

# SECONDARY ACADEMY BEHAVIOUR POLICY

INDIVIDUAL ACADEMY POLICIES CAN BE FOUND ON ACADEMY WEBSITES

MAT Version	1.3
Name of policy writer	John McNally
Review date	September 2021
Approved by Trustees	September 2018

#### Record of Alterations

Version 1.0	Original
Version 1.1	COVID-19 addendum June 2020
Version 1.2	COVID-19 addendum Sept 2020
Version 1.3	COVID-19 addendum January 2021

## Introduction & Purpose

As a Multi-Academy Trust, SHARE fundamentally believes that all students – despite their individual schools' contexts - need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having the following:

- Clear, high expectations which allow students to learn and teachers to teach
- A simple and clear rewards system
- Open dialogue with parents/carers
- Clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every day is a 'fresh start'

In essence, positive behaviour is **behaviour that supports the learning of self and others**. All stakeholders in all academies have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Trust's Behaviour Policy, this will help each school live the values of 'Valuing People, Supporting Personal Best'. Individual schools' contexts will define the detail of behaviour policies, and these are listed in the appendix of this document, but this document aims to outline the key non-negotiables for all academies within the SHARE Multi-Academy Trust.

## Philosophy

The SHARE Behaviour Policy revolves around the values of the Trust, namely:

**Valuing People** – Every child attending any school within the Trust is valued, respected and allowed to learn in a safe, well-ordered school. Children can learn, teachers can teach. Every member of every school values every other, regardless of background, ethnicity, religion, sexual or gender orientation. Everyone attending a SHARE school – whether staff or student – has their life enhanced by the variety of life on show within that school.

**Supporting Personal Best** – Every member of the SHARE community tries their utmost to be the very best that they can be, at all times, in all activities. Students and staff support one another, encourage each other to strive to reach their potential, and celebrate and share successes.

SHARE recognises that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. Each school's individual rules, expectations and the bespoke sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how rewards can be gained and how negative

consequences will be applied.

A basic set of expectations are in place for all students within all SHARE schools:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly
- Work hard during lessons and complete all tasks to the best of their ability
- Be polite, courteous and friendly to all members of the school
- Follow the school rules and comply with requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the school's environment and building
- Do not leave the school site without prior permission

### **The Student Planner**

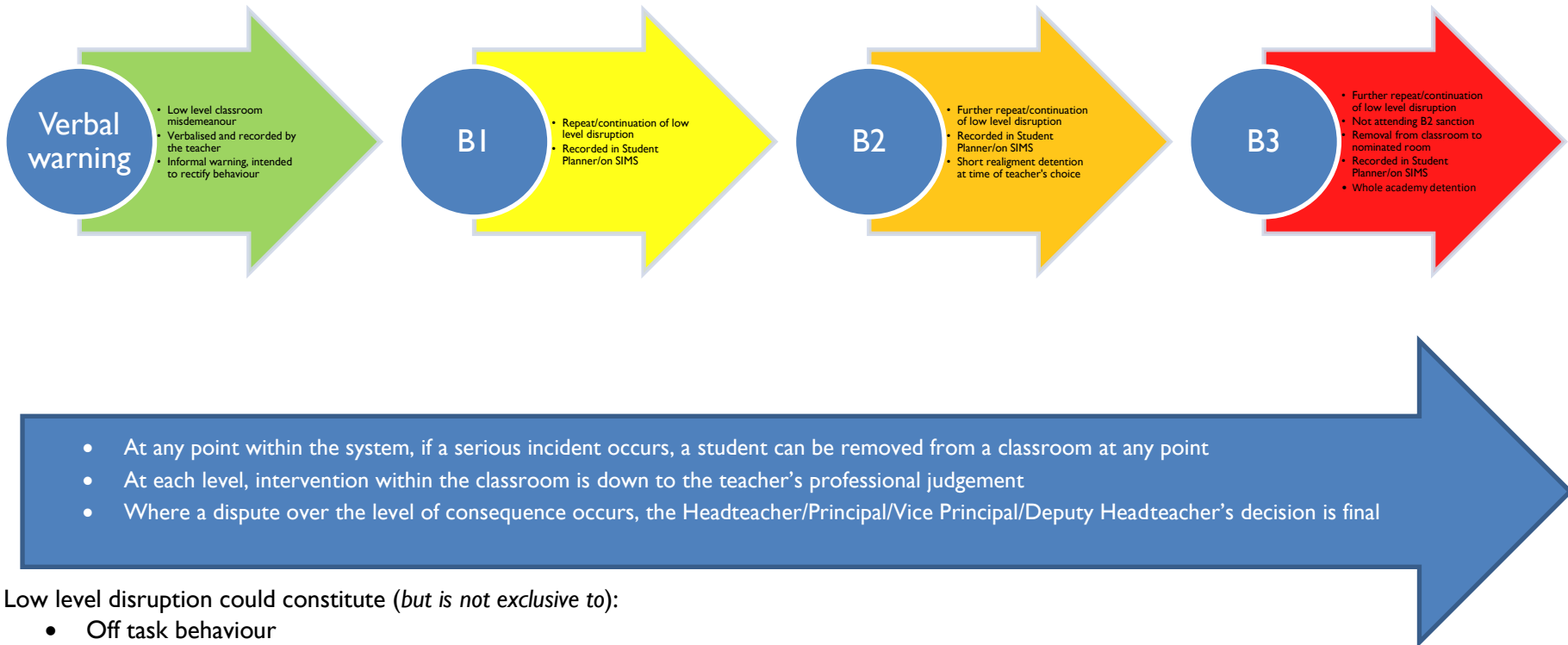
Central to communication between home and school is the Student Planner/Homework Diary/Home Learning Diary. This is an important document which holds a great deal of information for both students and parents. It is absolutely important that each child has this with them every day. If they lose it, or it is destroyed, it needs to be replaced at a cost. Students should consult their Head of Year/Progress Leader/Year Leader to replace it if this happens. If a child forgets their Student Planner, they will receive a negative consequence.

### **Rewards**

SHARE believes that recognizing students' achievements is very important in encouraging positive behaviour and rewards are highly valuable in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards for meeting, exceeding or excelling when demonstrating the Trust or schools' values. For clarification on individual schools' rewards and recognition, please refer to their policies in the appendices of this document.

## Classroom based consequences

In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:

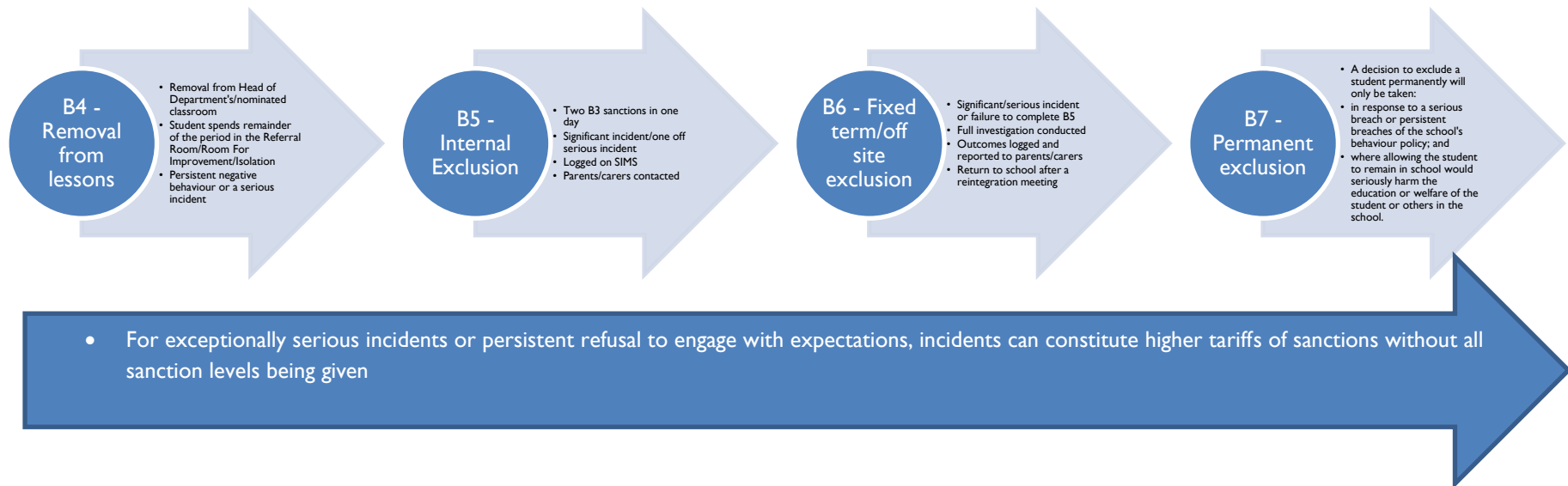


Low level disruption could constitute (*but is not exclusive to*):

- Off task behaviour
- Talking when asked not to
- Inappropriate conversation/language
- Chewing
- Not paying attention

- Lack of work/effort
- Attempting to disrupt their own/others' learning

In very serious and isolated incidents or in the case of persistent incidents of poor behaviour, a student may require further intervention and negative consequences. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.



## Corridors and around the Academy

When a student is found to be behaving poorly on a corridor or around a SHARE academy, negative consequences as defined in the individual academy's behaviour policy will be issued. Parents/Carers will be informed as quickly as possible.

Consequences are given for misdemeanours such as (but not exclusive to):

- Not adhering to the school's uniform expectations
- Inappropriate language (not directed towards another student or member of staff and not swearing)
- Generally inappropriate, but inoffensive, behaviour
- Running on corridors
- Shouting or screaming
- Swearing
- Clear violation of communicated rules and expectations

## Bullying

SHARE takes a robust and consistent approach to any issues which relate to bullying. Schools within SHARE each have an anti-bullying policy which outlines the approach the school will take to safeguard its students from exposure to bullying, and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the appendices in this policy and the school's own anti-bullying policy.

## Discipline beyond the school gate

SHARE believes in educating students to understand the importance of their orderly conduct whilst off school site. Subject to the behaviour policy, SHARE schools may discipline pupils for misbehaviour when the pupil is:

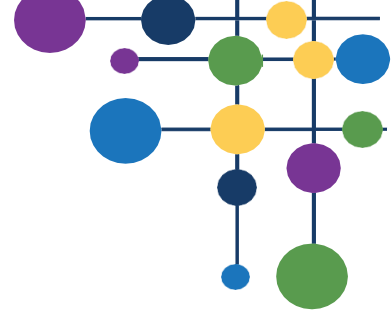
- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

In addition, SHARE schools will deal with misbehaviour at any time, whether or not the conditions above apply, that:

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

## Working with external agencies

SHARE believes it is important to work in partnership with external agencies to support the improvement in behaviour of its students both whilst at school and beyond the school gate. Where a student's behaviour is becoming of increasing concern due to continued disruptive or anti-social behaviours either inside school or in the community, the school will, where possible and appropriate, engage with additional agencies (including but not limited to: CAMHS; the police; social services; and other local schools) to support the student in developing the skills and knowledge required to manage their behaviour in an appropriate way.



Schools within SHARE already have strong and effective relationships with a variety of agencies who support students and their families to make progress towards being effective and valued members of their local communities and wider society.

## Internal Exclusion/Isolation

Internal Exclusion/Isolation (B5) is an extremely serious sanction. The Internal Exclusion/Isolation Room has a functional and purposeful environment with a bank of work which covers every curriculum area for students.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the Internal Exclusion room. The room will be fully supervised by a member of staff at all times. Students are expected to work hard in the Internal Exclusion/Isolation Room for the duration of their placement.

The duration of the day in the Internal Exclusion Room will differ between academies within the Trust, detailed in the individual academies' Behaviour Policies within the appendices. All students who are placed in the Internal Exclusion Room must bring their set books and equipment for that day.

If a student does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Internal Exclusion:

### Verbal Warning

A minor misdemeanour – explicit expectations reissued to student

#### **B1**

Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE

### SLT Warning

Explicit reminder that one further issue will result in being excluded and restarting the day of Internal Exclusion the following day

### Fixed term exclusion

Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

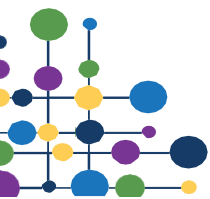
## Fixed Term Exclusions

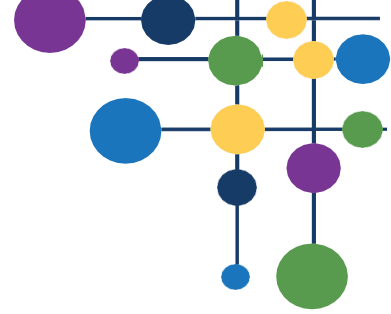
A decision to exclude a student will be taken only:

- In response to constant or serious breaches of the SHARE behaviour policy
- If allowing the student to remain in the individual academy would seriously harm the education or welfare of others

Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. The decision to exclude a student can only be made by a headteacher or the person deputising for a headteacher in his or her absence.

## Length of fixed term exclusions





We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

SHARE academies will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in Academy hours during the first five days of any fixed term exclusion
- Provide work to be completed at home and ensure that work completed while excluded is marked and the student receives appropriate feedback
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a fixed term exclusion
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):
  - Youth Offending Team
  - Anti-Social Behaviour Unit
  - Social worker

Actions following a fixed term exclusion

SHARE academies will offer support to students who are excluded in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Exclusion length	Action
½ day – 4 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with report card and relevant support)</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with relevant support)</li> </ul>
6+ days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with relevant support)</li> <li>• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)</li> </ul>

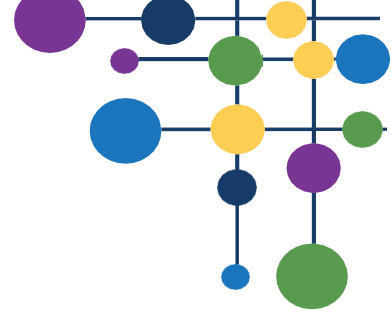
When students reach either 15 days of fixed term exclusion in one term, and/or where there have been five separate fixed term exclusions within the same academic year, and/or the exclusion will result in the student missing a public examination, the individual academy’s governing body must meet with the student and parent/carer in order to:

- Discuss the issues with the student and parent/carer having been given full information by the individual school
- Offer support and challenge

Exclusions exceeding fifteen days of permanent exclusions are subject to the right







of parents to appeal to the governing body. For shorter fixed term exclusions, parents may make representations (in writing) to the governing body but they have no power to overturn the headteacher's decision.

Following any Fixed Term Exclusion or at any point dictated by the SHARE Headteacher/Principal, additional support may be put in place.

### Permanent Exclusions

Permanent exclusion from school is a last resort when all attempts to modify a student's behaviour have failed. At this point, the student will not be conforming to school rules and his/her behaviour will be having a serious impact on the learning of others. Permanent exclusion could also be used for particularly serious incidents including, but not limited to, dealing in illegal substances or assault on a member of staff. Guidance from, "Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion" will be followed.

A decision to exclude a student permanently should only be taken:

- in response to a serious or persistent breaches of the school's behaviour policy;

AND

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

This decision will only be made by the Headteacher and then has to be considered by the Governors' Discipline Committee.

### Prohibited items

SHARE MAT and its schools take the possession and/or use of banned and prohibited items extremely seriously. Such items are identified as ones which could cause serious harm to the health and safety of the individual in possession of them, or to those around them, including staff, students and visitors to school site.

The items below are prohibited in SHARE MAT schools at all times:

- Aerosols
- Smoking paraphernalia
- Drugs of any sort
- Items deemed as weapons (knives, sharp objects, firearms)

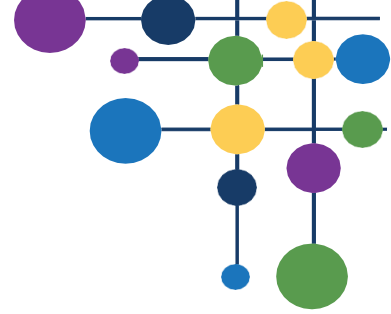
This is not an exhaustive list of prohibited items; the Headteacher of each school has final say over what items are deemed to be prohibited and when made these decisions will be final. Possession or use of such items will be dealt with through consequences in line with the behaviour policy of the school and may be deemed as grounds to implement fixed-term, or in extreme cases where it is believed the safety of other pupils, visitors, staff or the public is at risk, permanent exclusion.

### Academies' individual routines

Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for students, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

All staff and students are expected to uphold all systems.





Leaders should:

- Provide training and rationale for all processes and systems
- Ensure staff have sufficient time to amend short term plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and students to account for upholding systems and procedures

Staff should:

- Positively uphold all instructions pertaining to systems and procedures
- Consistently reward students' effort in and out of lessons
- Hold students to account for failure to partake in any part of any system
- Implement negative consequences appropriately for failure to meet expectations and log these centrally on appropriate data management systems

### Senior Leader Presence

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Celebrate and praise conduct which is deserving
- Identify excellent practice in working with students
- Provide holistic support for all classroom based staff, regardless of role or experience
- Identify students who may require follow up conversations from pastoral staff or other staff later in the day
- Identify students not meeting expectations within academies
- Support staff with students not meeting expectations
- Hold students to account for not meeting expectations

Individual academies' rotas for the 'Learning Checks' will be held centrally and a log will be kept of all checks made.

### Formal Warnings

The Headteacher/Principal may, in certain circumstances, wish to give formal warnings to students, based around their conduct. These can include:

#### **Verbal warning**

A recorded sanction registering displeasure with behaviour or patterns of behaviour

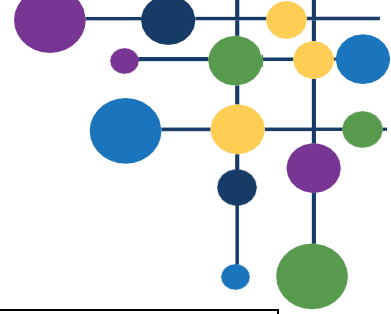
#### **First written warning**

A further sanction which is in place to further indicate the severity of poor behaviour

#### **Final written warning**

A final warning before permanent exclusion is a distinct possibility with referral to the Board of Trustees being made





This policy links to others which are either individual to each school within SHARE Multi Academy Trust (and are available to view on each school's individual website) or are linked to SHARE Multi-Academy Trust policies which are available to view on the SHARE website. Details of which policies are individual to each school and which are overarching SHARE policies are below:

Individual school policy	SHARE Multi-Academy Trust policy
<ul style="list-style-type: none"><li>• Academy behaviour policy (following this template)</li><li>• Safeguarding and Child Protection Policy</li><li>• Use of Reasonable Force Policy</li><li>• Exclusions Policy</li></ul>	<ul style="list-style-type: none"><li>• Safeguarding and Child Protection Policy template</li><li>• Trust behaviour policy</li><li>• Equality and diversity policy</li><li>• Complaints Policy?</li></ul>



## Appendix 1 - Reopening academies from September 2020

In line with government advice, SHARE academies will reopen to all students w.c. 7th September 2020. There will be many changes from previous academic years, to ensure the risk of infection from COVID is kept to an absolute minimum. It is important that students, their parents/carers and staff feel safe in school. Everybody must follow the safety measures in place in each academy, to reduce the chances of COVID spreading.

The safety measures will differ from academy to academy. Pupils and staff must familiarise themselves with the policies in place in their academy.

This appendix describes the steps staff will take if students fail to adhere to the safety measures and put others at risk. It also describes how the normal behaviour routines have been modified to reduce risks to pupils and staff.

Broadly, there are three categories of behaviour that could be a concern:

### 1. Non-malicious mistakes

We recognise that some students may accidentally fail to follow procedures.

Where this is the case, the process above for classroom sanctions should be followed, with staff exercising their professional judgement in the required sanction.

### 2. Deliberate refusal to follow instructions

The ladder of sanctions described in the behaviour policy will be followed. Actions such as failing to maintain a safe social distance, persistently refusing to wear a face covering where required or refusing to remain in a designated area could all be treated more seriously whilst COVID remains a risk.

School leaders will involve parents at an early stage if concerns arise.

### 3. Malicious incidents – for example spitting or coughing towards others

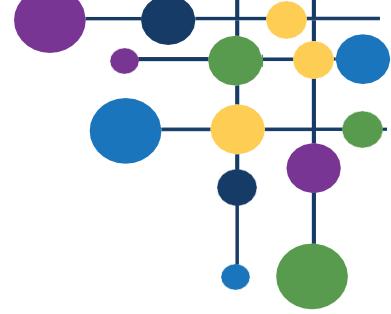
In the unlikely event that a student acts maliciously, for example coughs, sneezes or spits at or towards another student or member of staff, more serious sanctions will be applied. In the context of COVID, these acts could be viewed as a serious assault and may be treated as such. Such cases will be treated as a serious incident (see above). Headteachers reserve the right to employ the full range of sanctions in such cases, up to and including permanent exclusion.

### Isolation room

A nominated 'isolation room' will be available, so that a student can be removed from the session and accompanied to a safe space. This room should be of sufficient size so that a student can sit at a safe distance away from staff members.

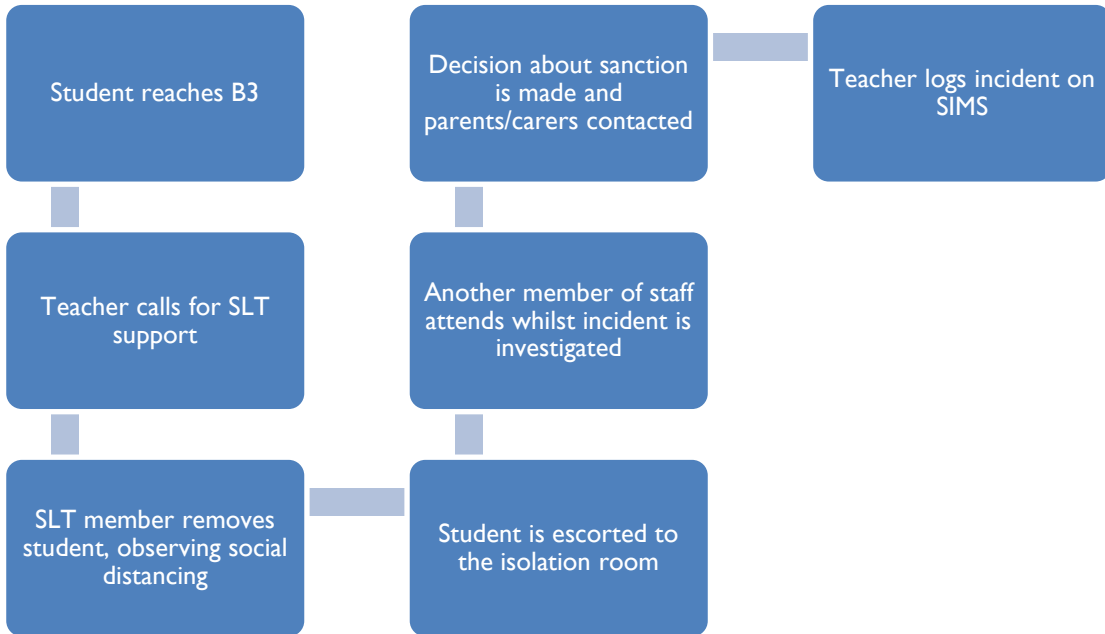
### Learning behaviours

For management of low-level disruption, staff will adopt the measures outlined in the 'classroom based consequences' diagram above. At the B3 level, where a student would normally be asked to leave the lesson to be seated in a nominated classroom, the teacher should alert a member of the school's senior leadership team, who will escort the student, at a social distance, to an isolation room.



When this is required, the senior leader will call for support from a colleague, so that they are not alone with one student for an extended period of time.

The following diagram clarifies the process of removal from a session/lesson for learning behaviours.



## Appendix 2 - Reopening academies from January 2021

In line with government guidance, and owing to the national lockdown, SHARE academies will only be open to vulnerable children and children with parents who are key workers from Tuesday, 5<sup>th</sup> January 2021. The vast majority of students will learn remotely – and predominantly online. Whilst this means that normal behaviour practices and procedures in place for face-to-face education will be adapted, the fundamental expectations of the behaviour policy remain the same:

- Students will work in a safe, secure and orderly environment in which to achieve their full potential
- Clear, high expectations will be in place which allow students to learn and teachers to teach
- A simple and clear rewards system will be operated and communicated
- Open dialogue with parents/carers will be held where appropriate to communicate positive or negative messages
- Clear consequences are in place which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every lesson is a 'fresh start' will be in place and followed consistently

### 1. Rewards

Individual academies will use their own procedures to reward students as appropriate. This could be for improvements, for excellent attendance or engagement or for exemplary work produced. Academies could reward with points, tokens, written or verbal acknowledgement of the exemplary behaviours demonstrated or by tangible rewards at the end of a week or half term.

### 2. Consequences – students in the Academy

Whilst we acknowledge that it is important that vulnerable students and those with parents/carers as key workers are in the Academy, it is, nevertheless, very important that students in the Academy adhere to all expectations outlined in the individual academy's behaviour policy. They will be expected to:

- Arrive on time
- Follow instructions, both in curriculum and unstructured time
- Maintain the integrity of COVID-19 secure bubbles at all times
- Work individually on their remote lessons
- Behave in a way that does not disrupt others from their remote lessons

Where issues arise, students' names and details of the incident will be passed to the appropriate member of staff and the consequence will be decided upon, based on the severity of the incident. The outcome may include (but is not limited to) one of the following:

- Restorative conversation
- Parental phone call
- Fixed term exclusion
- Permanent exclusion

In the vast majority of incidents, consequences will be low level, and students will be readmitted to the classroom.

However, in a small minority of cases, it may be necessary to exclude the student. In this case, the place at the Academy would be unavailable to the student – despite them being a vulnerable student or the child of a key worker – for the period of that fixed term exclusion.

It is highly unlikely, but not impossible, that a student's behaviour would lead to extreme consequences at the initial point of contact with parents/carers; however, in extreme cases including drugs, alcohol, weapons or serious violence towards a student or member of staff, this could be the case.

### 3. Consequences – students learning from home

During the period that the individual academies are closed, it is important that remote learning is of the highest quality. The majority of this will be through live lessons on Microsoft Teams, and to ensure that all students are able to learn, behaviour remains of the highest importance. It is expected that, when learning online, students:

- Display the highest standards of behaviour and conduct
- Are logged in on time for all lessons
- Are engaged in all lessons
- Take an active part in all lessons and are prepared with appropriate equipment
- Use technology responsibly
- Do not disrupt others' learning
- Play their part in ensuring that lessons run smoothly
- Adhere to the behavioural expectations in place for face-to-face learning, including working within the consequences framework of verbal warning, B1, B2 and B3

In particular, when working in live lessons in Microsoft Teams, students must:

- Not record the lesson on any device
- Keep their microphones on mute at all times, unless asked to speak by the teacher
- Only turn cameras on if asked to do so by the teacher
- Use the 'hand-up' button if they wish to speak or ask a question
- Use the chat feature to ask relevant questions or make relevant comments –
- Not inappropriately use the chat feature

Individual academies will track students' conduct within lessons and communicate this as appropriate with parents/carers. If these expectations are not met, individual academies will use appropriate strategies to ensure the lesson can proceed as planned, with no disruption. Consequences may include:

- Communication/online meetings with parents/carers to share concerns
  - Removal from online lessons for disruption commensurate with a B3
  - Removal from online lessons and revocation of Microsoft Teams credentials for a designated period of time
  - Designating students as 'otherwise vulnerable' owing to 'difficulty engaging with remote education at home'\* and setting an expectation that they attend live lessons in the individual academy
- \* <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

### 4. Serious incidents

Where serious incidents occur, either in face-to-face learning or remotely, these matters will be immediately referred to a senior leader in the academy, to be dealt

with in line with the multi-academy trust's Behaviour Policy and Procedure.

