

Behaviour Policy



Approved:	6 July 2017
Review date:	June 2020
Responsible Officer:	Vice Principal Behaviour

Vision and Ethos

The vision statement of the Trust demonstrates its Christian ethos and faith foundation.

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

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Where the word ‘Trust’ is used in this document it refers to Archway Learning Trust. Where the word ‘Academy’ is used it may refer to any individual academy within the Trust.

Where the word ‘Governing Body’ is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Local Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Attendance Policy
- Drugs Policy
- Sex & Relationships Education Policy
- Equality & Diversity Policy
- Anti-bullying Policy
- Home School Agreement

1. Policy Statement

- 1.1. The Trust is committed to the highest standards of behaviour for all students in order to ensure their safety, wellbeing and success.

2. Scope and Principles

- 2.1. The Trust Board is responsible for determining the content of the policy and delegating the implementation of the policy to the CEO.
- 2.2. The Trust Board and Local Governing Bodies will work in partnership with staff, parents/carers, students and the wider community to maintain these standards.

3. Aims and Objectives

- 3.1. To support and encourage all students to achieve to the best of their ability.
- 3.2. To create a safe, supportive and inclusive learning environment.
- 3.3. To support students in their preparation for life after the Academy.
- 3.4. To actively support and promote the Christian ethos at Bluecoat Academy Wollaton and Aspley.
- 3.5. To ensure equal opportunity by empowering students to reach their full potential.
- 3.6. To determine the roles and responsibilities of all within the Academy in establishing a calm and productive working environment.
- 3.7. To determine the boundaries of acceptable behaviour.
- 3.8. To outline procedures for dealing with breaches of the behaviour policy.

4. Rewards

- 4.1. The Trust's ethos of encouragement, praise and celebration is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

5. Sanctions

- 5.1. Sanctions are applied to recognise a breach of acceptable behaviour or standards and are applied in order to bring about a change of behaviour in the future.
- 5.2. A range of sanctions is clearly defined in the procedures and their application should be clearly understood by staff, students and parents so that behaviour can improve in the future.

- 5.3. The procedures make a clear distinction between the sanctions for major and minor offences.
- 5.4. For serious offences, the most serious sanctions will be imposed. The Trust will not tolerate students endangering the safety and welfare of staff or other students by dangerous or criminal activity. In particular, students selling drugs on the academy premises or bringing weapons into the academy will be at risk of permanent exclusion.
- 5.5. When considering either fixed term exclusions or permanent exclusions the Principal will give full regard to current DfE guidance on exclusions and on students with Special Educational Needs.

6. Publication of this information

- 6.1. A copy of this policy will be published on each Academy website.

7. Appendices

- 7.1. The Appendices attached provide detailed guidance for all staff, students and parents to follow.

Appendix 1 Contract of Commitment

TRUST COMMITMENT

Each Academy will work in partnership to provide a safe and caring environment which motivates each individual to achieve and develop their highest potential. To do this we pledge to:

- provide high quality teachers and support staff to deliver programmes of study appropriate to age, ability and aptitude in line with the National Curriculum requirements where relevant;
- ensure students are aware of their commitments to behave well in an effort to strengthen behaviour and attitudes. Reward those students that are co-operative, willing to learn and responsible through our Reward System;
- consistently challenge and discipline those students who do not abide by the commitments set out below and in doing so breach our Behaviour Policy and may also have an adverse effect on other students' learning;
- provide an open and effective channel of communication between staff, parents and students ensuring opportunities for exchange of information, views and opinions;
- monitor individual student progress and encourage and motivate students to achieve their best. Make parents aware of this analysis and students' progress frequently;
- provide a safe and secure environment, whereby each individual is recognised and valued within the context of our Christian ethos; encouraging students to grow into caring, responsible and independent learners.

STUDENT COMMITMENT

In accepting my place within the Trust, I promise to:

- attend the Academy every day and, in exceptional cases of absence, notify us before the Academy day begins;
- be punctual for the start of the Academy day and all lessons throughout the day;
- conduct myself in an exemplary way to and from the Academy;
- ensure that I have the necessary equipment/books/PE kit for each lesson and be prepared to learn and contribute in the classroom;
- take responsibility for my own learning, seeking advice when necessary from subject staff, form tutors and other staff within the academy;
- adhere to the Academy's Student Commitments;

- wear the correct full Academy uniform every day;
- keep the Academy environment clean and tidy – no littering or graffiti;
- show respect to all staff, visitors, students and all other members of the Academy and Trust.

I accept the conditions detailed in this Contract of Commitment and understand that if I fail to comply with any of the above, Academy sanctions will be imposed and may lead to my exclusion.

PARENTAL COMMITMENT

In accepting a place for my child at the Trust, I pledge to:

- enter into a partnership with the Academy my child attends in an effort to provide my child with the best opportunities to develop academically, socially and spiritually;
- ensure that my child attends the Academy every day and arrive on time. In exceptional circumstances of them being absent I will inform the Academy on the first day through the correct procedures as published on the Academy website;
- ensure my child wears the correct Academy uniform and is prepared and equipped for each Academy day;
- ensure all of their homework/coursework is completed by the given deadlines;
- encourage my child to take responsibility for their own learning and behave in a way that is supportive of the Academy's Student Commitments;
- supply the Academy with necessary personal details to enable them to deal with any emergencies/accidents that may occur during the Academy day and update these when necessary;
- respond quickly and positively to requests of support from the Academy in relation to my child's educational and behavioural needs.

I accept the conditions detailed in this Parental Commitment and understand that if I fail to comply with any of the above, Academy sanctions can be imposed and my child's placement at their Academy could be compromised.

Appendix 2 Strategies to Encourage Positive Behaviour for Learning

a) Rewards

The Academy believes that rewards play a vital part in encouraging students to fulfil their potential and to demonstrate a love of learning. Rewards will be given to students for consistent and/or improved levels of achievement, both academically and for contributions to the life of the Academy. Rewards can take the form of the following and are tracked on the electronic system Go4Schools which is also accessible to staff, students and parents.

- Verbal / written praise
- Positive points
- Parental contact e.g. phone calls home
- Awards for excellent attendance and punctuality to the Academy and lessons
- Postcards home
- Letters home
- Work on display
- Faculty prizes
- Meeting with Principal
- End of term Year Celebration of Success
- Sports Awards Evening
- Termly Rewards for positive points
- Summer Reward Celebration day
- Student Responsibility (see list below)

The Academy believes that providing students with the opportunity to be responsible encourages positive achievement. Student Responsibility can take the form of:

- Sports Captains
- Student leadership representatives
- Academy Officials/Prefects System
- Circle of Friends
- Paired reading scheme
- Senior students organising extra-curricular clubs
- Year 7 'Buddy' system.
- Year 11 Friends and Mentors group (FAM)
- Junior systems team
- In class support across the curriculum
- Reception duty
- Residential experiences
- Visits to Junior Schools
- Community Work
- Student Librarian

b) Sanctions

The Exercise of Professional Judgement

The table below can only provide guidelines. Each case must be treated on its own merits taking full account of the particular circumstances and any mitigating circumstances. There will always be a need to exercise professional judgement in determining the exact nature of a particular incident. This will involve assessing the available evidence and determining an appropriate response, which may or may not include a sanction. In the most serious cases there may also be reference to the police. It is recognised that it may be necessary to act firmly and raise the category of sanction if a situation arises when a significant number of students commit an offence.

Apologies and Compensation

Apologies and compensation (practical and financial) are always expected. Levels of compensation are left to professional judgement and may take into account family financial circumstances.

Forgiveness and Reconciliation (Restorative work)

Forgiveness and reconciliation are important responses to a breakdown of discipline and relationships within any Christian community and should always be our priority. This applies to relationships between all members of the Academy community.

Range of Sanctions

When a student misbehaves there are a range of responses, including supportive interventions and the use of sanctions. Whilst it is the responsibility of individual members of staff, the sanctions that are imposed upon students for negative behaviour will be discussed with all members of the corresponding Faculty/Achievement team. The staff handbook and behaviour policy describes the following approximate range of sanctions. Discretion will be used in mitigating circumstances as every case is individual.

In line with the 'Your behaviour, Your choice' procedures, staff will record their actions where applicable (see Behaviour Chart at Appendix 6 on page 17).

Classroom Sanctions

- Non-verbal sign of disapproval
- Verbal reprimand (from staff at different levels of seniority)
- Change of seat
- Imposing extra time for completion of work
- Internet or webmail ban for a fixed period of time
- Confiscation
- Time out (5 mins max)
- Withdrawal of privileges
- Faculty detention
- No Tolerance detention
- Walkabout to remove students to either faculty withdrawal or the ILU
- Parental contact
- Referral to Head of Subject / Assistant Head of Subject

Faculty Sanctions

- Faculty withdrawal
- Faculty detention
- Faculty report (in consultation with Year Leader / Director of Achievement)
- Meeting with parents

- Change of set/class (long or short term)

Pastoral Support (Director of Achievement/Year Leader)

- Verbal reprimand (from staff at different levels of seniority)
- Confiscation
- Restorative justice
- Break detention for lateness to the Academy
- Report card (Green, Amber, Red) for behaviour, attendance or punctuality.
- Attendance/Punctuality Report (monitored by form tutor/ Year Leader with parental support)
- Senior Leadership Team after-school detention
- Meetings with parents/carers
- Community service
- Referral to internal and/or external support agencies
- Withdrawal from normal timetable (to differing degrees)
- Formal warning of exclusion (by letter)
- Individual Education Plan
- Fixed term exclusion
- Managed campus move
- Managed move to another school/academy
- Alternative packages for identified students.
- Permanent exclusion

Appendix 3 Table of Responses

The following table sets out a proposed classification of different levels of misconduct and an appropriate range of minimum responses. It is essential to remember that each case will be looked at individually and the appropriate sanction will be decided upon accordingly.

Examples of Challenging Behaviour	Range of Sanctions (Minimum responses)
Category A <ul style="list-style-type: none"> Classroom Disruption Insufficient Work Anti-Social Behaviour e.g. spitting, dropping litter Inappropriate use of Mobile phone / electronic devices 	<ul style="list-style-type: none"> Classroom Sanctions (as above) Referral to Faculty Sanctions (as listed above) Confiscation of items. Parents to collect from school office. Achievement Card Parental Contact
Category B <ul style="list-style-type: none"> Persistent Classroom Disruption 5 negative points 10 negative points Leaving site at lunchtime Name calling Swearing Graffiti Persistent Lateness Gambling Dishonesty Truancy from lessons / Academy Failure to attend Faculty Lunchtime Detentions Failure to adhere to the Academy uniform policy Persistent Name Calling 	<ul style="list-style-type: none"> Verbal reprimand in first instance Year Leader detention Withdrawal from lessons for fixed period to ILU Faculty Detention Report Card Community Service Repeat of Detention Restorative Justice SLT Detention Parental contact
Category C <ul style="list-style-type: none"> Fighting 15 negative points Sexual Harassment Racial Harassment Disruptive Behaviour on way to and from the academy including on Academy transport Intimidation Threatening Behaviour Dangerous Behaviour Verbal / Physical / Cyber / Homophobic / Transphobic Bullying Serious Verbal Assault (student to student) Smoking Theft Impertinence to staff e.g. showing a lack of 	<ul style="list-style-type: none"> Restorative justice Parental Contact Faculty / SLT Detention Ban from using Academy transport Withdrawal from lessons to Independent Learning Unit (to differing degrees) Withdrawal from lessons to ILU (other campus) Meeting with Governor Meeting with Head of Campus Formal Warning of Exclusion (by letter) Restricted access to School computer system Repeated Detentions Police informed.

<p>respect by not responding to staff appropriately</p> <ul style="list-style-type: none"> • Inappropriate use of the Academy Computer System (See Protocol in Student planner for clarification) • Failure to attend Senior Leadership Team Detention 	
<p>Category D</p> <ul style="list-style-type: none"> • 20 Negative points • Serious verbal assault on staff e.g. swearing at a member of staff • Fireworks in the Academy • Extortion • Vandalism (damage to property) • Possession of alcohol • Distribution of Alcohol • Substance Abuse • Possession of Class B&C drugs (See Drugs Misuse Policy for clarification) • Possession of replica weapons • Possession of Offensive Weapon or similar (catapult, knife, gun) • Physical Assault • Wilful open defiance to staff (refusing to obey reasonable instruction) • Persistent Disruption to others' learning • Deliberately setting off the Fire Alarm 	<ul style="list-style-type: none"> • Withdrawal from normal timetable • (Long Term) • Formal Warning of Exclusion • Fixed term Exclusion (Short term / Long Term) • Permanent Exclusion
<p>Category E</p> <ul style="list-style-type: none"> • Serious Physical Assault including sexual assault. • Possession of Class A Drugs (See Drugs Misuse Policy for classification) • Supplying illegal drugs (Class C, B & A) • Fixed term exclusions totalling 45 days in an academic year. 	<ul style="list-style-type: none"> • Permanent Exclusion • Report to the police

Mitigating and Aggravating Circumstances

These are issues that need to be thought about in the decision-making process in the imposition of sanctions.

Mitigating Circumstances

The Academy will consider reducing sanctions by one category / level in the following circumstances:

- Cooperativeness, honesty and student accepts responsibility
- Provocation
- Accidental/without intent

- Special Family Circumstances e.g. bereavement
- Individual Student Circumstances e.g. child protection issues

Aggravating Circumstances

The Academy will consider increasing sanctions by one level / category for the following circumstances:

- Repetition – could increase one level for each repetition.
- Directed at staff / prefects / members of the public
- Deliberate and planned
- Deceit / Dishonesty
- Breaking contract
- Directly impeding the learning of others
- Bringing the school into disrepute

Appendix 4 Support Mechanisms

The Academy believes it is essential to support students in achieving to their potential and as such will put in place support mechanisms to address any barriers to learning, both academic and behavioural. These strategies may be used at any stage of a student's career in the Academy and in response to misconduct in any of the different categories above. They are more likely to be used if behaviour is repeated and in an attempt to prevent the development into further serious misconduct. The support mechanisms the Academy can offer include:

- Achievement Diary / Report Cards
- Meetings with parents/carers
- Individualised curriculums
- Alternative Education Programmes
- Individual Education Plans / Pastoral Support Plans
- Common Assessment Frameworks
- Contract of Good behaviour
- Counselling from the Academy Chaplaincy team
- Counselling from the Academy Counsellor
- Links with outside agencies such as the Education Welfare Officer, the Community Police Officer, Academy Nurse, Academy Doctor, Behaviour Support etc.
- Consultation with the Educational Psychologist
- English as an Additional Language support
- Mentoring
- Learning Support Unit – short or full time courses
- Home Tuition
- Study Club
- Academy Clubs and Societies
- Peer Support e.g. Circles of Friends
- Change of Tutor Group
- Change of Campus
- Planned Move – Managed Move, Referral to Fair Access Placement

Appendix 5 Legal Framework

According to the Education & Inspections Act 2011, The School Behaviour Regulations 2012 and the Behaviour and Discipline in Schools Advice Document 2016, Use of Reasonable Force Advice Document 2013 the Academy can:

- take measures to regulate the conduct of students when they are not on the Academy site and/or not under the supervision of a member of staff. This will include the conduct of students on academy trips and on their way to and from Academy;
- only give a sanction to a student for their behaviour outside the Academy once they are back on the academy premises, or elsewhere when the student is under the lawful control of a staff member;
- apply disciplinary sanctions to perpetrators of the use of defamatory or intimidating messages / images inside or outside of the Academy, particularly through medias such as mobile telephones and the internet;
- confiscate items that impede the learning of others;
- implement Parenting Contracts or Orders in order to enforce parental support for a student who is at risk of exclusion.

Use of reasonable force – guidance

- The term 'reasonable force' covers the broad range of actions used by teachers in physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student
- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Power to search students without consent

Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Appendix 6 Behaviour Chart

BEHAVIOUR FOR LEARNING			
<div> <div>YOUR BEHAVIOUR, YOUR CHOICE</div> <div> <div>ENGAGE</div> <div>or</div> <div>DISRUPT</div> </div> <div> <div>Praise</div> <div>Verbal Warning</div> </div> <div> <div>Positive point</div> <div>Negative point</div> </div> <div> <div>Reward</div> <div>Consequence</div> </div> </div>			
Positive Points	Reward	Negative Points	Consequence
Bronze	Muffin and drink from canteen	5 negative behaviour points	Senior Leadership Team detention / Green Achievement diary
Silver	Gold dinner queue ticket for designated Friday (includes 1 friend)	10 negative behaviour points	Parents invited for a review with a member of Senior Leadership Team / 1 day in ILU / Amber Achievement report
Gold	£5 on school account OR £5 voucher of choice	15 negative behaviour points	Parental meeting with Head of School / 3 days in ILU at other campus / formal warning of exclusion / Red Progress report
Head of School	£10 on school account OR £10 voucher of choice	20 negative behaviour points	Fixed-term exclusion
Principal	KS3 trip out (criteria regarding attendance, lates, negatives etc to apply)		

Appendix 7 Behaviour Policy – Sixth Form

All Sixth Form students choosing to attend the Academy will be expected to sign a learner agreement as part of the enrolment process. This contract will outline the academy's expectations of the students as well as what the students can expect from the academy.

Learner Agreement

This contract is designed to inform students, parents and tutors of the expectations and responsibilities that each student accepts when taking up a place at the Bluecoat Academy Sixth Form.

1. Code of conduct

As a part of the Sixth Form community you are expected to:

- Attend all timetabled sessions, including lessons, Act of Worship, small group meetings and tutor periods.
- Ensure your attendance level does not fall below 96% during the course of the academic year.
- Arrive to all lessons punctually and appropriately prepared.
- Arrange for all planned absences to be approved in advance and report sickness absence to the Sixth Form Office by 9am on each day of absence.
- Adhere to the Academy's policy relating to taking holiday in term time.
- Make expected progress during the academic year as measured by formal and informal teacher assessments.
- Hand in all homework and coursework on the deadlines given by your teachers.
- Engage in independent learning through use of the independent learning guide.
- Participate in a range of extra-curricular activities offered.
- Behave in an appropriate manner at all times, showing respect and consideration towards fellow students, staff, the Sixth Form building and the facilities provided.
- Adhere to all Academy policies, including those relating to bullying, racial discrimination and mobile phone use.
- Dress appropriately in accordance with the values of the Academy.
- Access the site using your ID card for personal access only.

As a member of the Sixth Form community, you can expect the following:

- Good quality teaching and learning.
- Regular assessment and good quality feedback on progress, from both your subject teachers and your tutor.
- Appropriate individual guidance and support on topics such as improving attitude to learning, accessing subject intervention, study and revision skills, topics for wider reading, appropriate use of study periods and coping with stress.
- Opportunities and guidance to support progression to higher education or other career pathways such as an introduction to application processes, personal statement and CV advice, interview skills, support in gaining relevant work experience and completion of references.
- A wide range of courses, activities and enrichment opportunities.

2. Disciplinary Action

Breaching this contract or exhibiting behaviour contrary to academy expectations may be subject to sanctions in accordance with this Policy. These may include attendance at additional study sessions during Period 6, fixed term exclusions, withdrawal from specific courses, and in some circumstances, withdrawal of your place altogether or Permanent Exclusion. A copy of this policy may be obtained from the Head of Sixth Form or accessed via the website.

Summary of Rewards and Sanctions Rewards

In order to create a positive learning environment, it is important that students are rewarded for their commitment, enthusiasm and support in addition to their academic achievement. Within Sixth Form we have a range of rewards available to us, some of which are linked with the development of the whole school new rewards system.

- Verbal praise from tutors or the Sixth Form pastoral team.
- Letters home from form tutors of the Sixth Form pastoral team.
- Merit awards with appropriate prizes, such as book tokens or tickets to social events.
- Awards made during Celebration of Success evening.

Sanctions

Sometimes it may be necessary to use appropriate sanctions where a student's behaviour does not comply with academy expectations or where they are in clear breach of their learner agreement. The following is designed as a summary of the sanctions available, and whilst some consideration has been given to the age of the student, these are consistent with the guidance given in this Policy.

It is important to remember that forgiveness and reconciliation are important responses to a breakdown of discipline and relationships within any Christian community. Our attitude should generally be to promote these responses rather than to seek revenge and retribution.

The following are considered as appropriate sanctions for our Sixth Form students, and will cover most instances of poor behaviour:

- 1:1 meeting with student
- Change of seat
- Imposing extra time for completion of work
- Sending student out of class (with appropriate work to the library / study room)
- Confiscation of offending item
- Withdrawal of privileges (particularly access to the internet)
- Compulsory study period in the Sixth Form library
- Referral to Year Leader
- Letter/phone call home

Staff may record sanctions on Go4Schools. More serious incidents will be reported to the Head of Sixth Form. In these cases the following sanctions may also be considered by the Sixth Form team:

- Parental meetings
- Fixed period contract leading to withdrawal from subject or place at the Sixth Form
- Fixed term exclusion
- Withdrawal of place in the Sixth Form