# Behaviour Policy

**THE DE LA SALLE ACADEMY**

## Behaviour Policy

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The De-La-Salle Code

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

1. **Do the right thing when no one else is looking**
   
   *Doing the right thing at all times creates a calm and safe environment*

2. **Respect yourself and all others**
   
   *Showing manners by using please and thankyou in a friendly tone builds a happy school. Treat everyone how you would like to be treated yourself*

3. **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*

This booklet brings together key documents that staff, students and parents can refer to for lots of helpful information. This booklet is intended to help everyone to work together to create a positive and safe learning environment which supports our Lasallian values, behaviours and beliefs: good character, good conscience and good communion. The vast majority of our students always get it right but some students find routines challenging and need additional guidance. The following documents are included within this booklet and will also be displayed as posters around college for reference; reinforcement and rewards, sanctions, expectations, mobile phone, uniform and equipment policies.

Positive Reinforcement and Rewards

The academy recognises the importance of rewarding our students for positively displaying the De La Salle Code and maintaining high standards of behaviour for learning. This has both an impact on teaching and learning and has a motivational role in helping pupils to realise that good behaviour is valued.

The following rewards are made available to students who go above and beyond and display the qualities and values we expect of young Lasallians.

- **Faculty Praise Postcards**
  These are awarded by staff for students who regularly go above and beyond during lessons or for students who have had a positive improvement in attitude or behaviour for learning.

- **Achievement points**
  These points can be cashed in for tangible rewards throughout the year. Prizes include: beat the queue pass, reward room pass, football, phone bank charger, academy pens.

- **Certificates**
  Certificates are awarded on a termly basis to recognise students who have achieved high levels of attendance and achievement points. These are also awarded to students who have consistently set high standards of effort and progress within a subject.

- **Access to the reward room**
  Access to the reward room is for students who are in the top 10 in the attitude to learning league tables each week. The focus for the tables changes weekly to reward highest achieving cumulatively to highest achieving during an academic week.

- **Invitation to the Principal / HOS / AHOS Lunch**
The top student in the attitude for learning league table is invited to attend special lunch with the principal / head of school or assistant head of school on the last Friday of each month.

- **Annual Awards Ceremony**
  At the beginning of each academic year students are recognised for their achievements in the previous academic year. High achieving GCSE students receive acknowledgement for their successes whilst students from years 7-10 receive gifts and prizes to celebrate sporting success, academic achievement and attitude for learning.

- **Raffles**
  Any student who has attended an assistant head of school lunch for pupil of the month is entered into a raffle for an end of year star prize. Other prizes are also raffled throughout the year for students with high levels of attendance and punctuality.

- **Ethos / community reward**
  Students who support the Academy at community events such as parents’ evenings will be rewarded with a Head of Year lunch.

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When a pupil is not meeting behaviour expectations, consistency is crucial for sanctions to be applied fairly. When a pupil is not conforming to the classroom expectations the following sanctions may be used.

**Sanctions**

**Correction**

You are not following the De La Salle code. A verbal warning will be given and a chance is given for you to modify your behaviour. Think about what it is you have done and remember the expectations of all students within the classroom so that all students can have the opportunity to learn.

**Teacher**

Ensure a clear verbal explanation is given to the pupil regarding the unacceptable behaviour displayed. Remain calm and explain the consequences if the poor behaviour continues. Avoid stating disapproval of the student and focus on the behaviour. Walk away and don’t get into a discussion allowing the student to
make an informed decision on what to do next. Keep positive and reinforce the positive behaviour being displayed during the lesson.

Choice
You are still not following the De La Salle Code and are now causing a disruption to your own and others learning in the classroom. The member of staff may take you outside for a quiet word outside of the classroom regarding the behaviour being displayed or may take further action moving your seat in the room giving you an opportunity to settle.

Teacher
The poor behaviour is continuing to disrupt learning and therefore have a conversation with the student in order to explain the consequences of their actions. Reinforce clearly the poor behaviour or rules broken and the consequences of this behaviour. Explain that the student has another opportunity to get it right and change their behaviour referring to previous incidents of positive behaviour. Move the student to a different seat as an opportunity of a fresh start in the lesson.

Consequence
You will be removed from the lesson as your behaviour is having a severe negative effect on both your learning and the learning of others. You will be directed to a partner classroom on the same corridor as your lesson. You must attend that lesson and remain quiet and calm as to not disturb another lesson. You will complete a 30 minute detention the same day (except p5 which will be the following day) in the hall where the member of staff will meet you to complete the restorative conversation.

Teacher
The student is excluded from the lesson and sent to a partner classroom with work to complete. A restorative meeting between staff and student must take place within 24 hours. A detention is administered by the classroom teacher for the same day (except p5 which will be the following day). Behaviour must be recorded on SIMS and the restorative conversation document uploaded into student behaviour profile. A parental call should be made to inform parents or guardians of the behaviour. The restorative conversation should be used to allow a fresh start the next time the student enters your classroom.

Confinement / Contemplation
Your behaviour has continued to be unsatisfactory and has now disrupted another lesson. You are now being sent to the isolation room for a period of time to reflect and think about your actions and the effects this behaviour has on learning. You will automatically complete a 60 minute detention the same day (except p5 which will be the following day) in the main hall.

Teacher
The student has arrived at your room from a colleague and has continued to display inappropriate behaviour which has disrupted the learning in your lesson. The pupil will be sent to the isolation room and an email is sent informing the staff in the isolation room. A 60 minute detention is administered by the classroom teacher. The staff member who sent the pupil out will pick the student up from the detention hall to complete a restorative meeting the same day (except p5 which will be the following day). A restorative
meeting form should be completed and signed and scanned into SIMS. A parental call should be made to inform parents or guardians of the behaviour.

SLT Sanctions

Any repeated failure to follow the De La Salle code in or out of the classroom will be dealt with by a member of SLT with appropriate sanctions being given.

For serious issues around safeguarding, continuous inappropriate behaviour and truancy an email should be sent to Heads of Year and recorded on the student behaviour log in SIMS. A parental call should be made to inform parents or guardians of the behaviour.

Sanctions can include: Loss of break and/or lunchtimes, loss of entitlement to trips, being removed from sporting fixtures, being isolated from lessons and for serious incidents FTE. These sanctions will be decided by SLT and be dependent on the situation.

Restorative Conversations

Restorative conversations can equip pupils with the restorative principles, language and skills to develop positive relationships, find solutions to everyday conflicts and to reflect more on their own behaviour. A restorative discussion with a student can help resolve and eradicate behaviours which have caused disruption in learning. Restorative conversations should provide a new day, fresh start for all students.

10 reasons for following up incidents personally (Teachers’ standards 7)

1. You are best placed to have an impact on the behaviour of the student in your classroom.
2. Colleagues cannot control the behaviour of students remotely.
3. The student may come to the next lesson with resentment if previous incidents have not been resolved.
4. Inclusion is about building relationships with every student regardless of their individual needs.
5. You have a responsibility to talk to the student about their behaviour, repair trust and reinforce appropriate high expectations for the next lesson.
6. If you pass responsibility to a colleague the student begins to imagine that you are not able to manage their behaviour.
7. You can use the opportunity to speak privately to the student and redraw the boundaries for your relationship.
8. Many students with chaotic home lives are testing whether the adults around them are going to give up and pass them onto someone else.
9. You may discover information about the incident or background to it that will prove useful when managing the student in future.
10. Colleagues see that you are committed to managing the behaviour of all students; when you ask for support it is more likely to be provided enthusiastically.
Things to consider to promote a positive learning environment:

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.
- A prepare for learning task should be set for engagement.
- Register formally on SIMS.

During the lesson

- Regularly remind pupils of classroom learning expectations and be consistent
- Use specific 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.
- 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
- Use tactical pausing …. Pausing briefly in a spoken direction to emphasise attention and focus.
- Avoiding unnecessary conflict

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

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.
Contemplation

Once the academy policy has been followed pupils will be sent to the contemplation room. After being sent out a pupil will have 3 minutes to arrive at the contemplation room. Pupils should be sat at an isolation desk and expected to sit quietly and complete the work set. At the end of the lesson the pupil leaves to attend the next lesson. The pupil must meet with the relevant teacher who sent them out to complete a restorative meeting and complete the relevant paperwork – this will be done the same night during detention.

If a pupil is sent to the contemplation room 3 times in one day they automatically spend the next day in contemplation, this triggers a phone call home from the HOY. Any pupil who is sent to the contemplation room for a full day will remain in contemplation during break and lunch. They will complete a sandwich order form and order a grab bag to eat lunch in the contemplation room.

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

Contemplation runs from 8.35 until 2.30. All pupils will be in contemplation during break and lunch time with lunch provided.

Report System

If a pupil continues to display poor behaviour they will be placed on a report to track behaviour and set targets for improvement. This report must be signed by parents and by the relevant member of staff who is monitoring the report. The report should last for 2 weeks and be discussed with the pupils regarding their scores. If behaviour does not improve then a student should progress on to the next level of report. At each review stage a conversation should be made to parents informing them of behaviours and the actions taken.

Graduated Response to Students on Report

When a student is placed on report it is imperative the report is monitored and any actions followed up. For the system to be effective and efficient it must be consistent.

Stage 1 FORM TUTOR report: (2 weeks)

This should be the first stage of any student going on report unless a serious one off incident has occurred. The form tutor should take responsibility for initially placing students on report and can be easily quality assured by the Pastoral Support Officer (PSO) and/or Head of Year (HOY).

If a student arrives in school without the correct uniform, they will be placed on report. Hopefully, this should be rectified and there are no further issues, report is passed and the student comes off report. Parents should be contacted by phone, by the form tutor and logged on SIMS.

Targets should be set to support the student to improve and could be as simple as ‘attending every lesson on time’ or ‘achieving an ATL score of no less than 3’. Again this should be logged, contact should be made with home and it should be monitored daily. A lost report is a failed day.

If the students’ report is successful and targets are met and evidence is logged on SIMS then students can be removed from report. If the targets are not achieved, the student will be escalated to P.S.O.
**Stage 2 - P.S.O report: (2 weeks)**

Firstly, a parental meeting is arranged and the graduated response is discussed and expectations within the Academy are outlined and standards made clear. All of this is logged on SIMS and the student is placed on report, monitored daily and positive achievement should be celebrated. A lost report is a failed day.

If the targets for the report are met the student will be removed off the report. If at any point during the academic year the student is required to go back on report they will continue at the PSO report.

If the targets on the report are not met, the graduated response is followed and the student progresses onto the HOY report.

**Stage 3 - H.O.Y report: (2 weeks)**

If the Head of Year report is triggered, initially, the student will be sent out for a respite week at another school. After this week a parental meeting should be arranged and the graduated response discussed and expectations within the Academy are outlined and standards made clear. All of this is logged on SIMS and the student is placed on report, monitored daily and positive achievement should be celebrated. A lost report is a failed day.

If the targets for the report are met the student will be removed off the report. If at any point during the academic year, the student is required to go back on report they will continue at the HOY report.

If the targets on the report are not met, the graduated response is followed and the student progresses onto the Assistant Head of School report.

**Stage 4 - Assistant Head of School: (12 weeks)**

If this stage is triggered, the student will be sent out for a second respite week at another school. After this week a parental meeting should be arranged and the graduated response discussed and expectations within the Academy are outlined and standards made clear. At the meeting an IBP (individual behaviour plan) will be agreed for the student which will be reviewed every 4 weeks over a 12 week period. All of this is logged on SIMS and the student is placed on report, monitored daily and positive achievement should be celebrated. A lost report is a failed day.

If the targets for the report are met the student will be removed off the report. If at any point during the academic year, the student is required to go back on report they will continue at the Assistant Head of School report.

If the targets on the report are not met, the graduated response is followed and the student progresses onto the Deputy Head of School report.

**Stage 5 - Deputy Head of School: (4 weeks)**

A parental meeting should be arranged and the graduated response discussed and expectations within the Academy are outlined and standards made clear. At the meeting the IBP will be discussed and an updated IBP will be agreed for the student which will be reviewed after 4 weeks. The next steps of a managed move should be discussed and an EHAT should be explored. All of this is logged on SIMS and the student is placed on report, monitored daily and positive achievement should be celebrated. A lost report is a failed day.
If the targets for the report are met the student will be removed off the report. If at any point during the academic year, the student is required to go back on report they will continue at the Deputy Head of School report.

If all stages of the report system above have been exhausted and other interventions have failed to make a positive impact on behaviour, The Head of School, along with the principal will discuss the possibility of either a permanent move (in line with the LA graduated response) or a permanent exclusion.
Mobile phones are not allowed on school site. If you get your mobile phone out on the academy site a member of staff will confiscate your phone and hand it into reception to be collected after school. If you refuse to hand over your phone when requested, you will be placed in the contemplation room and your parents will be contacted.

Headphones are also forbidden and not allowed on during the academy day.

Staff

If you see a student using their mobile phone request for them to hand it over. Take the phone to the reception and place it in an envelope with the student’s name and have it locked away.

If the student refuses do not get into confrontation and notify the Heads of Year and contact home to inform parents.
**Anti-Bullying Charter**

The De La Salle Academy will:

1. Respect all members of our school community and their differences and unique contribution.
2. Take any report of bullying seriously.
3. Work with students, parents and teachers to meet the aim of eliminating bullying at the school through preventative and restorative work.
4. Support both victims and perpetrators of bullying through restorative justice, individual support and whole class teaching.
5. Keep all relevant people informed when dealing with bullying issues and working collaboratively to resolving any issues.
6. Educate students on the definition and types of bullying through informative assemblies, form periods and PHSE lessons.

Students at The De La Salle Academy should:

1. Respect all members of our school community and their differences and unique contribution.
2. Report any bullying that happens to them or others and avoid being a bystander or contributing to bullying behaviour.
3. Support the school in investigating and dealing with issues of bullying accepting the consequences the school applies and be honest and reflective about your own and others’ behaviour.
4. Avoid using social media to engage in any behaviour which could cause distress or harm to others.
5. Undertake the role of anti-bullying ambassadors to promote and support the anti-bullying campaign through the Diana award.

Parents of students at The De La Salle Academy should:

1. Respect all members of our school community and their differences and unique contribution.
2. Report any bullying issues involving your own children, or others, to the school and avoid taking action yourself.
3. Support the school in investigating and dealing with issues of bullying accepting the consequences the school applies and being honest and reflective about your children’s behaviour.
4. Monitor your children’s use of social media out of school ensuring appropriate use for their age and developmental stage.

Student Name:  
Signature:  
Date:

Parent/Carer Name:  
Signature:  
Date: