



# Behaviour Management Policy

Author: Vice Principal (PDBW)

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Date of next review: September 2020

## **Introduction**

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

Positive relationships and dignity can only be maintained if the parameters controlling our behaviour are clear for all and that responses are meticulously fair and consistent, taking into account the views and wishes of Sponsors/Governors, students, parents/carers and teachers in equal balance to maintain a “Climate for Learning” around the Academy which is supportive of our caring and Christian ethos. Our Behaviour Management Policy should help our students to develop faith in the adults who support them and hope for their future well-being.

## **Purpose**

- To ensure that Sponsors/Governors, students, parents/carers and all staff are clear about the standards of behaviour expected (Appendix 1) reflecting our vision
- To provide a clear and consistent Climate for Learning (Appendix 2)
- To define an appropriate set of sanctions and to give clear guidelines as to how they will be imposed. These guidelines will also outline which sanctions are likely to be imposed for defined breaches of our code of conduct (Appendix 3)
- In cases where fixed period or permanent exclusions are imposed, the Academy will always refer to the Central Bedfordshire Council guidelines on managing such exclusions. These guidelines provide detailed information regarding the Governors’ role in such disciplinary procedures and parents/carers’ statutory rights of appeal.

## **Guidelines**

- The Principal will ensure that this policy is reviewed at least every two years in consultation with parents/carers, students, staff and governors. Methods of consultation will include Student Voice meetings; Governors’ Committee meetings; Curriculum and Pastoral Team meetings; and feedback from parents/carers.
- If a student’s behaviour causes serious concern the Vice Principal can request that the concerns are heard by Governors at either an informal Governors’ Behaviour Panel or at a Student Disciplinary Committee.
- Parents/Carers should use the normal channels of communication with the Academy, including written notes in the students’ planners, if they have any queries relating to aspects of student achievement and behaviour.

## **Climate for Learning**

Our Climate for Learning is centred around the principles of the 6Ms – Meet, Manage, Model, Motivate, Maintain and Monitor which in turn reflect our Academy vision of “Living Well Together in Dignity, Faith and Hope”. Rules for students and guidance for staff are derived from these six areas and can be seen in Appendix

2. At all times, we expect all members of the Academy community to embody the values in our vision – Dignity, Faith and Hope. This applies to standards of dress, conduct in lessons, movement around the Academy, safe behaviours and engagement in lessons. We also expect our vision to carry on into social time and time outside the Academy day, where students may be seen to be representatives of the Academy within the local community.

## **SANCTIONS**

### **Rationale**

- Students have the right to learn and teachers have the right to facilitate the learning – this contributes to a dignified educational experience
- Students have the right to expect fair and consistently applied sanctions for poor behaviour, having faith in the adults who apply them. When using sanctions to manage behaviour, staff should always refer to the Climate for Learning (Appendix 2)
- With the use of common sense, sanctions will be applied taking into account the personal circumstances and particular needs of each student.
- Our sanctions are based on a graduated system rising from Level 1 to Level 3 and are recorded and monitored using the SIMS system.

## **REWARDS**

### **Rationale**

- We consider it is important that praise and rewards should be given considerable emphasis within the Academy and students will thus achieve recognition for a positive contribution to Academy life giving them hope in their future achievements and a sense of aspiration
- Rewards in our Academy should not be limited only to those whose academic work is outstanding
- It is expected that good standards of behaviour will be encouraged through the consistent application of our Climate for Learning (Appendix 2)
- Our rewards are based on a graduated system rising from Level 1 to Level 3 and are recorded and monitored using the SIMS system.

### **Measures to Prevent Bullying**

In line with our Academy vision of “Living Well Together with Dignity, Faith and Hope” we have an Anti-Bullying policy which sets out the acts which are considered to be bullying, the procedures which are followed by both students and the Academy and the actions that should be taken by staff. All of our students are precious to us and their well-being and safety is of paramount importance. Our Anti-Bullying Policy ensures that we are compliant with Section 89 of the Education and Inspections Act 2006.

## **EXCLUSIONS**

### **Rationale**

Exclusion is an extreme sanction and is only administered by the Principal (or, in the absence of the Principal, the Vice Principal who is acting in that role). Exclusion, whether fixed term or permanent, may be used for a range of behaviours which constitute unacceptable conduct and are infringements of the Academy's Behaviour Management Policy and Climate for Learning. Our Academy vision of "Living Well Together in Dignity, Faith and Hope" means that we use every opportunity to avert exclusion.

Formal exclusion is the only legal way a student can be removed from the Academy site following a breach of the Academy Behaviour Management Policy.

*IMPORTANT NOTE: The law allows the Academy to send students home without exclusions in order to change clothes / shoes or to remove jewellery if they are in breach of the Academy Uniform Policy as long as parent/carers are notified in advance.*

There is a shared commitment by all members of All Saints Academy to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the Academy community, and to maintain an appropriate educational environment in which all can learn and succeed.
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a student will be taken in the following circumstances:

- (a) In response to a serious breach of the Academy's Behaviour Management Policy and Climate for Learning.
- (b) If allowing a student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

### **Fixed Term Exclusion**

- Most exclusions are of a fixed term nature and are of short duration (usually between one and five days).
- The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one academic year.
- It is possible that the Principal may impose a fixed term exclusion pending further investigation. This should be mentioned in the letter sent to the parent/carers. If this subsequently changes to a permanent exclusion then it is deemed a separate exclusion and so work will need to be issued.
- The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in a term or missing a public examination
- The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a term where a parent has expressed a wish to make representations

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on Academy premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or ‘one off’ offence.

Refer to **Appendix 3 – Exclusion Guidelines** for list of behaviours and possible sanctions.

Refer to **Appendix 4 – Exclusion Procedure** for details the Academy’s exclusion process.

### **General factors the Academy considers before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Equal Opportunity and Race Equality Policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment

If the Principal is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

### **Work for excluded students**

The Academy has a duty to provide work for students to complete during any exclusion term; this will be sent home with the student in the first instance, along with the exclusion letter. If the exclusion exceeds six days the Academy has a duty to arrange a suitable full-time educational provision; this may be a provision at another school site. Further work can be requested by the parent/carer.

In the event of a permanent exclusion, the Academy should provide work for the first five days of the exclusion.

### **Monitoring, Evaluation and Review**

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be prompted and published throughout the Academy.

“Love your neighbor as yourself. There is no commandment greater than this.”  
Mark Chapter 12: Verse 31

**Related Academy Policies:**

- Anti-Bullying Policy
- Child Protection Policy
- Children Looked After Policy
- Equal Opportunity Policy
- Equality Act 2010
- Race Equality Policy
- Safeguarding and Promoting Student Welfare Policy
- SEND Provision Policy

## Appendix 1

### Climate for Learning

Our Climate for Learning is centred around our Academy Vision of “Living Well Together in Dignity, Faith and Hope” which is translated into a set of rules based on the 6Ms of Meet, Manage, Model, Motivate, Maintain and Monitor.

Meet	Manage	Model	Motivate	Maintain	Monitor
<p>I will move promptly between lessons</p> <p>I will line up quietly at each lesson</p> <p>I will check that my uniform is of the highest standard before entering the classroom</p> <p>I will greet my teacher on arrival</p>	<p>I will sit in my allocated seat in the classroom</p> <p>I will organise my equipment and planner on my desk promptly</p> <p>I will record my homework in my planner</p> <p>If my teacher needs me to change seat or room, I will do so without argument</p>	<p>I will listen carefully to my teacher</p> <p>I will listen carefully to the views of other students</p> <p>I will ensure that all my language is appropriate and respectful</p> <p>I will be respectful of the opinions of others</p> <p>I will contribute appropriately in all classes</p>	<p>I will show my enjoyment of my subjects by smiling and engaging in my work</p> <p>I will help to keep my classroom tidy and well-organised</p> <p>I will encourage and support other students in my lessons</p>	<p>I will work productively for the whole of every lesson</p> <p>I will ensure that all of my work is neatly presented</p> <p>I will follow presentation guidelines including dating each piece of work and underlining headings</p> <p>I will use all technology provided sensibly and effectively</p> <p>I will only use a mobile device when permitted to for the purposes of learning</p>	<p>I will attend intervention sessions which are offered to me.</p> <p>I will take pride in my work and keep my books clean</p> <p>I will respond to the feedback provided in the marking of my work in green pen</p>
1	2	3	4	5	6



### Behaviour Consequences

The consequences for students who fail to meet expectations are set out in a consistent stepped response:-

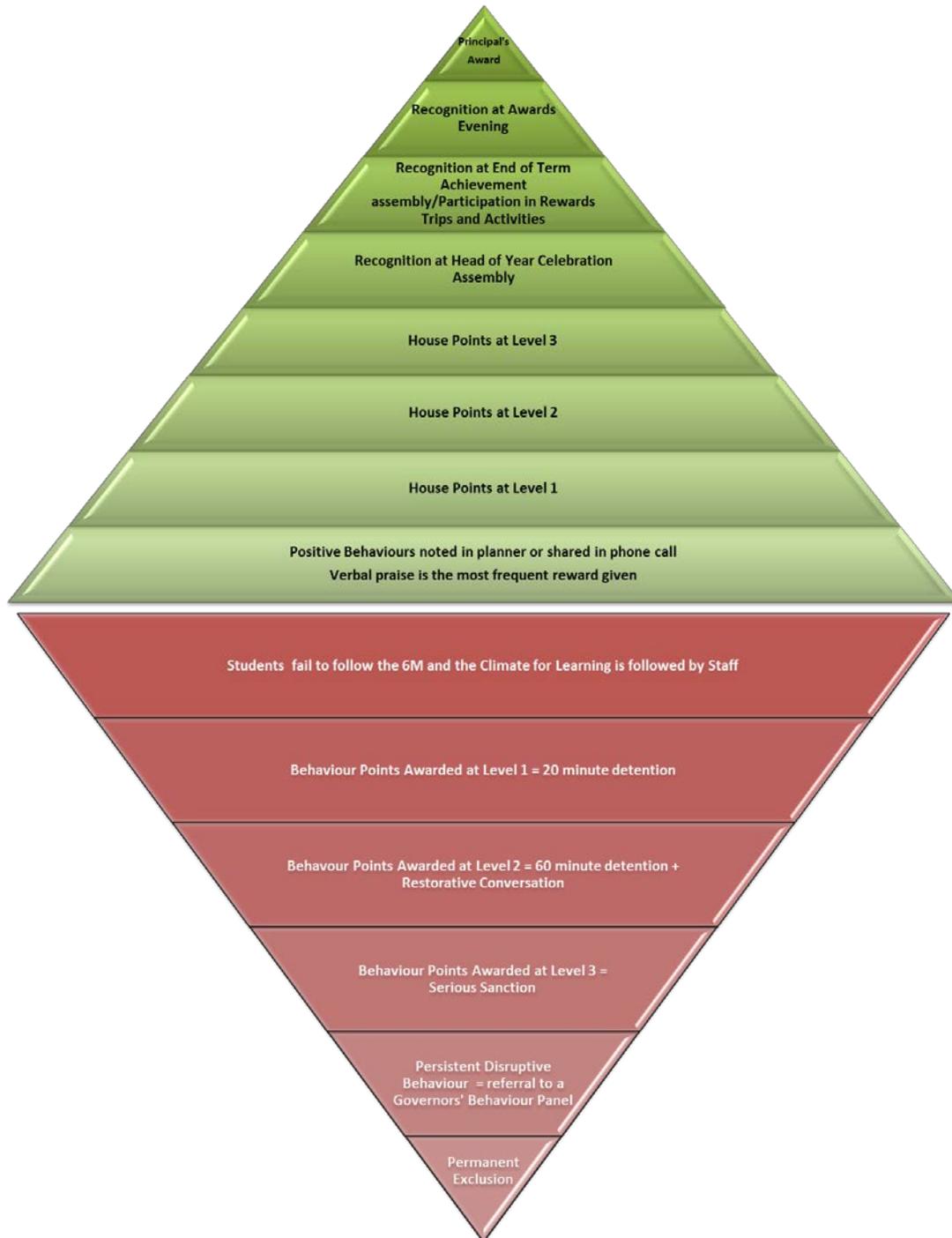
- Step 1: Quiet reminder of expectations by the Class Teacher
- Step 2: Verbal request by the Class Teacher
- Step 3: Student moved to another seat in the room (B1 Sanction)
- Step 4: Student sent to an Exit Room within the Curriculum Area and a Curriculum Area detention of one hour issued (B2 Sanction)
- Step 5: Student refusal to comply with the Climate for Learning (B3 Sanction)

A B3 Sanction is a serious incident and requires investigation and a serious sanction such as Isolation or Exclusion. Serious sanctions are also applied for non-attendance at detentions.

## Appendix 2

### Rewards and Sanctions

“Love your neighbor as yourself. There is no commandment greater than this.”  
Mark Chapter 12: Verse 31



### Appendix 3

#### Exclusion Guidelines

The table below gives guidelines as to the sanctions that the Academy might apply following breaches of the Behaviour Management Policy. This is not an exhaustive list and there may be other situations where the Principal makes the judgement that exclusion is an appropriate sanction. At all times, we believe it is our Christian duty to try to retain students within the Academy family, using exclusion as a last resort

It should be noted that consideration will always be given to individual circumstances, the degree of deliberate intent, and past disciplinary record, as well as any special needs that the student might have.

It should also be noted that students who **persist** in committing behaviours which warrant short fixed term exclusions and which undermine our Academy vision of “Living Well Together in Dignity, Faith and Hope” will almost certainly be at risk of permanent exclusion.

The Academy policy is to avoid exclusion wherever possible due to the impact on education and learning. This is achieved through the use of isolation and other interventions. Where a sanction is to be invoked, the following guidelines are used to determine the length of the sanction as there is no national guidance on the reason for, or length of, exclusions. The Academy, therefore, must ensure that they only use sanctions as a result of a students’ failure to uphold the Academy’s behaviour code.

The following is intended to provide a guideline for exclusion decisions but any sanction will be subject to consideration of the outcomes of the action or the frequency of such behaviours for the student and this may cause us to adjust the sanction.

#### **Behaviours where a 1-5 day sanction may be considered:**

- Fighting - no premeditation
- Abusive language to staff
- Refusal to follow staff instructions on a repeated basis
- Persistent refusal to wear appropriate uniform/ infringements on jewellery
- Wilful disruption of an examination
- Abuse of fire alarm
- Racist, sexist, homophobic or ‘religionist’ abuse towards another individual.

#### **Behaviours where a 1-15 day sanction may be considered:**

- Fighting - pre-arranged
- Conspiring to cause a fight
- Unprovoked physical assault
- Unprovoked physical assault resulting in actual bodily harm requiring medical attention
- Theft of, or deliberate damage to, someone else’s property
  
- Receiving stolen goods in full knowledge of the situation
- Aggression towards staff
- Persistent bullying/intimidation of another student(s) (including cyber bullying) and failure to respond to warnings
- Persistent disruption to the learning of others and failure to respond to support
- Supplying or consuming class ‘C’ illegal drugs on Academy premises, at the Academy gate, or during an

Academy visit

- Consuming alcohol on Academy premises or during an Academy visit Smoking on Academy premises or during an Academy visit.
- Refusal to accept the authority of the Academy Leadership Team.
- 'Mugging'.

**Behaviours where a permanent exclusion may be considered:**

- Supplying or consuming class 'A'/'B' illegal drugs (eg Cocaine, Heroin, Crack, LSD, Amphetamines, Ecstasy and others) on Academy premises, at the Academy gate, or during an Academy visit.
- Supplying drugs for financial or similar gain.
- Carrying an offensive weapon\* with or without evidence of intent to use it.
- Using an offensive weapon\*.
- Persistent disruptive behaviour over a significant period of time.

*\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "Any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

**Where necessary, the Academy will consider police involvement for any of the above offences.**

“Treat everyone you meet with dignity. Love your spiritual family. Revere (worship) God. This is the kind of life you’ve been invited into, the kind of life Christ lived. He never did one thing wrong, Not once said anything amiss. They called him every name in the book and he said nothing back. He suffered in silence, content to let God set things right.”

**1 Peter Chapter 2: Verse 17-23**

## Appendix 4

### Exclusion Procedure

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The following procedure should be adhered to in order for the relevant paperwork to be gathered and a decision made on the exclusion length or other sanction:

- Witness reports are gathered from staff and students
- These are presented to the Vice Principal who refers to Exclusion Guidelines (Appendix 3) and proposes an appropriate sanction
- A Serious Sanctions Outcomes form is sent, together with evidence, to PA to Student Services
- The Inclusion Manager requests that teaching staff provide work to PA to Student Services
- The parent/carer is contacted immediately, where possible, to explain the incident and to arrange for the student to be sent home. Where an exclusion is for 10 days or more, the parents are invited in for a pre-exclusion meeting to explain the incident and to advise of the outcome.
- A reintegration meeting is organised for the student and parent/carer to attend.
- PA to Student Services prepares exclusion letter for parent/carer and gathers work for the student to take home the same day. The letter, giving details of the exclusion and the date the exclusion ends, is given to the student by hand and a second copy is sent to parents/carers by post. Parents/carers have a right to make representations to the Governing body, as directed in the letter.
- Work for the duration of the exclusion, not exceeding five days, is provided on the day the student is sent home.
- During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the Academy premises, and that daytime supervision is their responsibility, as parents/guardians. Failure to do so should result in a fine.
- Exclusion is recorded on SIMS by the PA to Student Services and on the AnyComms system which notifies the Local Authority.
- Parent/carer attend reintegration meeting. A record of the meeting is kept in the student’s file.
  - Where appropriate referral to Student Services is made.
  - For students at risk of permanent exclusion a PSP is prepared.
  - A student may not return to the Academy until a reintegration meeting with parent/carer and student has taken place.

Where a student is issued with a 15 day exclusion or a permanent exclusion, or where a student has had more than 15 days exclusion in one term, the PA to Student Services will notify the Clerk of the Governing Body. The Clerk will arrange a meeting of the Governors’ Student Disciplinary Committee.