home and the tutor's role in developing positive relationships with students in the group is a central tenet to the development of positive behaviours.

The role of the tutor in celebrating student success is vital. On a weekly basis the tutor must share with student's rewards and sanctions. There must be a rewards section on the tutor noticeboard. All tutors follow our internal CARE standards (communication, punctuality/attendance/routines/ethos).

Every morning it is the tutor's responsibility to check for PAUSE (Punctuality, Attendance, Uniform, Standards, and Equipment). We expect tutors will log any students who do not comply with our standards and issue SLEUTH logs accordingly

Tutor sessions set the tone for the day. They need to be business-like and allow communication of important Academy messages to all students. As such they must be regarded as being as important as normal lessons. All tutor time sessions start at 8.40am.

The Student Welfare Manager will communicate with tutors where there are issues with the behaviour of individual students. Tutors will have the opportunity to be involved in any (non-confidential) meetings with parents. They will also have the opportunity to liaise with SWMs and the HOY about possible mentors where deemed appropriate. The tutor may discuss attendance and behaviour concerns with your child during this time.

The expectation is that tutors will arrange appointments for parents' evenings for any child that is causing concern.

## The Role of the classroom teacher

The policy is built on the principle that the teacher is the 'expert' and that students' should be in all lessons wherever possible. *The most effective teacher pre-empts poor behaviour and they set the tone.*

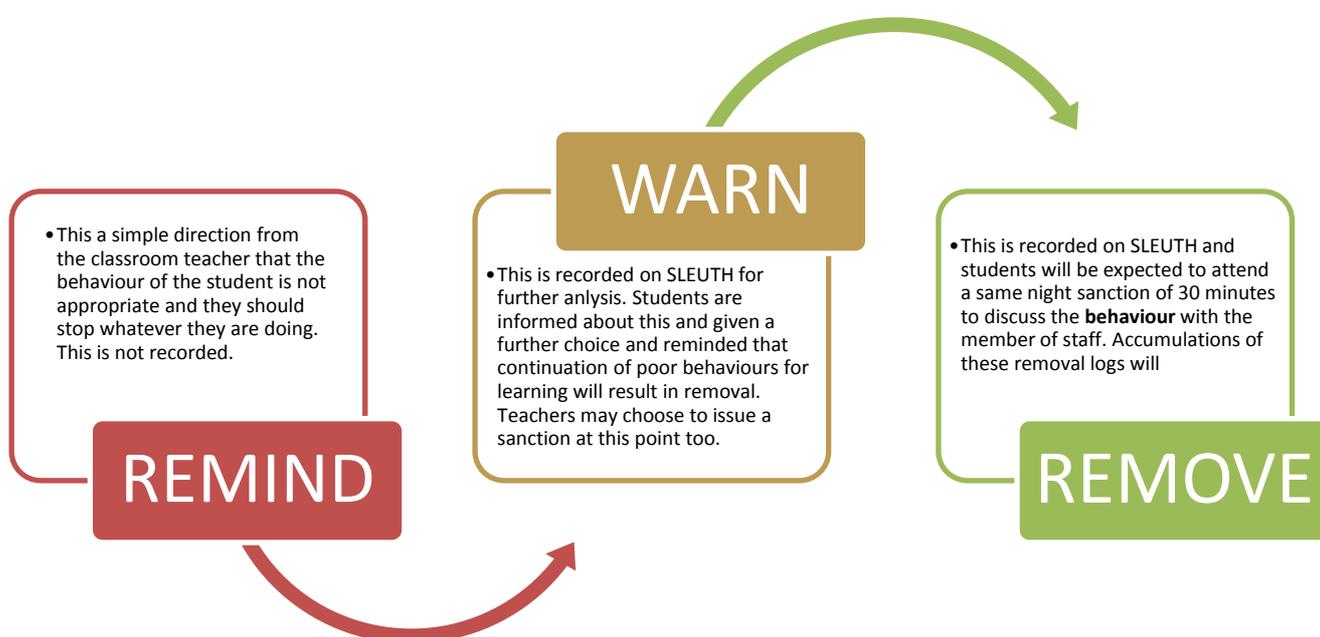
All classrooms must display the 3 golden rules.

Where possible Sleuth needs to be active. Rewards can be given out in lessons (see the rewards criteria) and can act as a major contributor to good behaviour. Likewise, negative behaviours need to be recorded as soon as possible as these act as a major deterrent.

Consistent behaviour from staff is important and the Academy has outlined some consistent behaviours for all classroom staff to adopt:

Start of lessons	End of lesson
<ol style="list-style-type: none"> <li>1) Meet and Greet at door</li> <li>2) Students enter classroom in a timely but orderly manner &amp; uniform is corrected upon entry</li> <li>3) Student gets equipment out on the desk, including planner open on the relevant week</li> <li>4) Student begins settler activity for the lesson whilst teacher completes register and anticipates any late arrivals</li> </ol>	<ol style="list-style-type: none"> <li>1) Only the teacher will formally call an end to the lesson, not the students or the bell</li> <li>2) Learning should be reviewed</li> <li>3) <b>CREDITS</b> need to be issued for correct behaviour</li> <li>4) Students must stand behind their chairs once equipment is packed away</li> <li>5) Students must be dismissed in silence</li> </ol>

In terms of alerting students to poor behaviour staff at the academy follow the system of:



It is not possible for the classroom teacher to leapfrog the stages unless there is justification to do so. Teachers must give students appropriate 'take-up time' between each conversation so that the student can act upon the advice issued. Staff should refer to appendix 6 for support with this

Where a REMOVAL is issued the student must report to a central location where they will be received by a member of staff and will serve a 30 minute detention. During this sanction the member of staff will attempt to hold a Restorative Justice meeting with the student to enable them to explain their actions and to also listen to the member of staff on why they felt a removal was the right course of action – see flowchart.

Where a student is regularly picking up negatives or removals in a lesson the teacher must refer the name of the student to the HoD. Referred students should be a standing item on departmental agendas with clear action points for each. Upon review of the data, students may be placed on subject report for a 2 week period.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

**Students in Isolation:** Classroom teachers will be expected to provide suitable work for students in isolation for 2 or more days. This is to ensure they do not fall behind in relation to their peers.

### **The Role of Head of Department**

The HOD is responsible for ensuring that colleagues within their department are holding the Restorative Justice meeting when they remove a student. They must also make sure that students are completing the work missed during the sanction. HoDs should ensure that day to day practice in their department is conducive to outstanding learning.

Heads of Department need to analyse behaviour data by student and by member of staff each week. Where a student has received three or more negatives in their subject in one week students must be put on report. HoDs are responsible for ensuring each half hour or hour detention issued is followed up in agreement with the behavioural policy. Departments need to be pro-active in attempting to de-escalate the behaviour of persistent offenders. This could take the form of strategic withdrawal and catch up sessions; a report system and, for longer term issues, re-setting. Particular focus needs to be paid to setting of students as this is a major strategy to reduce low level behavioural issues, to improve progress and increase motivation.

HoDs also have a vital role in working with teachers who are having issues with certain classes/ groups of children. They must ensure all staff are using the behavioural system correctly and that events are being recorded on Sleuth in the agreed manner. This could take the form of CPD in the form of drop-ins, team teaching or in the form of buddying, for instance.

### **The Role of Student Welfare Managers**

**SWMs** will be involved in all stages of ensuring the student receives outstanding pastoral care.

They will be available each period to deal with emergency calls, when not available they will be covered by HoY and SLT. One SWM will have a walkie-talkie each period so will be easily contactable as the first port of call, especially for subjects such as PE. All removed students will be taken from class by the SWM. It is the responsibility of the SWM to ensure each removal incident is concluded in line with agreed procedures.

SWMs are also responsible for ensuring all corridor behaviour issues are sanctioned in line with the behaviour policy and that those who are in year reflection attend for the agreed period of time. SWMs are also responsible for picking up students who do not attend their initial lates detention.

SWMs will carry out all investigations gathering all evidence before discussing with the HoY or AP pastoral.

SWMs will ensure that all incidents for their year group are entered onto Sleuth.

SWMs will make notes on all re-integration meetings.

### **The Role of Heads of Year**

HoY will be involved at all stages of the behavioural ladder.

HoY will oversee the year reporting process ensuring students who meet the criteria of three or more negatives in two or more subjects in a week must go onto report. They will also ensure those who fall below the expected standard of 5 or more 1s and 2s on year report over a two week period are referred to Isolation.

HoY will oversee the rewards process and work to ensure that the Year ethos is embedded. Weekly celebrations of rewards by tutor group and individuals are the responsibility of the HoY. Rewards given by each teacher will also form part of the weekly HoY feedback.

Year Group assemblies will be overseen by the HoY. Celebration weeks and all Year events will be the responsibility of the Head of Year.

The HoY will run a weekly whole school detention for removals.

The HoY will oversee the weekly tutor briefing and oversee the quality of tutor sessions. The HOY will be responsible to ensure effective communication is achieved through the weekly e-Briefing slides. PSHE sessions will be overseen by HoY according to the year group they oversee.

The HoY will attend weekly meetings with SLT Year Links to boost the achievement of targeted students.

### **The Role of AP Pastoral**

To oversee behavioural incidents in the Academy.

To ensure investigations are completed in accordance with the behaviour policy and that the correct sanctions in accordance with the policy are applied. The AP has the power to sanction up to Isolation Tariffs. The AP Pastoral will deal with parents and talk to students to confirm sanctions where issues arise that cannot be dealt with by the HoY.

The AP will:

- Ensure that all lessons have full SWM coverage.
- Ensure that records are kept centrally of the outcomes of all investigations and that they have been recorded on Sleuth by SWMs.
- Work with Isolation to ensure there is a rehabilitation plan following each session in Isolation. This will involve the mentoring of students.
- Organise and oversee the successful implementation of SLT learning walks to reflect issues highlighted in Sleuth.

### **The Role of Vice Principal – Inclusion**

- To oversee behavioural incidents
- Will make rulings on incidents needing a Fixed Term Exclusion.

### **The Role of Principal**

- To oversee, alongside the VP Inclusion, all behaviour incidents at Level 6. (see appendix 1).
- Will make rulings on issues that require permanent exclusion.

## **The REMOVAL procedure**

The removal system is used as a means of encouraging students to make the right choices in terms of behaviour. If a student does not demonstrate our high expectations of behaviour, we issue the Remind warning. If the student doesn't address their negative behaviour a Warn warning is issued, and finally this will result in a Removal if a third warning has to be issued. The Removal system is a **LAST RESORT** and should not be used as soon as students enter the room unless it is an instant Removal offence.

Students who demonstrate specific serious behaviours will be automatically removed from the lesson. These behaviours will be for the following:

- Health and Safety
- Swearing loud enough to be heard

- Refusing to follow instructions first time

## **Restorative Justice**

The Academy is now fully invested in the Restorative Justice approach. When students have behaved in a way that is not within the Academy guidelines, the following approach will be used to help resolve the situation. The student will experience the same questions each time they are faced with an issue and it is the students' responsibility to ensure their response is appropriate. Once a successful restorative justice conversation has taken place then the matter is 'closed' between the teacher and student.

### **Rewards:**

The Academy recognises that timely and appropriate praise for students is one way to help 'catch the students being good' during the course of the day. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

The detailed rewards strategy outlines the Academy approach to issuing these.

### **Allegations:**

As per the Allegations of Abuse Policy, any disclosure made by students towards a member of staff or another student will be dealt with appropriately. The above policy outlines the actions the Academy will take for the scenario report.

If the report allegation, after investigation, is deemed to have been falsely reported then it will be the Principal of the Academy who will impose an appropriate sanction. This sanction will be judged on the merits of the situation and will always involve parents.

### **Searching a student:**

As per the Searching, Screening & Confiscation Policy, any student may be searched if local intelligence suggests that they or other members of our school community may be at risk with items that they may be carrying. Any searching or confiscation of items will be done within the boundaries of the law.

### **Off-Site Behaviour:**

Students should be aware that if their behaviour outside of the Academy causes a concern then the appropriate sanction will be applied. This applies to students travelling to and from the Academy whilst wearing our uniform. We will always use our discretion when dealing with the above incidents and will take into account the timing & nature of the incident, who was involved and any other information available to us at the time. It will be for the AP Pastoral and Principal to make any decisions regarding the above.

This also applies to students who are attending Alternative Provision and Work Experience placements.

### **Anti-Social Behaviour:**

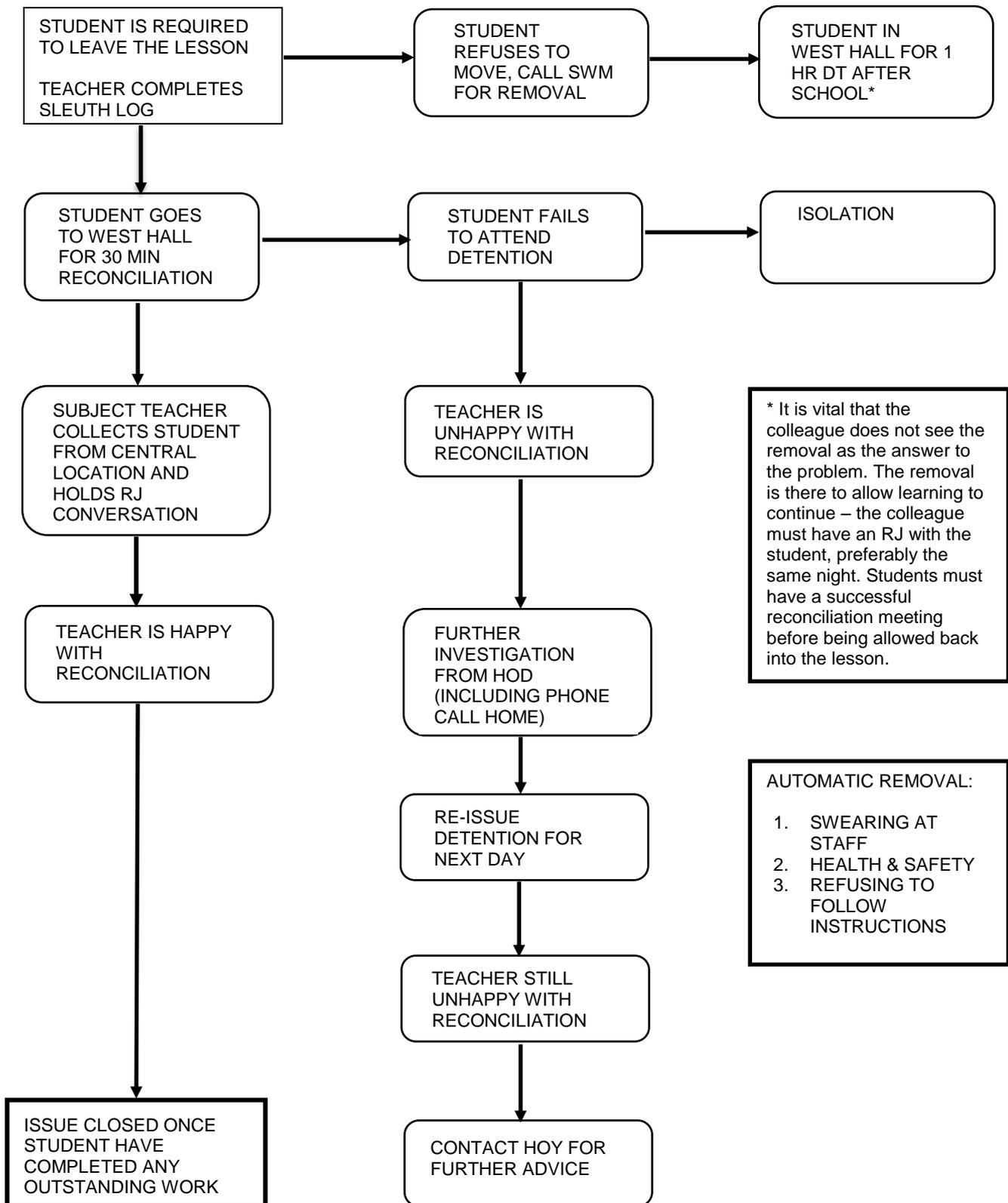
It is important for the Academy to teach the students to control and manage their behaviour at all times of the day, including during social time. Students should know how their behaviour impacts on others and seek ways to manage it so all members of the Academy can feel safe during social time. If

any student feels that this is not possible then we will remove their social time behaviour to help them self-regulate their behaviour to ensure they know how to put it right.

This behaviour policy should be read in conjunction with the:

- Exclusions Policy
- Uniform Policy
- Anti-Bullying Policy
- Rewards Policy
- Attendance Policy
- Equality Policy
- Exclusions Policy
- Searching, Screening & Confiscation Policy
- Safeguarding & Child Protection Policy
- Drugs, Alcohol & Tobacco Policy
- Equal Opportunities Policy

## Appendix 1 – Flow Chart for Removal



## Appendix 2 - Sanctions

We operate several different detentions at George Salter Academy:

	Examples of behaviours
Year Reflection	Late to school Anti-Social behaviour during social time
Same night after school sanction (30 mins)	Removal from lessons Poor behaviour choices during year reflection
Same night after school sanction (1 hour)	Failure to turn up for late to school sanction Failure to turn up to removal detention the previous day 2 removals in one day
Head of Department Sanctions (up to 1 hour)	Missing homework Continued poor behaviour in lesson Poor attitude to learning
SLT Detention – Wednesdays (up to 2hours)	3 or more removals in one week Continued poor response during year reflection Missing homework or head of department sanctions

As of February 2018, we will be using same day detentions in order to secure a timely and effective response to incidents of unacceptable behaviour. This is in line with guidance from the Department for Education. In order to continue working in partnership with parents and carers, a text messaging service will be used to communicate any detentions with parents as early as possible in the day, however this will be dependent upon when the incident occurs. Alternative means will be used to communicate where we have no text messaging facility.

All sanctions at George Salter have a purpose and must always finish with closure of the incident. The next encounter between student and the adult should be a positive one. Our sanctions are carried out according to the principles set out below:

Whilst we are happy to work with parents in exceptional cases, the expectation will be that detentions will be served and where they are not, sanctions will be escalated in line with this policy. Further to this, two-hour Senior Leadership detentions will take place every Tuesday and Thursday. We will always attempt to give more notice for this, due to the length of the detention.

## **Appendix 3 - Serious Incident Referral Procedure (removal)**

This system should only be used in extreme circumstances when one of the following incidents may have occurred:

- Other students are in danger
- Student is in danger of hurting himself
- It is impossible to teach the group with a particular student present
- Verbal abuse aimed directly at a member of staff
- Verbal abuse of another student

If any of these behaviours occur, try to stay calm and send a student, using the red card to the main office or main reception from where the duty Pastoral Manager or SLT member will be called.

Do not get involved in a confrontation with the student, this will generally make matters worse.  
If a student is determined to leave your classroom

**NEVER ATTEMPT TO STOP THEM.**

## Appendix 4 - Rights and Responsibilities

### Rights and Responsibilities

We have the right not to be bullied in any way, shape or form.



We have the responsibility not to bully others and report any bullying we see.

We have the right to feel safe in and around the Academy.



We have the responsibility to help keep all students safe by behaving in a reasonable manner in and around the Academy.

We have the right to an education and to learn according to our ability.



We have the responsibility not to make fun of others or to disturb the learning of others.

We have the right to be treated with respect by all people irrespective of age, gender, colour or status.



We have the responsibility to respect others within the community.

We have the right to express our own opinions and be heard.



We have the responsibility to allow others to express their opinions and be heard.

We have the right to expect our possessions to be secure in and around the Academy.



We have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that we see.

We have the right to choose our friends.



We have the responsibility not to force friendship upon others or to abuse our friendships.

We have the right to play in safety and without interference.

We have the responsibility not to disturb or endanger the play of others.

## **Appendix 5 - Code of Conduct**

The following code of conduct has been drawn up to ensure that we all act with care, courtesy and consideration at all times so that G.S.A. is a secure and pleasant environment where learning can take place. To achieve this we must:

### **ARRIVE ON TIME FOR REGISTRATION AND LESSONS**

Show respect by being in your tutor/teaching room promptly and ready to work

### **ATTEND REGULARLY**

If you are not in Academy you are not learning. We expect all students to have attendance of at least 95%. You must bring a note to explain any absence.

Students must not leave the Academy site during Academy hours without permission obtained from their Head of House or Pastoral Manager.

### **BRING CORRECT EQUIPMENT**

All students must carry a bag containing planner, pen, pencil, ruler and rubber as basic equipment. On P.E. days students must bring correct P.E. kit.

### **WEAR CORRECT ACADEMY UNIFORM**

All students should take pride in their personal appearance and be proud to wear the uniform of G.S.A.

### **BEHAVE SENSIBLY AND WITH RESPECT**

Always treat people with courtesy and respect, do not prevent others from working or learning. Academy buildings, furniture and equipment must also be treated with care and respect. Always show respect for other people's property, theft will not be tolerated.

### **CLASSWORK/HOMEWORK**

Always complete classwork and homework to the best of your ability and meet all homework/ coursework deadlines.

### **CORRIDOR BEHAVIOUR**

Think about your safety and that of others, always walk along the corridors and keep to the left. Students should move around the Academy in a quiet, sensible manner.

### **BE PLEASANT AND POLITE**

Do not use language that is abusive, offensive or rude. Do not shout out, call out, interrupt or answer back.

### **LITTER**

The dropping of litter on the Academy premises is unsightly and anti-social. All litter should be kept until it can be placed in litter bins.

### **BE CONSIDERATE TO OTHERS**

Everyone has a right to attend the Academy without fear of bullying. This applies equally when students are on their way to or from Academy. Bullying will not be tolerated, ours is a TELLING ACADEMY and incidents should be reported immediately to a member of staff. Racist and sexist remarks are unacceptable and will not be tolerated.

**VALUABLE ITEMS**

Valuable items such as mobile phones must not be brought into the Academy due to the risk of loss, damage or theft. The Academy cannot be held responsible for the loss or damage of valuable items.

**SMOKING**

Smoking is not permitted anywhere on the Academy site or the surrounding area.

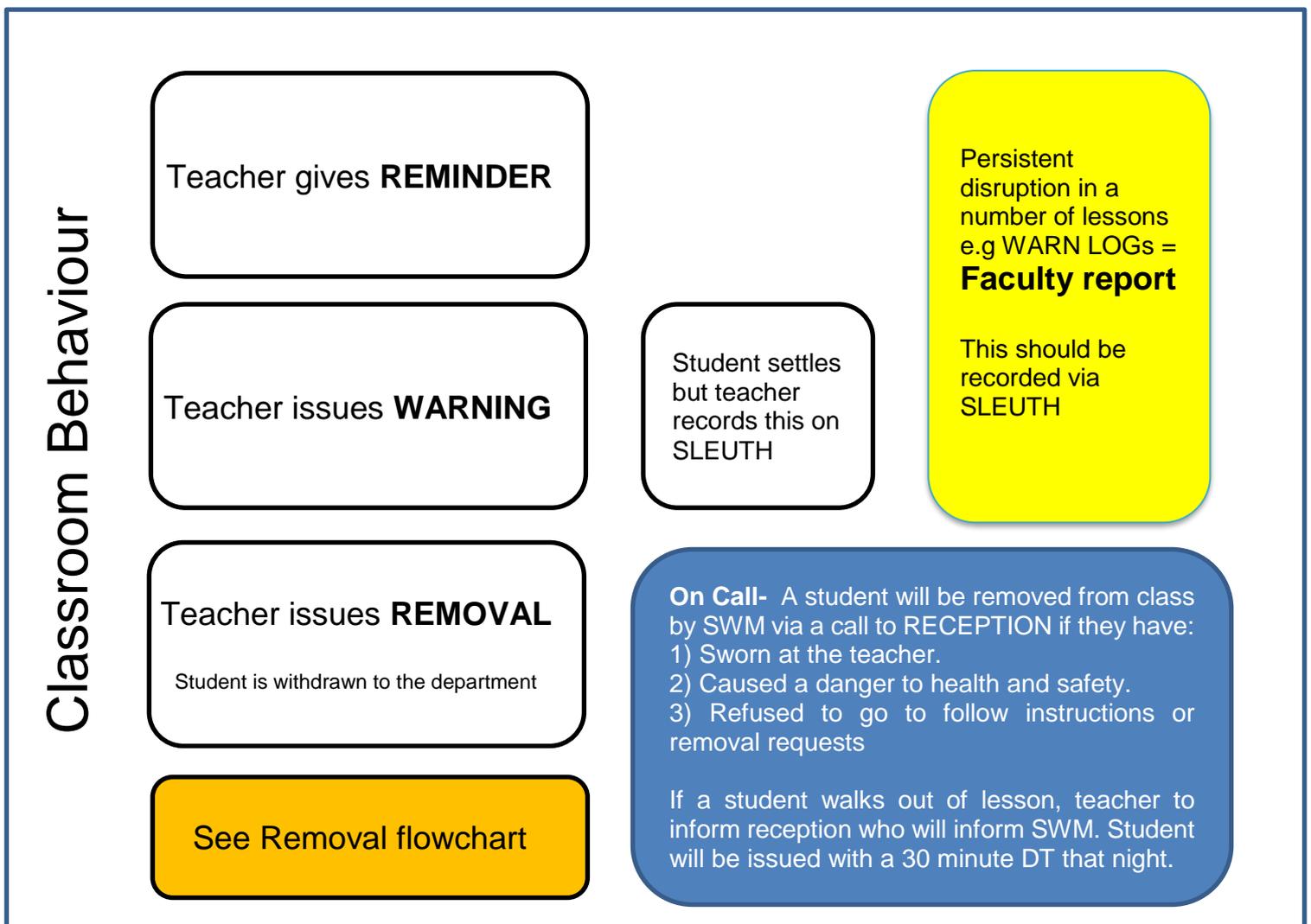
## Appendix 6 – Classroom Flowchart

# Behaviour Management Flow Chart

It is not acceptable for students to disrupt the learning of others

“Effective reconciliation meetings are fundamental in helping repair relationships between a teacher and a student”

## Behaviour in the classroom



# Anti-Social Behaviour

Teacher speaks to student and issues consequence

Student fails to turn up to teacher detention

## What we expect from our students

- Wear full uniform correctly including ties, top buttons, shirts and shoes
- Walking purposefully without running
- Using private voices without shouting
- Only eating and drinking in designated areas
- To refrain from physical contact or games that involve this
- To refrain from disturbing lessons through windows or doors

## **SANCTIONS INCLUDE;**

1. ASB Log and loss of social time with HoY
2. Internal Exclusion

**"We never ignore poor behaviour – instead we confront it and seek advice if we are not sure!"**