

S4 STUDENT BEHAVIOUR POLICY

Responsible:
Approved by Governing Body
Next Review:

The Principal
September 2018
September 2020

1. Introduction

The Bushey Academy is committed to creating an environment where excellent behaviour is at the heart of productive learning and a highly cohesive school.

Relationships are at the core of all we do. All students are expected to participate in building positive relationships with their peers and members of staff, reconciling where necessary and committed to moving forward positively after any identified difficulty.

All students are expected to maintain the highest standards of personal behaviour, conduct and dress, to accept responsibility for their behaviour and encourage others to do the same. This policy applies to all year groups, the whole school day, the journey to and from school and the duration of any trip. It should be read in conjunction with other policies listed under references at the end.

No policy can cover all eventualities. The Principal reserves the right to use discretion to help academy students make better choices and learn the right lesson. The final decision regarding sanctions for specific incidents lies with the Principal.

2. The School Rules

We have 3 simple school rules which are explicitly taught to all students:

1. *Be Ready*
2. *Be Respectful*
3. *Be Safe*

2.1 Typical (but not exhaustive) examples for students of the school rule **Be Ready** are:

- Attend school on time, and be punctual to all your lessons, so that you are ready to learn
- Be organised, having the correct books and equipment for your lessons each day
- Full school uniform, worn properly - includes blazers, ties, and correct shoes. Look smart!
- All electronic devices, including phones, headphones etc, are turned off and out of sight
- No gum, sports or fizzy drinks - only water in clear bottles during lessons
- Be ready to learn and have a good day

2.2 Typical (but not exhaustive) examples for students of the school rule **Be Respectful** are:

- Demonstrate the qualities of an excellent Bushey Academy student, never disrupt others' learning and behave appropriately at all times
- Do as you are asked quickly by all members of staff
- Listen to others, use appropriate language (never swear) and a polite tone
- Look after each other, the buildings, displays and equipment
- Keep your school tidy - always dispose of your litter

2.3 Typical (but not exhaustive) examples for students of the school rule **Be Safe** are:

- Never engage in bullying or aggressive behaviour towards others
- Keep hands, feet, objects and unkind personal comments to yourself
- Walk calmly and quietly in the corridors and stairs, keeping to the left
- Be in the right place at the right time, and not in any area which is out of bounds
- Follow rules for health and safety

3. Promoting Good Behaviour

We have an agreed whole academy approach that underpins good behaviour:

3.1 Clear Expectations

- Students are required to behave well at all times, both in and out of the classroom, and should expect to have any poor conduct challenged by staff in a calm and positive way
- Staff will model positive behaviours and strive daily to build mutually respectful relationships, including through restorative meetings with students where necessary; students are expected to engage in a positive way with such meetings and to play their part in building strong relationships with staff
- Staff will refer to 'Ready, Respectful, Safe' in all conversations about behaviour so that students receive specific guidance to help them make positive choices in the future
- Teachers will plan lessons that engage, challenge, and interest all learners
- Teachers 'meet and greet' students at the start of each lesson and finish lessons in an agreed consistent approach called 'end and send'; students are expected to follow these processes promptly
- All incidents of bullying or hate speech/behaviour will be dealt with promptly in accordance with academy protocols, and students are encouraged to report any such incidents, secure in the knowledge that they will be helped
- Once an incident is resolved and any sanctions completed, the next lesson is a fresh start for the student.

3.2 Encouraging Aspiration

We promote high expectations and individual aspiration through:

- A structured weekly form programme
- Assemblies
- PSHCE
- Staff modelling
- Targeted education around key issues (eg bullying; the dangers of fighting; LGBTQ issues)
- Targeted use of support and intervention
- Meetings/ communications with parents and carers
- Celebration of individual achievement events
- Use of 'Above and Beyond' achievement points (see below)

3.3 Recognising and Celebrating Individual Achievement

The academy is committed to recognising and celebrating achievement, particularly of those students who show they are prepared to go what we term as 'above and beyond' daily expectations.

Typical examples for students of 'Above and Beyond' in lessons:

- ✓ Producing work (including homework) which reflects genuinely **high quality** effort
- ✓ Consistently demonstrating real curiosity, effort and commitment to your learning in a particular lesson or lessons, including through asking questions and contributing
- ✓ Demonstrating real resilience and determination when tackling challenging learning
- ✓ Outstanding participation in specific learning activities, including leading and being involved in presenting something to the class
- ✓ Helping the teacher in a particularly significant way, including during form time

Typical examples for students of 'Above and Beyond' outside of the classroom:

- ✓ 100% attendance each half term
- ✓ Participation or volunteering to help at a school / house or year event / assembly
- ✓ Being involved in some form of community service for the academy
- ✓ An act of leadership which demonstrates real commitment and effort
- ✓ Excellence & commitment whilst representing the school on a particular occasion (eg sporting)
- ✓ Regular participation at an extra-curricular or enrichment activity
- ✓ A major act of kindness

4. Sanctions

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules, or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

We have clear and consistent use of sanctions when needed.

A list of typical sanctions (whilst not exhaustive) is outlined in Appendix A at the end of this policy.

The academy will ensure that any sanction imposed is proportionate and must not breach any other legislation (for example in respect of disability, special educational needs, religion, race and other equalities and human rights) and must be reasonable in all the circumstances; the academy recognises the legal duties under the Equality Act 2010, and in terms of safeguarding and supporting students with special educational needs. The academy will fully investigate incidents prior to issuing sanctions, and will also consider whether there are any mitigating circumstances, or aggravating factors, when making a decision about the most appropriate sanction. It is recognised that some students require a more sensitive and differentiated approach.

Appendix A also covers the sanction for any student found to have made a malicious allegation against school staff. In addition to any sanctions, the academy will review any pastoral support (in terms of safeguarding and mental health) needed for a student found to have made any such malicious allegation.

Following a sanction, it is expected that behaviour will improve as a consequence.

4.1 There are a number of sanctions which the academy utilises, which include:

- Detentions: break time and lunch time
- Detentions: Head of Year after school (up to 1 hour, with a day's advance notice to parents/carers)
- Senior Leadership detention (up to 2 hours, with a day's advance notice to parents/carers)
- Exit Room
- Isolation Room
- Fixed term external exclusion (FTE) or Internal Exclusion
- Short term placement at another school
- Managed move to another school
- Permanent exclusion

The academy's sanction system is designed to deal with and prevent the escalation of inappropriate and /or poor behaviour, with the aim of always educating students towards more positive attitudes around being *Ready, Respectful and Safe*.

The Head of Year will be responsible for ensuring that concerns around poor behaviour are communicated early to parents and carers, and the academy is committed to working closely and collaboratively to address any issues.

The academy is also committed to working with other agencies where necessary to help support a student who is displaying continuously disruptive behaviour. Depending on the individual circumstances of the student, agencies involved, amongst others, could be: Chessbrook ESC, Children's Services, the Police, the Education Psychology Service, the Local Authority Attendance Team, and the Local Authority Special Educational Needs Team. The decision around making individual referrals to any of the above services will lie with the respective Heads of Year, and be ratified by the Assistant Principal: Pastoral and Alternative Provision at regular pastoral meetings each fortnight.

The academy has clearly outlined procedures and sanctions relating to incidents of bullying and the S18 Anti-Bullying Policy is published on the school's website.

5. Interventions and Support

The academy utilises a range of interventions and support to help identified students address issues of poor behaviour. These interventions can include, amongst others:

- Positive behaviour coaching (external mentors) - 1:1 and groups
- 1:1 academic and pastoral mentoring (external mentors)
- 1:1 behaviour support from Chessbrook ESC Outreach workers and Chessbrook ESC courses
- 1:1 mentoring by academy staff
- 1:1 mentoring by identified peer mentors (usually Sixth Formers)
- 1:1 support via an external school based counsellor
- Transition support for identified students entering Year 7
- Life Course with Hertfordshire Fire Service
- Alternative Provision (eg Building 1 Zone; Life Gym)
- Pastoral Support Plans
- Safety and Support Plans
- Risk Assessment Management Plan (RAMP)
- Home / School Behaviour Contract
- Reduced timetables (short term)
- Conduct Focus Group
- Governor Panels

6. Confiscation of Inappropriate Items

All staff at the academy staff have a legal power to confiscate, retain or dispose of a student's property as part of a sanction, so long as it is reasonable in all the circumstances. The law protects staff from liability to, or loss of, confiscated items provided they have acted lawfully. Staff should always contact parents or carers about confiscated items and make a judgement about whether it is appropriate to return those items to parents or carers. Additionally, all staff have the power to search without consent for 'prohibited articles', including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking paraphernalia, including vapes and e cigarettes
- 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.

7. Power to use Reasonable Force

Members of staff at the academy have the power to use reasonable force to prevent students committing an offence, injuring themselves, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and other authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for the items listed above.

References

1. Behaviour and discipline in schools: advice for head teachers and school staff (DFE-Jan 2016)
2. Education Acts 1996 and 2011
3. Education and Inspections Act 2006
4. Equality Act 2010
5. Stonewall's School Report 2012 and Metro Youth Chances survey (2014)
6. Stonewall's Education for all – Train the Trainer resource
7. S9 Child Protection Policy and The Prevent Strategy
8. S14 Uniform Policy
9. S18 Anti-Bullying Policy
10. S36 Drugs Policy
11. S30 Mobile Phone Policy

Appendix A: Academy Behaviour System

