

The South Wolds Academy & Sixth Form

Behaviour Management and Rewards Policy



March 2019 to be reviewed every 3 years

## **Introduction**

Our main aim is for every student to achieve or surpass their academic and social potential and to embody the academy's values of Be Kind, Work Hard, Aspire. To enable this the academy is dedicated to providing a safe, caring and disciplined environment for every student in which to learn.

A successful behaviour management policy requires the commitment and consistency of practice by all staff to ensure students are clear of the behaviour and standards expected of them at all times.

## **Roles and responsibilities**

The local Governing Body:

- to review the policy as required
- to support the academy in ensuring a safe, caring and well-ordered environment
- to challenge and support academy leadership about behaviour in the academy through link governor meetings
- to form a governing body panel to consider representation during Permanent Exclusion hearings
- to form a governing body panel in cases of appeals following a Permanent exclusions

Senior Leadership:

- to oversee the implementation of the behaviour management policy on a day to day basis
- to ensure communication of expectations to staff, students, parents and carers

Staff:

- to ensure that academy protocols and behaviour management systems are consistently applied
- to follow the Learning Needs Profiles and supplementary SEN guidance relating to individual students
- to set high expectations where students show pride in their work and conduct
- to provide a consistently high level of teaching supported by planning and assessment which engages all learners
- to reward all students who embody the academy values of Be Kind, Work Hard, Aspire
- to develop positive relationships with academy students
- to intervene at the earliest opportunity where concerns arise

Form tutors:

- to establish the high standard of conduct and behaviour that we expect students to continue throughout the day
- to develop tutor group identity and cohesion; monitoring students' academic progress, behaviour, uniform, equipment and punctuality
- to intervene at the earliest opportunity where concerns arise

#### Students:

- to Be Kind, Work Hard, Aspire as defined in the academy values
- to take responsibility for personal behaviour and conduct
- to follow academy protocols and expectations with regard to behaviour and learning
- to be a positive role model within the school and wider community

#### Parents and Carers:

- to support the academy's Home-School Partnership Agreement by taking responsibility for the conduct of their child
- to work in partnership with the academy supporting the Behaviour Management Policy and systems
- to attend all meetings and events relating to their child
- to model the behaviour we expect from students in all dealings with academy staff

#### **How will we ensure consistency of implementation?**

- Established protocols to clarify academy expectations in relation to conduct, uniform, equipment, movement, tutor time, assemblies and learning
- behaviour for learning discussed daily with students in registration and in lessons
- staff training and updates
- student assemblies

#### **How will we know it is understood by all stakeholders?**

- Behaviour Management Policy and Home-School Partnership Agreement on academy website
- data tracking by Senior and Middle Leaders to support staff and students in maintaining a safe, caring and well-ordered environment in which to learn
- lessons to maintain a consistent approach to class management via academy protocols and Consequences System
- behaviour a regular item at YPL Forum, Curriculum Steering Group, Teacher Forum, Student Congress, tutor briefings and subject meetings

#### **Rewards:**

It is important that all staff in their professional practice include ways to recognise students' efforts and achievements. Through the use of different rewards a positive culture is realised where our students will be motivated to 'Be Kind. Work Hard. Aspire.'

Rewards and recognition of pupils' accomplishments can be offered through:

- half termly awards
- termly Outstanding Student Assemblies
- awarding VIVOS through the online VIVO system

- verbal praise offered by teachers in classrooms and assemblies
- weekly WISPA awards
- praise cards or letters of achievement sent home
- offering non-uniform days or arranging some other special occasion for a particular group of students
- creation of Achievement Walls in Year Areas, Main Hall and Subject Areas;
- articles in the school's newsletter giving details of participation and achievements
- awards of trophies for success in inter-form and other competitive sports events
- involvement of students in externally organised competitions or awards which provide opportunities for student achievement e.g. Duke of Edinburgh Award Scheme
- certificates gained for outstanding effort, participation, attendance or achievement. These may be awarded in the weekly Year Assembly or termly Outstanding Student assemblies.
- academic awards presented annually in the Y7-10 awards evening in July. Students nominated by subject and pastoral staff
- academic awards presented annually in the Y11 and Y13 awards evening in January. Students nominated by subject and pastoral staff
- VIVOs for students showing a positive commitment to learning in initial assessments and reports

Where students have a special educational need (SEND), mental health concerns or display Social Emotional Behavioural Difficulties (SEBD), rewards will be revised and made appropriate to individuals' understanding. This process will involve the Performance Leader, keyworker (if allocated), SEN Lead and Inclusion Manager. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers via Learning Needs Profiles and reviewed on a regular basis.

### **Behaviour**

Students whose behaviour does not epitomise academy values might not be able to take part in school trips or teams until an improvement is seen.

All student behaviour must contribute to the academy being a safe, caring and well-ordered environment. This includes before and after school (including travel on buses), break time, lunch time, between lessons, during lessons, assembly, extra-curricular activities and organised school trips or events.

The academy will impose sanctions to deal with poor behaviour outside of school if:

- it brings the name of the school into disrepute
- it is likely to compromise the smooth running of the school by spilling over into the school day
- it makes a student feel at risk from another student(s)

### Academy expectations:

- students must exhibit the academy values of Be Kind, Work Hard, Aspire at all times
- students are expected to follow established protocols in relation to conduct, uniform, equipment, movement, tutor time, break time, lunch time, assemblies and learning at all times. Failure to do so will involve sanctions
- mobile phones are to be switched off and kept in bags
- students can listen to headphones when stationary anywhere on the school site before school, during break or lunchtime

### Consistency in managing behaviour – Consequences System

Where students do not meet the high expectations of the academy in lessons, the Consequences System will be followed by all staff and students.

	Action	Consequence
<b>C1</b>	Verbal warning	Name on board as C1
<b>C2</b>	Move to a different part of the room	Name on board as a C2
	<i>In any one lesson of 3 x C2s have been issued the teacher will no longer issue C1s</i>	<i>Staff will warn the class that C2 will be issued for any disruption to learning at this point</i>
<b>C3</b>	May be asked to leave the room for 5-10 minutes if applicable	Name on board as C3 <b>Automatic</b> 50 minute detention the next evening
<b>C4</b>	On call: student will be removed from the lesson by a member of staff	Isolation for the next 5 consecutive lessons plus a 50 minute detention
<b>On Call (other)</b>	Sanctions as appropriate	
<b>Refusal to follow staff instructions</b>	Isolation or exclusion	

If a student has SEND then at all times, ensure you follow the guidance that is set in their Learning Needs Profile.

The South Wolds Academy has a statutory duty under Section 10 of the Equality Act to ensure reasonable adjustments are made to manage student behaviour when a student has been identified with SEND/SEBD. Where students have a special educational need (SEND), display Social Emotional Behavioural Difficulties (SEBD) or display mental health needs,

sanctions will be revised and made appropriate to individuals' understanding. This process will involve the Performance Leader, keyworker (if allocated), SEN Lead, SENCO and Inclusion Manager. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers, via Learning Needs Profiles or Health Needs profiles, and reviewed on a regular basis.

The academy is committed to supporting students who display mental health needs. A system of referral, assessment and monitoring is in place overseen by key personnel.

### **Detentions**

Detentions will take place every evening. The system is centralised and students will report to a designated area for their detention.

Once notice of a detention for a C3, C4 or On Call has been issued, parents will be contacted via school comms as a matter of courtesy so they can address the matter at home. **This is for information only** as schools do not require parental permission for students to attend detentions. The academy will not debate with parents or students why a C1 – C4 has been issued.

When parents and carers secure a place at The South Wolds Academy for their child, they agree to support the policies and procedures of the school and to uphold the Home-School Agreement. In line with national guidelines they cannot refuse to allow their children to attend a detention.

Dates and times of detentions will only be amended in very exceptional circumstances by the Senior Leadership Team. This does not include where a parent or carer has to change personal arrangements that might cause inconvenience.

Further actions will be taken if a student fails to attend a detention:

<b>Student action</b>	<b>Consequence</b>
Failure to complete homework	<b>30 minute detention</b> after school with the class teacher. This will be visible on School Gateway as a homework point.  Failure to attend will result in a 50 minute after school detention
Failure to attend a 50 minute after school detention	<b>Automatic 90 minute</b> after school detention

Extension of the school day (school after school)	The school day will be extended to 4.30pm every day for any student whose attitude towards learning causes concern. This will be for a fixed period until improvement occurs.
SMART card, incorrect uniform or poor punctuality	Lunchtime detention with form tutor or member of the year group team. For repeated offences the student may be placed into a 50 minute after school detention.

Isolation or exclusion will occur for any student who fails to attend or behaves poorly in detention.

Parents and carers are able to view attendance, behaviour and homework via the School Gateway app and Show my Homework.

### **When behaviour continues to be a concern**

A range of measures will be used, often in discussion with parents, when behaviour continues to be a concern. These include, but are not limited to:

- placed on report in subject area or by tutor
- detentions
- isolation
- fixed term exclusion
- student support plan
- timetable amendments or shadow timetable (removal to another lesson within the subject or faculty)
- removal from lessons for specific remedial sessions
- alteration of the school day (school after school arrangements)
- placement at an alternative EMET school for a period of time
- keyworker issued to work with student and family
- assess, plan, do, review cycle
- alternative provision
- agency referral
- springboard referral
- SENCO review

### **Further sanctions**

- Refusing to hand over a mobile phone will result in one day isolation.
- Smoking and 'vaping' on school site will result in a 1 day fixed term exclusion.
- Poor behaviour in isolation will result in a fixed term exclusion or a lengthier time in isolation.

## **Major sanctions – exclusions**

The academy places great importance on students displaying self-discipline and good behaviour. An escalating series of sanctions are employed in response to students who fail to meet expectations.

The most serious sanction is exclusion from school. In the first instance this is likely to be a Fixed Term Exclusion (though serious breaches of the Behaviour Management Policy may result in immediate Permanent Exclusion). The length of any exclusion is based on professional judgement reflecting the severity of the incident.

The following are strictly forbidden on the school site – bringing any of these onto the school site or being in possession of them will result in the student being searched.

Possession could result in a fixed term exclusion or permanent exclusion:

- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, including products perceived to be drugs at their point of taking
- Alcohol
- Cigarettes and vapour e-cigarettes
- Matches
- Lighters
- Fireworks
- Knives
- Anything deemed as a weapon

Other serious misconduct towards a member of the academy community or which brings the school into disrepute (single or repeated episodes), on or off the school premises, could result in a fixed term or permanent exclusion

Exclusion will be considered for serious breaches of academy expectations in regard to inclusion, diversity, equality, bullying, theft, physical assault, defiance, persistent disruptive behaviour, verbal abuse, use of offensive or obscene language, deliberate damage to property, intimidation.

This is not an exhaustive list and at all times the Head Teacher's discretion will apply when taking the decision to fixed term or permanently exclude a student.

## Support

**Students** will require guidance to manage their behaviour. The academy will use the following interventions to support students:

- academy protocols: effectively communicated, realistic, detailed expectations which are understood by all members of the school. They ensure highly consistent working practices with an attention to detail and thoroughness in the execution of school policies and strategies. By translating any area of general behaviour into an explicit routine, we remove uncertainty about school expectations, which in turn reduces anxiety and creates a framework of social norms
- Consequences System allowing students an opportunity to modify low level behaviour before escalation and staff to make their expectations and consequences explicitly clear.
- daily monitoring via SIMs to intervene at earliest opportunity
- pre-emptive behavioural support by tutor, YPL, Senior PL, Student Support and Inclusion Manager
- counselling
- keyworkers and teaching assistants who provide support prior to and during lessons
- student support plan and assess, plan, do, review cycles
- external agencies or alternative provision
- agency referral

**Staff** will be supported to ensure consistent practice and to maintain high standards of behaviour by:

- provision of a clear system of academy protocols and behaviour management Consequences System
- regular staff training opportunities during meetings and CPD sessions
- members of staff who patrol during On Call rota periods
- line management support
- YPLs and Student Support team who will organise reparation meetings and information meetings when appropriate
- Senior Leadership including the Inclusion Manager

**Parents and carers** will be supported to develop positive links with the academy to encourage a partnership approach to managing their child's behaviour. We will do this by:

- sharing information in 'real time' via the School Gateway app
- involving parents and carers when there are behavioural concerns at the earliest opportunity
- providing regular guidance and support via keyworkers
- providing regular information via Initial/Interim Assessments, reports, emails, letters, meetings and telephone calls
- inviting parents into school to discuss concerns
- inviting parents to events such as Student Review Day and parents' evenings

- referring to agencies where the need arises

## **Schools' further responsibilities and power with respect to behaviour and discipline**

**The policy draws on DfE guidance: "Behaviour and Discipline in Schools – January 2016" and "Searching, screening and confiscation – January 2018"**

### **The key points of the policy are:**

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

### **Discipline in Schools – Teachers' Powers.**

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### **Pupils' conduct outside the school gates – teachers' powers**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Subject to the behaviour management policy, teachers may discipline pupils for:

- misbehaviour when the pupil is: taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

### **Confiscation of inappropriate items**

The law allows two sets of legal provisions which enable school staff to confiscate items from students:

- general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully
- power to search without consent for 'prohibited items'.

### **Searching**

School staff can search a student for any item if the student agrees\*.

The school will ensure that any search conducted will be carried out under the Government recommendations laid out below:

- the member of staff must be the same sex as the student being searched. There must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched
- there is limited exception to this rule. A member of staff can search a student of the opposite sex to them and without a witness present, but only where they reasonably believe there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

\* The ability to give consent may be influenced by the child's age or other factors

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarette/vaping paraphernalia
- 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
- any item banned by the school rules which has been identified within these as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent, for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers including e-cigarette/vaping paraphernalia, fireworks, pornographic images or articles which have been, or could be, used to commit an offence or cause harm.

### **Malicious allegations against school staff**

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The school will follow the guidance in the August 2011 DfE guidance "Dealing with allegations of abuse against teachers and other staff"

- Where pupils are found to have made malicious allegations they are likely to have breached school behaviour policies. The school will therefore consider whether to apply appropriate sanctions, which could include a temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

**Associated policies:**

EMET Safeguarding and Child protection Policy

The South Wolds Academy Anti-bullying policy

EMET Physical intervention policy

The South Wolds Academy SEND policy until EMET SEND policy adopted