

Behaviour Policy – Guidance for Students, Staff and Parents

Updated August 2020

Review June 2022

Rationale

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour during our phased return.

Aims and Objectives of Policy

Shoreham Academy, as part of the United Learning group, affirms that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school/academy life is essential. An effective, caring and learning environment that exhibits good behaviour and discipline will be more readily created when the following principles are evidenced:

- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early effective intervention
- Providing a safe environment free from disruption, violence, bullying and harassment
- Encouraging positive partnership with parents

Our key purpose is to ensure the safety, wellbeing, and success of all our students in what will be a difficult transition back into school. Poor conduct has consequences for learning, achievement and in these unprecedented times the safety and wellbeing of our community. High expectations of staff and students make a positive contribution to our aim of achieving the 'Best in Everyone'.

It is important to maintain the high standards of behaviour and value system we have built in Shoreham Academy over the last few years.

Students and staff must understand what was previously classed as a minor behaviour misdemeanour, is now more serious and will be sanctioned as such under the new system. Any student caught deliberately acting maliciously or dangerously in relation to social distancing measures put in place by the school will be sanctioned and a parental meeting arranged. A fixed term exclusion will be used for students whose actions deliberately risk the health and safety of others in the school.

This policy is still built around our key values of Excellence, Hard Work and Integrity.

In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of students with special educational needs. The school will also have regard to its 'Safeguarding Policy'

Reasonable adjustments

We understand that the change to practice as a result of COVID-19 will be difficult for some students. It may be even more challenging for some students with SEN needs. We will therefore, as is usual practice, look to reasonably adjust, where necessary.

Policy Implementation



All staff are to implement this policy consistently and fairly throughout the school by setting the standards required to promote positive and safe behaviour.

All staff will be trained in the new policy and given scenarios to talk through and raise any questions.

The Senior Leadership Team of the Academy are to ensure all staff adhere to this policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

The policy has been created in consultation with staff and has been shared with all key stakeholders

In order to create an atmosphere of mutual respect and tolerance in which all members of our Academy community can flourish, be safe and achieve their potential, **all students** are responsible for certain expectations in classrooms and in corridors.

- observe social distancing at all time
- Look after your own possessions carefully and do not share possessions of others
- Respect adults and students alike – treat others as you would wish them to treat you
- Follow all Instructions at the first time of asking
- Respect the environment. Make sure all litter e.g. tissues go into the bin provided and leave them in a state in which you would like to find them
- Listen carefully giving people your full attention and do not talk/make noises whilst others are also trying to listen
- Arrive on time to school and lessons
- Show determination by always trying your hardest (100% effort)
- Adhere to the uniform policy
- Show ambition by having high expectations of yourself
- Be truthful at all times. Apologise when in the wrong

Sanctions

As in society, poor behaviour results in sanctions. Sanctions can be linked to work, effort, behaviour or personal conduct. We strongly believe that students are entitled to a disruption free learning environment every minute of every lesson. Students will be given one warning if they disrupt learning, after the warning any further disruption will result in them being placed in the behaviour room until 4pm.

This behaviour will be logged on the student's behaviour log on SiMs, parents will be notified and it is expected that the student has a successful repair with the teacher before their next lesson.

Green slips will be issued for not following the uniform policy, not having the correct equipment for lesson and if they are chewing gum. This will be a 15 minute after school detention.

Students will be issued a 1 hour homework detention if they fail to hand in their independent work during the lesson. This detention will take place on the same day and parents will be contacted if their child will be staying after school. If students fail to turn up to this detention then a 2 hour detention with the Senior team will be set. If the student fails to turn up to this detention then they will be placed in the behaviour room the next day until 4pm.

There are higher levels of sanctions that can be applied for higher level misdemeanours or if misdemeanours are persistent. These are imposed after consultation with other colleagues:

- 'School' detention
- SLT detention
- Meeting with parents/carers
- Placed on subject report/monitoring
- Placed on general report from mentor level to reporting to the principal
- Placed in the behaviour room
- Exclusion with Senior staff
- Fixed Term Exclusion (FTE)
- Permanent Exclusion



Fixed term Exclusion decisions will be sanctioned by members of the Senior Leadership Team when a student:

- Has used extreme verbal abuse aimed towards a member of staff
- Has been persistently disruptive over a period of time
- Has engaged in physical assault
- Has engaged in substance misuse
- Has put staff and/or students in danger

Students who consistently engage in negative behaviour will find the length of any subsequent exclusion longer than the previous.

Shoreham Academy aims to support students who are identified at risk of permanent exclusion. We can offer multi-agency support, counselling, group work and time spent at our off-site Gateway facility. Students who fail to address poor behaviour will be placed on a Behaviour Support Plan (BSP) with a number of targets to help improve behaviour. This will outline clear intervention strategies to support positive behaviour by parents, the pastoral team, and teaching staff. Failure to adhere to targets set in a BSP may result in a strike system, which may lead to a managed move, or alternative provision, or in extreme cases permanent exclusion from Shoreham Academy.

Expectations in the classroom

If a student fails to adhere to the rules set out by the school **in the classroom during a period of teaching**, then the process set out below should be followed.

We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons. We also must ensure that students and staff are kept safe.

Our key classroom expectations remain the same:

1. Follow all instructions at first time of asking
2. Do not make a noise when the teacher is speaking
3. Give 100% effort

We now have added expectations in lessons:

4. Social distancing to be observed at all times
 5. No items to be passed/thrown/shared in class
 6. Behave responsibly when the teacher leaves the room to move to the next lesson.
- A verbal rule warning should be issued by the member of staff in the first instance. Please note the student will not be 'moved' due to social distancing
 - A second warning should lead to the member of staff issuing a blue slip for the student to be removed to the 'behaviour room'. Students will work independently for the remainder of the day and parents will be informed.
 - If the student then fails to amend their behaviour in the 'behaviour room' or refuses to attend, the student will be Fixed Term Excluded (FTE) for the remainder of the day.
 - Parents will be contacted and asked for permission for them to walk home or to collect at the school gates
 - Any student who is Fixed Term Excluded should not be allowed to return until a parent, student and senior member of staff re-integration meeting has taken place and a risk assessment carried out.
 - The risk assessment may indicate it is not safe for the student to return at the moment due to risks to other staff members or students' health and safety – the risk assessment should be reviewed on a weekly basis
 - When issuing an FTE it should be for the shortest time possible or for the time that is necessary.



- If a student walks out of the classroom without permission then a member of senior team will be contacted and the student will either be taken to the 'behaviour room' for the remainder of the day or will be FTE for the remainder of the day

Exclusions

Please see **Exclusion Policy for full details and also DfE guidelines** - <https://www.gov.uk/government/publications/school-exclusion>

Fixed term exclusion **will not** be used for students who are inadvertently failing to follow social distancing rules.

Fixed term exclusion can be used if students are deliberately and maliciously failing to follow newly devised social distancing rules, verbally abusive towards staff, physically violent or present a significant danger to themselves or others (running around the school and refusing to follow any instruction set by staff being one potential example). **Reasonable adjustments will always be used where applicable.**

Any exclusion will be across the days that a student is expected in school where a reduced timetable is in operation. It may also be appropriate for the Principal to uninvite these students into school due to the risks they present (this would be for a fixed period and under constant review). If a student is 'uninvited' then this will be due to the risk assessment being completed and indicating there is too high a risk to the health of other students and/or staff

A list of reasons for Fixed Term Exclusion are listed below:

- Deliberately spitting towards somebody else
- Walking around the building without permission
- Persistent failure to comply with code of conduct
- Fighting (Primary fighter – FTE, Secondary fighter – Behaviour Room)
- Refusing/failure of the 'behaviour room'
- Swearing at a member of staff
- Setting off fire alarm/extinguishers
- Damage to school property including graffiti
- Continued Bullying
- Intimidation or aggressive behaviour towards other students
- Repeated non-cooperation with a member of staff
- Non-compliance with Academy rules
- Using lighters matches or cigarettes
- Sexist, racist or homophobic behaviour
- Sexual misconduct
- Breaching Academy ICT security
- Bringing fireworks into school
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Malicious allegations against staff
- Theft
- Harassment or intimidation of a member of staff or student at school or off site
- Bringing the Academy into disrepute
- Refusal to hand phone over after using in school (See it, hear it, take it)

Permanent Exclusions

- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying
- Serious actual or threatened violence against another student or individual on site
- Serious damage to school property
- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault



- Where an offence is repeated after fixed-term exclusion
- Where the health and safety of others is at risk including setting off fireworks
- Serious intimidating behaviour towards a member of staff
- Serious breach of the behaviour policy
- Continued breach of the behaviour policy

N.B. Please note this is not an exhaustive list for reasons for Exclusions

Unstructured times (before school/break/lunch/after school)

- If a student is failing to follow the rules set out by the school during a period of unstructured time then a verbal warning should be issued by the member of staff on duty.
- Any further verbal warning in the same period of unstructured time should result in a member of senior staff being called. Parental contact would then be made by the senior member of staff or Head of School and a decision taken on whether that student is able to re-engage safely with the classroom teaching offer.
- If not, then they would be sent to the 'behaviour room' to work independently for the remainder of the timetabled day. Failure to attend the 'behaviour room' would see the student being placed on an FTE for the rest of the day.
- Parents will be contacted and asked for permission for the student to walk home or to be collected at the school gates
- Fixed term exclusion should not be used for students occasionally and inadvertently breaking social distancing rules during unstructured times. However, those students who deliberately and wilfully break social distancing rules during unstructured times will likely lead to them being fixed term excluded. The health and safety of staff and students is an absolute priority.
- Any student who is fixed term excluded should not be allowed to return until a parent, student and senior member of staff re-integration meeting has taken place and a risk assessment undertaken. Part of any reintegration includes a teaching/ training session on social distancing and the unique times we find ourselves in with Covid 19 (this will be with the SLT staff assigned to each bubble / group of students to avoid cross contamination).
- The risk assessment may indicate it is not safe for the student to return at the moment due to risks to other staff or student health and safety – the risk assessment will be reviewed on a weekly basis.
- When issuing an FTE it should be for the shortest time possible.
- If during the reintegration meeting, the senior member of staff is not convinced that the student is willing to follow the new health and safety rules in place at the school then they will be asked to leave the school and work from home (on the remote work that has been set) until further notice.

Examples of reasons for being placed in the 'behaviour' room include:

- Breaching social distancing – purposely
- Breaching social distancing – inadvertently but repeatedly
- Deliberately coughing/spitting towards someone
- Leaving the classroom without permission
- Putting hands on another student without permission
- Dropping litter – not respecting the environment
- Failing to follow instructions
- Removal from lesson
- Eating in class
- Chewing gum



- Bringing Fizzy drinks/Energy drinks on site
- Swearing/aggressive language – not being respectful
- Talking during fire drill
- Not following instructions
- Vandalism (minor)
- Inappropriate body language/gestures
- Consistent equipment issues
- Homophobic/bi-phobic or transphobic language

Please note that this is not an exhaustive list and we may move students to the ‘behaviour room’ for other reasons not listed.

DfE guidelines state: ‘Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction’

Support is put in place on a case by case basis, considering any specific needs. There will be a meeting with the student and their Head of School in the first 2 weeks back and a subsequent referral may be made for further support in the following weeks.

These may include:

- Time out card
- Support report
- Increased pastoral care
- Adjustment to behaviour policy in lessons
- Counselling
- Protective behaviours
- Staff mentoring
- Referral to the wellbeing team (who provide a range of different packages)
- Referral to child protection officer and/or social services
- Referral to external agencies: Children and Adolescent Mental Health Services (CAMHs), Learning Behaviour Advisory Team (LBAT), Youth Offending Team (YOT), Educational Entitlement, Educational Psychologist (EP)

Rewards

The Academy will continue to reward good behaviour during this unique time, promoting an ethos of kindness and co-operation in and around the Academy and encouraging students to support the school’s values.

The reward system aims to create a clear, simple and recognizable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing excellence, hard work and integrity around the Academy.

Staff praise and reward students for good behaviour in a variety of ways:

- Teachers congratulate students.
- Teachers call home to inform the parents.
- Teachers send achievement emails to inform parents of their child’s good work
- Letters of praise from Head of School for home learning – effort showed in task completion
- Students gain achievement points for their good work

Around the Academy

Calm and sensible movement around the academy and safe, polite behaviour is always essential from all.

Students must remain on the left hand side of the corridors and not run – **failure to do this may result in either being moved to the ‘behaviour room’ or being sent home on a FTE (depending on seriousness).**



Toilets

- Are open all day.
- Students can use the toilets during lesson time although we request that they do this only in an emergency, unless they have a note confirming a medical condition.
- They must use the toilets that are situated at the end of their corridor to avoid any unnecessary movement.
- Students who have been found to have damaged the toilets may be charged and will be either be taken to 'behaviour room' or given a FTE (depending on seriousness).

Lifts

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts' usage will be limited to 2 persons facing away from each other whilst in the lift.

Mobile Phones and Electronic Equipment

We understand the need, for safety and practical reasons, to carry a mobile phone. We will follow our existing policy in this regard, insisting that phones will be removed from students if they are seen or heard at any point in the school day. As always, there should be no direct communication between students and parents during the school day, and students are not permitted to take photos or videos of staff or students at any point. Students are not permitted to post to social media. Phones may be used for learning purposes only if directed to do so by the teacher in the class, for example, uploading work via One Drive to Firefly.

Uniform expectations and Banned Items

All our students must have high standards of dress at all times. Please see 'Uniform Policy' for guidance.

The following items are not permitted and should not be worn or brought into the academy. Failure to remove these items will result in the student being placed in the 'behaviour room' for the day:

- No jewellery may be worn to school, including facial piercings of any kind (e.g. lip/nose/tongue/eyelid etc). Students are permitted stud earrings or hoops smaller than a 10 pence piece in the ear lobe.
- Any type of hat or cap
- Excessive make up
- Unnatural nail varnish colours and or nail extensions
- Unnatural hair colour
- Fake eyes lashes
- Hoodies are to be taken off in the building
- Tattoos including henna tattoos
- Chewing gum
- Energy drinks
- Drinks in glass bottles
- Laser pens
- Weapons/Drugs

Physical Intervention by staff

At Shoreham Academy the guiding principle is always focused on maintaining the safety of students and staff. Only in exceptional circumstances will 'positive handling' physical intervention be instigated. This principle is even more significant at a time when social distancing is expected within our community. Where possible, PPE will be used to ensure the safety of those involved.

Please note – any student who requires the intervention of staff using 'positive handling' will automatically be 'uninvited' and a risk assessment put in place that outlines it is not safe for staff and students for them to be in school.



The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Students will be given a verbal warning that physical intervention is going to be used before colleagues proceed.

Complaints

Should parents/ carers wish to express a concern or make a complaint about any decisions relating to the Behaviour Policy, they should follow the Academy's Complaints Policy, however, before doing so we would ask that you contact us so that we can seek resolution with the member of staff/ situation concerned.

