

Grace Academy Darlaston

Student Behaviour Policy

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| Reviewed by: | JWH |
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| Approved by: | LGB |
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on a number of guidance documents and pieces of legislation, as detailed below – although this list is not exhaustive.

Advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mobile Phones in Schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Behaviour Principles

Grace Academy seeks '...to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.' It seeks to create an inclusive, caring learning environment through;

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

4. Definitions

Misbehaviour is defined as (although not exhaustive):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as (although not exhaustive):

- Repeated breaches of the school rules
- Verbal abuse
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
tobacco and cigarette papers; fireworks; and related paraphernalia

5. Bullying

Bullying is defined as intentional harming, intimidation or coercion of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

- Emotional – being unfriendly/excluding/tormenting (e.g. hiding books/threatening gestures).
- Physical – pushing/kicking/hitting/punching/any other use of violence.
- Racist – racial taunts/graffiti/gestures.
- Sexual – Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching.
- Homophobic – because of or focusing on the issue of sexuality.
- Sectarian – sectarian taunts/graffiti.
- Verbal – name calling/sarcasm/spreading rumours/teasing
- Cyber – all areas of the internet, such as email & social networking. Threats via mobile (texts/calls). Misuse of associated technology i.e. camera/video facilities.
- Peer on Peer Abuse

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy on our website: <https://darlaston-graceacademy.org.uk/policies/>

6. Roles and responsibilities

6.1 The Governing Body

The governing board will review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (section 3).

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in line with the Academy procedures

The Academy Leadership Team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/ pastoral team promptly

7. Pupil code of conduct

Pupils are expected to:

- Show Respect to others (for differences, achievements, needs and roles)
- Show respect for yourself (in attitudes, aspirations and efforts)
- Show respect for the environment (The Academy, others' belongings, the natural environment)
- Be polite and courteous at all times
- Be tolerant and understanding
- Personal conduct should be of a high standard to reflect the ethos of the Academy
- Take pride in all achievements
- Represent the Academy to the highest standard on all occasions and at every opportunity
- Aim for quality in everything you do and make the most of your ability, talents and opportunities
- Promote the values of the Academy in the community
- Share and celebrate the success of the Academy and its members

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Gold star stamps
- Half termly reward activities
- Bespoke rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Negative stamp in planner
- Parking a student within another class
- Removing the student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Parental meetings
- Agreeing a Behaviour Improvement Plan (BIP)
- Putting a pupil 'on report'
- Being directed to a placement at another school (directed off-site), a manage move or alternative provision
- In serious cases, suspension or permanent exclusion

See appendix 1 for behaviour pathway in classrooms

We may use the refocus room in response to serious or persistent breaches of this policy. Pupils may be sent to the refocus room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are required to sit a further detention with the member of staff's line manager (Head of Department, Head of Year, Head of Key Stage, Principal), persistent failure to sit detentions will result in a period of time in refocus.

The Refocus room is managed by the behaviour manager and the Academy Leadership Team.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school or in the community.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour pathway in classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Positive Handling

In some circumstances, staff may use reasonable force to positively handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Details of our schools approach to restraint can be found in the Search and Restraint policy

9.3 Confiscation

Any prohibited items (listed in section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. This includes mobile phones and jewellery in line with our behaviour and uniform policies.

Searching and screening pupils is conducted in line with the DfE's latest guidance.

In line with the [Mobile Phones in Schools](#) guidance produced by the DfE, mobile phones are not to be seen, used or heard in the Academy. If found to be used by a student the following procedure will take place:

- The phone will be confiscated from the student by a member of staff
- The phone will be logged and stored in reception
- If this is the first instance of an item being confiscated students will be allowed to collect this from reception at the end of the school day
- Any further instances of confiscation will result in parents being contacted and required to collect the item out from reception at the end of the school day

Failure to hand over confiscated items to members of staff can lead to being placed in refocus or suspension.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including the proper use of restraint and the processes and procedures for logging behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the principal and governing body annually. At each review, the policy will be approved by the principal.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Safeguarding policy
- Anti – Bullying policy
- Search, Restraint and Confiscations policy

Classroom Behaviour Pathway

Verbal Warning

- Student name on the board
- Give the student time to process the warning and correct the behaviour
- No further action and normal subject stamp given

You Can Do Better

- Student name on the board under YCD B
- Student can work off the CDB
- Again, give the student time to correct the behaviour before discretion
- If not worked off - stamp in planner at the end of the lesson
- Form tutor to record on G45
- 10 minute detention at the end of the day with form tutor

Nil Teacher Action

- Student name on the board now under NIL
- Again, give the student time to correct the behaviour before escalation
- Stamp in planner at the end of the lesson
- Teacher to record on G45 & write 30 minute detention into planner
- Detention held with teacher who issued detention
- If not completed, teacher to escalate to HOD detention

Parked HOD Action

- If a student has not improved following a NIL, they can be parked with another member of staff in the department
- 'Parked' logged on the portal by class teacher
- Parked stamp recorded in planner by the allocated MOS
- 45 minute HOD detention arranged by HOD with student & written in planner. Logged on G45 by HOD or allocated MOS
- If not completed, escalate to HOY detention

On Call Pastoral Action

- Student refusing to be parked or a serious incident
- On call on the portal by the teacher
- Picked up by on-call staff & taken to Refocus
- 1 hour detention - written in planner by Refocus staff
- Refocus member of staff to log on G45
- Further incidents will be dealt with accordingly