

E-ACT Pathways Academy Behaviour Policy

Department Owner	Operations (National)
Section Owner	Education (National Behaviour Lead)
Approver	Education & Personnel
Date Approved	July 2016
Review Date	July 2018
Status	This is a template policy and will require significant amendment and input for each individual E-ACT academy. The Headteacher is responsible for ensuring that the academy's behaviour policy includes all the relevant sub-sections set out within this policy, and all associated specific academy information.

1 Circulation

- 1.1 This policy is addressed to all staff, all pupils and parents. It also applies to the wider Academy community. A copy of this policy can be found on the schools website and on the school intranet. This policy can be made available in large print or other accessible format if required. This policy is reviewed every 2 years.

1. Ethos and policy statement

1.1 As an Academy we believe that all members of the Academy should be able to learn in a calm, safe and purposeful environment. The behaviour policy is the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors. It is essential that pupils understand that unacceptable behaviour results in sanctions being imposed, that high expectations are clear and explicit, and that good behaviour will be rewarded.

1.2 Corporal punishment will never be used in this Academy

1.3 This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

2. Application

2.1 The Governance and the Principal intend that the Academy rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Academy premises and outside of the jurisdiction of the Academy, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute.

3. Academy rules

3.1 The Academy expects that

- Do as asked first time
- Listen when others are speaking
- Signal or ask to tell
- Walk and Talk quietly in school
- Speak and behave politely and respectfully to others
- Keep hands and feet to myself

4. Conduct

4.1 The Academy expects that children will:

- Demonstrate patience in their dealings with others
- Keep themselves calm and approach all situations patiently
- Show respect for adults, children and parents, and for themselves at all times
- Show respect for academy property
- Demonstrate the skills necessary to be interdependent such as sharing, listening, taking turns to speak, collaborating and cooperating with others
- Showing determination through hard work, resilience and perseverance
- Be engaged positively in learning at all times, and in the life of the school

4.2 The Academy will not accept the following behaviour:

- Physical assaults on staff or other pupils
- Verbal assaults on staff or other pupils
- Damage to academy property including the building
- Substance abuse
- Racially motivated incidents
- Behaviour which is against the criminal law

5. Rewarding good behaviour

5.1 The Academy understands that rewards can be more effective than punishment in motivating pupils through our Pride Behaviour System. The Academy is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- Weekly Pride assemblies to celebrate the success of individuals within the Academy in accordance with our Pride values.
- Class point system which will be awarded in the following ways:
 - 1,000 PRIDE points (Bronze level) – Extra break
 - 3,500 PRIDE points (Silver level) – Bring a game in
 - 6,000 PRIDE points (Gold level) - Team building afternoon
 - 10,000 PRIDE points (Platinum level) - Choice activity
 - 15,000 PRIDE points (Diamond level) - Class Trip out
- Pride badges awarded for continuing positive behaviour around school.

6. Poor behaviour: use of disciplinary sanctions

6.1 The Academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

6.2 The Academy has the following range of disciplinary sanctions that may be implemented as appropriate:

- **WARNING** CHILD INFORMED THAT BEHAVIOUR IS INAPPROPRIATE
- **SANCTION 1** CHILD MISSES 5 MINS OF BREAK
- **SANCTION 2** CHILD MISSES 10 MINS OF BREAK
- **SANCTION 3** CHILD MISSES 10 MINS OF BREAK, 5 OF LUNCH TIME
- **SANCTION 4** AS SANCTION 3 AND REFERRAL TO THE BEHAVIOUR SUPPORT MANAGER. AT THIS POINT THE BEHAVIOUR IS RECORDED ON THE BEHAVIOUR DATABASE; THE PARENT/ CARER IS CONTACTED.
- **SANCTION 5** CHILD MISSES BREAK AND LUNCH AND SPENDS ½ DAY OUTSIDE CLASS.PARENT/ CARER IS CONTACTED BY A MEMBER OF THE SENIOR LEADERSHIP TEAM.

When a child is given the sanction of half a day out of class, they should be provided with work which they can carry out independently, and be placed in a different class, in isolation. This should preferably be in a different year group.

If a child has received 3 sanction 4 or 5 referrals, they will automatically be given an Individual behaviour Plan.

In the case of a serious incident the child will be referred to the Behaviour Manager or a member of SLT immediately and will therefore go straight to either Sanction 4 or Sanction 5.

The above applies for the vast majority of children. However, for children who have been specifically identified as having more complex difficulties, and where the sanction system is not having a positive impact on behaviour, the following *additional sanctions* should be implemented:

At Sanction 5

- 1st occurrence as above
- 2nd occurrence as above plus loss of lunch time and break time the next day
- 3rd occurrence as above plus loss of lunch time and break time for 2 days
- 4th occurrence as above plus loss of lunch time and break time for 3 days

At this level, an official meeting should be sought with the parent to discuss concerns and plan joint actions in relation to these concerns.

Sanctions in Foundation Phase 1 and 2

SANCTION 1	1 MINUTE TIME OUT
SANCTION 2	3 MINUTES TIME OUT
SANCTION 3	5 MINUTES TIME OUT
SANCTION 4	AS WHOLE SCHOOL
SANCTION 5	AS WHOLE SCHOOL

Break Time and Lunch Time Behaviour

If a child breaks one of the following rules, they will be removed and placed in Think it Through at lunch time. At lunch times, the child should firstly be referred to a member of the Senior Leadership Team who will be on playground duty. If the behaviour occurs at break time, the child should spend their time with a member of staff on duty or inside to the BSM and should then be referred to think it through.

- 6.3 In all cases of misconduct, including those outside of the Academy, the Principal will consider whether the police or external agencies should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.

6.4 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's child protection procedures will be followed.

7. Exclusions

7.1 The Academy will follow government guidance on exclusions, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

7.2 Exclusions can take the form of:

- Fixed term exclusions;
- Permanent exclusions;

7.3 The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Please see the Academy's separate exclusions policy.

8. Malicious allegations against staff

8.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

8.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

9. Use of reasonable force

9.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

9.2 Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment

10. Searching pupils

10.1 **Informed consent:** The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent.

10.2 If the pupil refuses, sanctions will be applied in accordance with this policy.

10.3 Searches without consent: In relation to prohibited items, as defined below, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the academy premises or where the member of staff has lawful control or charge over the pupil, for example, on academy trips.

10.4 Prohibited items: Means knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the pupil; any item banned by the Academy rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

10.5 Searches generally: If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. pupils' lockers or desks; and / or
- a search of personal property (e.g. bag or pencil case).

10.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

10.7 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff a search may be conducted by a member of the opposite sex without a witness present.

10.8 Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation*.

11. Parents and carers

11.1 Parents and carers can help their child to contribute positively towards the disciplined learning environment by:

- Show patience in their dealings with academy staff
- Show respect for all parents, staff and children at all times
- Show respect for academy property
- Work in partnership with the academy for the positive outcomes of their children
- Show determination that their children will succeed by supporting homework, supporting academy events, and supporting the success of their children at the academy
- Engage positively with the academy for positive outcomes for their children
- Engage in the wider life of the academy whenever possible

12. Evaluation / monitoring / performance

12.1 The Academy will evaluate and monitor performance by

- Half Termly behaviour reports
- Turning the Curve behaviour meetings
- Behaviour Manager/Pastoral Lead half termly action plan which is linked to the Academy Improvement Plan.