



THE
DE LA SALLE
ACADEMY

BEHAVIOUR POLICY

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Rationale

The De La Salle Academy is committed to providing a full and enjoyable educational experience to all pupils. We will take measures to encourage respect and positive behaviour in the Academy in all lessons, and when on educational visits, activities and travelling to and from the academy each day. We believe that all our learners have a right to education in an environment where our La Sallian values of Faith, Courage, Respect, Resilience and Independence lie at the heart of all of our actions.

All members of the wider Academy community must work together to ensure that our teachers are able to teach and our learners can learn in a dignified environment that offers equal opportunity to all and is free from intimidation.

All members of the Academy community will foster an atmosphere where positive behaviour is emphasised, encouraged and rewarded. The De La Salle Academy will be a place where praise is at the centre of our culture and is used to ensure progress. No member of the Academy community will allow damage to the self-esteem of any other individual.

Mission Statement

Our mission is to ensure that we create a safe environment for every boy in order to allow them to express themselves as individuals and open their minds to the opportunities available to them in the world.

Values:

Our values are summed up in our nine behaviours and belief statements and are intrinsically linked to our every day actions.

Understand the importance of heritage: *the school you are in has been 300 years in the making.*

Do what is right, even when people aren't looking: *be inspired and motivated by gospel values of integrity, love, mercy and forgiveness.*

Be proactive, but agile and change tack as needs arise: *people are unique. Be guided by their different needs, responding positively and generously to support their growth.*

Be conscious of a spiritual reality in all that you do: *our place of learning is a sacred place, where the time you spend will have a positive impact on the rest of your life.*

Treat everyone equally with compassion and respect: *those considered to be from the margins are at the heart of a Lasallian education.*

Quality relationships are the foundation on which we build: *our Lasallian community builds excellent relationships and helps to grow the self-belief of all.*

Explore, discover and share what you learn: *good teaching, learning and mentoring have positive ripple effects, which are felt through generations.*

Enrich your character with different experiences: *Lasallian learning focusses equally on academic achievement and developing strong and well-rounded characters.*

Communicate, collaborate and create: *we work with everyone without exception, making them feel valued and respected.*

Aim

This policy aims to provide staff and parents/ carers with clearly understood guidelines and strategies to promote positive behaviour and to support pupils in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom and accept that a 'one size fits all' approach will not be sufficient.

Good behaviour systems are apparent when all staff are consistent in their management of pupils and work well together to support each other. This policy promotes an approach that as well as describing some absolute rules and guidelines, also allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle.

The policy also recognises the diversity of behaviour management styles used by teachers and the differences of behaviour challenges that can be presented by pupils. Behaviour is never somebody else's responsibility.

The key aims of this policy are:

- To have the highest expectations of pupil behaviour in order to ensure that all pupils make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the academy.
- To work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated.
- To secure an environment where effective teaching and learning is able to take place.

Roles and Responsibilities

The Governing Body	<ul style="list-style-type: none">▪ Ensure a Behaviour Policy is in place and is implemented fairly▪ Monitor and review the effectiveness of the Behaviour for Learning Policy▪ Support rewards and celebratory events▪ Attend exclusion panels where necessary▪ Challenge the academy on behaviour data
Principal	<ul style="list-style-type: none">▪ Hold a strategic overview of the Behaviour Policy▪ Ensure the Behaviour Policy is implemented fairly and monitored annually▪ Establish and manage the Exclusions Policy and other policies relevant to the Behaviour Policy▪ Hold responsibility for the final decisions on Fixed term and Permanent Exclusions

Head of School	<ul style="list-style-type: none"> ▪ Act as a model for positive behaviour ▪ Hold a strategic overview of the behaviour policy to ensure all processes are being followed ▪ Monitor behaviour data and impact on progress ▪ Responsible for final decision on exclusions ▪ Evaluate, review and adapt the behaviour policy as and when necessary ▪ Provide all relevant data for governors at appropriate points in the year.
Deputy Head of School	<ul style="list-style-type: none"> ▪ Act as a model for positive behaviour ▪ Monitor behaviour data and impact on Teaching and Learning ▪ Support staff with strategies for behaviour for Learning in line with CPD and needs
Assistant Heads of School	<ul style="list-style-type: none"> ▪ Act as a model for positive behaviour ▪ Have a strategic overview of behaviour data for relevant year groups ▪ Ensure support is strategically placed to allow progress to be made by all pupils ▪ Liaise with identified parents and coordinated TACs if needed ▪ Support staff to create a positive climate for learning ▪ Liaise with relevant staff for rewards to create a positive and inclusive academy
Heads of Year	<ul style="list-style-type: none"> ▪ Support staff where necessary in restorative conversations ▪ Liaise with the relevant AHoS where behaviours are beyond one subject and impacting on progress ▪ Analyse and produce reports on progress and where behaviour is directly impacting ▪ Lead form tutors in the consistent application of the behaviour policy and setting high expectations and standards ▪ Analyse behaviour data and prepare relevant reports ▪ Liaise and coordinate external agencies / schools ▪ Be proactive in parental meetings to eradicate high levels of behaviour
Form Tutors	<ul style="list-style-type: none"> ▪ Work to create a cohesive group and a positive ethos ▪ Reward positive behaviour and take action to improve poor behaviour ▪ Monitor and give feedback through the referral and reporting systems ▪ Communicate regularly with parents/carers ▪ Communicate with subject staff and others as appropriate ▪ Implement intervention strategies ▪ Have regular conversations with pupils with regards to behaviour and attendance ▪ Check equipment and uniform on a daily basis and review pupil's attitude to learning during tutor time

Faculty Leaders	<ul style="list-style-type: none"> ▪ Monitor behaviour logs within the faculty and support staff where necessary ▪ Support staff where necessary in restorative conversations ▪ Ensure consistent implementation of the Behaviour Policy. ▪ Support classroom staff in managing behaviour, administering rewards and sanctions. ▪ Support classroom staff in meetings with pupils, parents and carers where appropriate ▪ Liaise with SLT, and Heads of Year as appropriate ▪ Organise restorative justice meetings between subject staff and pupils
All staff	<ul style="list-style-type: none"> ▪ Principle responsibility for the management of pupil behaviour and associated follow up actions as appropriate ▪ Ensure that the policy and procedures are followed and applied consistently and fairly ▪ Create a high quality learning environment ▪ Communicate regularly with parents ▪ Responsible for recording all relevant behaviour incidents on SIMS / classcharts as appropriate ▪ Record all positive behaviour / rewards ▪ Responsible for planning lessons which provide a range of learning styles to engage and enthuse
Pupils	<ul style="list-style-type: none"> ▪ Take responsibility for their own behaviour choices ▪ Follow instructions from all adults at the academy ▪ Work positively with staff and pupils ▪ Follow the Academy code ▪ Ensure standards of behaviour are maintained in the community as well as in the academy building
Parents/Carers	<ul style="list-style-type: none"> ▪ Support the academy with behaviour concerns inside the academy and to and from the academy ▪ Work in partnership with the academy to maintain high standards of behaviour

De La Salle Code

The De-La-Salle Code has been agreed through consultation with all members of the Academy and should be adhered to at all times:

1. Do right by myself and others

Doing the right thing at all times creates a calm and safe environment

2. Embrace our uniqueness in order to better ourselves

Accepting we are all different, helps us to grow in all areas of our lives

3. Seek new experiences and challenges

Trying new skills builds confidence and self-belief

4. Treat everyone equally and with compassion

Showing understanding and kindness enriches our daily lives

5. Speak to others in a polite and respectful way

Showing manners by using please and thankyou in a friendly tone builds a happy school

6. Welcome guests with pride

Showing pride in your heritage builds firmer foundations for the future

7. Strive to maintain positive relationships

Quality relationships allows us all to thrive and grow

8. Be prepared for your learning journey

Being prepared mentally as well as with all equipment will mean you take advantage of every minute of every day

Positive Reinforcement and Rewards

The academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping pupils to realise that good behaviour is valued.

Examples of positive behaviour include:

- Excellent homework;
- Good effort;
- Excellent classwork / coursework;
- Excellent attitude;
- Progress;
- Consistent improvement in levels of academic achievement;
- Regular attendance/punctuality;
- Contribution to form group / year group activities;
- Good organisation and presentation;
- Participation in extra-curricular activities;
- Sporting and arts achievement;
- Support for other pupils.

A culture of praise should be a central feature of our academy and we will seek to reward effort and improvement as well as achievement. It is important that staff and other adults with responsibility for our pupils remember to reinforce positive behaviour by acknowledging it, praising it and rewarding it.

As appropriate to pupil age these may include:

- Verbal praise
- Written comment on work
- Telephone call to parents / carers
- Positive letter home
- Praise Postcards
- Achievement points
- Certificates
- Display of work
- Access to the reward room
- Invitation to the head of school breakfast

- Special awards at Celebration Assemblies
- Annual Awards Ceremony
- Attendance to reward trip

Sanctions

Consistency and follow up is key to ensuring an effective behaviour policy and the development of self-regulated behaviour. When a pupil's behaviour is not as expected then the following should be followed:

- Non verbal communication
- A quiet word
- A chance is given to the pupil to modify their behaviour - **correction**
- Verbal warning regarding the behaviour being displayed - **choice**
- Take action through moving the pupil in the room (change of seat)
- Quiet word outside of the classroom regarding the behaviour being displayed
- Request for the Duty Teacher to move the pupil to a partner room - **consequence**
- Detention requested
- Behaviour recorded on Classcharts

When a pupil is not conforming to the classroom expectations and is not responding to the strategies in place, a partner room can be used within the faculty. A 10 - 20 minute detention can be administered by the classroom teacher the same day, this can be at break or lunch. A pupil should be given a second chance to attend detention if they fail to attend the initial sanction. If behaviour persists or is deemed above low level, either a 30 – 40 minute detention after school will be administered by the Head of faculty or head of year or a one hour detention after school with a member of SLT will be administered.

When a pupil is not meeting behaviour expectations, consistency is crucial for sanctions to be applied fairly.

Who deals with what?

Level 1 Intervention	Level 2 Intervention	Level 3 Intervention
To be dealt with by subject teacher or Form Tutor	Faculty Leaders/ Pastoral Manager / Heads of Year/ will deal with situation where intervention at level 1 has not worked	Pastoral Manager / Head of school
Chewing/eating in class	Stealing	Physical violence Racial abuse Drugs related incidents
Failing to listen when the teacher is talking or when others are making a contribution to learning	Failure to respect other people's values and strive to maintain positive relationships by refusing to cooperate in a corridor	Where there has been intervention at level 1 and 2 on these issues for a period of time and no impact – referral to SLT link

Interruptions to the lesson which does not allow others to get on with their learning	Persistent interruptions to a number of lessons even after intervention at level 1	
Failure to complete classwork or homework to the best of a pupil's ability	Persistent non completion of classwork or homework despite intervention at level 1	
Throwing objects around the room	Failure to attend a detention	
Failure to attend the Academy or individual lessons regularly and on time	Persistent lateness or truancy	
Failure to arrive at classes with the correct equipment and in full uniform	Consistent incorrect uniform or equipment	
Failure look after and respect the environment by dropping litter	Vandalism/Damage to any property	Serious damage to property/breaking into areas
Inappropriate language in a classroom or corridor	Persistent swearing/obscene language to pupils	Verbal abuse / swearing at staff
Arguing/failure to follow instructions	Persistent failure to follow instructions/cooperate	Dangerous refusal to follow instructions
Inappropriate behaviour in corridors in between lessons or at break time	Persistent poor behaviour in corridors in between lessons or at break times	Running out of school
Not treating others as they would like to be treated	Persistent failure to treat others as they would like to be treated leading on to potential bullying	Serious Bullying
	Monitoring pupil's attendance and progress.	

In the classroom

We need to constantly remind and re-emphasise the idea of the pupil knowing that they have a choice and that the majority who want to learn should have precedence over the minority.

"If you do that, this will happen. Are you certain that you want to make that choice?"

Structure to lessons helps pupils remain focused on what is expected of them. The start sets the tone and therefore is key:

- Meet and greet at the door - with a smile, making them feel valued.
- Pupils to sit in their seating plan – stand in place and wait to be seated.
- Pupils to get out equipment and place on the desk.
- Starter / engage in learning.
- Register formally on SIMS.

During the lesson - get on with them: get them learning

- Regularly remind pupils of classroom learning expectations
- Use praise in a ratio of 4:1 for both achievement and effort (4 praise comments to 1 negative comment)
- Be aware of your tone of voice - calm and persuasive not arrogant or condescending.
- Be specific about praise - 'thanks for putting your hand up' - make praise stick by making it worthwhile and valued
- Teach positive behaviour for learning - value pupil opinions
- Include all pupils in learning - communicate clearly but do not shout
- Foster an environment of risk taking to promote challenge
- Deal with off task behaviour immediately
- Develop techniques for acknowledgement of appropriate / inappropriate behaviour - hand signals etc. These will need explaining initially to the pupils as they will need to learn your non - verbal signals.
- Use tactical pausing Pausing briefly in a spoken direction to emphasise attention and focus.

Avoiding unnecessary conflict

- Avoid stating disapproval of pupils, focus on the behaviour, separate any comments on behaviour or conduct from comments about the pupil as a person.
- Avoid greeting a pupil's anger with your own. A pupil who has lost or is losing control needs you to be calm and rational.
- Avoid confining a pupil who is determined to leave a classroom - let them go and report it to the main reception via email, who will notify the relevant staff.
- Avoid physical contact - NEVER touch or hold a pupil; there are clear guidelines for physical restraint; only use restraint as a last resort to prevent a pupil harming self or others
- Avoid being confrontational - allow pupils a way out of a situation by offering a dignified way out of conflict.
- Avoid preventing a pupil from leaving a situation through using the body or arm across a doorway.
- Avoid dealing with 'everything' - deal with secondary issues at a later date eg: no book
- Avoid sarcasm, humiliation.

Pupils may be removed from learning if:

- They have displayed threatening or aggressive behaviours
- They have continued to refuse to comply to expectations after all other strategies have been implemented
- Swearing directly at others
- Any form of physical violence.

Pupils may not be exited:

- Within the first 5 minutes of learning starting
- Without all other strategies being tried first
- For lack of equipment
- For non-completion of work

De-escalation techniques

De-escalation techniques to aide effective behaviour management and non-verbal clues in the classroom can quickly prevent pupils from being removed from learning.

Principles:

- **Aim for an effective outcome** e.g. managing the incident successfully by getting the pupil to enter the recovery stage without hurting themselves or others
- **Be realistic** - it might be expecting too much to use the incident as a learning opportunity for the pupil or to do something yourself that will cause it never to happen again
- **Stay controlled** - aim to act from reason and rationality rather than emotionality
- **Appear confident and in control** rather than controlling
- **Avoid entering a win/lose situation**
- **Remove any audience**
- **Take your time**

Staying calm

- **Act calm** (even if you don't feel it)
- **Accept** incidents will happen
- It is **ok to be affected emotionally** by an incident
- **Resolve not to take it personally**
- Consider the **pupil's perspective** - this can help enable us to formulate an effective response
- Give **positive messages** to the self

As adults responsible for responding to an incident we often feel threatened by the outburst. We are therefore at risk of entering the same cycle that the pupil is in. When this happens we can mirror the behaviour of the pupil which may escalate the situation. We need to monitor where we are in the 'fight-flight' response.

Body Language

Adopting a non-threatening body language can on itself de-escalate a situation, the following is guidance on how this can be adopted:

- Open and relaxed posture
- Hands open, down and visible
- Calming gestures e.g. hand at chest height with fingers pointing upwards and making gradually slower and slower movements can help as it mirrors the level of arousal you are trying to achieve
- Non-threatening positioning e.g. side to side rather than face - to-face
- Controlled and calm movements
- Respect personal space
- Avoid touch - unless you are sure it will help
- Eye contact - avoid prolonged or exaggerated eye contact

- Relaxed and calm facial expression - only smile if you are sure it will help defuse, if the young person thinks you are laughing at them it is likely to escalate the situation

Working Together

- **One member of staff** at a time deals with a pupil
- **Others may need to be present** - they should remain in support of the other staff member but away from the personal space of the pupil
- **Swap places as needed**
- **Communicate with each other** - speech, eye contact, hand signals
- **Be clear about your roles** - are you a) responding to the pupil, b) remaining in support or c) dealing with other aspects of the situation such as other pupils who are present?

Communication

- **Calm, even, conversational, reassuring tone of voice**
- **Offer simple explanations** - avoid overloading with language, you may need to repeat key messages, avoid endlessly repeating instructions
- Remember **rational reasoning will not work** once a pupil is at the higher end of the escalation stage or in crisis stage. When we are not thinking rationally we are unlikely to respond to arguing, threats, pointing out consequences or appealing to higher motives
- **Use active listening techniques** - communicate to the pupil that they are being listened to, you understand what they are trying to communicate, empathise, reassure, communicate their feelings are legitimate (although their behaviour may not be)
- **Use a questioning style** - this avoids a win/lose situation where you give an order and then have to enforce it e.g. don't you think we should? Don't you think it would be a good idea if? Perhaps you should? Are you going to come now?
- **Use deferred agreement** - assume they will eventually take up your suggestion e.g. Ok, I'll come back and ask you again in a minute. Get another member of staff to go back if this continues not to work for you
- **Avoid ultimatums and entering a power struggle**
- **Make options available** so the pupil has the power to end the incident
- **Match your approach** to where they are in the arousal cycle i.e. should you be calming, reaching or controlling.

Examples of what to do when...

There will be times when not all of our pupils behave in a manner which lives up to the expectations set out in this policy. When such incidences occur, the below acts as guidance to ensure we deal with all situations with consistency:

Behaviour below expectation	Actions
A pupil is preventing learning from taking place	<ul style="list-style-type: none"> ▪ Use non-verbal cues to show the pupil they should stop. ▪ Have a quiet word at eye level ▪ Verbal warning regarding the behaviour being displayed ▪ Move in the room (change of seat)

	<ul style="list-style-type: none"> ▪ Quiet word outside of the classroom regarding the behaviour being displayed ▪ Subject teacher detention ▪ Behaviour recorded on SIMS with comment
A pupil is not treating others as they would like to be treated themselves	<ul style="list-style-type: none"> ▪ Discuss with the pupil our code and behaviour and beliefs ▪ Make it clear to the pupil that their actions must stop ▪ Carry out a restorative conversation with the pupil and the other people involved – whether that be a pupil or member of staff ▪ Place incident on SIMS with comment
A pupil is not showing respect for other people's values and is not striving to maintain positive relationships	<ul style="list-style-type: none"> ▪ Refer the incident to the Duty Teacher if immediate action is needed ▪ Refer the incident to the relevant member of staff: form tutor or faculty leader if immediacy is not required. ▪ Write a statement on the official statement sheet, keeping to the facts ▪ Record the incident on SIMS with a brief comment
A pupil is not speaking to others in a polite and respectful way	<ul style="list-style-type: none"> ▪ Remind the pupil of our code and behaviour and beliefs ▪ If in lesson, follow the flow chart from the sanction section ▪ Carry out a restorative conversation between the pupil and others involved. ▪ If a member of staff is involved, refer the incident to the relevant member of SLT ▪ Write a statement on the official statement sheet, keeping to the facts ▪ Record the incident on SIMS with a brief comment
A pupil is showing violent or threatening behaviour	<ul style="list-style-type: none"> ▪ Contact reception for the Duty Teacher ▪ Write a statement on the official statement sheet, keeping to the facts
A pupil has not completed classwork and / or homework to the best of their ability	<ul style="list-style-type: none"> ▪ Follow the flow chart from the sanction section ▪ Place pupil in a teacher detention ▪ Contact home to inform parents/ carer ▪ Record contact home on SIMS under the communication log ▪ If persistent, refer the pupil to the head of faculty
A pupil does not arrive to class with the correct equipment ready to learn	<ul style="list-style-type: none"> ▪ Provide the pupil with the correct equipment

	<ul style="list-style-type: none"> ▪ Record the lack of equipment to keep track of persistent offenders ▪ If persistent in a lack of equipment, place pupil in a teacher detention ▪ Contact home to inform parent / carer ▪ Record contact home on SIMS under the communication log ▪ If behaviour is continued, refer to head of faculty
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Using the comment section / follow up in SIMS

All behaviour logs must be followed up with a comment to outline the behaviours being displayed by the pupil. All comments must remain factual of the incident and only name the pupil the record is linked to. Once a comment has been inputted, a decision regarding a follow up must be made. All follow ups should require a high level intervention or an investigation. The table below gives some guidance as to what constitutes a follow up on SIMS:

Behaviour type	Follow up comment	Follow up required?	Who should follow up?
Verbal abuse - adult	...As ?? walked off he called me ginger and called me stupid.	Yes	Form Tutor
Truancy	Refusal to attend maths lesson. Has been raised already.	No	Classroom teacher then Faculty leader if required
Continual disruption to learning	Refusing to move seats, taken from the lesson	No	Classroom teacher
Removal	?? was rude, disruptive and kept talking back to me and ignoring my instructions. When I asked him to stop he said no and I told him to go to partner classroom and he left the class but did not go to the partner classroom.	No	Classroom teacher to Faculty Leader
Bullying	Using the Edmodo message board to call another pupil a "sad guy/saddo"	Yes / No - is it bullying?	Class teacher in first instance – if feel a real bullying incident refer to Pastoral Manager
Smoking	I did a walk around the local area. We came across a group of boys including ?? ?? was smoking an e-cigarette and passing it to other pupils to share. He then took a drag of the cigarette and purposefully blew it directly into my face (from less than a metre).	Yes / No	Teacher involved in the first instance the next day. If a lack of respect continues then follow up
Classroom	?? was sent out of lesson so that	No – already	Class teacher to the

Intervention	I could speak to him regarding his attitude. He refused to listen and stormed off. This incident has been discussed with ?? and ??	been discussed.	head of faculty
Continual disruption to learning	Throwing things around the classroom 3 times, sent out/removed from lesson.	No	Class teacher
Verbal abuse – adult	I challenged ?? over a throwing of a bottle incident during lunch. He said to me 'what are you dumb?' in an aggressive manner. When given the opportunity to retract his statement he said ' you are chatting shit.'	Yes	Head of Year / Pastoral Manager for Investigation
Classroom Intervention	?? continued to be poorly behaved during the lesson and refused to do his work. He protested a number of times about not being sure what to do despite numerous demonstrations and examples. He still refused to do the work	No	Class teacher

Disciplinary Sanctions

Dependent on the nature of the offence and the severity of the behaviour, the academy will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Verbal warning
- Same day detentions
- Making good missed work
- Loss of free time
- Removal from learning
- Restorative Justice
- Reports
- Letters home
- Parent interviews
- Behavioural contracts
- Isolation
- Respite placements at another school
- Fair Access Panels
- Fixed Term exclusion
- Permanent Exclusion

This list is not intended to be exhaustive but serves as an illustration of sanctions used.

Disciplinary matters relating to a **faculty area must be managed within that faculty area**. When a pupil is presenting concerns across **two or more subjects**, the Head of Year will manage initial support and interventions.

All members of staff should address incidents and offer support where needed. Always try to isolate the pupil concerned, speak quietly and calmly.

If the incident is minor and can be resolved with a conversation, this should happen at the time. If the incident is more serious the matter should be referred to the relevant member of staff who will investigate and take appropriate action. The adult originally involved in the incident should write a statement outlining the incident and their involvement in it.

Detentions

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents by a variety of means including email, text or phone call of detentions longer than 15 minutes. Ultimately, however, it is the pupil's responsibility not to misbehave, not the Academy's responsibility to make contact.

Isolation

A decision to issue a consequence of isolation is made through consultation with the Head of School.

Staff should not threaten a pupil with isolation as they have no authority to carry out the threat.

Once the decision to isolate a pupil has been made, the parent/carer will be telephoned and the details of the concern shared. A follow up meeting with the parent / carer will take place with the Head of Year in the first instance. Pupils who have had more than two instances of isolation will meet with the relevant Assistant Head of School.

Hard and fast rules about the type of incident and the number of day's isolation are determined by the incident leading to the decision; all cases will be dealt with on an individual basis.

Isolation runs from 9.30 until 3.00. All pupils will be isolated during break and lunch time. All pupils will be escorted to have lunch and visit the toilet.

Fixed term external exclusions

Exclusions are an extremely serious sanction and will only be considered when all other sanctions have been exhausted. Long external exclusions are rarely effective and simply removing the pupil from the academy will not solve the behaviour problem. As with all behaviour issues it is important to unlock the problem and seek strategies with the pupil to solve the problem. Only the Principal and the Head of School can make the decision to exclude a pupil.

The full details of the incident should be shared with the parent on the telephone and an exclusion letter should be posted home and a copy placed on the pupil file.

Before the pupil returns to the academy a re-integration interview must be conducted with the parent/carer and pupil.

Removing a pupil from the academy site for disciplinary reasons without following formal exclusion procedures is illegal, even with the consent of the parent. If whilst investigating an incident a pupil needs to be isolated from others they should remain in Isolation.

Exclusions will normally be issued for one day. However, in certain circumstances it may be necessary to issue a longer exclusion. All situations will be dealt with on an individual basis, taking into consideration the incident leading to the decision to exclude as well as the pupil's prior behaviour record.

Graduated Response

To ensure clarity and that all pupils are treated with fairness, the following graduated response is in place. It details the movement of behaviour intervention the academy will put in place for

each pupil to ensure they remain in mainstream education and are ultimately successful in their learning.

Detentions due to classroom behaviours

- Over a 2 week period if 4 detentions have been issued, next phase to be implemented
- Head of Year to contact home via a phone call

• Report is time limited to 2 week period, 3 targets set in discussion and clearly linked to behaviours being displayed.

Tutor Report - Yellow

- If successful - report goes on pupil file, and pupil is taken off report.

- If not successful – Form Tutor holds a parental meeting to discuss behaviours and next phase is implemented.

• Report is time limited to a 2 week period, 3 targets set in discussion with pupil and parent linked to behaviours being displayed.

Head of Year Report - Orange

- If successful, report goes on file and the pupil moves back down to Tutor report to show sustained improvement.

- If not successful – Head of Year is to hold a parental meeting to discuss behaviours and next phase is implemented.

Discussion with parents regarding any underlying issues and possible strategies to aide improvement.



- Report is time limited to a 2 week period, 3 targets set in discussion with pupil and parent linked to behaviours being displayed.

- Weekly phone calls home are to be made for every pupil on this report.

Assistant Head of School
Report - Blue

- If successful, report goes on file, and the pupil moves back down to Head of Year report to show sustained improvement.

- If not successful - a letter is sent home outlining the behaviours and concerns and a parental meeting set up. Move to another school considered at this point.

- Report is time limited to 2 week period, 3 targets set in discussion and clearly linked to behaviours being displayed.

- Phone calls made twice weekly home to update on progress being made.

Deputy Head of School
Report - Red

- If successful - report goes on pupil file and pupil moves back down to Head of Year to show sustained improvement.

- If not successful a parental meeting set up with the HoS and alternatives discussed.



Uniform and Behaviour around the Academy

Pupils are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which pupils act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils and staff.

High standards of presentation are required at all times when wearing the academy uniform. Whenever the academy uniform is worn, it must be complete and not mixed with non-uniform clothing.

Positive behaviours are expected including setting high standards in terms of appearance and moving in a manner which is orderly and respects the health and safety of others.

Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The academy reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents. Form tutors should carry out morning checks on uniform and ensure notes from parents / carers have been issued. These notes must be countersigned.

Monitoring, Support and Intervention

Through the pastoral and guidance systems the academy has staff whose role it is to support pupil welfare and well-being. This includes helping to make explicit the academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The academy accepts that for a wide variety of reasons some pupils require additional support in order to learn and display positive learning behaviours. For these pupils the academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a pastoral support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

Freedom from Bullying and Intimidation

The academy recognises that for pupils to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

In respect of anti-bullying the academy seeks to:

- Discuss, monitor and review our anti-bullying policy on a regular basis
- Support all staff to promote positive relationships and identify and tackle bullying appropriately
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively: that pupils feel safe to learn: and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the Academy to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

Movement around the academy

Pupils are expected to move around the academy in a safe and orderly manner. They are to show respect for their environment. No pupil should be out of lesson during learning time. If it is

necessary for a pupil to be out during this time, the pupil must have a toilet pass. The pupil should move purposefully to fulfil the reason for their time out of learning.

Pupils should not be allowed out of learning to go to the toilet, unless they have a medical pass issued by their Head of Year.

All movement should be on the left to ensure safe and orderly movement.

Behaviour outside the Academy

Pupils who breach the academy's Behaviour Policy whilst on academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place in the academy grounds.

For incidents that take place outside the academy and not on academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant factors include whether the pupil is wearing academy uniform or is in some other way identifiable as a pupil at the academy and whether the behaviours could adversely affect the reputation of the academy.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

Screening and Searching Pupils

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching pupils.

As a result senior staff may search pupils' clothing, bags or lockers without consent for any banned item we believe could cause harm or go against academy rules. Any confiscated items will not be returned to the pupil. This process will be governed by internal procedures and will only be undertaken by designated staff.

The Use of Reasonable Force

The academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all academy staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Malicious Accusations against Academy Staff

The academy recognises that there may be occasions when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Active Involvement of Parents/Carers

The academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents/carers being actively involved in the education of their child. The academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- Meetings
- Letters
- Supporting pupils on reports
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication

Parents/carers are welcome to approach the academy for informal or formal discussions about their son's education.

Monitoring, Evaluation and Review

Relevant staff will monitor the implementation and effectiveness of this policy; review it annually and submit a report to the Governing Body. The policy will be promoted and implemented throughout the academy.

Key Requirements/Legal Duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The academy acknowledges its legal duties under the Equality Act, 2010 and in respect of pupils with SEN.