



# STEP Academy Trust

## Behaviour Policy

**DATE OF POLICY:** Spring 2019

**Review:** Spring 2020

### **Introduction**

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Behaviour in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in conduct, instruction and outcomes. The policy acknowledges each Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

It is the expectation that all STEP Academies develop all pupils' personal and academic conduct to ensure the highest levels of self-control, self-discipline and self-reliance at all times both inside and outside of school. This will be encouraged through rewards for excellent conduct and sanctions for conduct that falls below the high expectations of the Trust (these rewards and sanctions will be documented for each individual Academy in the Appendices).

Behaviour approaches within STEP Academies are motivated by the needs of the pupils within individual Academies and the context of those Academies and are, therefore, discrete, singular and distinct but are always delivered with consistency and fairness. Nonetheless, any approach is expected to enable pupils to engage with all sections of society and community academically, intellectually and socially and to ensure that the STEP Standard is achieved and that academicians are on track to attain this standard by the end of KS2. Behaviour that undermines this is unacceptable.

- All staff will receive training in the delivery of the behaviour policy.
- All pupils will receive appropriate support to achieve the highest expectations of behaviour.
- Parents and carers and agencies will receive appropriate communication and liaison regarding pupils' behaviour to ensure the highest standards are attained and maintained.

Each Academy has an individual flow-chart that details the resultant outcomes for inappropriate behaviour.

See Appendices for individual Academy flow-charts and expectations.

## **1. Roles and Responsibilities**

Academy staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

### **Headteacher**

- It is the responsibility of the Headteacher to implement the Academy's behaviour policy consistently throughout the Academy and to support the staff to meet this objective.
- The Headteacher has the power to impose a variety of sanctions for unacceptable behaviour including fixed term and permanent exclusions.

### **Academy staff**

Each member of staff has a responsibility to:

- Care for pupils in their class and teaching groups;
- Ensure that there is a fair and consistent approach towards dealing with discipline;
- Implement Academy rules on uniform and behaviour;
- Ensure equality of opportunities for all;
- Report progress, achievements and concerns to parents;
- Meet parents to ensure the best possible education and welfare;
- Challenge pupils to achieve higher standards academically and to develop greater involvement in extra-curricular activities within the Academy and the wider community.

### **Pupils**

All pupils should:

- Behave properly at all times;
- Treat other people with respect;
- Speak politely to other people;
- Have self-confidence and high self-esteem;
- Aim for 100% attendance and punctuality;
- Take care of all Academy equipment and buildings.

### **Parents**

Our staff will ensure the parents are regularly informed of academic progress and any behavioural issues causing concern for each pupil. For the best outcomes a positive partnership between home and school is essential. We expect parents:

- To ensure their child attends regularly and punctually as required by law;
- To ensure their child is sent to the Academy prepared for the school day with all necessary books and equipment and correctly dressed in full school uniform;
- To support the Academy rules, especially uniform rules, and the behaviour policy and reinforce sanctions given by the Academy for misbehaviour;
- To keep the Academy informed of anything which they believe might affect their child's progress in school especially absence, illness, change of family situation;
- To take an interest in their child's school work;
- To attend parents' evening to meet their child's teachers;
- Not to take holidays in school time;
- Where possible to provide a quiet place at home to encourage completion of homework;
- To ensure their child gets adequate sleep before a school day.

## **2. Learning to Behave**

The Academy aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

### **Staff**

In order to encourage and promote good behaviour amongst pupils, staff will:

- Model exemplary behaviour;
- Treat all children and adults with respect;
- Speak politely to each other;
- Build pupil confidence and self-esteem through positive reinforcement;
- Avoid using sarcastic language;
- Recognise pupil effort and achievements on a regular basis and celebrate success;
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour;
- Work in partnership with parents through regular contact to help improve behaviour.

### **Academy Rules**

Academy rules are clearly defined. The rules are concerned with reinforcing general patterns of sensible and considerate behaviour. It is the aim of the Academy to provide a safe environment appropriate for learning.

### **Rules for uniform**

Within the Trust where Academies adopt a uniform, rules around this are very clear and are explained in detail before and when pupils join the Academy. Uniform is not optional in Academies which have a set uniform and it is expected that parents support this.

## **3. Rewards**

The successful management of behaviour and rewards is central to the Academy's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the Academy and the community. Our approaches to rewards are set out in the Appendices. They encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the Academy as role models and to develop their own potential.

## **4. Sanctions when expectations are not met**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on educational visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

## **Unacceptable behaviour**

Examples of unacceptable pupil behaviour and/or failure to comply with Academy rules (This list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Punctuality to school and to lessons;
- Leaving Academy premises during school hours without permission;
- Sexual misconduct;
- Making false malicious accusations against teachers, members of staff or volunteers;
- Inciting others into inappropriate behaviour;
- Data security breaches
- Carrying or smoking cigarettes or e-cigarettes

## **Members of staff**

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour;
- Tell the child what we find unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- If the poor behaviour is repeated, or if it is judged to be serious, the teacher is likely to escalate the incident to more senior staff in the Academy.

## **Support Systems for Pupils**

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances which are determined by each Academy. Often the support strategies are deployed alongside the sanctions mentioned above in order to help the pupil improve their behaviour before more serious sanctions are necessary.

## **Sanctions**

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. Sanctions which the Academy may choose to implement are listed below. (This list is neither exhaustive or defines every possible type of sanction employed): These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as sanctions, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunch-time and after school.
- Academy based community service or imposition of a task – such as picking up litter or weeding Academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases Academies may use temporary or permanent exclusion.

### **Fixed Term External and Permanent Exclusions**

The Headteacher has the power to impose a fixed term or permanent exclusion from the Academy. The Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the Academy. The Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education.

### **Permanent Exclusions**

In line with DfE guidance, The Headteacher will permanently exclude a pupil:

- in response to a serious breach, or persistent breaches, of the Academy’s behaviour policy by a pupil; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the individual or other pupils at the Academy.

Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:

- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Behaviour which poses a significant risk to the child’s own safety
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Arson
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the Academy.
- Bringing into the Academy any kind of offensive weapon for example: knife, hammer, crowbar, (and not limited to those listed in the Offensive Weapons Act 2006) ,
- Engaging in any radicalisation or taking part in any terrorist related activity

### **Fixed Term Exclusions**

Fixed term exclusions are also imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Fixed term exclusions are not viewed lightly by the Academy and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed term exclusions runs the risk of being permanently excluded from the Academy in due course. Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the Academy
- vandalism
- violence
- deliberate disobedience
- data security breaches

### **Pupils' conduct outside the Academy gates – teachers' powers**

Pupils at STEP Academy Trust have a responsibility to act in an appropriate manner outside of school hours particularly on the journey to and from the Academy. Standards of behaviour outside of the Academy should be just as high as those expected inside of the Academy and we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the Academy premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any Academy-organised or Academy-related activity; or
- travelling to or from the Academy; or
- wearing Academy uniform; or
- in some other way identifiable as a pupil at the Academy; or
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the Academy; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the Academy/Trust.

Any inappropriate behaviour which occurs during Academy-organised or Academy-related activities, whilst travelling to or from the Academy, whilst wearing Academy uniform or whilst in some other way identifiable as a pupil of STEP Academy Trust are likely to incur the sanctions listed above.

Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the Academy, which poses a threat to another pupil or member of the public or which could adversely affect the reputation of the Academy may result in sanctions being taken against the pupil including permanent exclusion.

## **5. Searching and confiscation of inappropriate items**

The Academy has an obligation to manage the health and safety of staff, pupils and visitors to ensure that Academy discipline is maintained. This policy is consistent with DFE advice contained in "Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies"

### **Searching without consent**

Academy staff can search without consent 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; and
- any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

A pupil refusing to co-operate with a search will be subject to disciplinary measures by the Academy.

## **Searching with consent**

Academy staff can search pupils with their consent for any item.

The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the Academy's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

## **Confiscation**

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies'.

## **6. Power to use reasonable force to control or restrain a pupil and Isolation**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an Academy organised visit. In the Academy, force is used for two main purposes to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used by members of staff:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts an Academy event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

The Academy will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for pupils with SEND.

The Academy will, following incidents in which force is required, report the incident to the parent or parents of a pupil. However, the Academy does not require parental consent to use force with a pupil.

Any complaint relating to the use of force against a pupil will be investigated thoroughly and quickly. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

## **Gonville Academy: Code of Personal Conduct**

Gonville Academy students and staff aspire to the highest expectations of conduct at all times and in all locations. Staff strive to be an impeccable model of conduct for the students, and follow the same personal code.

Our students know that part of being successful is ensuring that they appear successful to others, particularly those meeting them for the first time.

Students know that it takes practice to reach these expectations.

Students know that the more they practice exemplary conduct the more likely it will be that they will achieve these expectations and exemplary conduct will become part of who they are.

Gonville students' conduct is based on seven pillars of personal capital: good manners, politeness, self-control, respectfulness, kindness, friendliness and cherishing their own and others right to learn.

This is made clear in the Academy through:

### **GREETINGS**

Always:

- Greeting adults with –“Good morning/afternoon Mr/Miss ....”
- Enquiring after their wellbeing – “How are you?” “I hope you had a good weekend.”
- Thanking them if they enquire after your wellbeing, e.g. – “I am very well thank you– thank you for asking.” When asked how they are, students respond appropriately and say “thank you.”
- Greeting adults with a smile, looking them in the eye, using a clear and confident voice. When greeting an adult for the first time in the day academicians shake the adult’s hand.
- Bidding an adult farewell and with the words, “Good bye Miss/Mr, I hope you have a good afternoon/evening/weekend.” If the adult has taught them on that day they will add, “Thank you for teaching me today.”
- Bidding adults farewell with a smile, eye contact and using a clear and confident voice.
- Welcoming visitors to the academy – “Welcome to Gonville Academy. I hope you enjoy your visit. Is there anything I can help you with?”
- Greeting visitors with a smile, looking them in the eye, using a clear and confident voice.

### **MOVEMENT AROUND THE ACADEMY**

Always:

- Moving around the academy calmly and quietly and in two straight lines.
- Standing up straight, with head up and a smile. Arms remain by the side and hands are never in pockets.
- Ensuring that shirts are tucked in when inside the academy or moving between buildings.
- Thanking anyone who opens a door for you.
- Saying, ‘You’re welcome,’ when someone thanks you.

### **IN ASSEMBLIES**

Always:

- Entering assemblies in silence.
- Sitting in silence.
- Sitting up.
- Appearing alert and interested.
- Waiting calmly and quietly when waiting to be dismissed.
- Leaving the assembly quietly and calmly.

## **IN CLASS**

Always:

- Entering a classroom in silence.
- Being ready to learn as quickly as possible.
- Sitting up straight and tracking the speaker.
- Appearing alert and interested.
- Starting work as quickly and calmly as possible.
- Using a clear and confident voice if asked to speak.
- Apologising immediately if issued with a warning.
- Being respectful of the teacher, other adults and other students.

And:

- Never distracting another student from their learning.
- Never wasting time.

## **IN THE PLAYGROUND**

Always:

- Moving into the playground calmly and quietly.
- Being careful not to hurt other students.
- Playing fairly.
- Being polite to adults.
- Taking turns.
- Being a good sport.
- Being friendly.
- Taking care of any student who is hurt.
- Taking care of younger students.
- Including others in their games.
- Shaking hands at the end of sporting games and saying, 'Well played.'
- Being a good loser.
- Being a good winner.

And:

- Never, ever threatening or hurting another student.

## **WHEN PLAYING SPORTS AND REPRESENTING THE ACADEMY AT SPORTS**

Always:

- Playing fairly.
- Respecting an official's decision.
- Being a good sport.
- Encouraging teammates.
- Being respectful of the opponents.
- Being a good loser.
- Being a good winner.
- Shaking hands at the end of a game and saying, 'Well played.'
- Thanking the officials and the opponents' coaches/teachers.
- Remembering, 'For when the One Great Scorer comes to mark against your name, He writes – not that you won or lost - but how you played the Game.' - Henry Grantland Rice.

## **IN THE DINING HALL**

Always:

- Always lining up calmly, and never pushing in.
- Ignoring those who push in and remembering that, 'the greatest revenge is not to be like that person.' – Marcus Aurelius.
- Thanking the adult who serves the food.
- Remaining seated when eating lunch.
- Talking in a quiet voice during a meal, and never speaking with your mouth full.
- Talking to your neighbours on your table whether you know them or not.
- Using the knife and fork correctly.
- Placing your knife and fork together in the 6.30 position on the plate to indicate that you have finished your meal.
- Leaving the table quietly and calmly when finished.
- Saying "Excuse me," when leaving the table.
- Removing all of your plates, bowls and cutlery from the table.
- Removing any cutlery, plates or bowls that have been left on the table.
- Making sure your chair is straight.
- Thanking a member of the catering staff for your meal when leaving the dining hall.
- Ensuring your empty plate and cutlery are stacked neatly.
- Thanking any students helping with clearing.
- Leaving the dining hall calmly and quietly, through the main exit.

We show excellent conduct outside the Academy by:

### **WHEN IN UNIFORM**

- Remembering that a student wearing the academy uniform is representing the Academy and aspires to display exemplary conduct at all times.
- Remembering that any student who does not uphold the expectations of the Academy lets the whole Academy down.

### **WHEN OUT OF UNIFORM**

- Remembering that a true Gonville student is a Gonville student whether they are wearing the Academy uniform or not and whether they are in the Academy or not. They display exemplary conduct at all times because that is who they are.
- Remembering that a student who does not uphold the expectations of the Academy at all times wherever they are and whatever they are wearing, is not a true Gonville student, and that is not who they are...yet.

# Gonville Academy

## Behaviour Systems



### Rewards

**Achievement Awards** – Star of the Week is celebrated weekly in each class and for the playground during a special weekly assembly. Class of the Week awarded. Parents of the Stars of the Week are invited to attend via a text message, sent the previous afternoon. Student of the term is awarded on a half-termly basis, and winners receive a special gold badge to wear on their blazer.

**House Points** – Children can earn house points for good behaviour and working hard. A weekly house points assembly celebrates the winning team, and every half term the overall winners are allowed to attend school in team colours.

**Attendance awards** – Every term children with 100% attendance receive a special certificate. There is also a monthly attendance prize draw, for children who have 100% attendance for a month. At the end of a full academic year, children with 100% attendance for a whole year receive a special badge and certificate.

**Raffle tickets** – Raffle tickets are awarded for good work and behaviour. There is a weekly prize draw – if a child's raffle ticket is selected they win a small prize.

**G-cards** – Awarded to children who have worked extremely hard.

### Student Leadership Roles

**Head Boy and Head Girl** – the Head and Deputy Boy Girl are elected by Year 6 students and staff. They meet every two weeks with the Headteacher.

**Student Advocates** – Pupil Advocates apply for prefect roles within the school. They are interviewed and selected by the Head of Pastoral Care, and cover a range of roles, including: Play Leaders, Dining Hall Monitors, Readers, Tour Guides, Office Assistants and Eco-Monitors.

**House Captains** – House Captains are selected by class teachers at the end of Year 5. They meet with the Headteacher on a termly basis, and take a lead during sporting events.

**Student Council Members** – School Council are elected by their peers within the classroom, and meet every fortnight to discuss whole school issues. School Council are very involved in charity fundraising.

**House Captains** – House Captains are selected by class teachers at the end of Year 5. They meet with the Headteacher on a termly basis, and take a lead during sporting events.

**Rights Respecting Leaders** – Elected by their peers. They are responsible for make sure children respect each other's' rights across the school.

**Class Monitors** – Selected by the class teacher to fulfil a range of classroom jobs.



