

Behaviour Policy

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Contents

1 Working towards a safe, purposeful learning environment	3
1.1 General Principles.....	3
1.2 Rights and Responsibilities	3
1.3 Roles	4
1.3.1 Local Governing Body	4
1.3.2 The Vice Principal.....	4
1.3.3 Everybody at the Academy	4
1.3.4 Parents and Carers	4
1.3.5 Students	4
1.4 Guidance for Students	4
1.4.1 Standards.....	4
1.4.2 Achievements and Rewards	4
1.5 Property	5
1.5.1 Personal Property.....	5
1.5.2 Mobile Phones and Electronic Devices	5
1.5.3 Trent – iPads	5
1.5.4 Academy Property	5
1.6 Guidance for Staff	5
1.6.1 Within the Academy.....	5
1.6.2 Support and Guidance.....	6
2 Consequences	6
2.1 Behaviour and Consequences Framework.....	6
2.1.1 Exclusions	6
2.1.1.1 Exclusions may be.....	7
2.1.2 Re-admission from exclusion.....	7
2.1.3 Managed move.....	7
2.1.4 Alternative Curriculum.....	7
2.1.5 Alternative Provision.....	7
2.2 Behaviour in the Classroom	7
2.2.1 Behaviour around the Academy.....	8
2.2.2 Behaviour Points	8
3 Sanctions Menu	8
4 CCTV	9
5 Parent / Student App	9
6 Use of Reasonable Force	9
6.1 Reasonable force.....	9
6.1.1 Reasonable force can be used to.....	9
6.2 Power to search students without consent	10
7 Peer on Peer Abuse	10
7.1 Definition of Peer on Peer abuse.....	10
8 Behaviour Intervention Table	12

1 Working towards a safe, purposeful learning environment

1.1 General Principles

The key focus of behavioural management at The de Ferrers Academy is the provision of a safe, purposeful learning environment.

We are seeking to create positive attitudes towards outstanding behaviour in every aspect of the students' work and reward such behaviour appropriately. It is important that teachers form positive relationships with students, knowing them well and being able to respond to the needs of individuals. All staff are aware that students have different needs and that there are SEND students at the academy. All staff are responsible for maintaining outstanding behaviour in the classroom and the academy environment.

Working practice will establish a mix of praise and rewards, rather than sanctions and punishments. The foundations of good working practice are well prepared and well organised lessons, consistent, intelligible marking of work, high expectations and sympathetic guidance with praise for achievement.

This Behaviour Policy guides students towards an acceptance of responsibility for their own behaviour, especially as it impacts on the rights of others.

Students are aware of personal choices and take responsibility for their actions. Staff use positive strategies to avoid a further incident before giving another consequence. Rewards are consistent and fair.

1.2 Rights and Responsibilities

Everyone has the right to:	Student responsibilities are to:	Teacher responsibilities are:
<ul style="list-style-type: none">• Feel safe in the academy• Work to the best of their ability• Be treated with respect and consideration• Learn/teach without unnecessary interruption• Be listened to• Work in a pleasant environment for learning• Be treated fairly	<ul style="list-style-type: none">• Be prepared to listen and learn• Be in control of their own behaviour• Let others learn• Overcome disagreements without resorting to physical or verbal aggression	<ul style="list-style-type: none">• To provide opportunities for students to learn to the best of their ability• To provide an environment in which students can• Learn• To manage the classroom• To provide planned and well prepared lessons• To treat students with fairness and• Consistency
	<ul style="list-style-type: none">• To foster supportive and positive relationships within teaching groups	

1.3 Roles

1.3.1 Local Governing Body

The Local Governing Body will establish, in consultation with the Principal and Support and Guidance, the policy for promotion of learning and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the expectations are clear. Governors will support the academy in maintaining high standards of behaviour.

1.3.2 The Vice Principal

The Vice Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

1.3.3 Everybody at the Academy

Everybody at the academy must ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or natural origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and are appropriately addressed.

1.3.4 Parents and Carers

Parents and carers must take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy to assist the academy in maintaining high standards of learning and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

1.3.5 Students

Students will be expected to take responsibility for their own actions and will be made fully aware of the academy policy, procedure and expectations. Students also have a responsibility to ensure that all incidents of disruption, violence, bullying and any form of harassment are reported.

1.4 Guidance for students

1.4.1 Standards

Students are to be encouraged to act in an acceptable manner at all times. This will be achieved by example, by reinforcing positive attitudes and by the staff accepting a collective responsibility for maintaining a purposeful learning environment.

Students are instructed that bullying of any kind is not tolerated and that incidents, however small, must be reported to a member of staff. Bullying can be seen as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.

Reported incidents of bullying will be dealt with by staff who will inform parents that the matter has been dealt with. (See Anti-Bullying Policy)

1.4.2 Achievements and Rewards

Rewards are one means of achieving and maintaining a positive learning environment. They have a motivational role in enabling students to fulfil their potential. The 'Achievement' system should be used, not purely for good behaviour, but for all aspects of academy life.

1.5 Property

1.5.1 Personal Property

- The academy will accept no responsibility for loss or damage to valuable items
- Students are expected to attend lessons with a pen and all other necessary equipment.
- Valuables should be brought to the academy only when necessary.
- Illegal substances, tobacco, alcohol, offensive weapons including laser pens and any items which could be dangerous to health and safety, are prohibited. Students and Parents/Carers must be aware that the academy has a zero tolerance policy on the possession of drugs/weapons, including being under the influence of drugs/alcohol.
Any student found to be under the influence of alcohol or drugs whilst on the premises, whilst representing the academy on a trip or visit, or whilst wearing academy uniform, or brings a weapon onto campus is at risk of permanent exclusion.
- Trading or gambling should not take place at the academy.

1.5.2 Mobile Phones and Electronic Devices

Mobile phones and other electronic devices should not be seen or heard at the academy. If a student is found using their mobile phone, it will be confiscated and only returned to Parents/Carers.

Parents/Carers must understand that any misuse of a mobile phone by a student is their responsibility if their name is on the contract for the phone.

Students and Parents/Carers must also be aware that any report of indecent images sent to students by other students may be reported both to 'First Response' and to the Police.

1.5.3 Trent – iPads

iPads should be used as instructed by members of staff in class rooms and should not be used when moving around the building.

1.5.4 Academy Property

Students are expected to respect the property of the academy and others. Any damage caused through any form of misconduct will result in students and their parents being required to meet the cost of replacement/repair.

1.6 Guidance for Staff

A united approach creates impact

1.6.1 Within the Academy

Within a whole academy approach, staff take active responsibility for engaging students in learning and using the following preferred practices in the classroom and in the wider duty of care role.

Staff training is provided at the start of each academic year, with regular updates where necessary. These notes are also given to our supply teachers as part of their induction.

1.6.2 Support and Guidance

Support and Guidance staff will be available to assist in all aspects of academy life, focusing on the social, emotional, physical and intellectual wellbeing of students. All year groups have nonteaching Heads of Year and Assistant Heads of Year to facilitate this process. They manage the process of procedure through the levels ensuring that procedures are followed appropriately at all times. Support and Guidance staff must ensure a visible presence during transition between lessons and at the start and end of the day.

In addition to the Support and Guidance team, there is a Behaviour Support Officer (BSO) and an Isolation room supervisor.

2 Consequences

It is the responsibility of all staff to ensure that the Behaviour Policy is followed.

2.1 Behaviour and Consequences Framework

The following concepts of the new behaviour requirements for all students will be set out at the start of each year.

It will be communicated to all Parents / Carers who will be asked to adhere to the policy.

Students must understand that a failure to comply with any part of the policy will lead to a sanction.

- Students and Parents/carers must understand that 10 behaviour points within one week of the guidelines set out in the policy will lead to a detention on the following day (Resets Monday)
- Students and Parents/carers must understand that 13 behaviour points within one week of the guidelines set out in the policy will lead to a student being isolated from their normal lessons and social time (resets Monday)
- Detention – detentions run nightly at the academy and can be issued for a duration of 30, 60 or 90 minutes
- Isolation – isolation from normal lessons will be issued for students who fail to attend a 90 minute detention. The detention will still be issued following the isolation period. A student will also be isolated for defiance towards staff and leaving the classroom without permission
- Detention / isolation is not negotiable, except under exceptional circumstances and failure to attend a detention will result in a further sanction being given

That any incidences of alleged bullying must be reported to Support and Guidance (See Anti Bullying Policy)

2.1.1 Exclusions

Exclusions from the academy may be considered at any point within the framework or for a single major incident of misbehaviour. Exclusion guidelines are set out by the Local Education Authority, and these are referred to in all cases. The Vice Principal may recommend an exclusion, however, ultimately it is the responsibility of the Principal whether to exclude a student.

Exclusions are always a last resort, and the academy is mindful when recommending any exclusion. To avoid this, the academy has implemented internal exclusions whereby a student may be excluded from lessons for a fixed term, but will remain in the academy and be fully supervised and supported by the behaviour support officer. The student will access their lessons remotely but will remain in isolation. Following the internal exclusion, parental meetings will take place with the Vice Principal and members of the support team to discuss intervention strategies to support the student going forwards.

2.1.1.1 Exclusions may be:

- Fixed-term – Usually for a period of one, two, three, four or five academy days.
- Permanent – A recommendation to the governors that the student is not allowed to return to this academy. It is very rarely used. The academy will seek alternative arrangements for students before the permanent exclusion takes place

2.1.2 Re-admission from Exclusion

Parents will be informed of the date, time and venue of the re-admission in the exclusion letter. The re-admission will be documented in the agreed format.

2.1.3 Managed Move

There are two distinct categories of Managed Moves.

- A managed move within the de Ferrers Trust
- A managed move through the District Inclusion Partnership where a 'managed move' to an alternative school may be arranged. This allows students who have been unsuccessful in moderating their behaviour at the academy to have a fresh start at another school.

2.1.4 Alternative Curriculum

Students who have multiple fixed-term exclusions and are at serious risk of permanent exclusion will be educated outside of their normal timetabled lessons in the Alternative Curriculum faculty. This provision is based on the Dove campus

2.1.5 Alternative Provision

Students who have multiple fixed-term exclusions and are at serious risk of permanent exclusion will be educated outside of their normal timetabled lessons in the Alternative Curriculum unit. This provision is based on the Dove campus

2.2 Behaviour in the classroom

- **Tier 1 – Verbal warning**
 - Infringement of class expectations, i.e. talking without permission, lack of work or disrupting the learning of others.
- **Tier 2 – Behaviour points**
 - If you fail to respond positively to a verbal warning, **2 behaviour points** will be logged electronically onto your profile.
- **Tier 3 – Removal from the classroom**
 - If you fail to respond positively to Tier 2, then you will be removed from the classroom **(SOS)** and you will incur a further **2 behaviour points: 4 points in total.**

- If a serious infringement of behaviour occurs, you will be removed from the classroom and referred to the Head of Year/Behaviour Officer.

2.2.1 Behaviour around the Academy

- Students will receive behaviour points for incidents that take place during the social time. Culture and conduct to, from and around the academy are expected to be of the highest standards.

2.2.2 Behaviour points

The table below shows the number of behaviour points which will be given should a behaviour infringement occur.

Behaviour infringement	Behaviour points
AA - Dangerous Behaviour	4
AA - Litter	2
AA - Out of Bounds	3
AA - Play Fighting	4
AA - Rude to Staff	3
Behaviour - SOS - Removed from Class	2
Behaviour in the Classroom - 3rd Warning	2
Behaviour in the Classroom - Arguing	2
Behaviour in the Classroom - Disruption	2
Behaviour in the Classroom - Lack of Work	2
Behaviour in the Classroom - Inappropriate Language	2
Behaviour in the Classroom - Talking	2
Equipment - iPad / Stationary / Planner	1
Homework - No Homework Submitted	2
Homework - Substandard / Incomplete	1
Late	1
PE kit - Forgot 1 Item	1
PE kit - No PE Kit	3
Uniform - Shirt / Shoes / Lanyard	1

3 Sanctions Menu

The sanctions below are in place for breaches of the behaviour policy:

- 30 minutes Post Academy detention – (BSO)
- 60 minutes Post Academy detention – (BSO)
- 90 minutes Post Academy detention – (BSO)
- Isolation
- Internal exclusion (1, 2, 3, 4, 5)

- Fixed term exclusion (1, 2, 3, 4, 5)
- Managed moves (DiP / TRUST)
- Alternative Curriculum (Temp/full time) onsite
- Alternative provision (Temp/full time) offsite
- Permanent exclusion

4 CCTV

CCTV is in operation at all times and will be used to investigate incidents during social time where necessary

5 Parent / Student App

All parents / carers will have access to the SIMs parent app so that they can track behaviour points

6 Use of Reasonable Force

6.1 Reasonable Force

All members of The de Ferrers Academy have a legal power to use reasonable force, (and at the request of the Principal, members of staff temporarily responsible for students).

Staff at the academy cannot use force as a punishment.

Academy staff do not require parental consent to use force on a student.

It is school practice for a member of staff to speak to parents about serious incidents involving force.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable force' means using no more force than is needed in the circumstances.

We would generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

6.1.1 Reasonable force can be used to:

- Remove disruptive students from a classroom where they have refused to follow instruction to do so
- Prevent a student behaving in a way that disrupts
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves or others

6.2 Power to Search Pupils without Consent

The Principal and authorised staff can use force as is reasonable given the circumstances to conduct a search for 'prohibited items' (including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, 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).

6.1.2 Reporting the Use of Reasonable Force

Any use of reasonable force needs to be recorded on SIMS when logging the behaviour incident. In the 'Action Taken' element of the log, 'Physical Restraint Used' needs to be selected from the list. Parents should also be informed as a matter of courtesy.

7 Peer on Peer Abuse

7.1 Definition of Peer on Peer Abuse

There is no simple definition of peer on peer abuse.

Keeping Children Safe in Education 2020 (para 29) describes the following:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

It should also be recognised by all staff that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim.

All schools within the de Ferrers Trust have behaviour policies and anti-bullying policies and a Peer on Peer abuse policy is currently in development (May 2021).

In the interim all schools will take any such incidents as those described in the above (not exhaustive) list very seriously and will respond to any reports of peer on peer abuse in a timely and appropriate manner using their behaviour and anti-bullying policies and the following guidance to support decision making:

- Keeping Children Safe in Education 2020 part 5 – Responding to reports of sexual violence and sexual harassment
- The Brook Traffic Light Tool for sexual behaviours
- Department for education - Sexual violence and sexual harassment in schools and colleges 2018
- National Police Chief's Council - When to call the police
- Sharing nudes and semi nudes (advice for education settings working with children and young people. Responding to incidents and safeguarding children and young people) UK Council for Internet Safety
- Department for Education - Behaviour and Discipline in Schools 2016

Our duty of care may also, in some circumstances, extend to incidents that occur outside of school hours if the impact of that experience affects the child at school. The school will take appropriate action and respond to incidents brought to our attention whether

these occur in the community, in the home or online and this action could involve reporting to the police if the information reported indicates criminal activity having taken place.

8 Behaviour Intervention table

The outline below is a guide and not a prescriptive directive. Any actions taken should always be based on an individual student's needs and circumstances. A restorative must be the first strategy used in tiers 1 and 2.		
Tier	Criteria	Intervention menu
Tier 5	<ul style="list-style-type: none"> • Tier 5 negative events trigger • Failure to respond to interventions at Tier 4 • 5 exclusions • No sign of improved behaviour • Significant event 	<ul style="list-style-type: none"> • Level 3 Behaviour meeting – Principal • Internal Alternative Curriculum placement • Off-site Alternative Provision placement • Trust Managed move referral • Internal reflection/isolation unit
Tier 4	<ul style="list-style-type: none"> • Tier 4 negative events trigger • Failure to respond to interventions at Tier 3 • 2 fixed term exclusions in a term • Sudden and unexplained changes in behaviour or personality • 4 exclusions 	<ul style="list-style-type: none"> • Level 2 Behaviour meeting – Vice Principal – Head of Campus • Personalised timetable which could include a reduction or extension of the school day for a fixed period of time including AP respite • Internal / External agency referrals (e.g, CAMHS, Harvey Girls) • DIP Managed move referral • Internal reflection/isolation unit • EHCP
Tier 3	<ul style="list-style-type: none"> • Tier 3 negative events trigger • Failure to respond to interventions at Tier 2 • Isolated event which risks the safety and wellbeing of students and staff • 3 exclusions 	<ul style="list-style-type: none"> • Level 1 Behaviour meeting – Behaviour support officer / S&G • Red report – Level 3 report (BiM / Head of Campus) • Withdrawal for agreed intervention – inclusion • HOPE - referral • Internal reflection/isolation unit
Tier 2	<ul style="list-style-type: none"> • Tier 2 negative events trigger • Failure to respond to interventions at Tier 1 • 2 exclusions 	<ul style="list-style-type: none"> • Formal parental meeting with S&G/Behaviour support officer • Amber Report – Level 2 report (S&G) • Behaviour intervention plan (BiP) • Mentor support – Restorative Justice • Mental health first aid - reactive • Internal reflection/isolation unit
Tier 1	<ul style="list-style-type: none"> • Tier 1 negative events trigger • Poor behaviour during unstructured time • Internal truancy • Persistent lateness • Failure to comply with basic standards • 1 exclusion 	<ul style="list-style-type: none"> • Phone call home • Green report – Level 1 report (S&G) • Mentor support – Restorative Justice (S&G / BiM) • Mentor support - TFTF • Mental health first aid - reactive • Sanctions – ranging from detention to reflection