



Behaviour & Discipline Policy

(ratified by the Full Governing Body on 16th October 2018)

Review Cycle: 2 Years

Review By: Leadership Team, Behaviour & Attendance

Sub-Committee

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Behaviour and Discipline Policy

AIMS OF POLICY

Provide clear and unequivocal statement of the value of relationships in maintaining a purposeful and focused learning environment within the classroom and across the wider Academy.

Provide clear guidance on implementing sanctions when relationships breakdown.

Determination by Head teacher of Behaviour Policy (as set out Education Act 2006)

The Head teacher will establish and maintain a Behaviour Policy for the academy that promotes self-discipline, respect for others and proper regard for authority.

The Head teacher, when determining the Behaviour Policy, must do so with a view to “securing that students complete any tasks reasonably assigned to them in connection with their education” in addition to the other considerations laid out in subsection (4) of 61 of the 1998 Act. The section also enables the Head teacher to include in the Behaviour Policy, reasonable measures to regulate the behaviour of students when they are off the academy site or when they are not under the control or charge of a member of academy staff.

The Head teacher will determine measures that promote self-discipline and a proper regard for authority, encourage good behaviour and respect for others, prevent bullying, secure that tasks are completed, and generally secure an acceptable standard of behaviour by students. These measures constitute the academy’s Behaviour Policy.

The policy requires the Head teacher to follow the governing body’s statement of principles and have regard to any notification or guidance given by the governing body.

The policy requires the Head teacher to determine what standard of behaviour should be regarded as acceptable in so far as it is not determined by the governing body. *Subsection (4)* provides that the measures determined by the Head teacher must include the making of rules and provision for disciplinary penalties.

The Head teacher will determine (to such an extent as is reasonable) measures to regulate the behaviour of students when they are not on academy premises or under the control or charge of a member of academy staff. This would, for example, allow rules governing behaviour on the journey to and from the academy and during work experience placements.

The Head teacher will set out the behaviour policy in a written document and publicise it by making it generally known to staff, students and parents, in particular, by bringing it to their attention at least once a year.

INTRODUCTION

We are committed to achieving an effective learning environment where outstanding learning can flourish; where students can achieve their full potential and adults can use their professional skills to best effect.

When students make mistakes and fail in respect for others in the community, the aim of any action will be to help them understand why their behaviour is unacceptable and to encourage them in developing those values which are at the heart of the academy.

All adults at Alcester Academy are expected to model exemplary behaviour which clearly demonstrates the academy's high standards of conduct. Staff will model good behaviour and reward where it occurs and challenge instances of poor behaviour.

PRINCIPLES

The academy works in close partnership with parents/carers and parents/carers will always be involved as early as possible in dealing with any serious incidents or breakdown of good behaviour in the academy.

Every student will be recognised, valued and treated as an individual and any action taken will be appropriate to that individual, not imposed on the group.

Form tutors will be kept informed of all issues in or out of the classroom relating to members of their tutor group.

The subject teacher has particular responsibility for learning and behaviour in the classroom. Subject teachers will be supported by Subject Leaders and the Assistant Headteacher responsible for that area of the curriculum, in implementing strategies to ensure learning can flourish (See Appendix 1)

Physical or verbal bullying, intimidating behaviour or racist remarks towards other students will be reported immediately to the Pastoral Assistant Headteacher and recorded on SIMS.

Abusive or intimidating behaviour towards a member of staff will never be tolerated and will be immediately reported to a member of the Senior Leadership Team (SLT) on 'emergency referral'. The member of the SLT will initially remove the student in order that the lesson can resume pending further action.

Tracking Student Behaviour:

The academy uses three physical means of logging behaviour:

1. The Conduct Log

This is located in the student's planner. It runs each term, with behaviour tracked on a weekly basis. It is to be used for the logging of all IN CLASS behaviours in line with the guidance within this policy. A full conduct log results in a SLT detention.

2. The Standards Card.

This is a card which students must have with them at all times. It operates on a weekly basis and is used to record all punctuality issues, uniform issues and out of class behaviours in line with the guidance within this policy. It is the responsibility of the tutor to check these cards each day and take appropriate actions should the students' record trigger further interventions. A full standards card results in an academy detention.

3. Red Slip

This is given to students who fail to be equipped for lessons, use of poor language, chewing gum, anti social behaviour, being in out of bounds areas or have persistent uniform infringements. If a student is issued with a red slip then an Academy detention will be set. It is a student's responsibility to borrow equipment from their tutor to avoid the issue of a red slip. A tutor may sign a student's standards card if they have poor uniform or no equipment and it is not a persistent occurrence. SLT can issue a red slip at their discretion. Periodically this discretion will be extended this discretion to all staff when a particular behavior/uniform focus has been identified. When this is implemented all students will have the focus explained to them and parents will be informed using School Comms.

The academy uses SIMS to maintain up to date records of students' behaviour. Teachers are expected to record all incidences of poor behavior using paper based referral sheets (Staff Referral Log) and return to LSU as soon as possible.

Exclusions and isolations will also be recorded on to SIMS as part of the generation of the exclusion letter process.

Types of behaviour.

Behaviour is categorised into one of three types; low-level, mid-level / refusal or defiance and high-level / serious incident. These form the basis of our policy, with sanctions being determined dependent upon the level of the behaviour.

Examples of each level of behaviour can be found in Appendix 2.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS

The systems for managing student behaviour are only effective if they are applied consistently to every student. The 3 levels are designed to make it easy for any member of staff or visitor to apply the Alcester Academy Behaviour & Discipline Policy consistently and for students to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a student MUST be issued with 2 verbal warnings before a higher level sanction is applied.

If a student challenges the issuing of a warning or demonstrates any type of rudeness, they are immediately removed from that classroom.

Level 1:

1. Verbal warning, identifying the unwanted behaviour / lack of work
2. CONDUCT CARD is marked should no improvement be made

Consider moving the student to another seat or speaking to them on a one to one.
3. If disruption/lack of work persists, enter a Subject Detention on the students' CONDUCT CARD and on to Staff Referral Log and return this to the LSU.
4. If disruption/lack of work persists – re-route to another classroom in the subject area, as indicated on the subject re-route timetable.
 - classroom teacher to give work to student and escort them, where possible, to another classroom
 - classroom teacher to enter re-routing and issue an after school detention. Incident to recorded on the referral log and recorded on SIMS.
 - Students should be given a "detention notice" slip to inform of the time / place of the detention.
5. Where the incident escalates to become a serious incident, i.e. aggression, violence, abusive language towards a member of staff or refusal to leave the classroom and go to another classroom, LSU should be called. Please refer to the procedure for a serious incident.
6. It may be that a reconciliation is required - this can be initiated by the Subject Leader and needs to take place between the member of staff and student.

7. If a student is re-routed three times in one week, the Tutor will contact the parents to discuss the concerns.

If two or more re-routes are from the same subject, the head of subject will make contact with the parents.

Level 2:

Examples might be being openly defiant, refusing to move when asked to change seat or verbal abuse of another member of the class:

1. Move straight to subject re-routing
 - classroom teacher to give work to student and escort them to another classroom
 - classroom teacher to complete DT referral to be logged on SIMS and an after school subject detention to be set as the minimum.
2. If the student is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a Level 3: Emergency Referral.

Level 3: EMERGENCY REFERRAL

1. SLT/staff on 'emergency referral'
 - Either phone or send reliable student to LSU to contact Staff on Emergency Referral
 - classroom teacher to give work to LSU staff who will then escort student to the LSU
 - classroom teacher to tell LSU staff what has happened (inform them it is a serious incident)
 - classroom teacher to complete Emergency Referral form and return to LSU for logging.
2. Person on duty in LSU to enter details of students sent to LSU in paper log and record details so an SLT Friday detention can be issued.
3. SLT Detention is issued and email/text to be sent to inform parent/carer.
4. Student remains in LSU for an appropriate length of time whilst investigation is conducted.
5. Pastoral SLT completes any necessary investigation and then either extends length of stay in LSU or recommend isolation / exclusion to the Head teacher. Contact to be made with parents/carers either in writing or via phone call to arrange a meeting if required depending on the severity of the incident. In the event of isolation or exclusion the parent is informed by phone call and letter on the day the sanction is put in place. At this point, follow up actions are recorded on SIMS and the incident is marked as resolved.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY

The systems for managing student behaviour only function if applied consistently to every student. All students know the Code of Conduct (see Appendix 3) and if a student breaks that code they must expect to face consequences.

Minor infringement of the Code of Conduct:

1. For example: eating in the corridor, being in the corridors after lessons have started, shouting to someone else down a corridor, use of mobile phone within the academy.
 - the member of staff who witnesses such an event will remind student of the correct way to behave and mark their STANDARDS CARD.

More serious infringement of the code of conduct:

1. For example: not following instructions from a member of staff, dropping litter, use of bad language, persistent use of mobile phone within the academy, refusing to hand over their STANDARDS CARD to a member of staff
2. The member of staff who witnesses such an event will issue the student with a red card
3. The member of staff must then inform the LSU so the incident can be logged and an Academy Detention will be issued.

Serious incident:

1. For example: insulting, swearing at or undermining a member of staff or adult, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, smoking, damage or abuse to fixtures and fittings within the academy or fellow student property, wearing or displaying any 'gang' affiliated items, any type of bullying AND persistent breaches of the code of conduct.
2. If safe to do so, the member of staff witnessing the event should intervene - following the guidelines for the use of reasonable force
3. A member of SLT should be called - sending a student to LSU to do so if necessary
4. The incident now becomes a matter for the SLT. This now follows the same schedule as for serious incidents in the classroom

The student should be taken to the LSU and passed to the member of staff on duty. They will be internally isolated for the time required to conduct an investigation. A decision about further action, such as a further isolation or exclusion, if any is thought necessary, will then be taken.

Investigating incidences:

When an incident, we endeavor to achieve a comprehensive understanding of what has taken place. A decision to assign fault is always based upon the 'balance of probabilities' standard used in civil law.

As part of our investigation, we will take as many statements from witnesses as required to provide sufficient evidence to make decisions. We will always the student believed to be at fault the opportunity to submit a statement. Where this offer is declined a note will be made of this so that the Headteacher can be confident that that this has taken place.

CCTV footage may be called upon to inform decisions made, although it must be noted that not all areas of the academy are covered by CCTV.

Parents wishing to challenge outcomes from our investigations are entitled to ask for summaries of the investigations carried out. We will never provide copies of statements or access to CCTV footage as this may lead to persecution of those who have provided us with statements. Only in the instance of a decision being made to permanently exclude a child, will redacted statements be provided as part of the evidence parents receive prior to the permanent exclusion hearing (CCTV footage may be shown at the hearing, but will not be provided in a digital form).

SYSTEM FOR DETENTIONS

The system for issuing detentions is simple and transparent. There are 4 types of detention in Alcester Academy:

'Lunchtime' 'Subject After School', 'Academy' and 'SLT'. Every detention should be recorded using the relevant staff referral form and passed to LSU to be logged on SIMS.

1 & 2. Subject Detentions:

Subject detentions can set at lunchtime or after school for minor discipline issues or for other reasons such as lack of home learning. They can be issued by any member of staff as indicated within the 'PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY' section of this policy.

These detentions are recorded on a detention referral, passed to LSU and logged on to SIMS to record that the detention has been issued. Where a student fails to attend a lunchtime detention, it will be escalated to an after-school detention, if this is not attended, it will result in this being escalated to an Academy Detention.

Staff setting the detention are responsible for signing the student's detention slip, detailing the time and date of the detention.

Subject areas will be responsible for organising their own lunchtime detentions in their subject areas. Subjects must apply a rota to ensure fairness in the distribution of detention duties. Small subject areas may elect to operate a cluster detention in order to spread the load.

3. Academy Detention:

Academy Detentions are reserved for students who fail to attend Subject Detentions after school, also for full standards cards, for poor behavior around the academy, smoking or persistent lateness and for Red Cards. These detentions run on a Thursday at 3.25-4.25 PM according to the whole staff detention rota. Where a student has a sporting fixture or other extra-curricular activity that clashes with a detention, the detention WILL be served as a priority.

These detentions are logged on SIMS behaviour log and also a text message sent to parents/carers.

Where a student fails to attend an academy detention, the punishment is increased to a SLT Detention.

4. SLT Detentions

These will take place every Friday from 3.25–5.00 PM and are staffed by SLT and can only be set by these staff. Parents/carers will be informed by text message.

SLT Detentions are issued for the following reasons:

- i) student has more than three subject detentions in one week.
- ii) student has to be removed from a lesson through the Emergency Referral system.
- iii) student fails to attend an Academy Detention.
- iv) student is involved in a serious incident outside of the classroom that is deemed to warrant this level of punishment, but not isolation or fixed exclusion.
- v) Any other serious misdemeanor as determined by SLT.
- vi) Accrualment of a large number of detentions under the direction of Pastoral SLT in consultation with parents.

SLT detentions will be logged in the same way as all other detentions. Parents will be contacted in advance of the detention.

A CUMULATIVE RESPONSE TO POOR BEHAVIOUR

Where a student persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any offender not to repeat these unwanted behaviours, the academy has a staged response. In other words, the more detentions a student is set, they will also incur increasingly serious sanctions.

- Friday detention
- Phone call from Tutor / member of LSU
- Phone call from SLT
- Letter home
- Parental meeting with Form Tutor / Subject teacher / Subject leader
- Daily report
- Meeting with Pastoral SLT
- Behaviour Improvement Plan
- Referral to Area Behaviour Panel (Level 1)
- Isolation
- Meeting with Deputy Head
- Referral to Area Behaviour Panel *(Level 2)
- Managed transfer considered
- Parental meeting with Head Teacher
- Fixed term exclusion
- Referral to Area Behaviour Panel (Level 3)
- Governors Board
- Permanent exclusion

* Area Behaviour Panel:

This consists of behaviour representatives from each of the South West Warwickshire schools and academies. The panel meets each half term to discuss student behaviour and suggest strategies that might be implemented in avoiding permanent exclusions.

BEHAVIOUR SUPPORT

In Alcester Academy we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them improve.

The use of the daily report form:

Although a sanction, this serves a dual purpose of enabling form tutors or SLT to check on behaviour and give instant feedback and encouragement where improvements are evident.

Parents will be informed if their child is placed on report and the results of any behaviour monitoring undertaken.

Target setting is relevant to behavioural as well as academic issue. Students are set realistic achievable targets in pupil profiles or separate 'contracts' drawn up by LSU/SLT in the light of a specific incident or persistent disruption or lack of effort or lack of work in lessons.

Students with identified needs will receive support from external agencies such as Positive About Young People or Life Space. Additionally, students will receive mentoring and support from their form tutor or an allocated member of the pastoral team.

For students whom interventions fail to modify their behaviour and who are deemed as 'at risk of permanent exclusion' further intervention may be sought from other external agencies or Early Help Single Assessment (EHSA) instigated.

The decision to implement a EHSA will be agreed with parents as a result of a meeting with them. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as children's services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan, the academy will, in discussion with others:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral for a managed move
- consider offering specialist support and counselling.
- consider a placement for a period of time in the LSU
- consider alternative provision if suitable
- review intervention and support from external agencies.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period, the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period with or without amendments;
- c) where there has been no improvement at all, there may be a move to a managed move, alternative provision or permanent exclusion.

DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Warwickshire safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Head teacher about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Signed: _____

Headteacher
Mr P Hyde

Signed: _____

Chair of Governors
Mr M Dean

Date: _____

Appendix 1 - **STRATEGIES TO ENCOURAGE EFFECTIVE LEARNING AND BEHAVIOUR**

There are a number of strategies which classroom teachers can employ and the following will encourage effective learning:

- Differentiating work so that it is well pitched to individual learners through the use of up-to-date data relating to prior attainment data and predictors to become familiar with student ability levels
- Developing an awareness of individual needs through reference to IEPs, pupil profiles and SEND Policy
- Making clear expectations of acceptable behaviour and displaying in the classroom.
- Constructing seating plans and ensuring students stick to it; reviewing seating plans if necessary, moving students when the needs arise; isolating students within the classroom if space allows
- Using positive language with students
- Using sensitive and supportive groupings of students
- Encouraging positive behaviour and highlighting positive behaviour e.g. 'thank you for coming in to the classroom quickly'. Use planner for positive comments whenever possible and reward in line with academy practice
- Developing well-prepared and structured lessons using appropriate teaching styles which ensure differentiation, pace and challenge and stimulation through engagement
- Promoting an attractive, stimulating and safe environment
- Using appropriate, well-planned and stimulating resources
- Using the 're-routing' system should the need arise for a student (or students) to be removed from the lesson for a short period of time (maximum 1 lesson unless an extended period has been agreed with Subject Leader / pastoral SLT). This will have been agreed within a subject area in advance through the production of a 're-routing' time table. The conflict must be resolved prior to the student's next lesson so that they can re-join their usual teaching group
- A report card – liaise with tutor/pastoral SLT/LSU to implement this
- Checking through SIMS / LSU that there are no child protection or safeguarding concerns.
- Any contact with parents/carers must be recorded on to a contact log.
- You may wish to make contact with parent/carer via the planner about other issues
- Following consultation with your line managing Assistant Head you may wish to write to the parent/carer. Any letters must be approved by SLT / front office before posting.

Appendix 2: Classification of behaviours

Behaviour Category	Examples	Action
Level 1	<ul style="list-style-type: none"> • Talking when the teacher is talking • Shouting out • Off task • Putting on makeup • Eating • Having mobile phone out • Use of headphones • Poor quantity/quality of work • Late for lesson • Inappropriate use of ICT equipment • Failure to complete home learning (Automatic subject detention to complete work) • Lack of work • Lack of effort in lessons 	<ol style="list-style-type: none"> 1. Verbal warning 2. Verbal warning + Conduct Card 3. Subject Detention
Level 2	<ul style="list-style-type: none"> • <u>Persistently</u> having mobile phone out • <u>Persistent</u> inappropriate use of ICT equipment • Breaking or damaging equipment • Dangerous behaviour in lab/workshop • Challenging the issuing of a verbal warning • Being openly defiant or rude to a member of staff • Refusing to move when asked to change seat 	<ol style="list-style-type: none"> 1. Subject after school detention 2. Re-route 3. Emergency referral 4. Academy detention
Level 3	<ul style="list-style-type: none"> • Aggression • Violence • Abusive/inappropriate language towards a member of staff • Refusal to leave the classroom 	<ol style="list-style-type: none"> 1. Emergency Referral 2. SLT Detention 3. Isolation 4. FTE

Appendix 3: Code of Conduct

All students should aim to:

Do their best at all times
Attend school regularly
Respect all members of the community
Respect property and the environment in which they work
Be organised and prepared for lessons
Be calm and focused at all times.

At all times we will:

Be punctual to school
Wear the correct uniform
Respect the school building and play areas
Not chew gum
Not smoke or bring alcohol, smoking equipment or illegal substances onto the school premises
Be responsible for my own actions and property
Use appropriate language
Not use mobile phones/electronic devices /Ipods or similar in the academy building
Work with effort in lessons

In lessons we will:

Be punctual
Bring all the correct equipment for the lesson
Show respect for others
Listen/follow instructions and stay on task
Complete all work and homework to the best of my ability

At breaks and lunchtimes we will:

Walk on the left side of the corridor
Put litter in bins
Queue in the canteen quietly and clear up the tables after eating

On the buses we will:

Queue quietly
Be seated at all times
Not smoke
Be respectful of other passengers and the driver

Online (whether in school or at home) we will:

Not post images or comments that cause others to feel bullied or intimidated in any way
Show respect for each other, the academy, its staff and ourselves in all of our actions

Appendix 4: Flow chart for managing in class behaviour

Student displays inappropriate low-level behaviour

- Teacher issues verbal warning
- Teacher instructs how to behave correctly

Student continues to display inappropriate low-level behaviour, including lack of work

- Teacher marks behaviour on student Conduct Card in their planner.

Student continues to display inappropriate low-level behaviour, including lack of work

- Teacher issues a subject detention
- Log on to Staff Referral Log and pass to LSU
- Add to subject detention list

Student continues to display inappropriate low-level behaviour

OR

A single act of rudeness or defiance

- Student is re-routed within subject area according to re-routing timetable
- Teacher escorts student (where possible) to re-route room
- Teacher logs re-route on to Staff Referral Log
- Subject after school **detention**

**Re-route 3 times in 1 week –Tutor / LSU contact home
If two re-routes are from the same subject, Subject Leader to contact home.**

Student refuses a re-route

or

A single serious incident

Teacher sends a reliable student to Subject Leader to request an 'Emergency Referral' or phone LSU.

- LSU contacted & will come to lesson.
- Teacher passes students work to LSU
- Student removed to LSU
- Teacher completes Emergency Referral form (Red) for SLT Detention & returns it to LSU.
- Pastoral SLT conduct investigation & sanctions issued.

Appendix 5: Flow chart for managing out of class behaviour

Minor infraction of the code of conduct
e.g uniform

- Member of staff reminds student of the correct way to behave
- Staff marks the students "Standards card"

Student displays more serious infraction of the code of conduct

- A 'red card' will be issued for anti-social behaviour, chewing gum, persistent poor uniform, using inappropriate language or being in out of bounds areas
- Member of staff issues an Academy Detention
- Any student refusing to hand over their Student Standards Card will be referred to LSU
- Member of staff records the incident on to Staff Referral Log

Serious Incident

- Member of staff intervenes (refer to restraint policy)
- SLT called
- Student taken to LSU pending investigation and further sanction