



SANDYE PLACE ACADEMY Behaviour Policy

Statement Document History

Issue	Date	Comment
1.01	1 July 2011	Approved by Main Board of Governors
2.0	30 January 2013	Approved by Full Governing Body
2.1	June 2015	Ratified by Board of Trustees
2.2	March 2017	Ratified by Board of Trustees
2.3	July 2018	Ratified by Board of Trustees

INTRODUCTION

It is the Academy's belief that everyone will learn most effectively in a positive safe and secure environment where they are valued as individuals and where they are encouraged and stimulated to fulfil their potential. This demands that we actively encourage good attitudes. We aim to reward and praise so that we all give our best.

In order to create such a 'Culture' all Academy stake holders must be involved in the development and implementation of policies relating to maintaining a disciplined, safe, secure and happy learning environment. This is underlined by the Academy's mission - Achievement through Partnership.

Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) requires a Governing Body to:

- Make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour; and
- Notify the Principal and give related guidance if the Governing Body wants the Academies behaviour policy to include particular measures or address particular issues.

1. POLICY STATEMENT

Behaviour is the way we act and respond to people and to situations we find ourselves in.

Sandye Place Academy is committed to managing behaviour in a way that facilitates quality teaching and learning to take place, ensure consistent standards of expectation are applied at all times and enable all pupils to reach their potential within an inclusive, safe and caring learning environment.

2. PRINCIPLES

To fulfil the Academy's Policy statement, The Governing Body has created a number of key principles. These principles of behaviour emphasise three core values; Care, Courtesy and Consideration. They also aim to ensure that all children find our school a safe place, where



they are able to enjoy their education, to learn and to fulfil their potential. The Governing Body believe that in relation to behaviour the Academy should therefore:

- Set high expectations for behaviour.
- Provide positive role models. Staff should treat one another and pupils with the same level of courtesy, patience and respect that they demand from pupils.
- Promote good behaviour and attitudes by providing positive support, encouragement, praise and appropriate rewards.
- Promote respect for others and the environment.
- Promote self-discipline and self-respect.
- Promote equality of opportunity, the welfare of pupils and good relations across the whole school community.
- Value pupils as individuals and take account of the needs of vulnerable children, including those with special educational needs, physical or emotional health needs, migrant and refugee pupils and children looked-after, and offer support as appropriate.
- Secure an acceptable standard of behaviour so that the school environment is safe, conducive to learning and free from disruption.
- Avoid discrimination against any person including on grounds of race, gender, disability or sexual orientation and promote good relations between different communities.
- Prevent bullying and tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- Make use of fair, reasonable, consistent and proportionate sanctions that do not discriminate, humiliate or denigrate pupils.
- Involve parents/carers and other appropriate agencies fully in supporting pupils positive behaviour and tackling any difficulties
- Use exclusion, whether fixed-term or permanent, appropriately in accordance with Government guidelines.

3. ROLES & RESPONSIBILITIES

How we achieve this - THE PROCESS

For the Academy to operate successfully the positive ethos relating to behaviour must be owned and supported by the whole Academy community; staff, governors, parents/carers and pupils.

Governing Body

To achieve an effective approach to behaviour and discipline the governing body is required to set out a statement of general principles relating to behaviour. The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour. The governors will review these principles regularly and will consult on any changes and ensure that it is communicated to all stakeholders and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour of pupils and staff. In addition, the governors will also give full and fair consideration to any complaints relating to the behaviour policy.



Principal

The Principal is responsible for the implementation and day-to-day management of the policy and procedures. The Principal will take account of the principles set out by the governors in developing and applying any measures relating to behaviour in the Academy. The Principal will make sure that expectations of behaviour are made clear to all staff and pupils.

Staff

Staff, including teachers, support staff, volunteers and coaches will be responsible for ensuring that the policy and procedures are followed, and consistently applied. In making decisions they will always seek to act fairly and in accordance with the statement of principles, taking appropriate account of the needs of vulnerable children. Mutual support amongst staff in the implementation of the policy is essential. Staff will be given the opportunity to feedback to the Principal the effectiveness of the policy and its procedures, playing a key role in its review.

Parents/Carers

The support of parents/carers is vital if the Academy is to achieve its principles for behaviour. We rely on parents/carers to:

- Work with the Academy to support their child's good behaviour
- Keep the Academy informed about special needs or personal matters which may affect their child's behaviour
- Respect the behaviour policy and disciplinary authority of the Academy.

It is a statutory requirement that parents/carers are asked to sign a Home-Academy agreement at the beginning of each year which sets out these responsibilities in more detail. In return the Academy will keep parents/carers informed of their child's behaviour, good as well as bad and work closely with them to support improvements if necessary. The Academy will also deal fairly, thoroughly and promptly with any concerns or complaints relating to bullying (see Anti-Bullying Policy) or other aspects of behaviour.

Pupils

Pupils have a right to be taught in environments that are safe and conducive to learning. Incidents of violence, threatening behaviour, abuse, discrimination or harassment will not be tolerated. Pupils should:

- Take responsibility for their own behaviour
- Show respect to themselves, others and their environment
- Never bully or denigrate others.
- Follow reasonable instructions by school staff,
- Meet the Academy expectations
- Accept sanctions in an appropriate way.
- Report all undesirable behaviour

Each year pupils are asked to sign a Home-Academy agreement which sets out these responsibilities in more detail.



4. POLICY IMPLEMENTATION

This Behaviour Policy will be implemented in accordance with our Behaviour Implementation Procedures (point 6) for the Policy and its procedures to be effective it must be used in conjunction with other Academy policies, notably Equal Opportunities, Special Educational Needs, Anti-Bullying and Curriculum policy.

5. MONITORING & REVIEW

The Policies Committee is responsible to review the policy statement as appropriate, under changing circumstances and at least every year. It must then be authorised by the Governing Body of the Academy Trust. This policy will be reviewed through discussions with teaching staff, the school's Governing Body, pupils and other relevant stakeholders. The implementation of procedures remain the responsibility of the Principal, but will be monitored by the Curriculum Committee. The Principal will report annually to the Curriculum Committee.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parents. The outcome of the review and changes to policy and or procedures will be communicated to all stakeholders and incorporated into an amended Behaviour Policy Review

6. IMPLEMENTATION PROCEDURES

Procedures

The procedures for managing behaviour will be developed by the Principal in consultation with the staff and pupils, through the school council. The procedures will make clear to pupils what and how acceptable standards of behaviour can be achieved and will have a clear rationale. This is to be made explicit to staff, pupils and parents/carers. The procedures will be monitored by the Principal in conjunction with Heads of Year and the senior management team. This is to ensure they are consistently and fairly applied and to create a culture of personal responsibility that every member of the Academy is responsible to uphold within the whole community.

Rewards

An Academy ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.



Discipline for Learning System

Sanctions are needed to respond to undesirable behaviour in the classroom. However, prior to any sanction being issued all solution focused strategies will have been actioned. Poor behaviour in the classroom will result in consequences defined in our Discipline for Learning System (Please note that this is only a guidance and sometimes consequences may differ from the DFL guidance), however professional judgement is made by members of staff when deciding on the consequences. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Behaviour of Pupils outside of school

The behaviour of students outside of the academy may also be considered as grounds for discipline and will be a matter of judgement for the Principal and Senior Leadership Team. This is usually when a pupil is wearing school uniform or during the academic school day. However, during other times if a child's behaviour is deemed a public order offence this may be referred to the police.

More severe Sanctions

Sanctions are also needed to respond to more severe or consistent low level negative behaviour incidents. In these instances, the Academy applies a Ladder System, whereby the more frequent or severe the behaviour, the greater the consequence. Examples include internal exclusions (The POD) and External (Fixed term and Permanent) exclusions for the most severe behaviours. The Academy also uses a mediation system whereby restorative activities take place between staff, pupils and parents to ensure that pupils are supported and not just Sanctioned for their behaviour. As part of this process both parents and the child are expected to attend a reintegration meeting after a suspension. Whereby, a contract will be issued and the child placed on a Senior Leader's report card (a child will not be reintegrated back into the Academy until this has taken place). Failure to adhere to the contract may result in a further fixed term or even a permanent exclusion.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

External Agencies

The Academy seeks support from external agencies where it feels appropriate. It works positively with them to ensure that the needs of all pupils and families are met by utilising the range of external support available. Pupils are identified as needing support from external agencies by a range of pastoral and curricular strategies. External support is initiated by the SENCO. Further details are outlined in the Inclusion policy



7. APPLICABILITY

Upon approval of the policy by the Governing Body, the Clerk to the Governors is accountable for making this policy available to all appropriate stakeholders via the school VLE (Virtual Learning Environment).

The Principal is responsible to communicate the policy and procedures to staff, pupils and parents/carers.

8. DEFINITIONS

None Identified.

9. REFERENCES

None identified.

A. Lawson