



BEHAVIOUR POLICY



April 2016

BEHAVIOUR POLICY

INTRODUCTION

Great Barr Academy's Behaviour Policy supports our endeavour to sustain a community in which all share a sense of affiliation and responsibility.

Our purpose is to provide guidelines for the behaviour we wish to see from the whole school community - students, teachers and all other staff working in the school. We recognise that the lead must be taken by adults. (For Staff, this policy should be read in conjunction with the School's Dignity at Work Policy.) We wish to enable young people to thrive in a stimulating, well ordered and caring environment in which they can develop into well-adjusted young adults who are able to succeed in a changing world and challenging workplace.

This policy document provides a framework for determining the appropriate response to incidents of unacceptable behaviour.

This policy includes the following sections:

1. The School's VISION STATEMENT.
2. A definition of STUDENT AND STAFF RIGHTS.
3. A description of the ROLE OF THE STAFF.
4. A recognition of the importance of PRAISE.
5. A recognition of PARENTS as our partners.
6. A description of what is EXPECTED OF STUDENTS in terms of behaviour.
7. A description of ACTION to be taken when misbehaviour occurs.
8. Guidance on how BULLYING can be prevented and, if necessary, dealt with.
9. Guidance on how RACIST INCIDENTS should be dealt with.
10. How the policy can be MONITORED AND EVALUATED.

1. VISION STATEMENT

Great Barr Academy exists to ensure that all our students learn successfully and support each other in a caring environment.

AIMS OF THE SCHOOL

That, staff, parents, Academy Council and the community of Great Barr will share a pride in this school because Great Barr Academy will 'NURTURE THE POTENTIAL AND CREATE OPPORTUNITY' for students to;

- Achieve excellent results in national examinations.
- Make a positive contribution to the community.
- Behave in a caring and supportive way to others.
- Grow into happy, healthy, confident young people developing the skills for adulthood.
- Become active lifelong learners.
- Fulfil their potential economically, academically and socially.

To help us achieve this vision, we will:

- provide relevant personalised learning programmes;
- focus relentlessly on educational standards;
- listen and respond to student and parent views and comments;
- ensure a consistent use of a full repertoire of rewards and sanctions;
- use developing technology to improve communications between staff and with students and parents;
- provide staff with quality resources and workspaces;
- collaborate with other service, businesses and education providers in the community;
- Science and Mathematics Specialist School.

2. STUDENT AND STAFF RIGHTS

It is essential that the rights of all individuals should be understood and safeguarded. These are:

1. Every student has the right to learn at his or her optimum rate, without being hindered by others.
2. Every student has the right to live each day in school without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.
3. All staff - teachers and support staff - have the right to go about their work and use their abilities for the benefit of students without unhelpful interference.

Our policy is to promote good behaviour in a positive way, through good relationships between staff and students. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims. The secondary school years are years of profound change for young people, and our success is judged by how we deal with issues related to that change.

Our chances of success are best served by:

- a) STUDENTS knowing how they are expected to behave, and knowing the consequences of misbehaviour.
- b) STAFF presenting good models of behaviour themselves, and dealing fairly and consistently with any misbehaviour on the part of students.

4. STAFF RESPONSIBILITIES

All adults working in the School are responsible for promoting high standards of behaviour. This should be achieved by:

- Providing a clear, positive example to others of how to behave in any given situation, taking the lead in creating an atmosphere of respect and care in our community.
- Praising good behaviour.
- Correcting poor behaviour consistently and fairly and

BEHAVIOUR POLICY

within the framework of this policy.

- Applying Academy rules consistently and fairly.
- Working hard to establish and maintain mutually respectful relationships with students.
- To maintain the standards outlined in the schools 'Minimum Standards' document

4. PRAISE AND REWARDS (see '**Rewards Policy**' 2007, appendix A)

As we aim to promote good behaviour rather than just prevent or punish poor behaviour, extensive use will be made of praise. School students are praised too little; many whose work and behaviour are appreciated by their teachers have no idea that they are held in high regard. Routine good behaviour should not be taken for granted, but regularly recognised and commended.

Individuals and groups should be praised for:

- Good work
- Considerate or thoughtful behaviour
- Good effort
- A positive approach
- Overcoming difficulties

Other examples will arise.

Recognition by staff takes several forms, including:

- Verbal praise
- Written comment in exercise book or student planner
- Asking Head of Department, Pastoral Manager, Progress Leader or Senior Leader to see and commend the student.
- The Rewards system and Rewards email to parents/guardians.
- Telephone or written contact with parents
- Departmental Colours.
- Mention in assembly or tutor group time
- Work being displayed
- Letters/postcards home

Praise is a potent force for promoting good behaviour. Over-use is not a problem – under use is.

The form tutor should be informed about students' good behaviour, and in turn should keep the Head of House/SLT informed.

Positive behaviour can be recorded in the Planner or the School information system.

5. PARENTS/CARERS

Our relationship is not only with our students, but with their parents/carers too. If students are to thrive in school, they need to feel that their parents/carers have confidence in us. Our contact with parents/carers should be frequent, concerned and helpful. Instances of misbehaviour need on occasions to be relayed to parents/carers, but so too must be the more frequent instances of good behaviour. This helps to foster a positive appositve relationship with parents and carers.

The function of staff and parents is identical - to promote the best interests of the young people in their care. All the

school's dealings with parents will be on this basis.

Every encouragement should be given to parents to attend the regular parents' consultation evenings, but they should also be encouraged to contact the school whenever necessary. A professional and welcoming approach is vital if the partnership is to flourish.

6. EXPECTATIONS

The context of Expected Behaviour is based around all pupils being Ready – Respectful – Safe.

All students must be made aware of what is expected of them in school.

At all times and in all places during the school day students should:

- a) Be polite and show care and consideration for others;
- b) Listen and respond positively to directions or requests made by teaching and support staff;
- c) Respect and care for the physical environment, including the school building, its equipment and resources, and the property of other individuals;
- d) Demonstrate self-control and self-discipline.

Before School Students should make sure that they bring to school everything that will be needed for the day - the correct books, pens, P.E. kit etc.

In Class Students should follow the procedures set out below
Start of lessons Students should:

- a) Arrive on time - apologise and explain if late;
- b) Enter the room sensibly and go straight to workplace;
- c) Remove and put away any outdoor wear;
- d) Get out all necessary equipment ready for work;
- e) Remain quiet while the teacher checks for absentees.
- f) During lessons Students must:
- g) Be silent when the teacher talks to the whole class;
- h) Never annoy or distract classmates;
- i) Raise a hand to attract the teachers' attention, when questions or problems arise;
- j) Remember that eating, chewing or drinking anything but water are not allowed,
- k) Electronic devices, mobile phones or any sort of games must be turned off and put away. Confiscation is appropriate if this rule is broken;
- l) Remain seated according to the seating plan unless required to move by the teacher;
- m) Leave the class only when given permission and a note by the teacher
- n) Record all homework and coursework set in the student planner, and ensure it is completed and handed in on time.

Close of lessons Students should:

- a) Pack away only when the teacher says so;
- b) Leave the room in an orderly fashion when given permission by the teacher, after all chairs or stools have been put away tidily, so that the room is in good order for the next class.

BEHAVIOUR POLICY

After school

Students should take home all that will be necessary for completing homework and/or coursework. Although not in the direct care of the school, students are reminded through their PSE lessons, assemblies and tutor time about their role in the wider community outside of school hours.

Around the school

Students must keep to the following rules:

- When moving about the school walk sensibly and quietly on the left - avoid causing congestion - never run or shout;
- Always do as instructed by teaching or support staff;
- Only play safe games at break or lunch-time, and never hurt, threaten or embarrass others - treat people with respect;
- Put litter in a bin. Any food or drink bought from the canteen must be consumed in the hall
- Smoking on school premises is strictly forbidden;
- Do not congregate outside the entrances to the school at break or lunch-time - students should be on the school premises for lunch;
- Wear the correct school uniform (to, from and within school) with a bag large enough to carry planner, books and equipment
- Remove hoods and hats when inside the school building.

7. FAILURE TO MEET EXPECTATIONS

Most students behave well most of the time, but they must be aware that if they do misbehave, it will not be ignored. Staff will always take appropriate action. This action will vary according to the seriousness of the misbehaviour.

Guidance on procedure on misbehaviour

BFL in the classroom

- First misbehaviour.....Verbal warning C1
- Second misbehaviour.....Verbal warning C2
- Third misbehaviour.....Detention C3 for 30min
- Fourth misbehaviour.....Incident, (including a C3 detention followed up at end of lesson) or if misbehaviour continues with good neighbour.... Incident
- Use a 'good neighbour' when possible to avert C3 or Incident if you sense things escalating, or use it when an Incident is reached

Response to incident

- Pupil is spoken to at the classroom by LG on radio patrol
- SLG will attempt to restore learning when appropriate (attempt to resolve the issue and request they continue with their learning),
- BASW (corridor supervisor) will remove the pupil.
- When pupil is removed a 'good neighbour may be sought.

Isolation

- Pupils taken to isolation during a lesson will remain in isolation until the end of the same lesson unless Pastoral Manager/LG need to isolate for rest of day for safety or exclusion reasons.
- Staff to get Incident referral completed on information system by end of day (4.00pm for the incident to be dealt with next day)

Staff procedure for Incidents

- An Incident now means you have given a C3 and due to continued misbehaviour you are referring the incident to HOD or HOH for further action.
- For next day action the Incident should be referred on the information system by 4.00pm that afternoon.
- Administrative support will e-mail the HOD with the list of the days' referrals.
- Action on Incidents
- HOD will decide on which Incidents will be dealt with by the dept. This list will be passed on to the HOH by 9.00am the next day after the referral.
- HOH will then deal with the Incidents remaining after 9.00am. This enables the most serious Incidents to get the most serious sanctions (e.g.. Isolation, exclusion etc.)

Staff Responses to Misbehaviour

Students can expect the following types of response from staff for misbehaviour:

For minor, day-to-day misbehaviour, a student may be:

- Given a consequence (C1)
- Told-off or warned verbally;
- Moved to another seat;
- Given an appropriate task;
- Detained during a break-time;

For something more serious, or if day-to-day misbehaviour continues, he or she may be:

Given further consequences (C2, C3 or Incident)

- Put on report by the HOD or Pastoral Manager;
- Removed to another group for a period of time;
- Put on report to the head of department;
- Have break or lunch-times supervised;
- Be isolated from some or all lessons for a period of time;
- Be sent to a senior member of staff.

If bad behaviour still continues even then, a student may be:

- Put on report, with parents' involvement by Pastoral Manager;
- Become the subject of a detailed subject-by-subject enquiry held by the
- Pastoral Manager or other senior member of staff;
- The subject of an interview in school between senior staff and the students' parents;
- Referred to another professional (e.g. an educational psychologist) to try to discover the cause of the

BEHAVIOUR POLICY

problem, with an outcome deemed appropriate for that child.

When other attempts have failed, or if any incident of misbehaviour is extremely serious the Headteacher may impose fixed-term or permanent exclusion. Any such action will be in accordance with statutory regulations and local authority guidelines, ensuring that the rights of the student concerned and his or her parents are safeguarded. (See Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units (2008) <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>)

If an incident has taken place outside of the school's jurisdiction, the Headteacher may decide that it is in the interests of the individual and the school community for the student to be educated off site for a certain period, subject to review at regular intervals.

(The Headteacher has also delegated all the above measures to the Pastoral Deputy Head, Pastoral Assistant Head and HOHs)

Internal Isolation Room – Guidance for Staff

A copy of the Room Rules is displayed in the Isolation Room and links to the information given to parents in the letter informing them of the internal isolation.

It is essential that staff are aware that the internal isolation system follows the school policy for external exclusions, and can only be referred through the Headteacher or SLT or HOH

Those supervising the room will not, therefore, be receiving students unless their behaviour has been reported and processed through the normal channels.

When a student has been placed in internal isolation, an e-mail from the House secretary will appear as soon as possible in the morning

Procedure for the Exclusion Room is as follows:

Supervisory teachers must register the students in the log book. They are expected to attend in full uniform, properly equipped for work.

Please read the Room Rules with the students. Students must work in silence, but may seek help by raising a hand. As with an external exclusion, work should be set by departments, but a bank of appropriate work is also available in the room.

Students are not allowed to leave the room unless escorted by a supervisor.

Packed lunches will be provided by parents/carers or the canteen.

It is important that they are allowed to use the toilets (usually supervised by BASW)

Mobile phones, etc. must be turned off and put away for the entire day.

The Internal Isolation Day ends at 3.15 pm. Inappropriate behaviour during the day will be followed up.

Internal Exclusion Room

For a more serious incident, pupils will be booked in the Internal Exclusion room. This sanction sits between Isolation

Room and a fixed term exclusion from school.

The sanction is designed to reduce the number of one day fixed term exclusions from school, where a pupil will miss a day of learning.

All pupils will be provided with relevant work linked to the subjects they are studying. This, therefore, minimises lost work time.

Detentions

Detentions are set by teaching staff, using the school information and recording system. Staff should also issue a sticker to the pupil to go into their planner.

Detentions are for a duration of 45 and 60 minutes depending on what the sanction is for.

Parents and guardians will also receive a text message 24 hours before the detention is to take place.

Detentions take place on Monday, Wednesday and Friday, beginning at 3.15pm. A 45 minute detention will end at 4.00pm with a 60 minute detention ending at 4.15pm.

Detentions will be supervised by school staff on a rota basis.

Missing a Detention

- If a pupil is absent on the day of their 45min or 1 hr house detention they will do the detention on the first Monday, Wednesday or Friday back to school. They will not necessarily be reminded by staff. It is their responsibility to remember.
- If a pupil does not turn up for detention they will either have a 1hour detention or be in isolation the next day (at HOH discretion).
- Pupils who continue to miss detentions could ultimately have a fixed term exclusion from school and a meeting will be arranged with parents.

'Good neighbour' policy

For more serious failure to meet expectations in lessons, a 'Good neighbour' could be used as well as a possible detention following it, but this should not be done lightly. The student concerned is then sent to work with another class in the department, either for a fixed time or the rest of the session. He or she must be given appropriate work to do in that lesson. All departments could have a contingency rota for all periods so that staff know where a student should be sent. Small departments find it beneficial to work together on a faculty basis. The 'good neighbour' system is only manageable when staff use it with restraint.

In emergencies (Incidents), Senior Leadership Team (SLT) staff may be called out to lessons, but this should not be a routine course of action as it does not constitute a sustainable behaviour management strategy for staff. When it is necessary, contact with the nearest office should be made to seek SLT help.

Where a department's efforts to ensure appropriate behaviour from a student are unsuccessful, the Head of Department or a member of staff nominated by her or him should raise the issue with the Pastoral Manager who will then advise and if

BEHAVIOUR POLICY

necessary direct the strategy. This will be done pro-actively by a Pastoral Manager anyway if any student gives cause for concern across a range of subjects or staff. The Pastoral Manager may involve the SLT (usually Deputy or Assistant Head, Pastoral) in discussions about the students' progress, and in the application of appropriate strategies and sanctions.

8. BULLYING

Of all the types of misbehaviour possible, bullying is the one most feared by many students (especially the youngest). It therefore merits separate mention.

All members of the school - students, teaching and support staff - will be encouraged:

Never to accept or ignore any form of bullying which they have noticed;

Always to speak out and see that proper action is taken;

It is the duty of all staff to listen and to act whenever an alleged case of bullying is brought to their notice.

Always refer these incidents on the school information system by using the appropriate descriptor to enable the statutory monitoring of these incidents by the Deputy Head Pastoral.

Bullying can take various forms. It can be:

- physical
- verbal
- homophobic
- racial
- cyber

It can also be any combination of these.

Our aim is to prevent bullying through promoting a caring atmosphere in the school. Bullying is more likely to occur in schools where staff adopt authoritarian styles. Staff must therefore avoid giving the unspoken message that their authority comes from power. It comes instead from legitimacy, which brings responsibility and the duty of care.

Where bullying occurs, our aims are:

- to support the victim, and to restore his or her self-esteem and confidence;
- to deal with the perpetrator(s) in a non-bullying way, unravelling the issue so that he or she is less likely to bully again;

In all reported cases the form tutor(s) and HOH must be involved from the beginning of the process, and normally parents would be involved too. The Pastoral Deputy and Assistant Head may also be involved.

Strategies we will employ to lessen the likelihood of bullying include:

- Raise awareness of bullying through the curriculum, tutor group time and assemblies;
- regularly encourage the idea that the right thing to do is to tell – that this is not "grassing" or "snitching" – to ignore is to condone;
- patrol key areas of the grounds and buildings through the duty system;
- promote student self-esteem;

- Encourage staff to provide role models of caring behaviour.

DETAILED GUIDANCE on how alleged instances of bullying should be handled can be found in our Anti Bullying Policy'

9. RACIST INCIDENTS

Should always be treated seriously

All members of the school - students, teaching and support staff - will be encouraged:

Never to accept or ignore any form of racist behaviour which they have noticed;

Always to speak out and see that proper action is taken;

It is the duty of all staff to listen and to act whenever an alleged case of racist behaviour is brought to their notice.

Always refer these incidents on the school information system to enable the statutory monitoring of these incidents by the Deputy Head Pastoral.

FOR DETAILED GUIDANCE see 'Race equality Policy'

10. MONITORING AND EVALUATION

Our policy should be continually monitored and reviewed, and revised as necessary.

Monitoring will be led by the Pastoral Deputy and Assistant Head Teacher and supported by the Pastoral Managers and HODs in the following ways:

- Pastoral deputy to provide SLG with regular data on departmental events;
- SLG will link with their designated HODs to analyse the events within the department
- HODs will support their subject teachers where appropriate
- Pastoral Deputy and Assistant Head Teacher will meet with the safeguarding and inclusion team weekly to analyse data
- Pastoral Deputy and Assistant Head Teacher will meet every term with individual Pastoral Managers to analyse data and ensure consistency of approach.

There are some relatively objective indicators which can be used, including:

- Number of merits, postcards, C3s and Incidents;
- Number of unauthorised absences from school;
- Amount of internal truancy;
- Number and nature of incidents reported to form tutors, HODs/Senior staff;
- Number of suspensions or exclusions;
- Analysis of incidents of different ethnic backgrounds and gender;
- Proportion of students in appropriate dress;
- Clearly more subjective, but at least as important, is the professional view of staff, and the feelings of students.
- Are things running smoothly?
- Is the school a happy and settled place?
- Is movement about the school easy?
- Do any students or staff feel threatened or ill-at-ease?

BEHAVIOUR POLICY

These sort of questions should be discussed as a matter of routine - by students (in 'schools Council', 'House focus Groups' etc. as well as staff - and where there is obvious cause for concern, appropriate action must be taken.

Reviewed by Deputy Head Teacher (Pastoral) – March 2016