



BEHAVIOUR AND SANCTIONS POLICY

1 INTRODUCTION

- 1.1 The Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.
- 1.2 The Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

2 AIM

- 2.1 The aim of the Behaviour and Sanctions Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.
- 2.2 Overall, the policy will:
 - i promote self-discipline and proper regard for authority among students;
 - ii encourage good behaviour and respect for others and prevent all forms of bullying among students;
 - iii ensure students' standard of behaviour is acceptable; and
 - iv regulate students' conduct.
- 2.3 Students should be encouraged to develop:
 - i respect for others; their feelings, opinions, cultures, limitations and the right to their individuality;
 - ii respect for themselves; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times;
 - iii respect for the environment; their own, the Academy and other people's property and the community in which we live; and

- iv respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community.

3 IMPLEMENTATION

TEACHING STAFF

- 3.1 Teaching Staff will be expected to draw on the following principles of good practice:
 - i setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process;
 - ii early intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
 - iii rewarding achievements through positive recognition of individual students or group achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes;
 - iv supporting behaviour management by behaviour management techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;
 - v identifying underlying causes since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
 - vi study support, including activities from homework clubs to thinking skills workshops, can help to reinforce school work. Family support services may help parents support their own children with Academy work.

STUDENTS

- 3.2 Good behaviour can be reinforced through involving students, encouraging them to contribute ideas through the Academy Student Council and in class discussions.

PARENTS

- 3.3 The Academy encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and students will be aware that the school has an equal opportunities policy and will monitor the impact of their policies and procedures on different groups by race, gender and disability.

4 POSITIVE RESPONSES TO GOOD BEHAVIOUR AND ACHIEVEMENT

- 4.1 It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:
 - i oral praise
 - ii written comments on individual pieces of work
 - iii recording of positive comment
 - iv merit

- v card/letter home
- vi positive comment for 'Record of Achievement'
- vii telephone call home to parent
- viii certificate of Achievement
- ix publicise in assembly

5 RESPONSES TO MISBEHAVIOUR

5.1 Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

5.2 Teachers are expected to deal with the following in the first instance:

- i attendance and punctuality to lessons
- ii equipment
- iii organisation of work
- iv monitoring of effort and achievement
- v monitoring of homework
- vi chewing in class
- vii removal of outdoor clothing
- viii manners
- ix litter/care for the environment
- x bad language
- xi use of mobile phones

5.3 All staff should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognized that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced staff can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not.

5.4 Students displaying poor behaviour which:

- i disrupts the education of peers;
- ii does not allow teaching; or
- iii undermines the calm respectful ethos of the Academy is unacceptable.

5.5 All staff should refer students to a senior manager for the following behaviour:

- i use of obscene/offensive language directed at a member of staff
- ii an assault on a member of staff
- iii an assault on another student
- iv fights between students
- v theft
- vi vandalism
- vii truancy
- viii wilful disobedience

6 REFERRAL

- 6.1 A key element in tackling poor behaviour is the speedy and efficient pooling of information. It is appreciated that this can sometimes be difficult to achieve in practice, in the light of the many and varied responsibilities falling to staff. However, a full picture of student behaviour should be identified in cases of referral.
- 6.2 Written information (via a referral sheet) about individual incidents should be completed, signed and handed to the Pastoral Manager.
- 6.3 Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action
- 6.4 If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.
- 6.5 Any matter referred directly to a senior manager will usually result in parents being informed. Therefore, accurate written details of the incident should be provided as soon as possible on the student referral sheet or through a written report.

7 BULLYING

Please see the Anti-Bullying Policy for more details.

8 RESPONSES TO BULLYING

- 8.1 Teachers may take the following steps when dealing with incidents:
 - i if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
 - ii a clear account of the incident will be recorded and given to the respective Headteacher who will interview all concerned and will record the incident;
 - iv form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
 - v parents will be kept informed; and
 - vi disciplinary measures will be used as appropriate and in consultation with all parties concerned.
- 8.2 Students who have been bullied will be supported by:
 - i offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
 - ii reassuring the student;
 - iii offering continuous support; and
 - iv restoring self-esteem and confidence.

- 8.3 Students who have bullied will be helped by:
- i discussing what happened;
 - ii discovering why the student became involved;
 - iii establishing the wrong doing and need to change; and
 - iv informing parents to help change the attitude of the student.

- 8.4 The following disciplinary steps can be taken:
- i official warnings to cease offending;
 - ii detention;
 - iii exclusion from certain areas of the Academy premises;
 - iv minor fixed term exclusion;
 - v major fixed term exclusion to the other Academy site;
 - vi permanent exclusion.

9 ATTENDANCE

9.1 The Academy seeks to encourage students to attend the Academy regularly so that they will be able to take full advantage of the educational opportunities available.

9.2 It is essential that:

- i students are registered accurately and efficiently;
- ii attendance targets are set for individual students and year groups;
- iii parents are contacted when reasons for absence are unknown or unauthorised;
- iv student attendance and lateness is monitored regularly; and
- v Academy attendance statistics are reported.

9.3 Students should be encouraged to:

- i attend the Academy regularly; and
- ii inform their personal tutor if there is a problem that may lead to absences.

9.4 Parents are expected to:

- i encourage good attendance;
- ii inform the Academy on the first day of non-attendance; and
- iii discuss planned absences with the school in advance.

10 MONITORING, EVALUATION AND REVIEW

10.1 The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.