



BEHAVIOUR POLICY

This policy recognises the Christian values of forgiveness, reconciliation and a commitment to learning from mistakes through its declared desire to work in partnership with parents/carers.

INTRODUCTION

It is a primary aim of The West Grantham Academies Trust that every member of the community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Trust is, therefore, designed to support the way in which all members of the academies can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The academies constantly reward good behaviour, as they believe that this will develop an ethos of kindness and co-operation.

Every adult in the Trust is responsible for the behaviour of all children, at all times, and must deal with inappropriate behaviour and inform appropriate members of staff if deemed necessary.

RATIONALE

Our behaviour policy is crucial in creating a caring, stimulating and secure environment, in which staff and students can work and play safely. Our policy is based on the United Nations Convention on the Rights of The Child. We have high expectations of the way in which all members of the Trust community behave towards one another, which are based on agreed rights. Everyone in our Trust community has the right to learn, make progress, and be safe and happy.

All students have

- right to feel safe
- a right to learn
- a right to be treated with respect
- a right to a good education

All teachers have

- a right to teach
- a right to be treated with respect
- a right to feel safe

All parents/carers have

- a right to know their child is safe
- a right to information about their child's education
- a right to discuss their child's education with the school

Our Aims

- to promote a caring environment where children and adults support and respect each other
- to make all aware of the ethos of the academies
- to ensure the safety and well-being of all in each academy
- to encourage co-operation, honesty, respect, politeness and good manners
- to give children the confidence to express their needs and feelings and assert themselves positively
- to teach children the skills to enable them to solve conflicts as peacefully as possible through a process of negotiation
- to show sympathy towards, and tolerance of, others being aware of different needs
- to be considerate and sensitive towards the needs and feelings of others
- to recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
- to expect all adults in the Trust to provide an appropriate role model
- to involve parents in a community approach to positive behaviour
- to teach children to care for resources and the environment
- to encourage a positive learning environment where children and adults receive positive feedback through praise and reward

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, in line with the Behaviour Steps, and that their class behaves in a responsible manner during the academy day in line with the generic classroom routines.

The class teachers in the academy have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their abilities.

The class teacher treats each child fairly and ensures the classroom behaviour steps are applied consistently. The teacher treats all children in their classroom with respect and understanding.

The class teacher liaises with the Learning Support Staff, Consequence Team and line manager, taking responsibility to engage with provision plans and learning needs, and is responsible for following the behaviour steps and all the paperwork associated with this.

The class teacher is responsible for keeping a record of the child's behaviour, with the use of SIMS, for use in meetings and to be able to analyse behaviour and ensure forms are completed for all incidents and meetings.

THE ROLE OF THE SUPPORT STAFF (TEACHING ASSISTANTS, ADMINISTRATION STAFF AND CARETAKER)

It is the responsibility of the support staff to ensure that the school rules are enforced wherever children may be and that groups behave in a responsible manner during the academy day.

The support staff in our academies have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The support staff treat each child fairly, with respect and understanding, and ensures the classroom behaviour steps are applied consistently.

Support staff should liaise with class teachers as necessary to support and guide the progress of each child.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the behaviour policy consistently throughout the academy and report to the Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The designated Director responsible for behaviour is informed of serious incidents of misbehaviour and liaises regularly with the Headteacher.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are discussed with appropriate academy directors.

THE ROLE OF PARENTS

The academy work collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We explain the academy rules on the academy website and we expect parents to read, and support them. We expect parents to support their child's learning and to co-operate with the academy, as set out in the Home/Academy Agreement that parents and students are asked to read and sign on admission. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour (this should be in the form of an interim report and follow-up meeting or a phone call with the parents). Parents are welcome to arrange appointments with teachers if they are concerned about their child's behaviour or learning.

If the academy has to use reasonable sanctions to punish a child, parents should support the actions of the academy. If parents have any concerns about the way their child has been treated they should initially contact the class teacher. If the concerns remain, they should contact the academy Directors via the Clerk to the Board of Directors and if these discussions do not resolve the problem a formal grievance or appeal process can be implemented.

THE ROLE OF THE DIRECTORS

The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Directors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and disciplinary issues.

FIXED TERM AND PERMANENT EXCLUSIONS

Once the decision is made to exclude a pupil, the Headteacher ensures that parents are informed immediately, giving reasons for the exclusion.

The Headteacher informs the LA and the Board of Directors about any permanent exclusion and about any fixed-term exclusions beyond 15 days in any one term.

The Board of Directors itself cannot either exclude a pupil or extend the exclusion period decided on by the Headteacher.

REASONABLE FORCE AND POSITIVE HANDLING

The academy follows the guidelines set out by the Department for Education ([DfE - Use of reasonable force \(reviewed July 2015\)](#)).

THE ROLE OF THE MIDDAY SUPERVISORS

The role of Midday Supervisors is to follow the guidelines in the section above entitled '**The Role of Support Staff (Teaching Assistants, Administration Staff and Caretaker)**' and, in addition:

- Deal with minor squabbles and defuse situations by asking children to interact nicely with each other.
- Take children heard swearing to the teacher on duty so they can be sanctioned appropriately
- Call the teacher on duty in the case of more serious incidents e.g. fighting

A formal grievance or appeal process can be implemented. For serious/consistent bad behaviour, parents will be called in to discuss their child's behaviour

PRINCIPLES

At The West Grantham Academy St Hugh's we believe that;

- Students should develop a sense of self-discipline and an acceptance of responsibility for their own actions
- There should be no form of discrimination, harassment and bullying, and we will promote equality of opportunity
- Vulnerable students, such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked-after children, receive behavioural support according to their need
- Children should know their rights in relation to The United Nations Convention on the Rights of the Child and the responsibilities that come with these
- The rights and responsibilities of all members of the Trust community are ensured
- Positive behaviour is always recognised and inappropriate behaviour is always challenged
- Everything should be done to promote empathy and respect for self and others
- There should be a consistent approach to behaviour by all staff following the pride pathway, and for which all will take collective responsibility
- There should be a common framework for behaviour management, but within which there must be flexible ways of dealing with problems in order to meet individual needs
- There will be on display in all rooms an agreement about rights and responsibilities which are clearly understood and promoted by all

- The behaviour pathway is fully understood and is consistently implemented and reviewed by staff and students

BEHAVIOUR PATHWAY

The ethos for our behaviour policy is that students are well informed about their choices and understand fully the consequences or rewards which will result from their choice. They are given ample opportunity to start afresh on a daily basis and parents are kept well informed along the way.

Students are given two pathway choices – one of which is rewarded (the Praise Pathway), and the other derives a consequence, (the Behaviour Pathway). Each lesson is a fresh start, regardless of where the student featured on the pathway during the last lesson; a new lesson is a new start. This is important to allow the students to change their behaviour and make positive choices.

Parents are informed at the earliest opportunity if their son/daughter is not engaging in learning during a lesson. Parents are informed by the member of staff who issued the detention, so that parents can expect a full explanation of the incident.

Praise points will be awarded to students for achievements. In addition, they may receive postcards, commendations of star of the class and phone calls home. Where attitude to learning is exemplary, students will receive a letter from the senior leadership team. Praise points will be shared with students and parents via a termly report.

THE STRIKE SYSTEM

Students and staff should be clear of the expectations which should be displayed in every classroom. Below is the list of unacceptable behaviours, to be challenged consistently across **all** classrooms and by **all** members of staff:

- Phone/tablets/electronic devices are to be placed in bags during lesson time.
- Headphones are not to be used during teaching time (if staff require students to access sound on iPads or school computers, school headphones must be provided).
- Smoking paraphernalia of any sort
- Swearing and inappropriate language or conversations
- Oppressive language:
 - Racism
 - Sexism
 - Homophobia
 - Transphobia
 - Ableism
- Students to eat in 'eating zones' only, canteen and outdoor picnic tables when the weather is fine
- Littering
- Chewing gum
- Energy and fizzy drinks are not allowed, except those sold in the canteen on the approved list. These must not be consumed in classrooms.
- Facial piercings (one stud each ear allowed)
- Hair colour and style (no extremes)
- Throwing equipment in classrooms
- Damage to equipment
- No equipment in lessons (pens, pencil, etc.)
- Not having a school bag

- Violence
- Threats of violence
- Uniform infringements
- Play fighting/inappropriate contact
- Truancy
- Talking over teacher
- Refusal to follow reasonable instructions from any member of staff or Year 11 prefect
- Lateness
- Calling out
- Stealing
- Hiding another pupil's property
- Disturbing teaching and learning
- Insufficient work completed during lesson
- Non-compliance with seating plan
- Homework not handed in (one warning to be issued)
- Excessive make-up
- Following the correct pathway around the school, and the use of staircases, no cutting through classrooms
- Incorrect uniform items will be confiscated

GENERIC CLASSROOM ROUTINE

- Member of staff to be ready to greet students at the classroom door
- Lesson materials ready
- Seating plan for learning
- Students in as quickly as possible
- Student bags to be placed in appropriate area
- Students to stand behind chairs
- PE and Dance - straight in to change and register taken whilst students get changed
- Uniform check
- Wait in silence until register has been taken
- Member of staff will ask students to sit down after registration and continue with lesson
- Recap and share lesson objectives
- Not to speak or call out, unless teacher asks for discussion
- Students to remain in their seats unless instructed by the member of staff
- Students should not pack away or leave until instructed to do so by a member of staff
- Students stand behind chairs and wait in silence
- Teacher to dismiss in organised manner
- No tampering with equipment
- Students will not be allowed out of the classroom without a pass, one student at a time
- Toilets to be used at only break and lunch, shouldn't be used during lesson times Toilet passes to be issued for medical issues
- Yellow lanyards to be used for out of class passes
- Praise often

STANDARDS

- Reiterating behaviour expectations and procedure to all students before the lesson objectives are given.
- The generic classroom routine to be followed throughout the school.
- Where there is an instance of poor behaviour, staff should use the range of behaviour management strategies before following the Strike System. Strategies must include a **warning** and guidance on how to display more positive behaviour

Strike 1

- Name on board (this will be specifically designed and displayed in all learning spaces).
- Be specific to the behaviour.
- Refer to the strike system.
- Move on.

Strike 2

- Student given final warning which is displayed on the board
- Student reminded about the need to change behaviour – staff may provide guidance

Strike 3

- Removal from class and student to be collected by on call staff member and taken to matrix room
- Teacher to enter details onto SIMS and to contact home. Teacher also notifies the Consequence Team of the Strike 3 by email
- Admin records the detention for the next day
- While in the matrix room, the student will work individually or on an iPad
- Member of staff to set work or bring to the after school detention. A Showbie account for detentions is available to use for this purpose.
- Detention manager to record all resolved and unresolved detentions
- Immediate Strike 4 can be issued for health and safety issues.
- Non-attendance to matrix will result in an immediate Strike 4
- Non-compliance in the matrix room will result in a move to Zone 2 for the rest of the day and the whole of the following day

If two or more Strike 3s are received in one day then the student will be issued with a Strike 4

- The student will be in Zone 2 for the rest of the day and the whole of the following day.

If two strikes 3s are received in one week then an SLT detention is issued.

If a student fails to attend a set detention they will be issued an SLT detention.

Two SLT detentions in two weeks will lead to zone 2

Failure to complete or attend an SLT detention will lead to a referral to the Headteacher

Strike 4

- Zone 2 for the rest of that day if student fails to comply with Zone 1

- Full day and detention is arranged with the student for the next day.
- Zone 2 Manager to organise work for the full day and 1 hour detention
- Students have alternate break and lunch from the rest of the school
- Students complete reflection during this time as well as their curriculum learning
- Student to remain in Zone 2 until 4.00 pm
- Zone 2 manager logs the behaviour on the Behaviour Tracker
- A personalised reintegration programme is organised for the student
- Student to go on report to tutor after Zone 2 completed successfully

Strike 5 – Referral to Headteacher for consideration for exclusion

- Failure to comply with the expectations of Zone 2
- Zone 2 Manager logs the behaviour on the Behaviour Tracker
- A personalised reintegration programme is organised for the student

Tutor Support Programme (TSP) (= Strike 4)

If a student receives more than 1 strike 3 in a week they will go on the tutor support programme.

This will be a two week programme. This process will be supported by meetings and a letter will be sent home. If unsuccessful this will lead to a Head of House report for two weeks and if still not successful the student will be placed on a SLT report to the Assistant Headteacher for Behaviour. This process will be supported by meetings which could lead to a MSP.

TSP detention to be issued for:

- Three strikes in Tutor Registration
- Lates
- Lunch issues
- Uniform
- Planner
- Equipment
- Smoking by association
- Behaviour in and out of lessons

Tutor to arrange the day which suits them. It is the student's responsibility to attend this detention. Failure to do so will result in a Strike 4 sanction.

Immediate Removal Actions to the Zone 2

- Homophobia
- Racism
- Facial piercings (one stud each ear allowed)
- Violence
- Hair colour (no extremes)
- Throwing equipment
- Damage to equipment
- Stealing
- Uniform

Praise Pathway

The praise pathway will celebrate students at St Hugh's who do the right thing by attending school and making progress throughout the year. A student can earn praise points in every lesson.

- P1 1 achievement point Positive attitude to learning
- P2 2 achievement points Excellent attitude to learning (rewards box possibility)
- P3 3 achievement points Exceptional attitude to learning Letter/postcard/call to parent
- P5 5 points and can be earned for positive contribution to school life
- P10 10 points and is awarded for exemplary behaviour within or outside of the academy – Executive Headteacher only award

Positive Letter from the Executive Headteacher and P10

A letter of recognition for students is awarded each week by the Executive Headteacher; nominations for this award are discussed the weekly SLT meeting.

Attendance cups

Attendance cups will be awarded to the group with the highest attendance having achieved the academy's target or higher for that week. These will be awarded on a weekly basis by the Heads of House.

Fun Friday

Fun Friday assembly is held in the main hall. This will be an invite only event. Students invited will be the top 200 who have received the most achievement points for that term (set as first day of term until the last day of term).

Beach Trip

At the end of each academic year a celebration assembly will take place. Attendance certificates will be awarded to those students who have achieved 100% attendance. At this time they will also be invited to the beach trip, which takes place in the last term of the academic year.

Year 11 Prom Points

Prom Points are awarded for after school club attendance. Year 11 students are set a goal of 100 points at the start of academic year 11. The prom is a well-attended and celebrated event for students to celebrate the end of year 11.

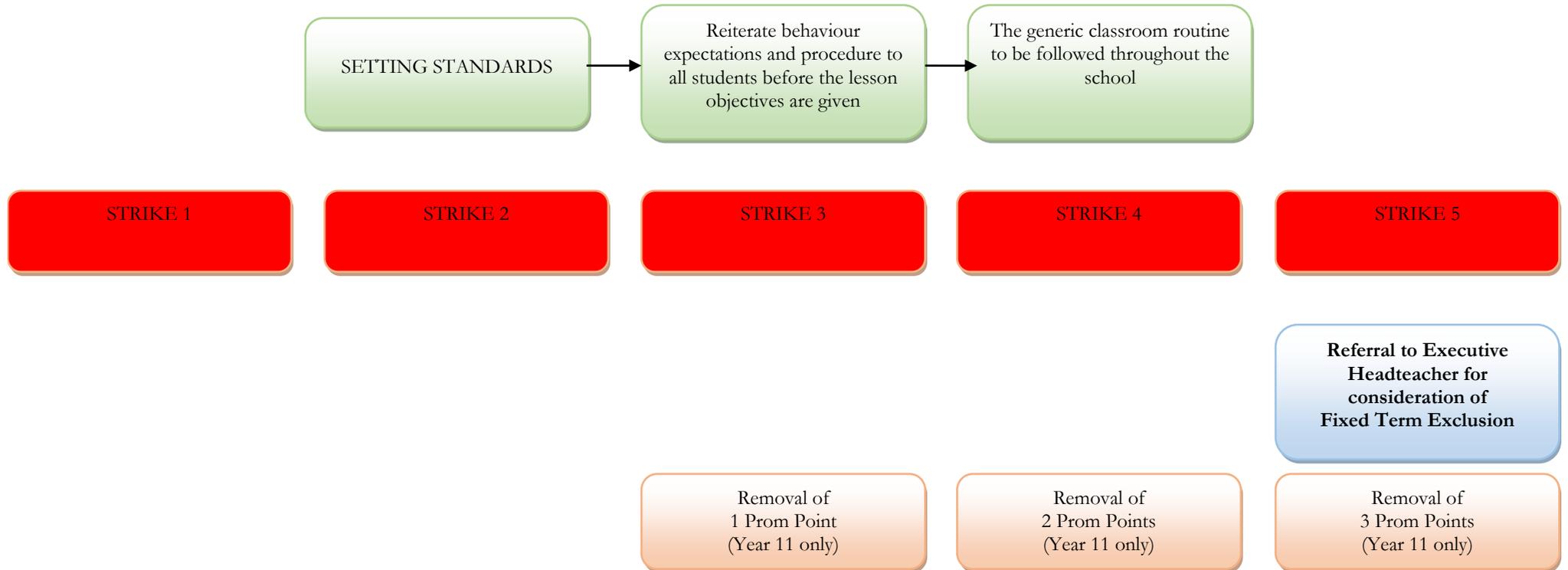
Class rewards boxes

Rewards boxes are in all classrooms for the teacher to give instant rewards for good work or exemplary behaviour.

Tutor positive reporting for the students who have deserved praise will be publicised during HOH assemblies

Attendance family prize. A hamper draw will take place for 100% attendance on the weeks leading up to Christmas.

BEHAVIOUR PATHWAY STRIKE SYSTEM



PRAISE PATHWAY

P1

Positive attitude to learning

Prom Point
(Year 11 only)

P2

Excellent attitude to learning

P3

Exceptional attitude to learning

Letter/postcard/call to parent

P4

P5

Contribution to school life

P10

Exemplary academy students